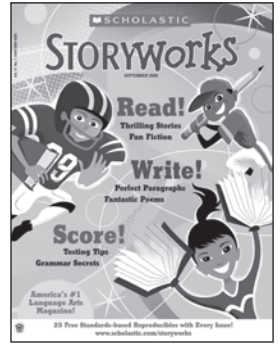


STORYWORKS®

September 2009 • Teacher's Edition • A Complete Teaching Kit



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URGENT NEWS

ABOUT OUR ONLINE ANSWER KEYS!

You will find the answer keys for online reproducibles on a separate Web site: www.scholastic.com/storyworksanswerkey. This comes in response to complaints from many teachers that their crafty students were finding answers online. In addition, you will find the magazine's answer key on that Web site, though those answers are also printed on page T7 of this Teacher's Edition.

SEPTEMBER ISSUE HIGHLIGHTS

- **"Animal 9-1-1!"** will captivate even your most reluctant readers with the thrilling story of a newborn foal and his heartbreaking fight for life.
- **Create a character for Margaret Peterson Haddix!** This best-selling author is this year's Create a Character Contest judge!
- ***The Curse of King Tut*** play will fascinate your students as they learn about one of the greatest archaeological finds of the 20th century. Great science and social studies connections.
- **Author Marlane Kennedy** presents a delightful coming-of-age story that will spark great discussions and writing activities.

September at a Glance

Major Features	Language Arts Standards and Skills Development	Web Reproducibles
<p>Poetry, p. 3 “The Bookoceros or Ancient Thesaurus” BY JOHN COTTON</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Making inferences • Identifying author’s purpose • Vocabulary <p>Other standards and skills: reading comprehension, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Poetry Writing
<p>Nonfiction, p. 10 “Animal 9-1-1!”</p> <p>LEXILE LEVEL: 930L</p> <p>Writing Activity: Sentence Chef: Paragraph-writing activity</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Reading for information • Identifying supporting details • Critical thinking • Drawing conclusions <p>Other standards and skills: making inferences, identifying cause and effect, sequencing, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Vocabulary • Cause/Effect
<p>Fiction, p. 16 “Dad, the Disco King” BY MARLANE KENNEDY</p> <p>LEXILE LEVEL: 590L</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Identifying problem and solution • Comparing and contrasting • Understanding point of view • Drawing conclusions • Text-to-self <p>Other standards and skills: reading comprehension, making inferences, identifying cause and effect, understanding plot, understanding universal literary themes, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Vocabulary • Understanding Character
<p>Play, p. 25 <i>The Curse of King Tut</i> BY JENNY DIGNAN AND ARTHUR GOLDWAG</p> <p>LEXILE LEVEL: 870L</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Understanding main idea • Cross-curricular content • Understanding setting • Identifying factual details • Comparing and contrasting <p>Other standards and skills: reading comprehension, text-to-self, identifying cause and effect, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Vocabulary • Fact/Opinion
<p>Poetry, p. 32 “I Am the Book” BY TOM ROBERT SHIELDS</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Identifying main idea • Understanding poetic structure • Understanding point of view • Text-to-self <p>Other standards and skills: writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Exploring Metaphors

Departments and Skills Pages

Crossword Puzzle
 Vocabulary
 page 4

Grammar Cop
 Homophones
 page 5

Writing Rescue!
 Sequencing
 page 7

Sentence Chef
 Paragraph Writing
 page 15

Yesterday & Today
 Compare/Contrast
 page 22

Wordworks
 Parts of Speech
 page 24

Word Power
 Vocabulary
 page 30

Bubble Test
 Test Taking
 page 31

Poetry

The Bookoceros or Ancient Thesaurus p. 3

**SUMMARY**

What does the fearsome ancient thesaurus eat? Words, of course! Students will have fun with this poem's prehistoric play on words.

LANGUAGE ARTS STANDARDS

- Making inferences
- Identifying author's purpose
- Vocabulary

MAIN TEACHING OBJECTIVES

After reading this poem, students should be able to:

- Define and use new vocabulary words
- Explain how the poet compares a thesaurus to a dinosaur
- Identify the author's purpose for writing this poem

BEFORE READING

Examining the illustration: Invite stu-

dents to look at the illustration on page 3. What kind of animal seems to be in the picture? What is it doing? Then ask them to look at the title. How does the title connect to the picture? *The words "bookoceros" and "thesaurus" evoke a kind of dinosaur, as seen in the illustration.*

DURING READING

Vocabulary: Review the words that follow and their meanings with students, then point them out in the text as students read. **Ravenous:** eager or greedy for food; **staple:** necessity in one's diet; **averse:** opposed to.

**DISCUSSION QUESTIONS/
WRITING PROMPTS**

- In this poem, what does the thesaurus do to books? Why? (reading comprehension) *He eats books because he loves words.*
- Why does the poet compare a thesau-

rus to a dinosaur? (making inferences) *The name sounds as if it could be a type of dinosaur, so the poet creates a prehistoric creature with the features of a thesaurus: It contains many words.*

- Why do you think the author wrote this poem? (identifying author's purpose) *He wrote it to entertain and have fun with words.*

AFTER READING

Inventing a prehistoric creature: Ask students to choose one of the following words, or invent their own: **Dictionarotops; Textosaurus rex; Poemychus; Journalodon.** Then have them draw the creature as they imagine it and write a short poem describing it.

I Am the Book p. 32

**SUMMARY**

This lovely poem speaks to the reader in the voice of a book, promising to be a friend throughout the year.

LANGUAGE ARTS STANDARDS

- Identifying main idea
- Understanding poetic structure
- Understanding point of view
- Text-to-self

MAIN TEACHING OBJECTIVES

After reading this poem, students should be able to:

- Describe the structure of the poem, pointing out similarities in each stanza
- Summarize the poem's main idea about the many needs a book fulfills
- Examine how the poet describes the seasons and think of their own ways to

describe them

- Tell their own reasons for liking books

BEFORE READING

Discussing books: Give students a few minutes to jot down all the things that they like about books. As they share ideas with the class, ask who else feels the same way about books.

**DISCUSSION QUESTIONS/
WRITING PROMPTS**

- Who is the narrator of this poem? Whom does this narrator address? How would you describe the tone the narrator uses? (understanding point of view) *The narrator is a book speaking to a reader. The book is comforting and supportive.*
- What is similar about each stanza?

(understanding poetic structure) *They all start "I'll" and describe how the book will help the reader through each season.*

The second and fourth lines of each rhyme.

- What is the main idea of this poem? (identifying main idea) *Books fulfill many different needs at different times.*

AFTER READING

Writing about a book: Ask students to write a paragraph about a favorite book and why they like or need it. Have them refer to lines in this poem to tell what this book does for them.

Describing seasons: As a class, examine the words the poet uses to describe seasons. Then have students brainstorm to come up with their own hyphenated descriptions.

**Reproducibles**

Skills and Test-Prep Online

Go to www.scholastic.com/storyworks to print out the following activities that can be used with these poems:

THE BOOKOCEROS OR . . .

- Comprehension Quiz
- Critical Thinking Questions
- Poetry Writing

I AM THE BOOK

- Comprehension Quiz
- Critical Thinking Questions
- Exploring Metaphors

**SUMMARY**

In this thrilling article, veterinarians at an animal hospital in Colorado race to save a frail newborn horse from almost certain death. As shown in this humbling and ultimately uplifting story, pets around the country are getting better care now than ever before. Students will learn how animal care has changed over the years.

LANGUAGE ARTS STANDARDS

- Reading for information
- Identifying supporting details
- Critical thinking
- Drawing conclusions

MAIN TEACHING OBJECTIVES

After reading this story, students should be able to:

- Retell details of the problems Paco faced and how doctors helped him
- Understand how people's attitudes toward animals have changed
- Discuss the role of a veterinary emergency doctor

BEFORE READING

Examining photos and captions: Have students look at the photos, drawing, and captions on pages 11-13 (and p. 14 if you don't mind revealing the ending!). What can they learn from them? What can they predict about the article from the photos?

DURING READING

This article alternates between the story of Paco the foal and other background information about animals and the veterinary hospital. Help students comprehend the story structure by having them read the subheadings and first sentences of each section in advance. Which have to do with Paco? What will the other sections be about? Why are they important to the article?

**DISCUSSION QUESTIONS/
WRITING PROMPTS**

- What details show that Peek-a-Boon's foal was not healthy? (identifying supporting details) *He was half the size of a normal foal, bluish, and so frail he folded in half when lifted.*

- What was the main reason for owning animals a century ago? (reading for information) *People owned animals to help them with their work.*

- What factors changed the role of animals in Americans' lives? What are some reasons people own pets today? (critical thinking) *As technology progressed, people didn't need animals for work as much; also, rich and famous pet owners influenced society. Today, people own pets for companionship, fun, and/or the opportunity to nurture an animal.*

- A nurse says about the sick foal, "If he has a name, we will fight harder for him." Why do you think this is so? (making inferences) *A name makes them feel more connected to the animal; it becomes an individual rather than just an object.*

- What was the root of Paco's problems? What happened as a result? (identifying cause and effect) *Paco didn't get enough oxygen at birth. His brain and other organs were affected as a result.*

- What two events followed Paco's initial improvement, again threatening his life? (sequencing) *He had brain seizures, then he got pneumonia.*
- How has veterinary medicine changed throughout history? What do you think has caused these changes? (drawing conclusions) *Animals get greater care than ever before, saving and improving lives that previously would have been lost. The changes have occurred because people seek better care for their pets, because their knowledge has grown, and because technology has continued to advance.*

- After Paco got past the most critical problems, his survival depended on the attention he would receive from his mother. What can you conclude from this fact? (drawing conclusions) *Students might suggest that nature still plays a bigger role than technology; doctors can't replace a mother's love, etc.*

HOLDING A DEBATE

The doctors described in this article and others like them save and improve the lives of thousands of animals. But it costs a great deal of money to give animals high-quality care. At the same time, many people don't get the health

care they need because it is too expensive. Have students organize their thoughts and debate the question, "Is it right for pet owners to spend a lot of money saving their pets when there are humans who don't get proper health care?" Make sure they support their opinions with logical reasons.

**DESIGNING BROCHURES
TO HELP PETS**

Have students work in groups to research and design brochures to help pet owners take care of their animals. Have them include some basic care tips for different kinds of pets, as well as resources, such as pet hospitals or clinics, that exist in your community. Make sure they include drawings or photos in their brochures.

WRITING PROMPTS

Letter: Have students imagine that Paco-the-Taco could write a letter to the doctors who saved him. What would he say? What could he tell the vets about his life now?

Expository: Invite students to write about an experience they had with an ill or injured pet. What happened? How did they feel? If they have not had such an experience, ask them to write about a friend's or relative's experience with a pet.

**Reproducibles**

Skills and Test-Prep Online

Go to www.scholastic.com/storyworks to print out the following activities that can be used with this article:

- Comprehension Quiz
- Critical Thinking Questions
- Vocabulary
- Cause/Effect

**SUMMARY**

Winnie's uncle is getting married, and the cutest boy in fifth grade will be at the wedding. Will her dad's outrageous disco moves embarrass her off the planet?

LANGUAGE ARTS STANDARDS

- Identifying problem and solution
- Comparing and contrasting
- Understanding point of view
- Drawing conclusions
- Text-to-self

MAIN TEACHING OBJECTIVES

After reading this story, students should be able to:

- Identify the problems and solutions in the story
- Compare Winnie's fears of what might happen with what actually happened
- Relate Winnie's feelings in the story to their own feelings in a similar situation
- Understand that the story is told from a first-person point of view

BEFORE READING

Exploring relationships: Invite students to write brief answers to the following questions, and then discuss them with your class: 1.) How is being with your friends different from being with your family? 2.) How is it the same? 3.) What do you like about being with your friends and family at the same time? 4.) What do you dislike about it?

DURING READING

Predicting: Pause at points during reading, and ask students to respond: **p. 18, top:** What would you advise Winnie to do about her dad? **p. 18, middle:** Do you think tipping the DJ will work? Why or why not? **p. 18, bottom:** What do you think Winnie should do now that the money is gone? **p. 19, middle:** Do you think the fib Jasmine tells the DJ will work? **p. 20, top:** What do you think will happen when Colton sees Winnie's dad dance?

**DISCUSSION QUESTIONS/
WRITING PROMPTS**

- Why is Winnie so worried about her father dancing at her Uncle Barry's wed-

ding? How would you feel if you were Winnie? (reading comprehension) *She is afraid he'll dance oddly and that she'll be embarrassed because the boy she has a crush on will be there.*

- How do you think Winnie feels about her family in general? What makes you think this? (making inferences) *She is thoughtful and respectful; she doesn't want to hurt her dad's feelings, and she doesn't want to lie to her parents.*

- Why does Jasmine and Winnie's plan to pay the DJ go awry? How does each girl deal with the problem? (identifying cause and effect) *The money slips out of Winnie's pocket and into the toilet. Winnie offers the DJ the remaining 27 cents; Jasmine thinks of a story to tell him.*

- What is the climax, or major turning point, of the story? (understanding plot) *It is when Colton asks Winnie to show him the Hustle.*

**UNDERSTANDING UNIVERSAL
LITERARY THEMES**

One way to look at "Dad, the Disco King" is as a coming-of-age story. Explain to students that "coming of age" in literature is when a character goes through an adventure, experience, or inner turmoil that causes him or her to grow up in some way. For example, books in the Harry Potter series each tell of an adventure which leads him to a higher level of maturity. Ask students what they think Winnie learned from her experience at the wedding. In what ways did she become more mature?

**IDENTIFYING PROBLEMS
AND SOLUTIONS**

In the story, Winnie faces problems and finds solutions for them. Help students keep track of them by giving them a problem-and-solution graphic organizer, where they can summarize the problems in a column on the left and their corresponding solutions on the right.

POINT OF VIEW

Discuss with students the point of view from which the story is told. Explain that it is first-person, meaning Winnie tells her own story using "I." How do they think it would be different if Col-

ton told the story? Have them rewrite the events of the wedding from Colton's point of view.

**FOR YOUNGER OR STRUGGLING
STUDENTS**

Younger students might not relate yet to being embarrassed by their parents, but they will understand solving a problem with a friend. Put students in pairs, and ask them to think of a family problem kids their age might have; i.e., their parents won't let them get a dog, their younger sibling messes up their belongings, they want more allowance, etc. Then have them think of a way to solve it, and improvise a skit for the class showing the problem and the solution.

WRITING PROMPTS

Expository: Ask students to think of a time they worried a lot about something that turned out well. Have them write an expository piece about what they feared, how they approached the situation, and how it ended. What did they learn from it?

Narrative: Point out to students how the author of this story creates descriptive passages by having them reread the descriptions of Colton on p. 16 (starting "Colton is the cutest boy in fifth grade.") and Winnie on p. 18 (starting "Before I know it, I'm at the reception . . .") Then ask them to write a paragraph describing a real or imaginary person, using rich and precise details that let the reader get to know the character.

**Reproducibles**

Skills and Test-Prep Online

Go to www.scholastic.com/storyworks to print out the following activities that can be used with this story:

- Comprehension Quiz
- Critical Thinking Questions
- Vocabulary
- Understanding Character



SUMMARY

Science and superstition collide in the age-old curse of King Tut's tomb. Kids will love both the mystery and the history surrounding Howard Carter's 1922 discovery of the tomb of Tutankhamun, which had been untouched for nearly 3,000 years.

LANGUAGE ARTS STANDARDS

- Understanding main idea
- Cross-curricular content
- Understanding setting
- Identifying factual details
- Comparing and contrasting

MAIN TEACHING OBJECTIVES

After reading this play, students should be able to:

- Identify what the curse of King Tut is, and its origins
- Compare and contrast superstition and science
- Be familiar with the history of the discovery of King Tut's tomb
- Examine the motives of those who retold the curse
- Learn some facts about Egyptian burial rituals

BEFORE READING

Prior knowledge: Ask students to share what they already know about Ancient Egypt, mummies, or King Tut. Make sure they understand that wealthy and important people in Ancient Egypt were embalmed—or preserved as mummies—after death, and buried with food and cherished belongings, in the belief that they would need these things in the afterlife.

DURING READING

Understanding setting: The Egyptian setting is an important part of this play. Have students explore how the writers create the setting. What details do they use to describe the setting? What clues help the reader imagine how Ancient Egypt looked, sounded, or smelled? What was it like inside Tut's tomb?

DISCUSSION QUESTIONS/ WRITING PROMPTS

- What details from Scene 1 tell you about burial customs in Ancient Egypt? (identifying factual details) *The deceased's body was mummified; the "west" represents where people go for a peaceful afterlife; people were buried with valuable possessions; professional mourners displayed grief.*
- Why is Nakhtmin worried about tomb robbers? What is Maya's response? (reading comprehension) *Nakhtmin is worried because robbers would sometimes break in to steal the riches; Maya responds that spells will cause the gods to punish anyone who enters. In fact, at the opening of the tomb, rumors spread that there was an inscription near the door that read "Death will come on swift wings" to anyone who enters the tomb, but there was no such inscription.*
- What does Ali think about the canary's death? How does Carter's reaction differ from Ali's? (comparing and contrasting) *Ali believes the bird's death is a sign to let the Pharaoh rest in peace, but Carter believes that is a silly superstition. (In fact, although rumors about the canary circulated, it was never eaten by a snake.)*
- How do you think Carter, Carnarvon, and Herbert feel when they enter the tomb? Imagine you were with them; how would you feel? (text-to-self) *Answers will vary.*
- How did the *London Times* get exclusive rights to the story about King Tut's tomb? What effects did this have on other papers? On the curse? (identifying cause and effect) *The London Times paid £5,000 for the story. As a result, other papers came up with sensational stories about the curse in order to sell papers too.*
- What did Carter and his crew do with the treasures they discovered inside the tomb? Do you think this was the right thing to do? Why or why not? (identifying factual details) *They catalogued the items and sent them to the Cairo Museum.*
- What is Carter's opinion about the curse? What is yours? Why? (understanding main idea) *Carter thinks it was nonsense because there was no science behind it.*

AFTER READING

Explaining the curse: Have students write an essay describing what the curse of King Tut's tomb is and giving examples of the rumors and superstitions that prompted people to believe in the curse. Then, have them explain the various factors that were behind the curse. **To find more information, have them check out www.abc.net.au/science/articles/2004/04/01/1076928.htm or www.mummytombs.com/egypt/kingtut.htm.**

FOR YOUNGER OR STRUGGLING STUDENTS

Explain that belief in curses is called a *superstition*: a belief that cannot be proved by science, and one that is often based on fear. For example, the belief that black cats and the number 13 are bad luck. Have students work in groups to list other superstitions. Then see if they can think of examples that demonstrate that the superstitions are not true.

WRITING PROMPTS

Narrative: Let students' imaginations cast them as a worker on Howard Carter's crew. Have them write a story about their adventure in Egypt.

Persuasive: Have students decide whether they think the curse is true. Then have them write an essay persuading readers of the *opposite* of what they believe. Hence, they must identify arguments against their own beliefs.



Reproducibles

Skills and Test-Prep Online

Go to www.scholastic.com/storyworks to print out the following activities that can be used with this play:

- Comprehension Quiz
- Critical Thinking Questions
- Vocabulary
- Fact/Opinion

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ANSWER KEY

Answers to skills exercises and quizzes appearing in the September student edition

Larry's Crossword Puzzle, page 4

Across: 2. cherished 4. verify 7. vials
8. dire 9. revive
Down: 1. defile 2. crucial 3. gyrating
5. eroded 6. fluster
Mystery word: averse, page 3

Grammar Cop: Homophones, page 5

need, assistance, creek, principal, buy, rolls, too, whole, all, pea, row, ants, hose, for, find, sight, beets, kernels, thyme, carrots, faint, gate, steal, banned

Writing Rescue!: Sequencing, page 7

The order of sentences shown by a number placed in each box from top to bottom is as follows: 3, 5, 1, 2, 6, 4. (Editor's note: Students might come up with other options for this exercise, such as 4, 2, 1, 3, 6, 5 and 2, 4, 6, 1, 5, 3. While both of these orderings are correct, we prefer the first choice!)

Sentence Chef, page 15

Answers will vary but might be similar to the following: In the 1920s, Americans began thinking differently about animals. In the old days, people relied heavily on their animals for their everyday needs. Horses, for example, were used for transportation, and other animals were used for work. But when new inventions like the automobile came about and animals were no longer necessary, Americans began to keep them for fun. Inspired by photographs of President Franklin D. Roosevelt with his cherished Scottish terrier, Fala, some wealthy people started buying purebred dogs and cats. By the 1930s, Americans' attitudes about animals—and their pets—had completely changed.

The Adventures of the Word Nerd, page 21

Answers will vary but might be similar to the following: 1. I did my math homework, but my dog ate it. 2. I love chicken

nuggets. 3. Your loud yelling is giving me a headache!

Word Power, page 30

Answers will vary.

No-Sweat Bubble Test, page 31

1. **A** (critical thinking) 2. **C** (reading for information) 3. **C** (reading for information) 4. **C** (vocabulary) 5. **D** (reading comprehension) 6. **B** (understanding main idea)

Critical Thinking: Answers will vary but might be similar to the following: 1. A child star might enjoy going to a regular school because he or she could participate in sports, learn new information about interesting subjects, develop a craft other than acting, and feel "normal." 2. It's probably good for young actors to get college degrees because they'll have something to fall back on, in case they can't get acting roles when they become adults.

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220-SDM-F09

Create a Character Contest

My name: _____ Age: _____

Teacher's name: _____ Grade: _____

School: _____

School address: _____

School phone number: _____ Home phone number: _____

(Remember to include your area code and ZIP!) See page 8 of the September *Storyworks* for rules to this contest.

My Character

1. My character's name: _____ Age: _____

2. Where my character lives: _____

3. My character's hobbies, skills, and dreams: _____

4. The biggest problem my character has ever faced, and how he or she solved it:

5. How my character might grow in the story: _____

6. What my character looks like: _____

7. Other information you should know about my character: _____

Please continue on another piece of paper if you need more room.