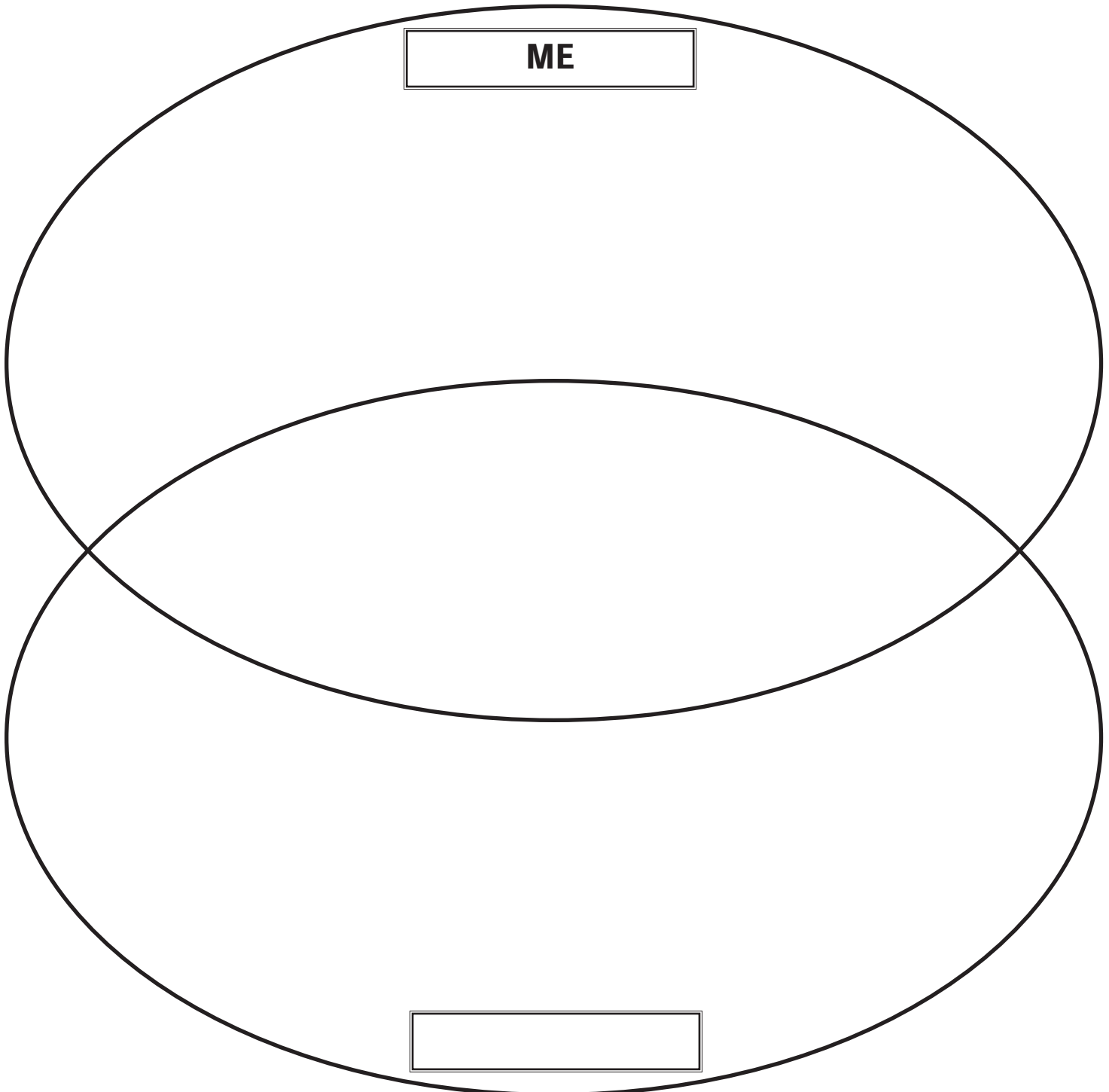


Alike or Different?

Calef Brown's poem "The Appleton Twins" describes two very different twin sisters. How do you compare with your sister, brother, or a close friend? Complete the Venn diagram below to do a comparison. Write facts about yourself in the top oval. Label the bottom oval with your sibling's or friend's name, and write facts about him or her in it. Things the two of you have in common should go in the center section.



Getting Along

The twin sisters in Calef Brown's poem "The Appleton Twins" are very different, but they get along very well anyway. Is this similar to a situation in your life? Follow the directions below to write about how you and a sibling or friend get along, and why. (If you did the activity "Alike or Different?," you may use the Venn diagram to help you.)

1. Choose one of your brothers or sisters. If you don't have any brothers or sisters, pick another relative who is close to your age, or a friend. Think about whether the two of you are more alike or different. Do you have the same interests? Do you have similar personalities? Do you like the same movies and music? Jot down some notes about ways the two of you are alike, and ways you are different.

Ways we are alike:

Ways we are different:

Overall, I would say we are more alike or different (circle one).

2. Now think about the way the two of you get along. Do you get into fights? Do you tease each other? Do you make each other laugh? Maybe you're best friends? Make some notes about how you get along.

3. Use your notes to write a paragraph about how you and your sibling, relative, or friend get along, and why you think you get along that way. Make sure to have a clear main idea. It might be something like, "Even though my sister and I are alike in many ways, we are constantly fighting with each other." Or maybe, "My best friend and I are very different, and that's what makes us get along so well."

Fact Finder

Fact or opinion: “There is a monster living in Loch Ness.” It’s an opinion—and it will stay an opinion unless scientists can prove that it’s true. Remember: An opinion is any statement that expresses a view or belief; a fact is something that can be proved. **Directions:** Write F for fact or O for opinion next to each statement from the article “The Beast of Loch Ness.”

- Aldie and John Mackay claimed that they saw a giant creature in Loch Ness.
- The Mackays imagined what they saw in Loch Ness.
- For hundreds of years, sailors told stories about a hideous giant creature that they called “the Kraken.”
- Since 1933, nearly 1,000 people have claimed to have seen the Loch Ness Monster.
- The creature in Loch Ness is either an unknown mammal, a giant fish, or a plesiosaur.
- Cryptozoologists are not real scientists.
- When British scientists searched Loch Ness in 2004, they did not find any evidence of a giant creature.

Often, opinions are based on facts. Because of this, an opinion can often be expressed as if it were a fact. For example, “Maureen is generous” is an opinion, but “Maureen gave half of her cupcake to Alec” is a fact. See if you can rewrite the opinion stated below as a fact.

Opinion: There is no such thing as the Loch Ness Monster.

Fact: _____

And now see if you can turn a fact into an opinion.

Fact: Most scientists reject cryptozoologists’ theories about the beast of Loch Ness.

Opinion: _____

Vocab Quiz

Test your knowledge of the vocabulary in the story "The Beast of Loch Ness."

Circle the letter with the word or words that best complete each sentence.

- Brian says it's better to just _____ into the chilly water than to go in slowly.
a. halt b. tinge c. plunge
- I felt bad that Karly was _____, but her idea *was* pretty _____!
a. tinged; murky b. menaced; ferocious c. ridiculed; preposterous
- When was the last time you cleaned your fish tank? The water is kind of _____.
a. murky b. ferocious c. preposterous
- "Yesterday I went to six ice-cream shops," _____ my uncle, telling us about his _____ for banana ice cream.
"But none of them had it."
a. halted; tentacles b. recounted; quest c. ridiculed; skeptic
- Shelly believes everything she hears. I'm more of a _____.
a. tentacle b. quest c. skeptic

Next to each word on the left, write the letter for its definition from the box on the right.

- | | |
|--------------------------|--------------|
| <input type="checkbox"/> | ferocious |
| <input type="checkbox"/> | quest |
| <input type="checkbox"/> | recount |
| <input type="checkbox"/> | tentacle |
| <input type="checkbox"/> | tinge |
| <input type="checkbox"/> | halt |
| <input type="checkbox"/> | preposterous |
| <input type="checkbox"/> | menace |

- | |
|--|
| a. describe |
| b. to add a very small amount |
| c. long search |
| d. a threat or danger |
| e. fierce |
| f. hard to believe, ridiculous |
| g. a long flexible arm, like on an octopus |
| h. stop |

Support Yourself

Now that you've read "The Beast of Loch Ness," do you think the creature exists? Imagine telling someone your answer, and then imagine they're asking, "Why?" The reasons you would give them are your *supporting evidence*—facts that back up your idea. The stronger the supporting evidence you provide, the more likely you will convince someone of your idea. (If you can't come up with much supporting evidence, it might be time to rethink your idea!) **Directions:** Fill in the chart below with other ideas and supporting evidence.

What I Think	Why I Think This (Supporting Evidence)
Write an opinion or belief in each of the three boxes related to "The Beast of Loch Ness."	Write supporting evidence for your opinion.
1.	
2.	
3.	
Now, write your opinion about the idea that there is life on other planets.	Write supporting evidence for your opinion.

Say It With Animals

“Everybody gets butterflies in their stomach before tests,” says Kay’s mom in “The Psychic Cicada.” Of course, she doesn’t mean that real butterflies appear in people’s stomachs before tests—she means people get nervous. “Butterflies in your stomach” is an *idiom*, or an expression that is understood to mean something other than what it actually says. There are lots of animal idioms. How many do you know? **Directions:** The column on the left lists animal idioms. Write what each one means next to it, in the column on the right. If you don’t know, see if you can “ferret out” the answer: look online or in a book of idioms.

ANIMAL IDIOM	WHAT IT MEANS
He’s a snake in the grass.	
There’s an elephant in the room.	
You’ve got ants in your pants.	
He’s as snug as a bug in a rug.	
It’s a dog’s life.	
You’ve got a frog in your throat.	

Tell About Tests

Tests. Just that word probably makes you feel a certain way. It sure does for Kay in “The Psychic Cicada.” How do your feelings about tests compare with Kay’s? **Directions:** Write about Kay’s feelings and your own feelings when it comes to tests. When you write about Kay, use examples from the story. When you write about yourself, use examples from your life!

Write a paragraph describing the way Kay feels about tests at the beginning of the story.

Write a paragraph describing the way you feel about tests.

Tell About Tests page 2

Write a paragraph describing the way in which Kay's feelings about tests change from the beginning to the end of the story.

Write a paragraph describing the way you would like your feelings about tests to change. If you don't want your feelings to change, explain why not.

Name: _____ Date: _____

Considering Characters

How do you know what a character in a story is like? Pretty much the same way you know what a real person is like: from what he or she says and does and from how others react to him or her. When asked to describe a character, you should be able to list his or her qualities and also to give examples that show why you think the way you do. See how well you can describe the character of Billy from the play “How to Eat Fried Worms.”

First, list words and phrases that you think describe Billy’s character.

_____	_____
_____	_____
_____	_____

Choose two words or phrases from your list and plug them into the sentences below. For each one, provide at least one supporting example from the story.

I think Billy is _____ because _____

I think Billy is _____ because _____

Now, choose another character from the play and think of a word that describes him or her. Write a sentence about that character with one or more supporting examples from the story.

I think _____ is _____ because _____

Pick the Plot Points

Plot points are the events that are necessary to move a story along. See if you can identify the plot points in the play "How to Eat Fried Worms." **Directions:** For each scene of the play, fill in the circle next to the most important event listed. If you aren't sure, ask yourself, "Which of these **MUST** happen to go on to the next scene?"

Scene 1

- A** Billy rides his bike in the wrong lane of the street and gets honked at.
- B** On his first day at a new school, a group of boys fill Billy's thermos with worms as a mean joke.
- C** Boiler Head yells at everyone to sit down.

Scene 3

- A** Erika encourages Billy to win the bet and make Joe look stupid.
- B** Erika hits a bull's-eye with her arrow.
- C** Billy tells Erika he is leaving town to get out of the bet with Joe.

Scene 2

- A** Joe and his friends call Billy "Worm Boy" when he rides by them on his bike.
- B** Billy tells Joe and his friends that they can call him "Worm Boy" all they want. He tells them he ate worms for breakfast.
- C** Billy bets Joe that he can eat 10 worms by 7 p.m. on Saturday without puking.

Scene 4

- A** Billy manages to eat the first of 10 worms without throwing up.
- B** Benjy fries Billy's worm in pig lard.
- C** Billy stops hopping around.

Continued ➤

Pick the Plot Points page 2

Scene 5

- A** The boys decide to cook up a worm at Twitch's because his parents are away.
- B** Twitch gets mad at Joe and his friends after they make a mess and locks them out of the kitchen.
- C** Joe, Benjy, and Plug make a worm stew with all kinds of gross ingredients.

Scene 7

- A** The boys narrowly escape the Bait Lady.
- B** Joe and Billy hide behind a truck.
- C** Just in time, Billy finds one last worm and eats it.

Scene 6

- A** Boiler Head ends up eating the worm omelet that the boys made for Billy.
- B** Billy asks Joe why he always has to boss everyone around.
- C** Joe meanly calls Billy "Worm Boy."

Scene 8

- A** Billy realizes that because of the omelet, he was one worm short of winning the bet. He tells Joe and they agree to call it a tie.
- B** The whole cafeteria is excited at lunchtime.
- C** Billy and Joe both come to lunch with worms in their pants.

Are there any plot points you didn't see on the lists that you think should have been included? Think of at least two and list them here.

Scene: _____ Plot Point: _____

Scene: _____ Plot Point: _____

Scene: _____ Plot Point: _____

Your Dream Variation

Langston Hughes's poem "Dream Variations" describes the poet's dream of being happy and free. What are your dreams? **Directions:** Follow the directions to write a poem in the style of Hughes's poem. Begin your lines the same way Hughes does, but then tell what YOU dream about! Is it traveling the world? Reading great books? Becoming a famous actor? Making scientific discoveries? Spending time with friends? Your dreams can be grand or simple—all that matters is that they are important to you.

1 **To** _____
(write something you dream of doing)

2 _____
(finish that idea with a further detail)

3 **To** _____
(write something else you dream of, related to what you wrote in line 1)

4 _____
(finish that idea with a further detail)

5 **Then** _____
(write something else you dream of that you would do next)

6 _____
(finish that idea with a further detail)

7 **While** _____
(describe something that would be going on while you did what you wrote above)

8 _____
(finish that idea with a further detail)

9 **That is my dream!**

Continued ▶▶

Your Dream Variation page 2

10 _____
(copy exactly what you wrote in line 1)

11 _____
(write a variation of what you wrote in line 2)

12 _____
(write a variation of what you wrote in line 3)

13 _____
(write a variation of what you wrote in line 4)

14 _____
(write a variation of what you wrote in line 5)

15 _____
(write a variation of what you wrote in line 6)

16 _____
(write a variation of what you wrote in line 7)

17 _____
(write a variation of what you wrote in line 8)

If you want, you can copy your finished poem onto another sheet of paper and make an illustration to go with it!

STORYworks®

ANSWER KEY to September Reproducibles

Poetry: The Appleton Twins, p. 3

Compare and Contrast: Alike or Different?

Answers will vary.

Writing Activity: Getting Along

Answers will vary.

Nonfiction: The Beast of Loch Ness, p. 10

Fact and Opinion: Fact Finder

From top to bottom: F, O, F, F, O, O, F

There is no such thing as the Loch Ness Monster:

Scientists have not found evidence to prove that the Loch Ness Monster exists.

Most scientists reject cryptozoologists' theories about the beast of Loch Ness: *Cryptozoologists are dreaming if they think they're going to find a beast in Loch Ness.*

Supporting Evidence: Support Yourself

Answers will vary. Students should present three

clear opinions based on the article and be able to present evidence from the text to back up those opinions. For the second part, students should think about the topic presented, state an opinion about that topic and why they think what they do.

Vocabulary: Vocab Quiz

1. c
2. c
3. a
4. b
5. c

Bottom of page, from top to bottom: e, c, a, g, b, h, f, d

Fiction: The Psychic Cicada, p. 16

Literary Devices (Idioms): Say It With Animals

- He's a snake in the grass: *He is pretending to be your friend while secretly doing bad things to you.*
- There's an elephant in the room: *There's a big, obvious problem that everyone is ignoring.*
- You've got ants in your pants: *You are agitated or excited about something and can't hold still.*
- He's as snug as a bug in a rug: *He's warm and comfortable under the covers.*
- It's a dog's life: *Life is hard.*
- You've got a frog in your throat: *You can't speak*

clearly until you clear your throat.

Writing Activity: Tell About Tests

Answers will vary. The first paragraph about Kay should state that tests make Kay very nervous. Her anxiety causes her to fail tests even if she knows the answers, because she doesn't trust herself and always changes her answers at the last minute. The second paragraph about Kay should state that at the end of the story, Kay has more confidence about taking tests. The cicada helped her realize that she does know the answers—all she needs is confidence.

Play: How to Eat Fried Worms, p. 24

Understanding Character: Considering Characters

Answers will vary, but possibilities for Billy include:

- proud: he doesn't back down from the terrible bet
- brave: he stands up to the boys who are laughing at him
- honest: he tells Joe when he realizes he has only eaten nine worms
- determined: he forces himself to eat the worms
- good-natured: when the boys pull the trick on him, he tries to laugh it off

Possible answers for other characters include:

- Joe is mean because he makes fun of Billy.
- Joe is a leader because the other boys at school do what he says.
- Erika is not worried about what other people think because she says what's on her mind.
- Erika is nice because she encourages Billy to win the bet and helps him on his first day of school.
- Benjy is creative because he thinks of lots of disgusting ways to cook worms.
- Benjy is a troublemaker because he messes up Twitch's kitchen and sneaks into the restaurant.

Plot Points: Pick the Plot Points

Scene 1: B

Scene 2: C

Scene 3: A

Scene 4: A

Scene 5: B

Scene 6: A

Scene 7: C

Scene 8: A

Students should list events that are important to the plot. Some they might list include:

Scene 1: Billy moves to a new town and goes to his first day at a new school.

Scene 7: Benjy drops the worm bag and loses the one remaining worm Billy has to eat.

Scene 7: Erika sends Billy a worm on an arrow.

Scene 7: Joe tries to make Billy lose by throwing the last worm into the river.

Writing Dialogue: Work It Out With Words

Answers will vary. Ideally, students should write an engaging, realistic conversation for Billy and Joe that reflects the characters' personalities, expresses emotion, and presents a fair and reasonable solution to the conflict.

Poetry: Dream Variations, p. 32

Writing Activity: Your Dream Variation

Answers will vary.