

A Feast of Words

In her tasty poem, "A Vulture's Guide to Good Manners," poet Deborah Ruddell uses words that rhyme at the end of each line. In this activity, you will find these rhyming words in the poem, and then list some more rhymes of your own.

Directions: In the plates below, write the sets of rhyming words you find in the poem. Then think of some other words that also rhyme and write them on the forks and spoons on the side.

The activity consists of four identical sets arranged in a 2x2 grid. Each set includes a circular plate with two horizontal lines inside for writing. To the right of each plate is a fork with three tines and a spoon with a circular head and a handle. The lines on the plates and the handles of the cutlery are intended for students to write rhyming words.

A Poem With Good Manners

At poet Deborah Ruddell's imaginary dinner party, a vulture sits at the head of the table and sets rules about having good manners.

In this activity, you will write your own poem, starring your pet, your baby sister, or another "host" you think would have funny ideas about good manners.

Directions: Follow the prompts below and then write your own poem on a separate piece of paper.

1. The host of my dinner is : (choose one) a 2-year-old-girl/a gorilla/my pet or _____

2. What foods would the host serve? _____

3. How would the host act? _____

4. What if the guests didn't like the food? What would they do? _____

5. What if the host wanted you to pass the salt? How would the host get your attention?

6. Think of five adjectives to describe how your host would behave at the table.

Write Now!

Now write your poem, titled "A _____'s Guide to Good Manners."
Use Deborah Ruddell's poem as your guide, if you like, or find your own inspiration!

Name: _____ Date: _____

Reading & Thinking

Writing about the basic elements of a story can help you remember and understand it. Use this organizer with any of the great fiction pieces in *Storyworks* to help you achieve a better understanding of it.

TITLE

AUTHOR

CHARACTER

The main character's name is _____.

Some words to describe the main character are (provide at least 3) _____

Some examples that show what the main character is like are _____

Another character's name is _____.

His/her relation to the main character is _____.

Some words to describe this character are _____

Some examples that show what this character is like are _____

Another character's name is _____.

His/her relation to the main character is _____.

Some words to describe this character are _____

Some examples that show what this character is like are _____

Reading & Thinking page 2

SETTING

The location of the setting is _____.

The time period of the setting is _____.

The atmosphere, or feeling that the setting creates, is (i.e., rich, poor, strange, comfortable, scary, friendly, etc.) _____.

PLOT

These are the main events that happen in the story at the . . .

Beginning: _____

Middle: _____

End: _____

The main conflict of the story is _____.

The climax, or point where the conflict comes to a peak, is _____.

The conflict is resolved when _____.

Reading & Thinking **page 3**

LANGUAGE

The story is told by (a narrator, the main character, someone else) _____.

The story has a lot of dialogue/ a little dialogue/ no dialogue. (Circle one)

The language in the story is (i.e., humorous, serious, simple, complicated)_____.

LITERARY DEVICES (OPTIONAL):

Here are some literary devices from the story:

Metaphors _____

Similes _____

THEME

What are one or two big ideas you think the author wanted you to get out of the story?

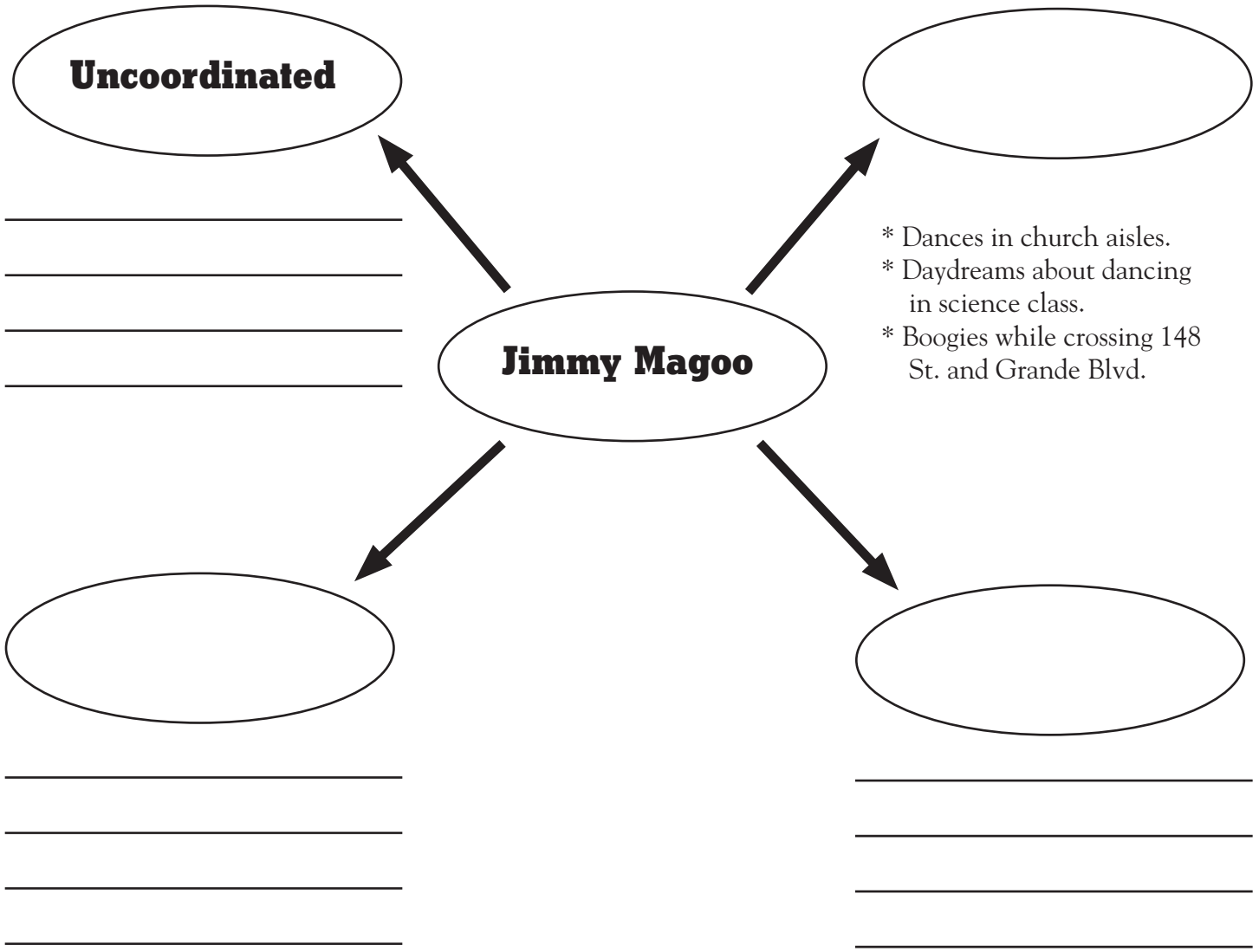
RESPONDING TO LITERATURE

Would you recommend this story to a friend? Why or why not?

I Can Prove It!

In "The Myth* of Dancing Jimmy Magoo," Christopher Paul Curtis does a fascinating job of creating a lively character based on Isaac Clark's suggestions. How does he do this? By describing Jimmy's personality and behavior in great detail, using juicy, expressive adjectives.

Directions: In this activity, you'll develop a clear idea of who Jimmy Magoo is by examining his personality and behavior. In each bubble, write a word or a phrase to describe his character. Then list examples from the story below each bubble of when Jimmy exhibited this trait. Some of the blanks have been filled in to get you started.



Write Now!

Now, on a separate piece of paper, write a short paragraph describing Jimmy Magoo, using one of the bubbles you completed above. Remember to include supporting details to make his character come alive!

You and Jimmy Magoo

Part of the fun of reading fiction is thinking to yourself, "What do I have in common with these characters? What can I learn from them?" In this activity, you will compare yourself and your experiences with Jimmy Magoo and his, from the story "The Myth* of Dancing Jimmy Magoo."

Directions: Fill in the blanks in each column. Then, follow the writing prompt below.

JIMMY

YOU

Jimmy isn't a great dancer, but he dances all the time. Why? (use examples from the story to explain your answer)

Is there something that you are very good at? What is it?

Is there something that you do simply because you love to do it? What is it?

Jimmy doesn't win the dance competition. How does he react?

How does the town react?

Is there a time you lost a competition or didn't do as well at something as you had hoped? What was it?

How did it make you feel?

Write Now!

Write a paragraph describing how you are like Jimmy Magoo, using examples from your life and from the story.

What Happened and Why?

You leave your skateboard next to your bed. What happens next? You trip over it when you wake up. You have a stomachache. Why did this happen? Because you ate a jumbo-size sundae before bed. It's easy to figure out cause-and-effect relationships by asking two questions: "What happens next?" (to find the effect) and "Why did this happen?" (to find the cause). In this activity, you will find the causes and effects in "The Myth* of Dancing Jimmy Magoo."

Directions: Fill in what's missing from each cause-and-effect pair. Use the hints to help you.

1. CAUSE: _____

EFFECT: Jimmy got selected for Ohio's annual dance competition.

HINT: How did the town of Greer choose the person to enter in the contest?

2. CAUSE: Jimmy couldn't stop dancing.

EFFECT: _____

HINT: How did the town adapt to his sudden urges to dance?

3. CAUSE: _____

EFFECT: The people of Greer put up a statue of Jimmy above the diner.

HINT: How did Jimmy act during and after the statewide dance competition?

4. CAUSE: While Jimmy was growing up, his mother listened to rap music in one ear and country music in the other.

EFFECT: _____

HINT: What did the townsfolk in the diner think resulted from Jimmy's mother's music preferences?

Now, on your own, find two cause-and-effect relationships from the story.

5. CAUSE: _____

EFFECT: _____

6. CAUSE: _____

EFFECT: _____

Name: _____ Date: _____

Reading & Thinking

**Exploring the facts and ideas in a nonfiction article will help you understand it better.
Use this organizer with any of the nonfiction pieces you find in *Storyworks*.**

TITLE

AUTHOR**READING FOR INFORMATION**

This article is mainly about _____.

The main events of the article take place in _____ (name a location).

The year or time period is _____. Some important people mentioned in the article are

_____.

Here are some facts I learned from this article (Name at least 4):

_____.

Put a star (*) by the facts you wrote above that are important for explaining what the article is about.
Put an X by the facts that you find really interesting. (Some facts might have both a star and an X.)

The facts with a star are important because

1. _____

2. _____

The facts with an X are interesting because

1. _____

2. _____

Reading & Thinking page 2

MAIN IDEA

The main idea of this story is _____
_____.

Here are some details that support the main idea:

1. _____

2. _____

3. _____

Another idea presented in this story is _____
_____.

Here are some details that support the main idea:

1. _____

2. _____

3. _____

AUTHOR'S PURPOSE

I think the author wrote this article because _____
_____.

I think the author expresses the viewpoint, or opinion, that _____
_____.

I agree/disagree (circle one) with the author's viewpoint because _____
_____.

Reading & Thinking

 page 3**CONNECTIONS**

Here's how this article relates to . . . (fill in at least one)

Something else I read: _____

Something else I know about: _____

Something in my own life: _____

RESPONDING TO LITERATURE

Would you recommend this article to a friend? Why or why not?

Back in Order

**The key to understanding a story is making sure you know what happens when.
"Snake on the Loose!" wouldn't make sense if the zookeeper
caught the snake before it had a chance to escape, right?**

Directions: In this activity, you'll retell the story by numbering the events below in the order they happened.

Zoo officials evacuate the Reptile House.

Peter Brazaitis chops a hole in the false ceiling above the crocodile pit.

A king cobra escapes from its cage at the Bronx Zoo.

The angry king cobra lunges at Peter Brazaitis.

A high school student unknowingly opens a latch atop the cobra cage.

The king cobra is caught in the noose that Peter Brazaitis created.

Write Now!

Now, on a separate piece of paper, pick one of the sentences above and write a step-by-step paragraph describing your own version of what happens next (different from what actually takes place in "Snake on the Loose!") Use your imagination and pay careful attention to ordering your events correctly.

Runaway Facts & Opinions

"Snakes are scary!" Is that sentence true or false? It probably depends on whom you ask—your brother, your science teacher, or you! Here's another question: Is the statement that you find snakes to be scary a fact or an opinion? That one's clear: It's an opinion. An opinion, remember, is any statement that expresses an individual view or belief; a fact is something that can be proved.

Directions: In this activity, you'll practice distinguishing between fact and opinion. Circle **F** for fact or **O** for opinion for each statement below about the article "Snake on the Loose!"

1.

The king cobra is one of the most poisonous snakes in the world.

F O

2.

Peter Brazaitis managed to get the noose around the neck of the escaped cobra.

F O

3.

Peter Brazaitis's plan to capture the cobra required a lot of courage.

F O

4.

The high school student who left the cage unlocked deserves a severe punishment.

F O

5.

The zookeepers did the right thing by not informing the press about what had happened.

F O

6.

The curator of the zoo was ready to shoot the snake if it tried to escape again.

F O

7.

Working with poisonous snakes is too dangerous; people should choose safer jobs.

F O

8.

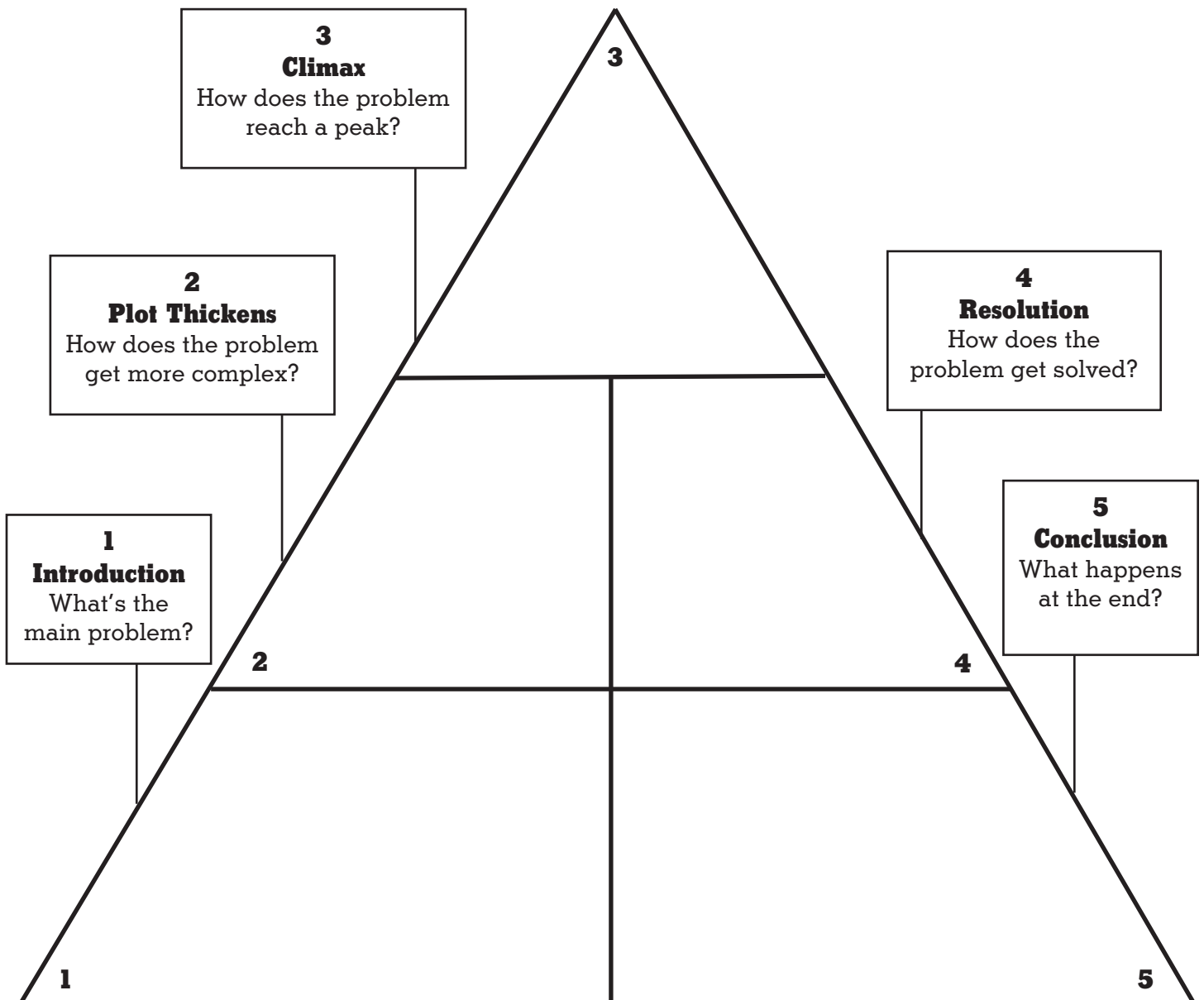
Bruce Foster discovered that the cobra was hiding in the attic of the Reptile House.

F O

Building Blocks of Plot

Every story is different. But most stories follow a similar pattern. In the introduction, we learn about the characters' main problem. Then, the plot thickens—their problem gets more complicated. Then the climax of the story happens. And then, (whew!) the resolution: where the problem is resolved. Finally, there's a conclusion (hopefully a happy one, but not always!). These different parts of the plot are known as "plot points."

Directions: Each block in the pyramid below is one part of the plot of *The Sword in the Stone*. In each block, write the answer to the question. When you're finished, you will see all the plot points of the play.



Then and Now? Or Always?

Jousting tournaments, kings, and sorcerors—we don't see much of them in the United States these days. But some things that we do see are the same as they were in King Arthur's time. In this activity, you will compare and contrast the two times and places by identifying where each sentence belongs.

Directions: Read the sentences below. Then write them in the diagram below: Then, Now, or Both.

Then (King Arthur's Time)

Now

Both

1. People ride horses.
2. There are sorcerors and dragons.
3. People compete in soccer matches.
4. People drive cars.
5. People are born to be peasants, knights, or kings.
6. Children and parents love each other.
7. People live in the United States.
8. People compete in jousting tournaments.
9. Anyone can rise to an important position.
10. People want peace.
11. It is 2007.
12. The tallest building is a magnificent cathedral.
13. Brothers tease each other.
14. People live in Great Britain.
15. It is the Middle Ages.
16. Many people want to become King.

Write Now!

On a separate sheet of paper, use the diagram above to help you write a well-organized paragraph comparing and contrasting King Arthur's times with our own. Remember to explain the similarities and differences between the two times. You can also add other ideas you noticed in the play.

Vocabulary Fit for a King

The play *The Sword in the Stone* is set in the Middle Ages in England (long ago and far away), so the story includes words and phrases we don't use very often today. You can probably figure out what many of them mean by using context clues, but you may also need to check a dictionary. In this activity, you will match vocabulary words with their definitions.

Directions: While reading *The Sword in the Stone*, look for the vocabulary words or phrases listed below. Use context clues or the dictionary to match them with the definitions on the other side.

1. Age of Chivalry

2. Archbishop of Canterbury

3. sorcerer

4. squire

5. tournament

6. feats of arms

7. lance

8. anvil

9. hilt

10. melee

11. heir

a. a contest between knights

b. the handle of a sword

c. a time when knights served a king and followed strict rules of honor

d. skills with swords and lances

e. a person who inherits

f. the head of the Church of England

g. a long spear

h. a wizard or a magician

i. a fight among many people

j. a knight's escort and helper

k. a block of iron used by a blacksmith

Personification

"Lightning is angry in the night." "Thunder spans our house." "Rain is hating our old elm." These sentences from the poem "Michael Is Afraid of the Storm" are examples of personification. In each sentence, a thing or animal does something only a human can do. Writers use personification as a way to make a reader think about something in a new and different way. In this activity, you will learn more about personification and how to use it in your own writing.

Directions: Fill in the blanks below and then write your own poem.

1. Below are four examples of personification. Think about them and write what you think they mean.

Lightning is angry in the night. _____

Thunder spans our house. _____

Rain is hating our old elm. _____

The wind whispers in my ear. _____

2. Now write two original sentences using personification.

3. Choose one of your original sentences and expand upon it to write your own poem on a separate sheet of paper.

Stormy Emotions

Think carefully about a thunderstorm. What does it sound like? How does the rain feel on your face? How does the air smell afterward? Would you rather be outside during a storm, or inside sipping hot chocolate? Sometimes, writing a poem is an excellent way to express your thoughts and feelings about a person, a place, or a thing.

Directions: In this activity, you will use your imagination and your senses to write your own poem about stormy weather. Fill in the raindrops with your observations about getting caught in the rain.

<p>Smells</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Sounds</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Tastes</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Sights</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What I Like</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What I Don't Like</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>How I Feel</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What I Do</p> <hr/> <hr/> <hr/> <hr/> <hr/>

Write Now!

Now, on a separate piece of paper, write a short poem like "Michael Is Afraid of the Storm," using and expanding the ideas you wrote above. Then, access your creative side and illustrate your poem!