



All Printables for the September 2019 Issue

"THE SUPERSTAR AUTHOR," PAGES 2-3

SKILL: GRAMMAR

- **Capitalization Corrections:** Make sure the right words are capitalized.

"CAN THESE KIDS SAVE THE PLANET?," PAGES 4-7

SKILL: TEXT FEATURES

- **Text Features:** Answer questions about text features in this article.

SKILL: COMPREHENSION

- **Pause and Think:** Check your understanding with short-answer questions.

SKILL: VOCABULARY REVIEW

- **Vocabulary Review:** Complete an activity based on vocabulary words from this article.

SKILL: SUMMARIZING

- **Writing a Summary (Higher Level):** Write a summary paragraph about this article.
- **Writing a Summary (Lower Level):** Write a summary paragraph about this article.

SKILL: ASSESSMENT

- **Quiz (Higher Level):** Take a multiple-choice quiz about this article.
- **Quiz (Lower Level):** Take a multiple-choice quiz about this article.

"OUT OF THE FLAMES," PAGES 8-13

SKILL: CENTRAL IDEA AND DETAILS

- **Anticipation Guide:** Answer questions that will prepare you to read this article.

SKILL: TEXT FEATURES

- **Text Features:** Answer questions about text features in this article.

SKILL: COMPREHENSION

- **Pause and Think:** Check your understanding with short-answer questions.

SKILL: VOCABULARY REVIEW

- **Vocabulary Review:** Complete an activity based on vocabulary words from this article.

SKILL: CENTRAL IDEA AND DETAILS

- **Central Idea and Details (Higher Level):** Fill in a chart with supporting details from this article.
- **Central Idea and Details (Lower Level):** Fill in a chart with supporting details from this article.

SKILL: INFERENCE

- **Read Between the Lines:** Read a passage and make inferences based on it.

SKILL: ASSESSMENT

- **Quiz (Higher Level):** Take a multiple-choice quiz about this article.
- **Quiz (Lower Level):** Take a multiple-choice quiz about this article.

"BRAVELY GOING BLIND," PAGES 14-17

SKILL: TEXT FEATURES

- **Text Features:** Answer questions about text features in this article.

SKILL: VOCABULARY REVIEW

- **Vocabulary Review:** Complete an activity based on vocabulary words from this article.

SKILL: SEQUENCING

- **Sequence of Events (Higher Level):** Place the events in this article in order.
- **Sequence of Events (Lower Level):** Place the events in this article in order.

SCHOLASTIC
ACTION



All Printables for the September 2019 Issue

SKILL: ASSESSMENT

- **Quiz (Higher Level):** Take a multiple-choice quiz about this article.
- **Quiz (Lower Level):** Take a multiple-choice quiz about this article.

"SAVED BY SELFIES?," PAGES 18-19

SKILL: PARAGRAPH WRITING

- **Write a Perfect Paragraph:** Write a paragraph about an article in this issue of *Action*.

SKILL: ASSESSMENT

- **Quiz:** Take a multiple-choice quiz about this article.

"THE SNAKE-HAIRED MONSTER," PAGES 20-25

SKILL: TEXT FEATURES

- **Text Features:** Answer questions about text features in this play.

SKILL: VOCABULARY REVIEW

- **Vocabulary Review:** Complete an activity based on vocabulary words from this play.

SKILL: EXPLORING GENRE

- **Understanding Myths:** Answer questions about the details that make this play a myth.

SKILL: ASSESSMENT

- **Quiz (Higher Level):** Take a multiple-choice quiz about this play.
- **Quiz (Lower Level):** Take a multiple-choice quiz about this play.

"THE FIGHT OVER FORTNITE" AND "THE PROBLEM WITH PINBALL," PAGES 26-29

SKILL: TEXT FEATURES

- **Text Features:** Answer questions about text features in these two texts.

SKILL: VOCABULARY REVIEW

- **Vocabulary Review:** Complete an activity based on vocabulary words from these two texts.

SKILL: SYNTHESIZING

- **Compare and Contrast:** Compare and contrast these two texts.

SKILL: ASSESSMENT

- **Quiz (Higher Level):** Take a multiple-choice quiz about these two texts.
- **Quiz (Lower Level):** Take a multiple-choice quiz about these two texts.

"SHOULD YOUR SCHOOL GET RID OF PHYS ED?," PAGES 30-31

SKILL: ARGUMENT WRITING

- **Write an Argument Essay (Higher Level):** Use a graphic organizer to plan a persuasive essay about this debate.
- **Write an Argument Paragraph (Lower Level):** Use a graphic organizer to plan a persuasive paragraph about this debate.

SKILL: ASSESSMENT

- **Quiz:** Take a multiple-choice quiz about this debate.

"CHARACTERS," PAGE 32

SKILL: WRITING AND EDITING

- **Write a Haiku:** Write a haiku using information from this activity.





All Printables for the September 2019 Issue

FOR USE WITH ANY ARTICLE

SKILL: BUILDING VOCABULARY

- **Vocabulary Journal:** Use a graphic organizer to analyze unfamiliar words from this issue.

SKILL: CENTRAL IDEA AND SUPPORTING DETAILS

- **What's the Central Idea?:** Complete a graphic organizer about the central idea of an article from this issue.

SKILL: COMPARE AND CONTRAST

- **Same and Different:** Use a Venn diagram to compare and contrast articles from this issue.

SKILL: CAUSE AND EFFECT

- **Find the Causes and Effects:** Fill in a graphic organizer with causes and effects from an article in this issue.

SKILL: SUMMARIZING

- **Five W's Chart:** Summarize an article in the magazine by filling in a chart using the five W's.

SKILL: PROBLEM AND SOLUTION

- **Problem Solvers:** Identify problems presented in an article in the magazine, then explain how each problem was solved (or how it could be solved in the future).

SKILL: PARAGRAPH WRITING

- **Write a Perfect Paragraph:** Write a paragraph about an article in this issue of *Action*.



Name: _____ Date: _____

Capitalization Corrections

Directions: Each sentence below contains a capitalization mistake. Find the word that contains the mistake. On the line next to the sentence, rewrite the word correctly. We've done the first one for you.

Three Capitalization Rules

1. Begin every sentence with a capital letter.
2. Always capitalize the word *I*.
3. Capitalize the first letters of proper nouns, like people's names and place names.

1. Most of the time, Reading isn't my favorite thing. reading
2. What i like to do is play and watch sports. _____
3. when I'm in high school, I want to be on the track team. _____
4. On my last birthday, my sister Mia gave me the book *Ghost* by jason Reynolds. _____
5. "You know I don't like books," I told Her. _____
6. "Give this one a try," she Said. _____
7. the book was about a kid on a track team! _____
8. I told mia that I loved the book, and she told me that it's part of a series. _____
9. "Where are you going?," she asked as I put My sneakers on. _____
10. i smiled. "I'm running to the bookstore to get the other books in the series!" _____

Name: _____ Date: _____

Pause and Think

Read "Can These Kids Save the Planet?" in the September 2019 issue of *Action*. Write your answers to the questions in the Pause and Think boxes on the lines below. This will help you check your understanding of what you've read.

1. What did Alexandria do on Fridays? Why?

2. What is causing Earth's climate to warm?

3. How are wildfires linked to global warming?

4. What changes do the protesters want to see?

Name: _____ Date: _____

"Can These Kids Save the Planet?" Vocabulary Review

Directions: Reread the vocabulary definitions on page 4. Then choose the best term from the Word Bank to complete each sentence.

**WORD
BANK**

climate

fossil fuels

generation

protests

strike

- Alexandria says that the future of her _____ is in danger because the Earth is warming.
- There was a school _____ on March 15, and more than a million students walked out.
- Students around the world have held _____ to express their concerns.
- Many people are concerned about _____ change.
- Coal and oil are examples of _____.

Now that you remember what each term means, pick the correct term for each sentence starter and write it in the box. Then use your own words to complete each sentence.

- The factory workers organized a because _____
_____.
- Instead of using to heat their homes, people could use a different type of energy, like _____.
- One place in the world that has a very cold is _____
_____.
- People in our city took part in many to show that they did not support _____
_____.
- When the people of my grandma's were young, there was no such thing as _____
_____.

Name: _____ Date: _____

Writing a Summary

A *summary* is a short retelling of the most important parts of an article. It should include the information that someone would need to know to understand the article.

Directions: Complete the summary below based on your reading of "Can These Kids Save the Planet?" Think about what was most important in the article.

Summary of "Can These Kids Save the Planet?"

The article "Can These Kids Save the Planet?" is about _____

Scientists have shown that Earth's climate is warming because of human activity like _____

Climate change has already affected our world. For example, _____

Alexandria, a 14-year-old American girl, began a school strike to try to get world leaders to _____

After protesting by herself for a while, Alexandria _____

On March 15, 2019, more than a million kids _____

No new laws were put in place, but Alexandria and other young people will _____

Name: _____ Date: _____

Writing a Summary

A *summary* is a short retelling of the most important parts of an article. It should include the information that someone would need to know to understand the article.

Directions: Complete the summary below based on your reading of "Can These Kids Save the Planet?" Think about what was most important in the article.

Summary of "Can These Kids Save the Planet?"

The article "Can These Kids Save the Planet?" is about _____

_____.

2. What do people do that causes climate change?

Scientists have shown that Earth's climate is warming because of human activity like _____

_____.

Climate change has already affected our world. For example, _____

_____.

4. What does Alexandria want leaders to do?

Alexandria, a 14-year-old American girl, began a school strike to try to get world leaders to _____.

After protesting by herself for a while, Alexandria _____

_____.

6. What did these kids do on March 15?

On March 15, 2019, more than a million kids _____

_____.

No new laws were put in place, but Alexandria and other young

people will _____

_____.

1. Begin with a topic sentence that tells what the article is mainly about.

3. List two effects of climate change from the article.

5. What did Alexandria do to get more people involved?

7. What is Alexandria's message at the end of the article?

Name: _____ Date: _____

"Can These Kids Save the Planet?"

Directions: Fill in the bubble next to the best answers for questions 1-6.

- 1. By protesting, Alexandria is trying to get world leaders to _____.**
Ⓐ change the school week to a four-day week
Ⓑ put laws in place to help stop climate change
Ⓒ change the place where they meet
Ⓓ put more money into researching cures for asthma
- 2. Which statement about the article is true?**
Ⓐ It includes several quotes from Alexandria.
Ⓑ It includes several quotes from government leaders.
Ⓒ It's six pages long.
Ⓓ It's mainly about Alexandria's school.
- 3. According to the article, _____ are partly to blame for climate change.**
Ⓐ rain
Ⓑ wildfires
Ⓒ protesters
Ⓓ power plants
- 4. Based on the article, you can tell that Alexandria is _____.**
Ⓐ a hardworking student
Ⓑ fun-loving and funny
Ⓒ concerned and determined
Ⓓ a loyal friend
- 5. What is the central idea of the section "Striking for Change"?**
Ⓐ Alexandria has asthma.
Ⓑ Alexandria visited California.
Ⓒ Alexandria had to end a trip early to protect her health.
Ⓓ Alexandria decided to protest after she experienced the effects of climate change.
- 6. Why wasn't Alexandria satisfied with the school strike?**
Ⓐ No laws were changed.
Ⓑ Only a few people marched.
Ⓒ Very few people carried signs.
Ⓓ She had to leave early because of her asthma.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question below. Use complete sentences. Make sure you support your answers with information and details from the article.

- 7. Alexandria says, "By the time we're in power, it will be too late." What does she mean?**
- 8. Based on the article, what can governments and individuals do now to help stop climate change?**

Name: _____ Date: _____

"Can These Kids Save the Planet?"

Directions: Fill in the bubble next to the best answers for questions 1-6.

- 1. Every Friday, instead of going to school, Alexandria sits outside _____ to protest against climate change.**
Ⓐ her school
Ⓑ her home
Ⓒ the United Nations building
Ⓓ a power plant
- 2. Who inspired Alexandria to go on strike from school?**
Ⓐ a scientist
Ⓑ a world leader
Ⓒ a family member
Ⓓ another teenager
- 3. According to the article, _____ are partly to blame for climate change.**
Ⓐ rain
Ⓑ wildfires
Ⓒ protesters
Ⓓ power plants
- 4. Where in the article can you find information about greenhouse gases?**
Ⓐ the section "A Warming Planet"
Ⓑ the section "Striking for Change"
Ⓒ the section "Call to Action"
Ⓓ the sidebar "What Can You Do?"
- 5. What is the central idea of the section "Striking for Change"?**
Ⓐ Alexandria has asthma.
Ⓑ Alexandria visited California.
Ⓒ Alexandria had to end a trip early to protect her health.
Ⓓ Alexandria began protesting after she experienced the effects of climate change.
- 6. The protesters say that _____ will help stop climate change.**
Ⓐ building more factories
Ⓑ cutting down on the use of fossil fuels
Ⓒ trapping more heat from the sun
Ⓓ finding a cure for asthma

Constructed Response

Directions: On a separate piece of paper, write your answer to each question below. Use complete sentences. Make sure you support your answers with information and details from the article.

- 7. What are three types of fossil fuels listed in the article?**
- 8. Alexandria says the protest on March 15 was not a success. Do you agree? Why or why not?**

Name: _____ Date: _____

Anticipation Guide

Directions: Before you read the story "Out of the Flames," think about the statements in the chart below. Check the box to show whether you agree or disagree with each statement. Think about your answers as you read the story.

STATEMENT	AGREE	DISAGREE
1. All kids, including teenagers, should go to school.		
2. Kids should be allowed to have jobs at any age.		
3. When a business earns a lot of money, its workers earn a lot of money too.		
4. Keeping a workplace (like an office or a factory) safe is the responsibility of the business owner.		
5. Terrible disasters sometimes lead to positive changes.		

Name: _____ Date: _____

Text Features

Directions: Text features are the pictures, captions, headlines, subheads, maps, and other features that go along with an article. Answer the questions below about the text features in "Out of the Flames."

1. Describe what you see in the image on page 9. Is this image from the present or from the past? How do you know?

2. Read the title of the newspaper article on top of the image on page 12. What does the photo show? What do you think the word *hapless* means?

Name: _____ Date: _____

Pause and Think

Read "Out of the Flames" in the September 2019 issue of *Action*. Write your answers to the questions in the Pause and Think boxes on the lines below. This will help you check your understanding of what you've read.

1. Why was Katie's life in danger on March 25, 1911?

2. Why didn't Katie go to school?

3. What made working in the Triangle factory dangerous?

4. Why did Katie have a hard time trying to escape the fire?

5. What did Katie have to do to get to safety?

6. What changed as a result of the Triangle factory fire?

Name: _____ Date: _____

"Out of the Flames" Vocabulary Review

Directions: Reread the vocabulary definitions on page 8. Then choose the best vocabulary word from the Word Bank to complete each sentence.

WORD BANK	frantic	garment	immigrants	operator	outraged
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1. Katie Weiner was one of many _____ who lived on the Lower East Side of New York City.
2. Fires could be a big problem in _____ factories like the one where Katie worked.
3. When a fire started at the Triangle Waist Company, women who worked there became _____ and tried to put it out.
4. Joseph Zito, the elevator _____, did his best to help the workers.
5. People were _____ that so many people died because of unsafe working conditions.

Now that you remember what each word means, pick the correct word for each sentence starter and write it in the box. Then use your own words to complete each sentence.

6. Many have started new lives in America because _____
_____.
7. The roller coaster said my brother couldn't go on the ride because _____
_____.
8. When Emma saw the bag hanging on her bedroom door, she was excited because she knew it held her dress for _____.
9. My sister is that I have so little homework while she _____
_____.
10. The mother grabbed the baby's hand because he was starting to _____
_____.

Name: _____ Date: _____

Central Idea and Details

Directions: A central idea is one of the most important ideas in a story. Supporting details are details about the central idea. Below, you'll find four details from the story "Out of the Flames." When you put all the details together, what big idea can you take from them? Write it in the Central Idea box.

<p>Detail 1:</p> <p>Katie Weiner and other factory workers worked 10 hours a day, six days a week.</p>	<p>Detail 2:</p> <p>Workers made only \$8 per week.</p>
<p>Central Idea:</p>	
<p>Detail 3:</p> <p>Workers were locked in, were shouted at by bosses, and weren't allowed to talk or laugh.</p>	<p>Detail 4:</p> <p>No fire drills were held, and there were only two staircases for 500 people.</p>

Write one more detail from the article that supports the central idea you wrote above.

Name: _____ Date: _____

Central Idea and Details

Directions: A central idea is one of the most important ideas in a story. Supporting details are details about the central idea. Below, you'll find a central idea from the story "Out of the Flames." Complete the chart with supporting details from the story. We've done the first box for you.

<p>Detail 1:</p> <p>Katie Weiner and other factory workers worked 10 hours a day, six days a week.</p>	<p>Detail 2:</p> <p>HINT: How much money did factory workers make? Check the section "Triangle Waist Company."</p>
<p>Detail 3:</p> <p>HINT: How was the Triangle factory like a prison? Check the section "Triangle Waist Company."</p>	<p>Central Idea: In the early 1900s, factory workers were treated badly.</p> <p>Detail 4:</p> <p>HINT: In what ways was the Triangle factory totally unprepared for a fire? Check the section "Triangle Waist Company" and "Frantic Workers."</p>

Name: _____ Date: _____

Read Between the Lines

Directions: An inference is something that isn't stated directly but that you can figure out from clues in a piece of writing. Practice making inferences as you reread four excerpts (or parts) from "Out of the Flames" below, and then answer the questions.

Excerpt 1: Katie's own family had moved to New York City from Russia. To them and many other immigrants, America was a place of hope. It seemed that anyone who worked hard could get ahead.

Excerpt 2: Those inside Triangle had only seconds to make life-or-death decisions. Many chose to jump from the windows rather than die in the fire. It was a deadly 95-foot fall to the sidewalk.

Excerpt 3: Elevator operator Joseph Zito knew the risks. But he wanted to save as many workers as he could. He took the elevator up and down, again and again. With each trip, he did not know if he would survive.

Excerpt 4: As news of the fire spread across New York, people were outraged. How many workers would still be alive if the door hadn't been locked? If the owners had held fire drills?

1. Based on the first excerpt, what can you infer about Katie's family's life in Russia?

2. The second excerpt says that workers had only seconds to make life-or-death decisions. Why did they have to make these decisions so quickly?

3. Based on the third excerpt, what can you infer about what type of person Joseph Zito was?

4. The fourth excerpt includes two questions. The questions are not answered. But you can make inferences about what people believed the answers were. What can you infer?

Name: _____ Date: _____

"Out of the Flames" Quiz

Directions: Fill in the bubble next to the best answers for questions 1-6.

- 1. The story's first paragraph _____.**
 - (A) explains why Katie Weiner didn't go to school
 - (B) tells you the name of Katie's sister
 - (C) lists the jobs that Katie did in a clothing factory
 - (D) describes a scary moment in Katie's life
- 2. Why were the workers *frantic* when a fire broke out at the Triangle Waist Company?**
 - (A) The factory workers were paid very little.
 - (B) The fire was spreading quickly, and the workers were in danger.
 - (C) The workers were afraid they would get in trouble for starting the fire.
 - (D) The workers were afraid they would get in trouble for talking.
- 3. According to the article, Katie survived the fire because she _____.**
 - (A) had a key to the locked door
 - (B) leaned out a window
 - (C) jumped into an elevator
 - (D) left the building before the fire started
- 4. Which of the following statements is NOT true based on the article?**
 - (A) Katie had three sisters.
 - (B) Katie lived in New York City.
 - (C) Katie was 17 in 1911.
 - (D) Triangle's workers earned about \$8 a week.
- 5. If you want to know how many people died in the Triangle fire, you should read _____.**
 - (A) the article's title
 - (B) the section "A Place of Hope"
 - (C) the image caption on page 12
 - (D) the last paragraph of the article
- 6. If you had to give "Out of the Flames" a new title, which of the following would be the best choice?**
 - (A) "How to Make a Blouse"
 - (B) "A Dangerous Place to Work"
 - (C) "How to Become a Firefighter"
 - (D) "A Long Journey From Russia"

Constructed Response

Directions: On a separate piece of paper, write your answer to each question below. Use complete sentences. Support your answer with information from the article.

- 7. What would have made the Triangle Waist Company safer in case of a fire?**
- 8. In your own words, explain how the Triangle fire led to better conditions for workers over time.**

Name: _____ Date: _____

"Out of the Flames" Quiz

Directions: Fill in the bubble next to the best answers for questions 1-6.

- 1. Katie Weiner and her neighbors were immigrants, which means that they _____.**
 - (A) worked in clothing factories
 - (B) were too young to go to school
 - (C) were very afraid
 - (D) had moved to the United States from other countries
- 2. Based on the story, why did Katie work at the Triangle Waist Company?**
 - (A) She loved to sew.
 - (B) She was saving up to pay for college.
 - (C) She had to help support her family.
 - (D) She wanted to spend time with her sister.
- 3. Which word best describes Joseph Zito's actions during the fire?**
 - (A) brave
 - (B) pointless
 - (C) selfish
 - (D) slow
- 4. Which of the following statements is true based on the story?**
 - (A) Katie had three sisters.
 - (B) Katie lived in New York City.
 - (C) The owners of the Triangle factory went to jail.
 - (D) No one died in the Triangle fire.
- 5. Where in the story can you learn where Katie's family was from?**
 - (A) the title
 - (B) the section "A Place of Hope"
 - (C) the image caption on page 12
 - (D) the last paragraph
- 6. The story "Out of the Flames" is mainly about _____.**
 - (A) how blouses are made
 - (B) why people become immigrants
 - (C) a court case in the early 1900s
 - (D) a tragic fire in a factory

Constructed Response

Directions: On a separate piece of paper, write your answer to each question below. Use complete sentences. Support your answer with information from the article.

- 7. What action did Katie take that caused her to survive the fire?**
- 8. What was one positive outcome of the Triangle fire?**

Name: _____ Date: _____

Text Features

Directions: Text features are the pictures, captions, headlines, subheads, maps, and other features that go along with an article. Answer the questions below about the text features in "Bravely Going Blind."

1. Look at the photos of Josh on pages 15-17 and read their captions. What do they tell you about Josh? What more do you want to learn about him?

2. Read the title and subtitle on page 14. How do you think Josh felt when he learned he would lose his eyesight? What might it mean to bravely go blind?

Name: _____ Date: _____

"Bravely Going Blind" Vocabulary Review

Directions: Reread the vocabulary definitions on page 14. Then choose the best vocabulary term from the Word Bank to complete each sentence.

WORD BANK	devastated	donations	dwell on	outpouring	seared
------------------	-------------------	------------------	-----------------	-------------------	---------------

1. When Josh learned that he was going blind, he felt _____.
2. Many people made _____ to help Josh have new experiences before going blind.
3. Thanks to this _____ of support, Josh got to see the ocean for the first time.
4. Josh says the things he saw and did are _____ in his mind.
5. These days, Josh tries to have fun and not _____ the things he can't do.

Now that you remember what each term means, pick the correct vocabulary term for each sentence starter and write it in the box. Then use your own words to complete each sentence.

6. I'm collecting of money and clothing for a family that lives down the street because _____.
7. The moment I won the spelling bee is in my memory because _____
_____.
8. Zach was upset when he broke his arm, but the of love and comfort from his friends helped _____.
9. I'm worried about my sick dog, but I'm trying not to the problem because _____
_____.
10. My sister will feel if she doesn't pass her math test, so I've been _____
_____.

Name: _____ Date: _____

Sequence of Events

Knowing the sequence of events—what happened first, next, and so on—in a story can help you understand it.

Directions: Complete each sentence below with an event or action from "Bravely Going Blind." Make sure the sentences are in the order in which they happened. Choose from the options in the box below. We've done the first one for you.

1. Last year, while Josh was playing basketball outside,
the vision in his left eye went blurry.

2. During a visit to the eye doctor,

3. After receiving \$50,000 in donations,

4. In November,

5. Today,

Choose the correct phrase to complete each sentence above. Check off each phrase as you use it.

- Josh traveled to California and Arizona.
- Josh learned that he has a rare disease that causes blindness.
- Josh has a YouTube channel and feels like he is a stronger person than he was before.
- Josh decided to stop traveling and focus on playing basketball with his team while he was still able to do so.

Name: _____ Date: _____

"Bravely Going Blind" Quiz

Directions: Fill in the bubble next to the best answers for questions 1-6.

1. Reread the story's title. To show that Josh went blind "bravely," the author tells you that Josh _____.

- (A) has a rare disease
- (B) grew up in Illinois as part of a large family
- (C) kept playing basketball even when he could hardly see
- (D) is still able to do schoolwork

2. At the eye doctor, Josh expected to _____.

- (A) get glasses
- (B) hear terrible news
- (C) have surgery
- (D) take medicine

3. When Josh says "Those experiences are seared in my memory," he means that _____.

- (A) he'll never forget the time he spent traveling
- (B) it was very hot in California and Arizona
- (C) he was injured while traveling
- (D) the memories are painful for him

4. Where in the article can you find out how much money people donated to help Josh?

- (A) the title
- (B) the section "A Bucket List"
- (C) the section "Moving Forward"
- (D) the photo caption on page 17

5. Which of the following questions is NOT answered in the text?

- (A) How does Josh do schoolwork now?
- (B) How did Josh's family react to the news that he was going blind?
- (C) What is the name of Josh's disease?
- (D) Why did Josh decide to stop traveling?

6. Which statement expresses the central idea of the story?

- (A) Josh has found ways to stay positive while losing his vision.
- (B) Josh has always enjoyed playing basketball.
- (C) Josh saw the Grand Canyon.
- (D) Traveling with a large family is expensive.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response.

7. Choose two words that describe Josh. Support your answer with details from the article.

8. What lesson can readers learn from Josh's story?

Name: _____ Date: _____

"Bravely Going Blind" Quiz

Directions: Fill in the bubble next to the best answers for questions 1-6.

1. Which of the following events happened first?

- (A) Josh made a bucket list.
- (B) Josh learned that he has a rare disease.
- (C) Josh went to California.
- (D) Josh played his last basketball game with his high school team.

2. Josh lives in _____.

- (A) Idaho
- (B) Illinois
- (C) Indiana
- (D) Iowa

3. When Josh says "Those experiences are seared in my memory," he means that _____.

- (A) he'll never forget the time he spent traveling
- (B) it was very hot in California and Arizona
- (C) he got hurt while traveling
- (D) the memories are painful for him

4. Where in the article can you find out how Josh got the money to travel?

- (A) the title
- (B) the section "A Bucket List"
- (C) the section "Moving Forward"
- (D) the photo caption on page 17

5. Which statement is true based on the story?

- (A) Josh has 10 brothers and sisters.
- (B) Josh enjoys singing.
- (C) Josh traveled to France.
- (D) Josh can still play video games.

6. The story "Bravely Going Blind" is mainly about _____.

- (A) how Josh found ways to stay positive while losing his vision
- (B) how Josh learned to play basketball
- (C) living with many siblings
- (D) what Josh did in California

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response.

7. Think about the story's title. What details in the story show that Josh went blind "bravely"?

8. Almost 800 people donated money for Josh's bucket list. Why do you think so many people wanted to help?

Name: _____ Date: _____

Write a Perfect Paragraph

Directions: Use the guide below to help you write a paragraph about an article you've read in *Action* magazine. Your paragraph can tell events from a story in order, or it can give important information about a certain topic.

Topic Sentence

The main idea: _____

Detail 1

An important detail that supports the main idea: _____

Detail 2

Another important detail: _____

Detail 3

One more detail: _____

Conclusion

What can readers learn from the article? _____

Name: _____ Date: _____

"Saved by Selfies?" Quiz

Directions: Fill in the bubble next to the best answers for questions 1-6.

1. When the author writes "Meet the quokka," he means that _____.

- (A) you should go to Rottneest Island and introduce yourself to a quokka
- (B) you should get a pet quokka
- (C) quokkas want to meet you
- (D) the article will give you information about quokkas

2. Based on the article, a quokka is about the size of a _____.

- (A) hamster
- (B) house cat
- (C) kangaroo
- (D) tiger

3. Which statement about Rottneest Island is true based on the article?

- (A) About 10,000 quokkas live there.
- (B) About 15,000 people live there.
- (C) You can't get there by boat.
- (D) It's the largest island in the world.

4. Based on the images, you can infer that quokkas are _____.

- (A) fierce
- (B) gentle
- (C) scaly
- (D) shy

5. Based on the article, what do quokkas usually eat in the wild?

- (A) ants and beetles
- (B) leaves and grass
- (C) fish
- (D) wild cats

6. Which is a central idea of the article?

- (A) Tourists can be messy.
- (B) Foxes hunt and eat quokkas.
- (C) Chris Hemsworth is a popular actor who likes quokkas.
- (D) In the past few years, quokkas have become very popular.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question below. Use complete sentences. Support your answers with information from the article.

7. The article says there are thousands of quokka selfies online. Why do you think so many people want to take selfies with quokkas?

8. According to the article, how might fame be harmful to quokkas?

Name: _____ Date: _____

Text Features

Directions: Text features are the pictures, captions, headlines, subheads, maps, and other features that go along with an article. Answer the questions below about the text features in "The Snake-Haired Monster."

1. Look at the image on page 20. Describe what you see. What makes this monster scary?

2. Look at the images on pages 22-25 and read their captions. Which image shows the goddess of wisdom? Where is Perseus in the image on page 24? What is a nymph?

Name: _____ Date: _____

"The Snake-Haired Monster" Vocabulary Review

Directions: Reread the vocabulary definitions on page 21. Then choose the best word from the Word Bank to complete each sentence.

**WORD
BANK**

advisers

lair

sickle

smirks

soar

1. In the play, the king of Seriphos and his _____ plan to trick Perseus into doing a dangerous task.
2. You can tell that the king doesn't like Perseus when he _____ at the young man.
3. Perseus goes to the _____ of the Gray Sisters to ask them where to find Medusa.
4. In Medusa's cave, Perseus kills her with the _____ that Hermes gave him.
5. After killing Medusa, he escapes by wearing winged sandals that help him _____ away quickly.

Now that you remember what each word means, pick the correct word for each sentence starter and write it in the box. Then use your own words to complete each sentence.

6. Adam needed a very sharp when he went into the field to cut down _____
_____.
7. Corbin is a great hitter who can make the baseball when he _____
_____.
8. Sadie's think that she should go to college and study _____
_____.
9. My brother uses the coat closet as his own special where he spends hours
pretending that _____.
10. I hate the way Amrita every time I make a mistake, like when I _____
_____.

Name: _____ Date: _____

Understanding Myths

A *genre* is a type of writing. The genre of "The Snake-Haired Monster" is myth—specifically a hero myth. In ancient times, people used myths to try to explain the world around them and to tell stories about heroes who did amazing things.

Directions: Answer the questions below with details to show that "The Snake-Haired Monster" has the parts of a myth.

1. Myths come from long ago. In what long-ago time does "The Snake-Haired Monster" take place? How do you know?

2. Myths feature gods who rule over parts of the world (like the heavens or the underworld) or have special powers. Who are the gods in this play?

3. A hero myth tells the story of a human who does amazing things. These deeds are usually accomplished with the help of special (often magical) objects given to the hero.

Name of hero in this play: _____

Amazing deeds done by this hero: _____

Special objects given to the hero: _____

4. Hero myths often feature monsters or other creatures that don't exist in real life. What imaginary creatures appear in this play?

Name: _____ Date: _____

"The Snake-Haired Monster" Quiz

Directions: Fill in the bubble next to the best answers for questions 1-6.

1. What type of ruler is the king of Seriphos?

- Ⓐ messy
- Ⓑ kind
- Ⓒ brave
- Ⓓ uncaring

2. Which statement about Medusa is true?

- Ⓐ She is married to the king of Seriphos.
- Ⓑ Anyone who looks directly at her turns to stone.
- Ⓒ She and her sisters share one eye.
- Ⓓ No one knows where she lives.

3. In Scene 2, why does the king ask Perseus to bring him Medusa's head?

- Ⓐ He wants Perseus out of the way so that he can marry Danae.
- Ⓑ He wants the head as a wedding gift.
- Ⓒ He thinks that having the head will help him win Danae's love.
- Ⓓ He is helping Perseus become a hero whose name "will be remembered forever."

4. Who tells Perseus where to find Medusa?

- Ⓐ Danae
- Ⓑ Hermes
- Ⓒ the Gray Sisters
- Ⓓ the Nymphs of the North

5. Why do the Nymphs of the North help Perseus?

- Ⓐ They want their eye back.
- Ⓑ They believe that Medusa is evil.
- Ⓒ Perseus tricks them into helping him.
- Ⓓ They want the king of Seriphos to have a special wedding gift.

6. In Scene 7, how do you know that the king thinks Perseus is lying about having Medusa's head in the sack?

- Ⓐ Storyteller 3 tells you.
- Ⓑ The king calls Perseus a liar.
- Ⓒ The stage directions (in parentheses) let you know.
- Ⓓ The king's advisers explain that the king thinks Perseus is lying.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question below. Use complete sentences. Make sure you support your answers with information and details from the play.

7. What special objects are given to Perseus in the play? What does he do with these objects?**8. Explain what Danae means when she says "My son, you have killed a monster with a monster."**

Name: _____ Date: _____

"The Snake-Haired Monster" Quiz

Directions: Fill in the bubble next to the best answers for questions 1-6.

1. What type of ruler is the king of Seriphos?

- (A) messy
- (B) uncaring
- (C) kind
- (D) brave

2. In Scene 2, the king tricks Perseus into agreeing to _____.

- (A) bring back Medusa's head
- (B) get married
- (C) steal the eye of the Gray Sisters
- (D) buy a pricey wedding gift

3. In Scene 3, what does Hermes give to Perseus to help him?

- (A) a metal sword
- (B) a magic sickle
- (C) a cloth sack
- (D) the Helmet of Darkness

4. Who tells Perseus where to find Medusa?

- (A) Danae
- (B) Athena
- (C) the Gray Sisters
- (D) the Nymphs of the North

5. Perseus uses winged sandals to soar to Medusa's cave. This means that Perseus gets to the cave by _____.

- (A) digging underground
- (B) flying through the air
- (C) swimming through water
- (D) riding a horse

6. When Danae says "My son, you have killed a monster with a monster," she means that Perseus killed the king using _____.

- (A) the metal shield
- (B) the Gray Sisters' eye
- (C) the magic sickle
- (D) Medusa's head

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response.

7. How does Perseus kill Medusa without turning to stone?

8. Choose two words to describe Perseus. Explain why you chose these words, using details from the play.

Name: _____ Date: _____

Text Features

Directions: Text features are the pictures, captions, headlines, subheads, maps, and other features that go along with an article. Answer the questions below about the text features in "The Fight Over Fortnite" and "The Problem With Pinball."

1. Read the title and subtitle on page 26. Why do you think the game *Fortnite* might be under attack? (*Fortnite* is a multiplayer video game in which the goal is to survive on an island.)

2. Why do you think people might have had a problem with pinball?

Name: _____ Date: _____

Paired Texts Vocabulary Review

Directions: Reread the vocabulary definitions on page 26. Then choose the best word from the Word Bank to complete each sentence.

WORD BANK	addictive	menace	obsession	seized	streak
------------------	------------------	---------------	------------------	---------------	---------------

1. After the Phillies lost nine games in a row, their fans were not happy about the losing _____.
2. Because some kids have trouble quitting *Fortnite*, people have said the game is _____.
3. Kids today love *Fortnite*, but in the 1950s, the teen _____ was rock 'n' roll music.
4. In 1942, the mayor of New York City thought pinball was a terrible _____ and that young people needed to be protected from the game.
5. The police in New York City _____ pinball games and destroyed them.

Now that you remember what each word means, pick the correct word for each sentence starter and write it in the box. Then use your own words to complete each sentence.

6. My dad says the dog down the street is a real because _____
_____.
7. I completely understand my cousin Casey's with making the basketball team because _____.
8. The school bus driver Rory's backpack after she threw _____
_____.
9. My brother realized how shopping can be when he found himself _____
_____.
10. My soccer team is on a winning , but I don't think it will last now that _____
_____.

Name: _____ Date: _____

Compare and Contrast

Directions: Answer the questions below for the articles about *Fortnite* and pinball. Then check the correct box(es) to show whether the answers are similar, different, or both.

	The Fight Over Fortnite	The Problem With Pinball	Similar	Different
When did this game become popular?				
Which age group (or groups) became obsessed with the game?				
Did kids spend money on the game?				
Did some adults worry that the game is addictive?				
Was the game banned?				

Name: _____ Date: _____

Paired Texts Quiz

Directions: Fill in the bubble next to the best answers for questions 1-6.

1. **Carlos Santana smashed a TV to _____.**
 - (A) celebrate winning a game
 - (B) get the team to buy a new one
 - (C) put the players' focus back on baseball
 - (D) become more famous
2. **To show that parents have always worried about teen obsessions, the author compares *Fortnite* to _____.**
 - (A) baseball
 - (B) rock 'n' roll music
 - (C) credit cards
 - (D) newspapers
3. **Which is mentioned in the article as a reason some experts worry about *Fortnite*?**
 - (A) Kids stay after school to play *Fortnite*.
 - (B) Kids use *Fortnite* to help them fall asleep.
 - (C) Kids stop doing other activities to play *Fortnite*.
 - (D) Kids don't play *Fortnite* with their friends.
4. **In the section heading "Place to Hang Out," the word *place* refers to _____.**
 - (A) a fort
 - (B) *Fortnite*
 - (C) Philadelphia
 - (D) a bowling alley
5. **Who led the fight against pinball in New York City?**
 - (A) the mayor
 - (B) school teachers
 - (C) kids
 - (D) the fire chief
6. **According to the articles, people have claimed that both *Fortnite* and pinball are _____.**
 - (A) simple
 - (B) addictive
 - (C) boring
 - (D) war games

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response.

7. **Experts say that kids need to find balance between *Fortnite* and real life. Do you think Walt has done this? Why or why not?**
8. **Based on the second article, why did pinball become popular in the 1930s?**

Name: _____ Date: _____

Paired Texts Quiz

Directions: Fill in the bubble next to the best answers for questions 1-6.

- 1. Carlos Santana believed that his baseball team kept losing games because of _____.**
Ⓐ pinball
Ⓑ *Fortnite*
Ⓒ rock 'n' roll music
Ⓓ World War II
- 2. Based on the first article, why are some experts worried about *Fortnite*?**
Ⓐ Kids play it a lot.
Ⓑ Playing it is very expensive.
Ⓒ It can cause losing streaks.
Ⓓ The bells and whistles bother people.
- 3. Based on the article, _____ of gamers become addicted to *Fortnite*.**
Ⓐ 3 percent
Ⓑ 20 percent
Ⓒ 38 percent
Ⓓ 54 percent
- 4. Why does Walt say he also plays basketball?**
Ⓐ to show that he's a great person
Ⓑ to explain why he's good at *Fortnite*
Ⓒ to show that he's not addicted to *Fortnite*
Ⓓ to show that he's a lot like his dad
- 5. Pinball became popular in the 1930s because it was _____.**
Ⓐ a cheap way to have fun
Ⓑ in every store
Ⓒ similar to baseball
Ⓓ a way to get rich
- 6. Both articles give information about games that _____.**
Ⓐ have worried adults
Ⓑ have changed a lot over time
Ⓒ involve building forts
Ⓓ were banned for 30 years

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response.

- 7. Based on the article, what are some signs that a player might be addicted to *Fortnite*?**
- 8. The mayor of New York City thought pinball was bad for kids. Why?**

Name: _____ Date: _____

Write an Argument Essay

In an argument essay, you express an opinion and try to convince readers to agree with you. Follow the steps below to write a strong argument essay.

STEP 1: DECIDE WHAT YOU THINK

Consider the debate question: Is it time to kick gym class out of school?

Check the box next to the point of view you will support in your essay.

- Yes! Gym class does more harm than good.
- No! Exercise is important for bodies and brains.

STEP 2: WRITE A TOPIC SENTENCE

The topic sentence tells readers what your essay will be about. It should clearly and strongly state the opinion you expressed in Step 1.

Your topic sentence: _____

STEP 3: SUMMARIZE THE ISSUE

Tell readers a bit about the issue. Don't focus on your point of view. Explain the issue as a whole.

Your summary of the issue: _____

Continued on next page →

Name: _____ Date: _____

Write an Argument Essay *(continued)*

STEP 4: SUPPORT YOUR OPINION

Write three reasons or pieces of evidence that help make your point.

1. _____

2. _____

3. _____

STEP 5: MENTION THE OTHER SIDE

Why might someone disagree with you on this issue? Write one reason someone might give to support the other side of the argument. Then explain why you think that reason is weak or wrong.

Argument for the other side: _____

Reason that argument is weak or wrong: _____

STEP 6: WRITE A CONCLUSION

This is the last paragraph of your essay. Write a few sentences that remind readers of your main points.

Name: _____ Date: _____

Write an Argument Paragraph

Directions: In argument writing, you express an opinion and try to convince readers to agree with you. Follow the steps below to write a strong argument paragraph.

Claim: Write a sentence stating whether you think gym class should still be required.

Reason/Evidence 1: Write a sentence that supports your claim with a reason or a piece of evidence.

Reason/Evidence 2: Write another sentence that supports your claim with a reason or a piece of evidence.

Reason/Evidence 3: Write one more sentence that supports your claim with a reason or a piece of evidence.

Conclusion: Restate your claim in different words. Remind readers why you think your opinion makes sense.

Name: _____ Date: _____

"Should Your School Get Rid of Phys Ed?" Quiz

Directions: Fill in the bubble next to the best answers for questions 1-6.

1. Based on the article, one reason schools should have phys ed is that _____.

- (A) doctors say you need 60 minutes of exercise every month
- (B) being stressed is good for you
- (C) exercise can improve your memory
- (D) gym class can help you become a professional drummer

2. According to the article, how many states require that students have PE classes in every grade?

- (A) none of them
- (B) 5
- (C) 25
- (D) all 50

3. You can tell from the article that the Pacer is a gym class activity that involves _____.

- (A) running
- (B) drumming
- (C) golfing
- (D) playing Ping-Pong

4. What is the central idea of the section "A Healthy Habit"?

- (A) Exercise is good for your body and mind.
- (B) Phys ed is good only when you get to choose what activity to do.
- (C) Most people get stomachaches after running.
- (D) Gym class is mostly a waste of time.

5. You can infer that Karli feels _____ about gym class at her school.

- (A) stressed
- (B) angry
- (C) pleased
- (D) sad

6. Based on the article, bad experiences in gym class sometimes cause people to _____.

- (A) hate exercise for the rest of their lives
- (B) be more alert during math class
- (C) have more self-confidence
- (D) quit school

Constructed Response

Directions: On a separate piece of paper, write your answer to each question below. Use complete sentences. Support your answers with information from the article.

7. Explain how phys ed classes can help some people feel less stressed and other people more stressed. Include examples from the article.

8. Explain why you think the author writes that "Vyshnavi might have been happier at Karli's school."

Name: _____ Date: _____

Write a Haiku

Directions: Use the information below to write a haiku.

Traditional haikus, like the one below, often describe a scene from nature. Modern haikus, like "Characters," can express an idea. A haiku has three lines. The first line has five syllables, or beats. The second line has seven syllables, and the third has five.

*The distant mountains
are reflected in the eye
of the dragonfly*
—Issa

TIP: To figure out how many syllables a word has, say it while holding your hand under your chin and count how many times your chin drops. Try it with these words, then write the number of syllables in each word next to it.

friend ___ tiger ___ lemonade ___

Now it's time to write your own haiku. If you need ideas, think of a moment that made you feel sad, happy, or surprised. What did you see, smell, or feel at that moment? Write about it on the lines below.

(5 SYLLABLES)

(7 SYLLABLES)

(5 SYLLABLES)

Name: _____ Article _____

Vocabulary Journal

Choose three words from this issue of *Action*. Write one word in each "Word" box below. Then write the word's meaning, a synonym (a word that has a similar meaning), and a sentence using the word.

Definition	Synonym for this word, if there is one
Word	
Sentence	

Definition	Synonym for this word, if there is one
Word	
Sentence	

Definition	Synonym for this word, if there is one
Word	
Sentence	

Name: _____ Article _____

What's the Central Idea?

Use the graphic organizer below to write the central idea and three details from an article or a play in this issue of *Action*.

Main Idea



Detail



Detail



Detail

Name: _____ Article _____

Find the Causes and Effects

In the boxes below, write down cause-and-effect relationships in an article or a play from this issue of *Action*.

Cause
(why something happens)

Effect
(what happens as a result)

1



2



3



4



Name: _____ Article _____

Five W's Chart

Fill in each row with details that answer the question about an article in this issue of *Action*.

What happened?

Who was there?

Why did it happen?

When did it happen?

Where did it happen?

Name: _____ Article _____

Problem Solvers

Identify up to three problems presented in an article or a play in this issue of *Action*. Then write how each problem was solved, or how it could be solved in the future.

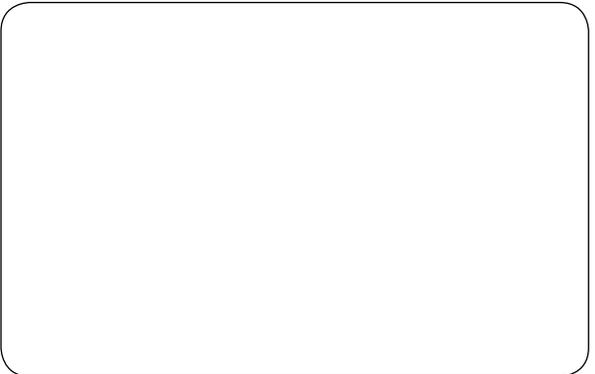
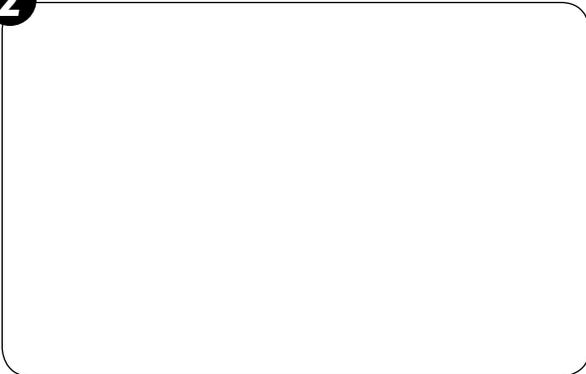
Problem

Solution

1



2



3



Name: _____ Article: _____

Write a Perfect Paragraph

Directions: Use the guide below to help you write a paragraph about an article you've read in *Action* magazine. Your paragraph can tell events from a story in order, or it can give important information about a certain topic.

Topic Sentence

The main idea: _____

Detail 1

An important detail that supports the main idea: _____

Detail 2

Another important detail: _____

Detail 3

One more detail: _____

Conclusion

What can readers learn from the article? _____

