Retell this news story as if you were telling someone how April Fools' Day started. Be sure to include some examples of past April Fools' Day hoaxes. Use descriptive words and phrases from the Article in your answer. Try to use the READ Strategy when you answer the provided question. Your response must be at least 5 sentences.

Below is the story:

LAKEWOOD, New Jersey (Achieve3000, February 25, 2019). Ice cream lovers, hang on to your cones. According to a new study from the Council on Nutritional Upkeep (CONU), eating two pints of ice cream every day, seven days a week, might be a wise choice. That's right. Eating ice cream every day may actually be good for you! Here's the scoop: The nutritional scientists at CONU divided 24,000 kids, tweens, and teens into two groups. Group A ate two pints of ice cream daily. Group B ate half a pint of frozen yogurt or some other alternative every third day. CONU then monitored the two groups for 15 years. And guess what? The members of Group A beat the pints off Group B. They were 81 percent healthier, 84 percent more successful, 89 percent more focused, and 93 percent happier than those in Group B. As if we needed a scientist to tell us that ice cream is pure joy. The ice cream lappers also tended to have greater upper-body strength, though that may be due to digging in before giving their pints a chance to soften. Hand cramps or not, woo hoo! Break out the cookies 'n cream! To celebrate the wonderful news, dear readers, we here at Achieve3000 are giving each of you a free six-month supply of your favorite ice cream! Just think of it as our way of saying, "Stay healthy!" To place your order, call 1-888-APRIL FOOLS. Gotcha! Sorry. Eating a ton of ice cream is not good for you. And that steady supply of ice cream? Not gonna happen. Try not to feel bad, though. You've just been snookered as part of a tradition that goes back centuries. April 1 is April Fools' Day. No one is quite sure when April Fools' Day began or why hoaxes became part of it. Some historians connect the day to an ancient Roman celebration at the end of March. To mark the departure of winter and the arrival of spring, Romans dressed up in outrageous disguises and acted silly. Some connect April Fools' Day to the unpredictable weather that time of year. You know—when a warm day fools people into thinking spring has arrived, and then a cold spell causes them to think again. The likeliest idea traces April 1 tomfoolery to the 16th century. This is when much of the world switched from the Julian calendar to the Gregorian calendar. Along with the switch, New Year's Day moved from April 1 to January 1. When April 1 arrived, tricksters fooled people into thinking it was party time. In the 18th century, April Fools' Day kicked into high gear in England. Tricking people was part of the fun. In Scotland, it became a two-day event. On the first day, the Scots sent each other out on ridiculous errands. On the second day, they attached objects to each other's rear ends. This was something like a pin-the-tail-on-the-donkey game. Europeans in other countries had similar traditions. Typically, April Fools pranks are harmless. In 1974, for example, the citizens of Sitka, Alaska, saw smoke rising out of Mount Edgecumbe, an inactive volcano. They thought it was about to erupt. It wasn't. A prankster had set fire to a huge pile of old tires in the volcano's crater. Many of the nuttier pranks of the 20th and 21st centuries have involved fibs, some of them whoppers. Many of the tales were spread by the media. There have been stories about spaghetti trees, tree octopuses, UFO sightings, toilet paper and hamburgers for left-handed people, and a decrease in gravity. In each case, many gullible people fell for the trick hook, line, and sinker. So have yourselves a cunning April Fools' Day. When you're done, treat yourself to a bowl of ice cream. Just don't overdo it, OK?

- R: Restate the question and give an answer. (1st sentence)

- E: Evidence from the text. Students can share evidence by including a direct quote from the text or paraphrasing the text.

- A: Analyze the evidence. Students will need to explain how and why the evidence they selected supports the answer they gave in the “R” sentence.

- D: Draw a conclusion. Students need to add a concluding sentence that sums up or reiterates their answer.