

Letter Poems

The poem "I Got Carried Away" is a letter of apology. So what makes it a poem? The lovely language and also the structure—how the words are organized on the page to make them more meaningful. In this activity, you will study the language and structure of "I Got Carried Away" and then write a letter poem of your own.

Directions: Read the poem "I Got Carried Away" three times, and keep it next to you as you do this activity, in which you will follow the prompts below.

THE LANGUAGE

The poet uses two "similes" in this poem. A simile is a way of comparing something to something else using the words "like" or "as." An example of a simile: Doing Storyworks activities is like a day at a fantastic amusement park.

1. Find the two similes in "I Got Carried Away" and write them below.

2. The poet uses five verbs that end in "ing." Find those words and write them down:

3. What feeling do you get when you read those words all together?

THE STRUCTURE

In some ways, this poem is a "concrete" poem, where a poet actually places a few of the words on a page in a special way. Sometimes the words create a shape that gives them more meaning and impact.

4. Can you find these words in the poem?

5. How do those words fit into a poem about dodgeball? (Hint: What shape do the words make?)

WRITE NOW!

Write your own poem of apology. It could be about anything—the soda you spilled at dinner, the sort of mean thing you said to your best friend. Use "I Got Carried Away" as a model.

Use at least two similes, and make part of your letter a concrete poem.

This Animal Deserves a Holiday!

Some poems are interesting to read because they are filled with facts. In this activity, you will research an animal that inspires you and then write a poem based on what you've learned.

Directions: Pick an animal to research (check out www.bbc.co.uk/nature/reallywild) that you think deserves a national holiday. In section 1, fill in interesting facts about your animal. Remember to use descriptive language! In section 2, explain the reasons why you think your chosen animal deserves a holiday, based on the facts you found in section 1. Finally, write a poem about your animal inspired by "Ground Hog Day" by Lilian Moore.

Section 1: Facts about your favorite animal

1. What my animal looks like _____
2. Where my animal lives _____
3. What my animal eats _____
4. How my animal moves _____
5. Something special about my animal _____

Section 2: Reasons why your animal deserves a national holiday

1. _____

2. _____

3. _____

4. _____

5. _____

Section 3: On a separate piece of paper, write a poem about your animal.

Parts of a Poem

"Ground Hog Day" uses just the right parts of speech to describe its subject, including nouns, verbs, and adjectives. In this activity, you will identify the parts of speech of a variety of words from "Ground Hog Day." Then, you will write your own poem using these words.

Directions: Write each word in the list into the box for the correct part of speech.
(Hint: some words on the list can be more than one part of speech.)

Section 1: Ground Hog sleeps snug fur dreams roots stir
drowsy looks burrow snow shadow sad wintry

<p style="text-align: center;">NOUNS name a person, place, thing</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">VERBS express an action/state of being</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">ADJECTIVES describe a person, place, thing</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Section 2: I will write a poem about _____ using the four nouns, adjectives, and verbs I listed below.

<p style="text-align: center;">NOUNS</p> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">VERBS</p> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">ADJECTIVES</p> <hr/> <hr/> <hr/> <hr/>
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Write Now!

On a separate piece of paper, write a poem or descriptive paragraph on your subject using the words you listed.

Secrets From Great Writers!

THIS MONTH'S SECRET: USE THE FIVE SENSES

In the article "Great White Terror," Peter Benchley uses the five senses to write amazing descriptions. You would swear that you are right there with him looking a great white shark in the eye. In this activity, you will see how Mr. Benchley writes his descriptions. You will then write your own using his secret technique.

Directions: Read the passage below, from "Great White Terror," by Peter Benchley. Then follow the prompt below.

In "Great White Terror," Peter Benchley describes what it's like to be in the middle of the ocean ready to confront a great white shark. Instead of just writing, "It was sort of gross and scary down there in the water," he creates an amazingly vivid scene that comes alive in the readers mind."

Mr. Benchley Writes:

Blinded by blood, nauseated by the smell of fish guts, whale oil, and rotten horseflesh, I gripped the aluminum bars of the shark cage. I tried to steady myself against the violent jolts as the cage was tossed by the choppy sea. The water was cold, and I shivered. . . . I had expected to find silence underwater, but my breath roared like wind in a tunnel as I inhaled through my regulator. My exhales gurgled noisily, like bubbles being blown through a straw in a drink.

Mr. Benchley's Trick: Notice that he uses four of the five senses—what he sees, hears, smells, and touches—to describe the scene.

TRY IT!

Write a paragraph describing a hot and humid day in your town.

The Five W's

Peter Benchley's underwater encounter with a great white shark has lots of thrilling details to remember. To help keep track of the story in all the excitement, you can ask yourself the five "W" questions: Who, what, when, where, and why. In this activity, you will identify the main points of the article by answering those questions and supporting the answers with details.

Directions: As you read "Great White Terror," find the answers to the five "W" questions. For each main idea, write one supporting detail from the article.

1. Who?

(Who is the story about?)

Supporting detail:

2. What?

(What happens in the story?)

Supporting detail:

3. When?

(When does the story take place?)

Supporting detail:

4. Where?

(Where does the story take place?)

Supporting detail:

5. Why?

(Why did the main action of the story happen?)

Supporting detail:

Write Now!

On a separate piece of paper, write a well-organized paragraph explaining a final question: the "How" of this story. Describe how the story began, how Benchley ended up in trouble, and how he got out.

Great White Words

What can feel almost as scary as the great white shark from Peter Benchley's story? All the new words Benchley uses to describe the encounter! But don't be afraid! In this activity, you will use the dictionary and your very own brain to match the words below to their definitions.

Directions: Match the words on the left to the definitions on the right.
Then choose four of the words and write a sentence using each.

nauseated	slowly and steadily
taut	back end of a boat
deliberately	struck or ground together
stark	behavior that is natural and not learned
propelling	sick to your stomach
stern	well-known for something bad
notorious	pushing forward
gnashed	cut apart
instinct	extreme or complete
sever	stretched tight

Sentence 1: _____

Sentence 2: _____

Sentence 3: _____

Sentence 4: _____

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 (Write at least four):

Put a star (*) by the facts you wrote above that are important in 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. _____

Continued

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 that 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 _____
_____.

Continued

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: _____

_____.

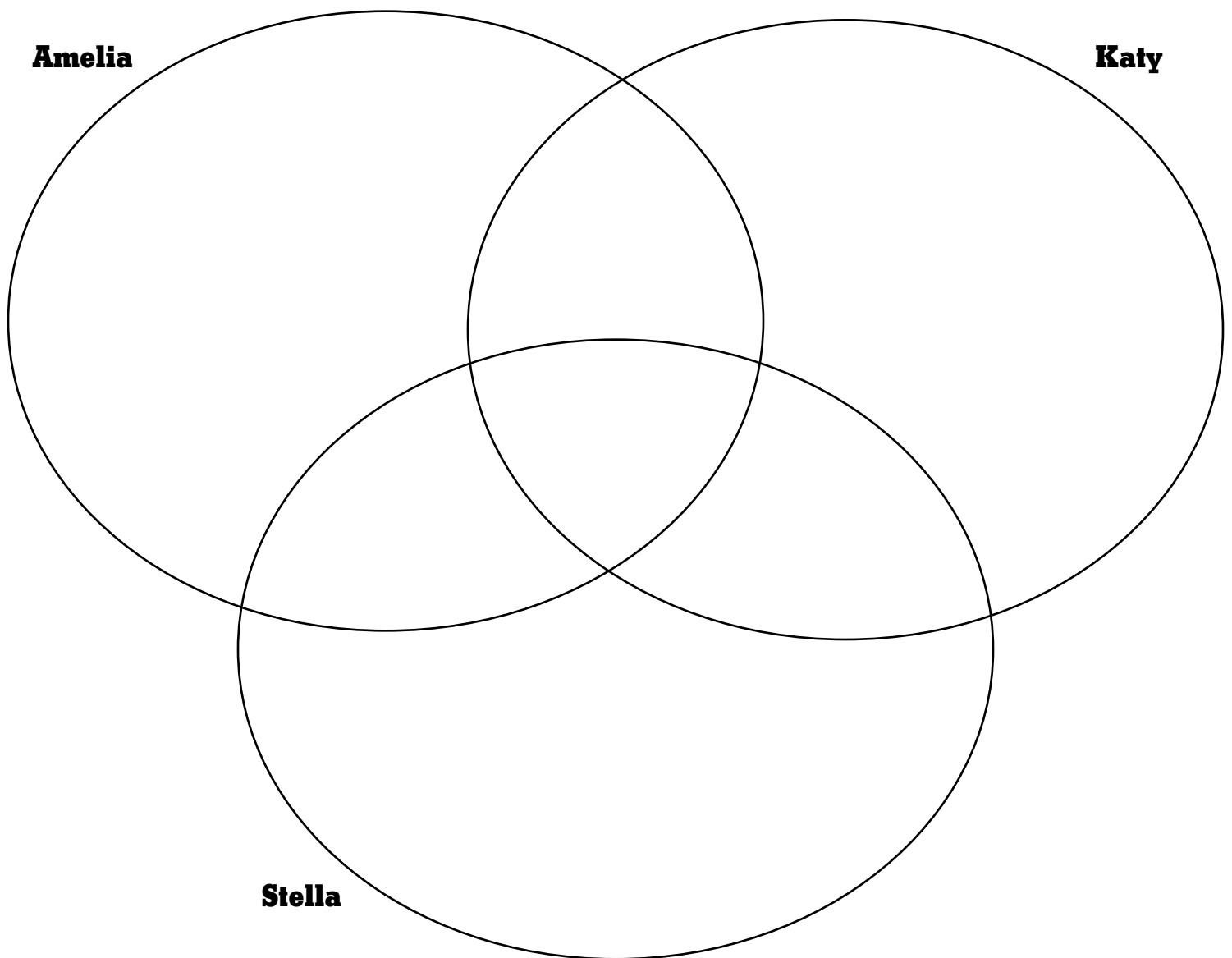
RESPONDING TO LITERATURE

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

Old Friends, New Friends

Amelia is ready for a new friend—before she knows anything about her! How much do Amelia, Katy, and the new girl, Stella, have in common? In this activity, you will compare three characters in Carolyn Mackler's story and decide what they share and how they are different.

Directions: In the individual parts of each circle, write each girl's unique traits. In the overlapping parts, note the traits two or three of the girls share. Include details from the story that support your description.



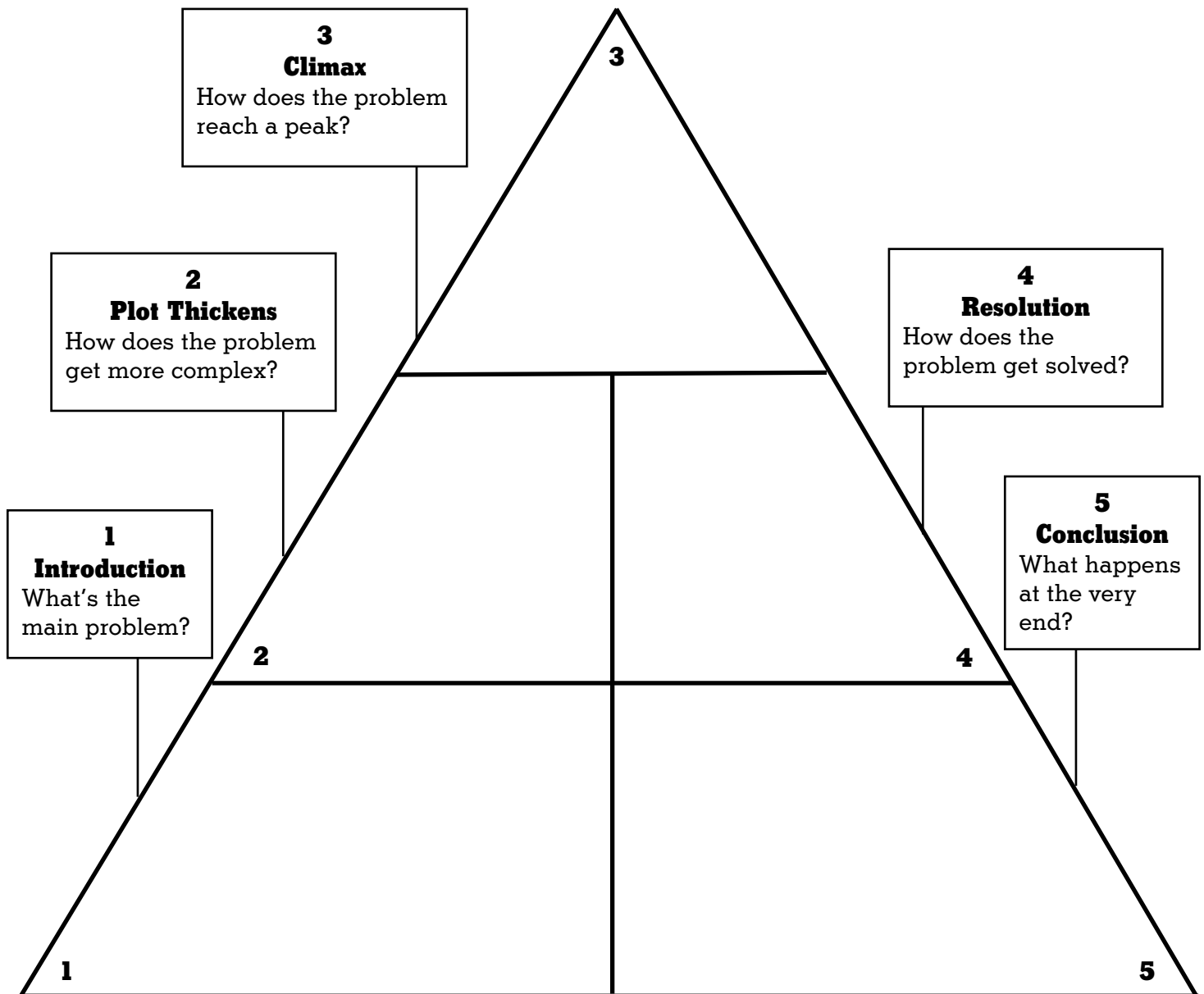
Write Now!

On a separate piece of paper, write a list of ways you are similar or different from one of your friends. Then write a story describing how you and your friend get along because of or in spite of your differences.

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 Super Amazing New Kid". In each block, write the answer to the question. When you're done, you'll see the main plot points of the story.



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 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 three) _____

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

Another character's name is _____.

His/her relationship 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 or her relationship 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 at which 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):

Give examples below of some literary devices from the story:

Metaphors _____

Similes _____

THEME

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

RESPONDING TO LITERATURE

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

Five and Five

In this activity, you will compare and contrast White Castle and McDonald's from this month's "Yesterday & Today" feature.

Directions: In the box on the left, write five facts about White Castle from the "Yesterday & Today" article. In the box on the right, write five facts about McDonald's.

Facts	
White Castle	McDonald's
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____
4. _____ _____	4. _____ _____
5. _____ _____	5. _____ _____

Write Now!

Use your list to write a well-organized paragraph in which you compare and contrast fast-food restaurants White Castle and McDonald's. (Use a separate piece of paper.)

Horton Who?

Part of what makes this adaptation of Dr. Seuss's "Horton Hears a Who" so fun to read is Horton's lovable character. That elephant says and does so many goofy and surprising things, you never know what he'll do next! In this activity, you'll get to know Horton better by paying attention to the things he says and how he behaves.

Directions: Fill in the spaces below.

WHAT HORTON SAYS	WHAT HORTON DOES
<p>List some things Horton says in the play.</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>4. _____</p> <p>_____</p> <p>Explain how each quote gives you insight into Horton's character.</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>4. _____</p> <p>_____</p>	<p>Describe some things Horton does in the play.</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>4. _____</p> <p>_____</p> <p>Explain what Horton's actions tell you about his character.</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>4. _____</p> <p>_____</p>

Write Now!

On a separate piece of paper, write a well-organized paragraph describing what you admire most about Horton. Make sure to use supporting details from the play.

What's the Big Idea?

When you read a book or a play, part of the reason why it means something to you is because of its theme—the big idea or overall message you take away from it. In this activity, you will choose a theme from "Horton Hears a Who" and explain why it's meaningful to you.

Directions: Follow the directions in the boxes below.

Step 1: What are some of the big ideas in the play?

1. _____
2. _____
3. _____
4. _____
5. _____

Step 2: Pick one of the big ideas from your list above and write it below.

The most important theme, or big idea, of "Horton Hears a Who" is _____
_____.

Step 3: Describe some parts in the play that illustrate this big idea.

1. _____

2. _____

3. _____

4. _____

5. _____

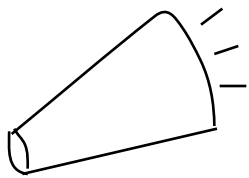
Write Now!

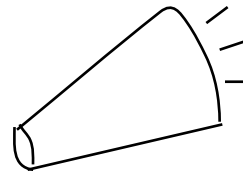
On a separate piece of paper, write a well-organized paragraph explaining how the main theme you picked above relates to your own life. Remember to use supporting details to back up your statements.

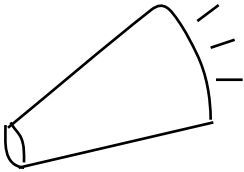
Back in Order

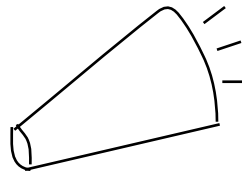
Reading a play is fun for me and for you! Follow along with "Horton Hears a Who!"
To really follow the play, you have to pay attention to the order in which events unfold.
In this activity, you will practice "sequencing," putting events from a story in the proper order.

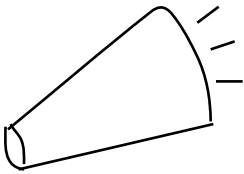
Directions: Write down eight events from the play.
Then cut them apart, mix them up, and give them to a partner to put back in order.

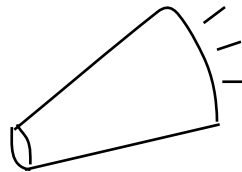


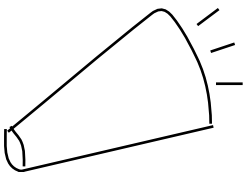


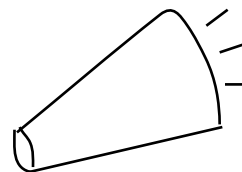












Write Now!

Now, on a separate piece of paper, imagine what you would do if you were in Horton's story.
How would you protect the Who-ville from Kangaroo and the other animals? How could you help Horton?