

# Connecting With Nature

**In the marvelous poem "Nature Knows Its Math," Joan Bransfield Graham uses math (and math terms) to describe natural surroundings. In this activity, you will write your own poem, using "Nature Knows Its Math" as an inspiration. But before doing so, think about some other subjects that can be used to describe nature.**

**Directions:** Make your own connections with nature by answering the questions below.

1. In the sentence below, fill in the blank with your favorite subject in school. You might pick reading, history, science, music, gym, or another subject of your choice.

Nature knows its \_\_\_\_\_ .

2. Look at "Nature Knows Its Math" again. Think of other words you might associate with nature and list them in the left column below. Then think about the subject you picked above. What are some descriptive words you can use to describe it? Write them in the right column.

<b>NATURE</b>	<b>MY SUBJECT</b> _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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### Connecting With Nature page 2

**3.** Now, here's the tricky part. Start by rewriting the sentence you completed in Part 1 ("Nature knows its \_\_\_\_.") Then, choose a word from each column in Part 2 and write a sentence using the pair of words you've chosen. We have provided an example to help you along.

**1.** Nature knows its **music**. The whistling of the **wind** and the chirping of the birds form an orchestra of **sound** in the forest.

**2.** \_\_\_\_\_

**3.** \_\_\_\_\_

**4.** \_\_\_\_\_

### Write Now!

The poem "Nature Knows Its Math" uses math in a creative new way. Pick your favorite sentence and write a short poem like "Nature Knows Its Math," using the words and expanding the ideas you wrote down above.

# Four Poetic Seasons

**In this activity, you will think about the unique qualities of each season and then write your own poem like "Nature Knows Its Math."**

**Directions:** In the boxes below, list changes that occur in each season. Note what things are added, subtracted, multiplied, and divided in each part of the year.

<p style="text-align: center;"><b>WINTER</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;"><b>SPRING</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;"><b>SUMMER</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;"><b>AUTUMN</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## Write Now!

Pick your favorite season that you have explored above and write a poem like "Nature Knows Its Math."  
You can even begin with the same opening line: "Divide the year into seasons, four."

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*.**

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**TITLE**

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**AUTHOR**

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**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):

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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?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Curses! Story Maps!

**The article on the Hope Diamond and its legendary curse contains a lot of information, including stories of two other curses, and it doesn't always flow in chronological order. This activity will help you understand how the pieces of the article flow and fit together.**

**Directions:** In the boxes below, answer the questions to create a path through the story of the Curse of the Hope Diamond. Take note of the way the other ideas in the article feed into the main idea.

**1. Why are curse stories like the one about the Hope Diamond popular? (List 2 reasons)**

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**2. Explain the curse of King Tut's Tomb.**

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**3. Why are other curse stories found in an article on the Hope Diamond?**

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**4. Explain the curse of the Bambino.**

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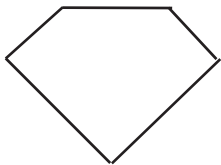
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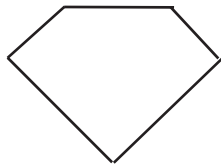
# String of Events

**Jean Tavernier, Harry Winston, Evalyn McLean. India, Paris, the Smithsonian. This nonfiction piece contains lots of names, dates, and facts, and it's important to understand how all of them fit together. In this activity, you'll put the events in the right order. This is called "sequencing."**

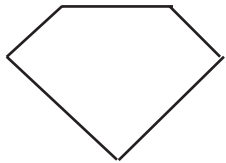
**Directions:** In the diamonds below, number the events from "The Curse of the Hope Diamond" in the order in which they happened in history. Remember, this won't always be the same as their position in the story.



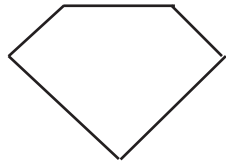
The diamond disappeared until Lord Henry Hope bought it from a London auction house.



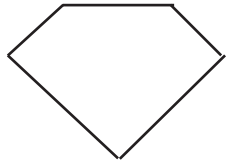
An enormous, rare blue diamond arrived in Europe from India.



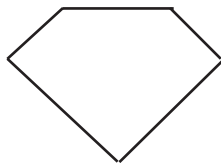
Harry Winston donated the Hope Diamond to the Smithsonian Institution.



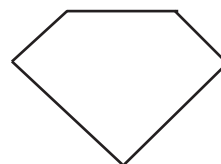
Pierre Cartier sold the "cursed" gem to Ned and Evalyn McLean.



Millions of visitors line up to view and learn about the diamond and its remarkable history.



The discovery of King Tut's tomb started another exotic curse story.



King Louis XVI of France and his wife, Marie Antoinette, owned the diamond.

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?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# How Ray Changes

**In this activity, you will consider how Ray's character changes from the beginning to the end of the story, "No Carnations for Ray Fink."**

**Directions:** Fill in the chart below as you think about how Ray's ideas and attitudes change throughout the story. Then take note of how your attitude about Valentine's Day changes as well.

	<b>Beginning</b>	<b>End</b>
<b>What Ray Thinks About Himself</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>What Ray Thinks About Valentine's Day</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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# Five and Five

**In this activity, you will compare and contrast Wilma Rudolph and Serena Williams from this month's "Yesterday & Today" feature.**

**Directions:** In the box on the left, write five facts about Wilma Rudolph from the "Yesterday & Today" article. In the box on the right, write five facts about Serena Williams.

<b>Facts</b>	
<b>Wilma Rudolph</b>	<b>Serena Williams</b>
<b>1.</b> _____ _____ _____	<b>1.</b> _____ _____ _____
<b>2.</b> _____ _____ _____	<b>2.</b> _____ _____ _____
<b>3.</b> _____ _____ _____	<b>3.</b> _____ _____ _____
<b>4.</b> _____ _____ _____	<b>4.</b> _____ _____ _____
<b>5.</b> _____ _____ _____	<b>5.</b> _____ _____ _____

## Write Now!

Use your list to write a well-organized paragraph in which you compare and contrast athletes Wilma Rudolph and Serena Williams. (Use a separate piece of paper.)

# Inspirational Women

**Wilma Rudolph and Serena Williams are two women who fought to achieve their goals. They pushed themselves to overcome major obstacles, and in doing so, achieved their dreams. In this activity, you will think about how these two women are inspiring to you.**

**Directions:** Answer the questions below. Use a separate piece of paper if you need more room. Then do the writing activity at the bottom of the page.

## Wilma Rudolph & Serena Williams

What were some of Wilma Rudolph's major accomplishments? \_\_\_\_\_

\_\_\_\_\_

How about Serena Williams? \_\_\_\_\_

\_\_\_\_\_

What are some of the ways in which Wilma Rudolph achieved her goals? \_\_\_\_\_

\_\_\_\_\_

What about Serena Williams? \_\_\_\_\_

\_\_\_\_\_

What can you learn from Wilma Rudolph? \_\_\_\_\_

\_\_\_\_\_

From Serena Williams? \_\_\_\_\_

\_\_\_\_\_

## Write Now!

Using the ideas above, write a well-organized paragraph in which you explain how and why you are inspired by Wilma Rudolph, Serena Williams, or both women! (Use a separate piece of paper.)

# Big Ideas

**"Bridge to Terabithia" is about many things—acceptance, friendship, loss. How do you know? Because there are many small moments in the play that make those big ideas come to life in your mind. This activity will help you see how each big idea in the play is "supported" by smaller details.**

**Directions:** Read each main idea below. Then, in the boxes below it, list three details from the play that support that idea. You will need to keep the play handy and refer to it throughout the activity. Be specific!

## MAIN IDEA

**Jess doesn't fit in at his school as well as he'd like to.**

### SUPPORTING DETAIL 1

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### SUPPORTING DETAIL 2

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### SUPPORTING DETAIL 3

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Continued ►►

**MAIN IDEA**

**Jess and Leslie form a special friendship.**

**SUPPORTING DETAIL 1**

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**SUPPORTING DETAIL 2**

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**SUPPORTING DETAIL 3**

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Continued ►►

**MAIN IDEA**

**Leslie's death is a tragic loss that Jess has trouble accepting.**

**SUPPORTING DETAIL 1**

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**SUPPORTING DETAIL 2**

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**SUPPORTING DETAIL 3**

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# Why It Happened

**Your mom took you out for ice cream last night. Why did that happen? Because you helped her clean out the garage. You studied extra hard for your vocab test today. What happened? You got an A. Those are two examples of "cause and effect." The trick to figuring out causes and effects is asking those two questions: "Why did this happen?" (to find a cause) and "What happened?" (to find an effect). Use those questions to find the cause-and-effect pairs in "Bridge to Terabithia."**

**Directions:** Fill in what's missing from each cause-and-effect pair. When you're thinking about effects, don't just think about what happened right away. Think about how the event affected the character or plot over time.

**1. CAUSE:** \_\_\_\_\_

**EFFECT:** Jess has to wear Brenda's sneakers to school.

**2. CAUSE:** Gary and Scott push Jess in the hallway, knocking his sketchbook to the floor.

**EFFECT:** \_\_\_\_\_

**3. CAUSE:** \_\_\_\_\_

**EFFECT:** Jess's parents don't know where Jess is when they get the news about Leslie.

**4. CAUSE:** Brenda chides Jess for not crying over Leslie.

**EFFECT:** \_\_\_\_\_

**5. CAUSE:** Jess builds a real bridge.

**EFFECT:** \_\_\_\_\_

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

**6. CAUSE:** \_\_\_\_\_

**EFFECT:** \_\_\_\_\_

**7. CAUSE:** \_\_\_\_\_

**EFFECT:** \_\_\_\_\_



# If I Were a Poem

**Imagine that you were the subject of a poem like "If I Were an Egg." What would you choose to be? How would you look, act, and live? In this activity, you will think about YOU, and then write a poem about this worthy subject.**

**Directions:** After reading "If I Were an Egg," draw a picture of yourself in the egg below. Then use the spaces to write characteristics about yourself. You can describe yourself as you are, or imagine yourself differently.

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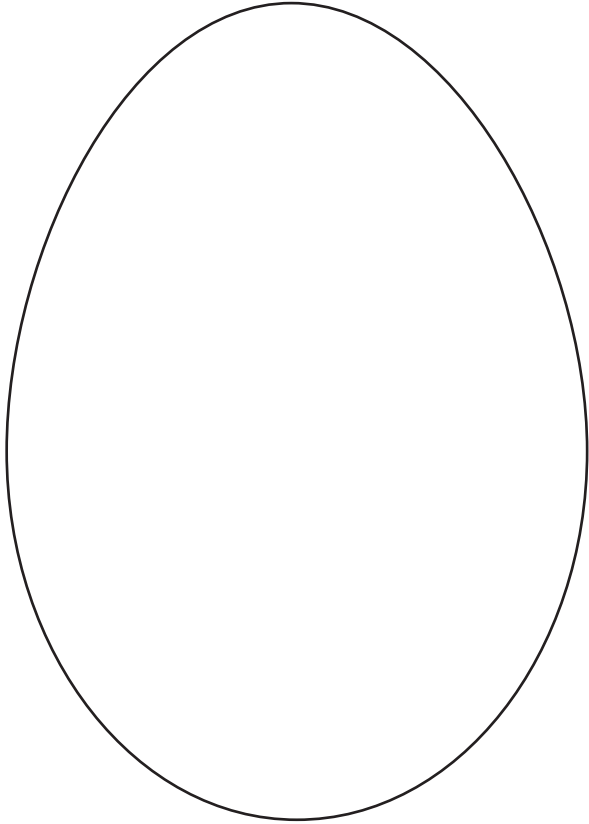
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## Write Now!

On a separate piece of paper, write a short poem about yourself, using some of the words you picked above. Be creative and choose the most expressive words!

# The Penguin Talks

**In this activity, you will do some research on the emperor penguin father and the incredible challenges it faces while protecting its egg. Then you will write a poem, from the point of view of the penguin father. A great place to start your research is this Web site: [www.nationalgeographic.com/xpeditions/activities/10/mpenguins1.html](http://www.nationalgeographic.com/xpeditions/activities/10/mpenguins1.html).**

**Directions:** As you do your research, write down facts about emperor penguin fathers, then write your poem.  
(Use separate pieces of paper if you need to.)

## Facts about penguin fathers

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## My penguin poem

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