

My Ride, Your Ride

How does your transportation experience compare with the one described in "My Taxi Ride"?

Directions: Label the column on the right with a mode (type) of transportation that you use—family car, bus, train, bicycle, etc. Then answer the questions. For the "My Taxi Ride" column on the left, answer them as though you were the speaker in the poem. Use your own experiences to fill in the column on the right.

"MY TAXI RIDE"	"MY _____ RIDE" <small>(Write a mode of transportation that you use)</small>
WHERE I RIDE In what city or town do you use this transportation? What is it like there?	
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
WHAT MY TYPE OF TRANSPORTATION LOOKS LIKE What color or colors is it? What is its shape?	
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
IT REMINDS ME OF . . . What can you compare it to? Does the way it moves or the way it looks or sounds remind you of something in nature? Something else? Why?	
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GETTING GOING

What do you do to get in or on it? How does your trip start? Do you stand on the curb? Go to the garage? Do you fasten a seat belt, look for a seat, or unlock a chain? Explain.

_____ _____ _____ _____	_____ _____ _____ _____
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HOW IT FEELS

What are your emotions as you get in and as you ride along? Is it fun? Scary? Exciting? Comfortable?

_____ _____ _____ _____	_____ _____ _____ _____
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Write Now!

Now use what you wrote in the right-hand column to write a poem about your mode of transportation.

Make sure to use lots of descriptive words about sights, sounds, smells, temperatures, and textures.

Include how you feel while on your ride. (Use a separate piece of paper.)

Similes are Splendid

The fun and fast-paced poem "My Taxi Ride" uses a simile to describe the yellow cab "buzzin' around like a bumblebee." A simile is a sentence where one thing is compared to another thing, using the words "like" or "as." You can use similes to show something new about an object, idea, or image in poems or in stories.

1. Finish the similes below. Describe what each person or object does by comparing it to something else. (We did the first one for you.)

A basketball player *jumps like a rocket taking off.*

A pencil glides across the paper like a (an)

A helicopter

A rattlesnake

A trumpet

A tree

A rainstorm

A piano player

2. Now write five more similes on your own. **Hint:** Look at the people and things around you for ideas. What ordinary objects can you turn into poetry?

Back in Order

Directions: In the boxes below, number the events from "Hoot" in the order in which they happened.

Roy discovers the construction report.

The owls come out of their burrows.

Roy helps Mullet Fingers at the hospital.

Mullet Fingers puts snakes around the construction site.

Roy gives Beatrice a pair of sneakers for Mullet Fingers.

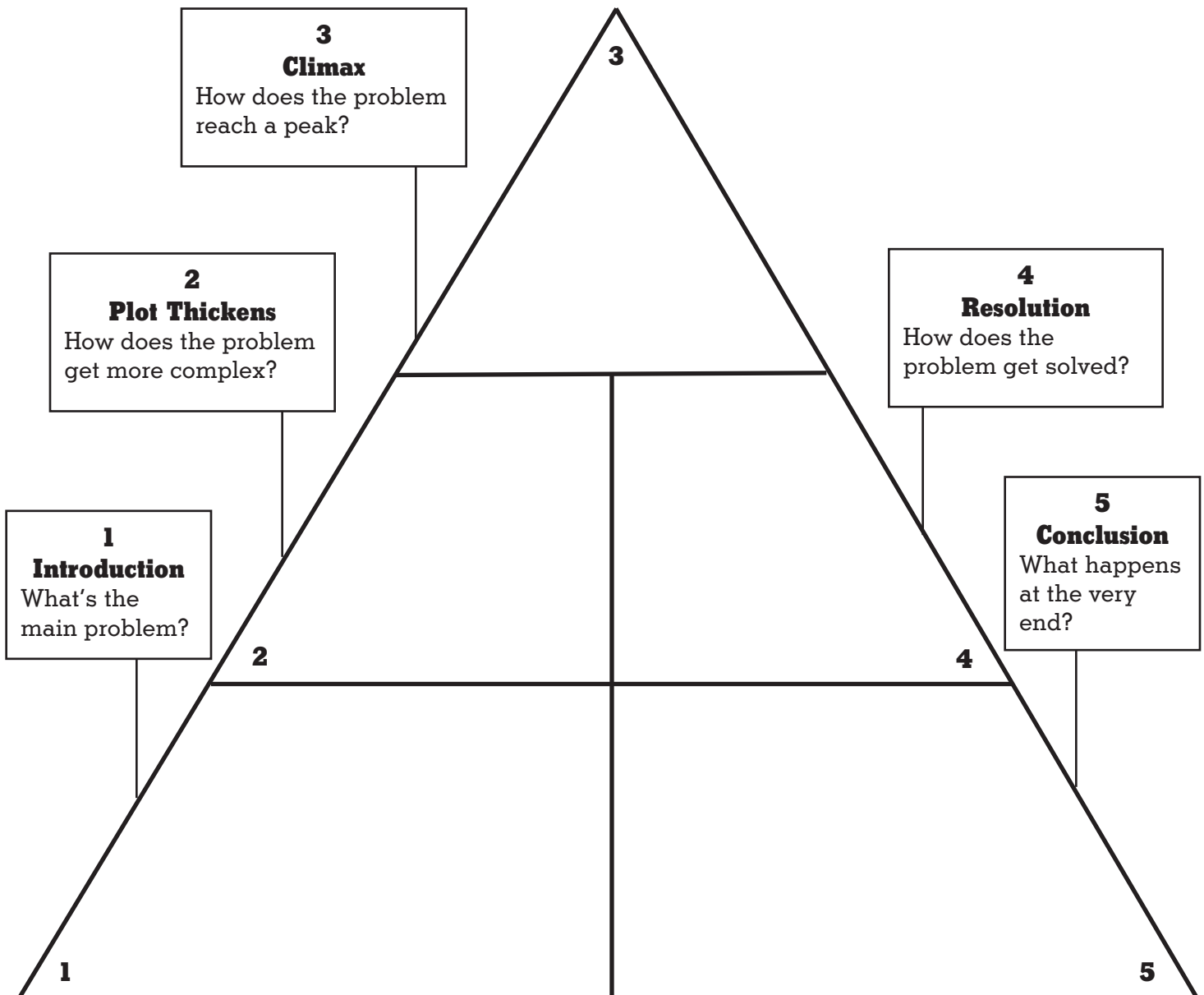
A crowd gathers at the Mother Paula's construction site.

Roy looks out his bus window and sees a barefoot boy running.

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 play "Hoot." In each block, write the answer to the question. When you're finished, you will see all the plot points of "Hoot."



Gathering Information

In "Hoot," a group of kids mobilize to help save a threatened owl species. There are hundreds of animals like these that are endangered or threatened today. In this activity, choose one on your own, research the animal, and then write a short report on your findings.

Directions: Follow the directions in each section, which will take you step-by-step through the process of researching and writing a report on an endangered animal.

<p style="text-align: center;">STEP 1 Choose your animal</p> <p>You might have an animal in mind already. If not, a great resource is the World Wildlife Fund's Web site (www.worldwildlife.org/endangered)</p> <p>Write your animal's name here:</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">STEP 2 Gather your resources</p> <p>There are many ways to gather information on your animal. The Internet is a great source. You can also go to your school library and ask your teacher or your school librarian to help you find books about your animal.</p> <p>Once you've found your resources, list them here:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
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Continued ►►

Gathering Information page 2

STEP 3

Plan your research

Before you start your research, it's a good idea to write a list of questions that you want to answer in your report. Remember that important information should come first, including:

1. Where does your animal live?
2. What is your animal's habitat?
3. What does it eat?
4. Why is it endangered?
5. What is its population now?
6. What can people do to help it survive in the wild?
7. What are different organizations doing to help this animal?

Other important questions:

8. _____
9. _____
10. _____

Now that you've thought of the really important questions, think of some details that you'd like to learn.

List them here:

1. _____

2. _____

3. _____

STEP 4

Answer your questions

On a separate piece of paper, use your resources to answer all of your questions.

STEP 5

Write your report!

Detective's Notebook

Imagine that you are a detective-in-training, learning from the great Tanya Torrence. One thing you've learned is that she is also a master of observation. She knows to keep her eyes and ears peeled because anything could be a clue. Tanya keeps her observations in her head, but many detectives record their observations in a notebook. This helps get them in the habit of paying attention to detail. It also helps them keep track of little things that might turn out to be important later. To help you see how she solves her cases, Tanya has provided the prompts below for your "detective's notebook."

Directions: Read "The Case of the Disappearing Television" one time. (Don't read the solution yet!) Then go back and read it again, filling in as much as you can below. You don't need to write in paragraphs or even complete sentences—just get the information down clearly. Finally, review your notes. Can you crack the case?

1. THE ACCUSATION

In the last paragraph, I tell my dad to call the police. Why do you think I say this? _____

2. THE SUSPECT

What does the ice-cream man want? _____

Where does he say he's from? What's interesting about that? _____

Where does he say he got the TV? _____

Why does he say he's selling the TV? _____

Now write things you observed about the ice-cream man: his appearance, his personality, his body language, observations about his truck, etc. _____

Continued ▶▶

Detective's Notebook page 2

3. OTHERS' INTERACTIONS WITH THE SUSPECT

Write anything you observed about how other people interacted with or reacted to the ice-cream man. _____

4. OTHER DETAILS

Describe the TV when it came out of the truck. _____

Record anything else you observed, particularly anything that you found surprising or unusual. _____

5. YOUR THOUGHTS

Write down any questions, suspicions, or deductions that you have. _____

DETECTIVE'S GLOSSARY

- deduction** [di-DUHK-shuhn]: something that is figured out from clues
- accusation** [ak-yoo-ZEY-shun]: saying that someone has done something wrong
- suspicions** [suh-SPISH-uhns]: thoughts that something is wrong or bad

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?

False Ideas

In "Root Beer Sit-In," Sophie and Benola have lots of ideas about things, but some of those ideas turn out to be wrong! In this activity, you will compare what the girls believed with what was actually true.

Directions: Read "Root Beer Sit-In" and fill in the chart.

	What the girls believed	What was true
I. Why wasn't Benola allowed to sit at the counter with Sophie?	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
II. What would happen if Benola got caught sitting at the counter?	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

Write Now!

Why do you think Benola and Sophie thought Benola wasn't allowed to sit at the lunch counter?
What caused them to form this conclusion?

Explain your answer with your own ideas and information from the story.
Write your answer on a separate piece of paper in a well-organized paragraph.

Time and Place

What is the setting of a story? It's where and when the story takes place: a town or a city; last month or 500 years ago; in America or in a land of fantasy.

This activity will help you learn to pay close attention to the setting of the stories and novels you read, and appreciate how a setting can affect practically everything in a story.

Directions: Answer the questions below.

Where?	When?
1. Where does this story take place? _____ _____	4. When does the story take place? _____ _____
2. Is it a big city or a small town? _____ _____	5. What important events were happening in America during that time (hint: Dr. King)? _____ _____
3. How do you know? (Give examples from the story.) _____ _____ _____ _____ _____ _____ _____ _____	6. How do these events affect Benola and Sophie? _____ _____ _____ _____ _____ _____ _____

Write Now!

Could this story happen today? Write a well-organized paragraph explaining your answer, using details from the story.

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?

Five Paragraph Essay

Directions:

1. Read "In the Path of the Avalanche" very carefully. Keep it handy because you'll need it to do this activity.
2. Fill in all the blanks, using the boxes at the left as your guide.
3. When you are finished, copy the entire essay onto another piece of paper.

The Prompt: Every year, many people are killed in avalanches. Using information from the article, explain how many of those deaths could have been prevented.

INTRODUCTION: You need to accomplish two things: grab your reader's attention and tell your "thesis," which is the main idea of your essay. In this essay, your thesis is that most deaths could be prevented if people learned more about avalanches and paid closer attention to nature's warning signs.

Attention Grabber

(Grab your reader's attention with a dramatic statement of what happened to John Stroud.)

Detail Sentence 1

(Tell the outcome of Stroud's accident.)

Detail Sentence 2

Unfortunately, _____
(Tell what happens to most avalanche victims.)

Here's your thesis statement: most avalanche deaths could be prevented. Notice the three ideas? You will write about these in the next three paragraphs.

However, if people used safety equipment, learned to recognize avalanche warning signs,
(Idea 1) (Idea 2)
and obeyed those signs, most deaths from avalanches could be prevented.
(Idea 3)

SUPPORTING PARAGRAPH 1: Write about the first idea: that people should use safety equipment.

Topic Sentence

(Say that people would be safer if they used the right equipment in areas prone to avalanche.)

Detail Sentence 1

(Tell how safety equipment affected John Stroud.)

Continued ►►

Sentence Chef/Essay Writing

Detail Sentence 2

(Give another example of how safety equipment helped John Stroud.)

Now you need a "transition," which is a sentence that will take your readers to the next paragraph. We'll do this one for you!

But while safety equipment helps a small number of avalanche victims survive, equipment alone does not guarantee a person's safety in the snowy wilderness.

SUPPORTING PARAGRAPH 2: Look back at your thesis statement at the end of paragraph 1. Look at idea number 2: that people need to learn the avalanche warning signs. That's what this paragraph is about.

Topic Sentence

(Explain that it is urgent that people learn to recognize the warning signs of avalanches.)

Detail Sentence 1

(What are a few of those warning signs?)

Detail Sentence 2

(How can people learn the warning signs? Hint: Avalanche school.)

Transition

(Write a sentence that leads into your next paragraph. Hint: Is KNOWING the signs enough to stay safe?)

SUPPORTING PARAGRAPH 3: Expand on your third supporting idea from your topic sentence.

Topic Sentence

(Write about the third idea from your thesis statement: that people must pay attention to the signs.)

Detail Sentence 1

(Explain that many people ignore the warning signs.)

Detail Sentence 2

(Say what happens when people ignore the warning signs. You might mention how many people avalanches kill each year in the U.S.)

Transition

(Write a sentence that leads into your next paragraph.)

Continued ►►

Sentence Chef/Essay Writing

CONCLUSION: You're almost done! Remind readers of your thesis, and leave them with something to think about.

Topic Sentence

(In different words, state again that most deaths from avalanches could be prevented.)

Summary Sentence

(Say why your point is important, or share a personal thought about the topic. You might mention John Stroud again.)

Conclusion

(Wrap up your essay with a strong last sentence . Hint: what would happen if everyone used more caution in the wilderness?)

Congratulations!

Copy your essay onto a separate piece of paper and pat yourself on the back for a great job!

An Avalanche of Words

Sometimes when you read an article or a story, you will stumble across a word you don't understand. Of course, you could look it up. But before you do, try to guess what it means by using "context clues." To do this, look at the words around the unfamiliar word, think about the sentence, and then see if you can guess what the word means.

Directions: While reading "In the Path of the Avalanche!," look for the vocabulary words listed below. Use context clues to match them with the definitions on the other side of the mountain.

1. rugged

2. lurked

3. serene

4. gully

5. intricate

6. delved

7. prone

8. debris

a. calm

b. complicated

c. ditch

d. likely to have

e. rough

f. small, broken pieces

g. hid

h. explored

Look Out Below!

"In the Path of the Avalanche!" is about avalanches and their deadly effects. That is the article's main topic, or subject. But there are other, smaller topics in the article as well, and each of them contains a main idea. Look out for them below!

Directions: Read each topic below and find the part of the article where that topic is discussed. Re-read the section carefully, and ask yourself, "What is the main idea of this part of the article?" Write that main idea in the gray box. Then, in the boxes below it, list three details from the story that support that idea.

I. TOPIC: Learning to avoid avalanches by knowing the warning signs

MAIN IDEA: _____

SUPPORTING DETAIL 1

SUPPORTING DETAIL 2

SUPPORTING DETAIL 3

Look Out Below! page 2

II. TOPIC: Jill Fredston and Doug Fesler's avalanche school

MAIN IDEA:

SUPPORTING DETAIL 1

SUPPORTING DETAIL 2

SUPPORTING DETAIL 3

Continued ▶▶

Look Out Below! page 3

III. TOPIC: Skip Repetto and John Stroud's near-fatal adventure

MAIN IDEA:

SUPPORTING DETAIL 1

SUPPORTING DETAIL 2

SUPPORTING DETAIL 3

Music is Here to Stay

The Partridge Family and the Cheetah Girls were both bands that enjoyed their fair share of the spotlight—especially the Cheetahs. These girls produced a catchy sound and were immediately popular with kids across the globe. How would you like to be in a famous band? What would your band be like? Stretch your creative muscles when doing this activity to describe your music group. Who knows, maybe you're destined for a record contract!

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.

My Band

What is the name of the band? _____

What type of music does your band play? _____

What role do you play in the band? _____

What types of instruments are used in the band? _____

How/where will your band tour? _____

How will band members be role models for others? _____

What is some advice for other aspiring musicians? _____

Write Now!

Using the ideas above, write a well-organized paragraph in which you describe the first concert with your new band. (Use a separate piece of paper.)

Poem Pictures

A seed. A smile. A flower. Nikki Grimes uses clear and beautiful images to show the wonder of a "thank you." The illustration next to the poem includes some of these visual images, but it is not the only way to create a picture of the poem.

Directions: After reading the poem "Reward," use the space below to draw another illustration for the poem. Look for other images in the words that you might show in your artwork.

Wonderful Metaphors

“Thank you’ is a seed I plant.” “Your smile is the flower.” These sentences from the poem “Reward” are metaphors; they describe one thing by calling it something else. Why? Because a good metaphor can make the reader think about something in a new and beautiful way (or a new and terrible way!). Metaphors are everywhere—in stories, articles, commercials, favorite sayings, and of course, in poems.

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

1. Below are four common metaphors. Think about them and write what you think they mean.

You are my sunshine. _____

Friendship is an umbrella on a rainy day. _____

It’s a jungle out there. _____

All the world is a stage. _____

Now write two on your own:

2. Choose your favorite metaphor and expand it to write your own poem (use a separate sheet of paper).