

What a Feeling!

In the poem "Good Sports," poet Jack Prelutsky uses specially chosen words to express to the reader the experience of skating swiftly down the street. In this activity, you will start by thinking about the feelings that Jack Prelutsky is trying to convey in his poem "Good Sports," and then practice choosing words to create or describe a specific feeling.

Directions: Consider the words below. Write what feelings each word creates for you. Then you will choose your own feeling to write into a poem.

Section 1: Write the feeling each word creates

- meteor _____
- faster _____
- zoom _____
- lead _____
- speed _____

Conclusion: The author chose the words to show _____

Section 2: Choose a feeling you want to create. Write a list of words that help create it.

Idea: I want to use words to create this feeling _____

Section 3: On a separate piece of paper, write a poem using the words you listed above.

The Epitome of You

In Jack Prelutsky's fast-paced and rhythmic poem, the narrator describes himself as the epitome of speed. (Remember, being the "epitome" of something means that you are the ideal example of it.) What are you the ideal example of in your life?

Directions: Fill in the blank below. Then, in the bubbles below, write down three examples from your life of when you exhibited that trait. Don't be afraid to boast or be funny!

I AM THE EPITOME OF _____
(Hint: kindness, laziness, humor, wacky behavior, brilliance)

Example 1

Example 2

Example 3

Write Now!

On a separate piece of paper, write a poem about yourself using an example from one of the bubbles above. Try following the formula Jack Prelutsky used in his poem "Good Sports."

Keeping an Eye on Our Flock

The shepherd in William Blake’s poem protects and cares for the sheep in his flock. There aren’t too many shepherds in the United States today, but lots of people have jobs where they help people or animals. In this activity you will think about some of today’s caring professions. When you are finished, you will choose one and write a poem about it, inspired by William Blake.

Directions: Think of four professions that include caring for other people. Fill in the chart with whom they care for, how, and why it’s important. (**Hint:** you could write about teachers, nurses, vets, baby-sitters, etc.)

PROFESSION	WHOM THEY CARE FOR	WHAT WORK THEY DO	WHY IT’S IMPORTANT
	_____ _____ _____	_____ _____ _____	_____ _____ _____
	_____ _____ _____	_____ _____ _____	_____ _____ _____
	_____ _____ _____	_____ _____ _____	_____ _____ _____
	_____ _____ _____	_____ _____ _____	_____ _____ _____

Write Now!

Now, on a separate piece of paper, pick one of the jobs you listed above and write a poem about how those professionals help others.

Why Read a Poem About Sheep?

In this activity, you will learn about why you should be thrilled to read "The Shepherd." You'll also learn some great new words and their synonyms! (In case you forgot, synonyms are two different words that share the same meaning).

Directions: For each word in the word bank below, find its synonym in bold in the article, and write it in the blank below.

You might **wonder** why you should read a poem about a **herd** of sheep and their shepherd, written by a man who died more than 200 years ago. This is an **excellent** question! (In fact, you should always ask yourself, "Why am I **reading** this?" before you start reading over an article or a book.)

The reason to read a poem like "The Shepherd" is that it is a classic, which means it is still worth reading years and years after it was written. Reading a classic poem or story gives you a chance to **travel** back in time and learn about a **fascinating** person and a time in history. William Blake was born in London in 1757, a time when London was a **filthy** city where most people were **poor** and had few **pleasures** to look forward to. One rare pleasure was poetry. Most people couldn't read or write back then (including Mrs. Blake!). But they loved to listen to poetry.

William Blake wrote poetry about **topics** everyone could understand, especially religion and nature. He was also a **talented** artist. William Blake **tried** to write poems that could be enjoyed by **regular** people. Blake was also an artist, and is just as **famous** today for his glorious paintings and engravings as he is for his poetry.

So the next time you see a sheep, or even wear a sweater **made** of wool, you might say, "Oh, this reminds me of the lovely poem "The Shepherd" by William Blake. Because here's another reason to read classic poetry—you can impress your **friends** with how **smart** you are!

Word Bank	
Pals	_____
Question	_____
Delights	_____
Poring	_____
Enthralling	_____
Subjects	_____
Gifted	_____
Exemplary	_____
Intelligent	_____
Attempted	_____
Average	_____
Group	_____
Renowned	_____
Created	_____
Dirty	_____
Impoverished	_____
Journey	_____

Secrets From Great Writers!

THIS MONTH'S SECRET: PILING ON THE DETAIL

In his story "Disaster In Space," Arthur Goldwag proves that he is a writing star. And you can be too, if you steal one of Arthur's secrets!

Directions: Follow the prompts below.

In "Disaster in Space," Arthur Golwag describes how a group of men on the ground work together to figure out how to help the astronauts who are trapped in space. Instead of just writing, "they worked together to find solutions," Arthur creates a vivid scene that comes alive in the mind:

Arthur Writes:

"In Houston, Bobby's father and the hundreds of people he worked with were in full crisis mode, hunched over consoles that monitored *Apollo 13*'s condition, poring over blueprints, diagrams and equations, wracking their brains for solutions to problems no one had faced before.

Arthur's trick:

Break down the thing you are describing into different parts and describe each one separately.

TRY IT!

1. Describe a fierce rainstorm by thinking of five separate parts of it and providing details about each one.

2. Describe a galloping horse by thinking of five separate parts of it and providing details about each one.

What Will Happen Next?

You stay up late reading a new book. Why? Because you don't know what will happen next in the story and can't wait to find out! That's called suspense. One of the reasons why "Disaster in Space" is so fascinating is because it's so suspenseful. Try finding the sentences in the article that exhibit this quality. What do they make you wonder? What do you think will happen next?

Directions: As you read "Disaster in Space," pick out five of the most suspenseful sentences and jot them down in the blanks below. Before moving on from each sentence, record what you think will happen next. Then, continue reading and write down what actually happens in the article.

- 1. Suspenseful sentence:** _____

What I think will happen: _____

What actually happens: _____
- 2. Suspenseful sentence:** _____

What I think will happen: _____

What actually happens: _____
- 3. Suspenseful sentence:** _____

What I think will happen: _____

What actually happens: _____
- 4. Suspenseful sentence:** _____

What I think will happen: _____

What actually happens: _____
- 5. Suspenseful sentence:** _____

What I think will happen: _____

What actually happens: _____

Write Now!

On a separate piece of paper, write a well-organized paragraph describing a suspenseful event that happened in your life. Remember to use exciting and thought-provoking sentences like the ones you found in "Disaster in Space." Then trade paragraphs with a partner. Hopefully, you both won't be able to put each other's papers down!

"Disaster in Space"
April/May 2007

Name: _____

Date: _____

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 "Disaster in Space."

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 action over time.

1. CAUSE: Space travel seemed safe and routine to most Americans.

EFFECT: _____

2. CAUSE: _____

EFFECT: Bobby was worried about Captain Lovell and the other two astronauts.

3. CAUSE: There wasn't enough air or power in the command module.

EFFECT: _____

4. CAUSE: The engineers on the ground were people of great ingenuity.

EFFECT: _____

5. CAUSE: _____

EFFECT: The astronauts were immediately rescued at sea.

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

6. CAUSE: _____

EFFECT: _____

7. 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 (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?

Understanding Brothers

How do you describe brothers Linus and Thaddeus? The story doesn't give a list of words to fit each character. So you note what each character says, does, and thinks, and make *inferences* based on his behavior and how others react to him. In this activity, you will consider the words and actions of Linus and Thaddeus, and write descriptions based on your inferences.

Directions: See how well you can describe Linus and Thaddeus from the story "The Poisonous Duck."

1. List words and phrases to describe the characters of Linus on the left, and Thaddeus on the right.

Linus

Thaddeus

2. Choose two descriptions from your list for each character and plug them into the sentences below. For each one, provide two supporting examples from the story.

I think Linus was _____ because _____

I think Linus was _____ because _____

I think Thaddeus was _____ because _____

I think Thaddeus was _____ because _____

Words to Know

"The Poisonous Duck" has some great words that might be new to you. Understanding what each word means will help you get a greater sense of what Patrick Jennings's story is about.

Directions: Thaddeus loves to use big words; it's part of his genius personality. He can't outsmart you, though!

Match his choice vocabulary words below to their correct meanings.

Then choose five of your own favorites to write sentences in the lines provided.

scavengers	the area of the bottom on the body
translucent	polluted
exoskeleton	creating sounds with the voice
contaminated	artificial; imitation
venom	animals that live by finding and eating food scraps or eating the flesh of dead animals
simulated	clear; partially transparent
gluteal regions	a hard outer shell that provides protection
vocalization	poison

Sentence 1: _____

Sentence 2: _____

Sentence 3: _____

Sentence 4: _____

Sentence 5: _____

Conflict Resolution

Every great story is made up of conflicts—problems the characters face that get resolved through the plot. In this activity, you will learn how to identify main conflicts in the story "The Poisonous Duck" and find details in the story that support each conflict. You will then explain how each conflict gets resolved.

Directions: Read each conflict below. Then, in the boxes below it, list two details from the story that support that conflict. You will then tell how each conflict is resolved. Keep the story handy and refer to it throughout the activity. Be specific!

CONFLICT 1

Linus doesn't know whether he can believe Thaddeus about the poisonous ducks.

I KNOW THIS BECAUSE (GIVE ONE EXAMPLE FROM THE STORY)

ANOTHER REASON LINUS MIGHT BE SKEPTICAL IS:

HOW IS THE CONFLICT RESOLVED?

Continued ►►

CONFLICT 2

Linus goes with his friends to the mall, but secretly wants to be with Thaddeus.

I KNOW THIS BECAUSE (GIVE AN EXAMPLE FROM THE STORY):

ANOTHER REASON I KNOW THIS IS BECAUSE (GIVE ANOTHER EXAMPLE):

HOW IS THE CONFLICT RESOLVED?

Continued ►►

CONFLICT 3

(CAN YOU FIND ONE ON YOUR OWN?)

I KNOW THIS BECAUSE:

ANOTHER REASON I KNOW THIS IS BECAUSE:

HOW IS THE CONFLICT RESOLVED?

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?

Name: _____ Date: _____

Five and Five

In this activity, you will compare and contrast Bugs Bunny and SpongeBob SquarePants from this month's "Yesterday & Today" feature.

Directions: In the box on the left, write five facts about Bugs Bunny from the "Yesterday & Today" article. In the box on the right, write five facts about SpongeBob SquarePants.

Facts	
Bugs Bunny	SpongeBob SquarePants
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____
4. _____ _____	4. _____ _____
5. _____ _____	5. _____ _____

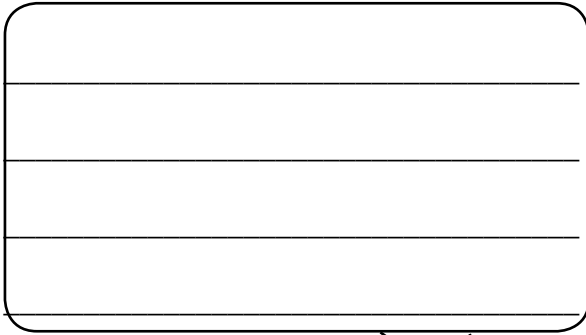
Write Now!

Use your list to write a well-organized paragraph in which you compare and contrast cartoon characters Bugs Bunny and SpongeBob SquarePants. (Use a separate piece of paper.)

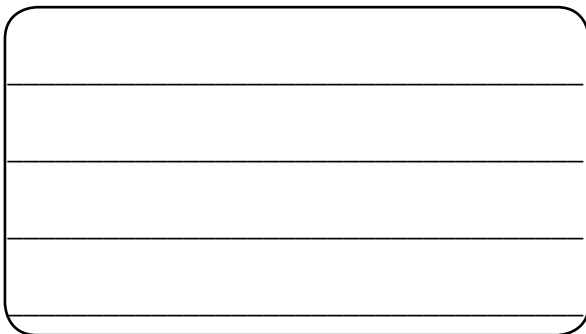
The Great 'Toon Debate

What do Bugs Bunny and SpongeBob have in common? How are they different? What if the two cartoons could "meet" and talk about their experiences? In this activity, you will write an imaginary dialogue between these two famous 'toons in which they discuss different topics. You should use information you find in the article . . . and proper punctuation!


**Bugs Bunny Says about
his first appearance**



his other projects



why everyone still loves him



**SpongeBob SquarePants
Says about his first appearance**



his other projects



why everyone still loves him



What Should Jared Do?

In the spooky and fantastical play "The Spiderwick Chronicles," Jared faces problems both large and small, from coping with his family's move to being chased by an ogre. Understanding how Jared solves each problem can help you get a clearer idea about the kind of person Jared is.

Directions: As you read the play, keep a list of the problems Jared faces in the first column of the chart below. In the next column, jot down what he does to solve each problem. If you can't find a solution in the play, see if you can come up with your own idea about what Jared should do, and write it in the third column.

JARED'S PROBLEMS	SOLUTIONS IN THE PLAY	YOUR SOLUTIONS
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Write Now!

Now, reread the chart above and think about what you've observed about Jared's character. On a separate piece of paper, write a well-organized paragraph describing Jared as a person. What can you infer about the way Jared solves problems in the play? What do you think will happen to him next?

Setting the Mood

Was it a bright and sunny day outside a warm yellow house, or a dark and stormy night in a creaking stone ruin? The setting of a story helps create the mood and influences how you feel about the story and its characters. It can make you feel happy (yellow house, sunny day) or scared (stormy night, creaking ruin), or cozy, or sad, or many other ways. In this activity, you will consider the setting of "The Spiderwick Chronicles" and describe the mood it creates.

Directions: Fill in the spaces below.

INSIDE THE HOUSE	OUTSIDE THE HOUSE
Describe the physical characteristics of the house. _____ _____ _____ _____ _____ _____	Describe the physical characteristics of the outside of the house. _____ _____ _____ _____ _____ _____
Describe the feelings this setting creates. _____ _____ _____ _____ _____ _____ _____	Describe the feelings this setting creates. _____ _____ _____ _____ _____ _____ _____

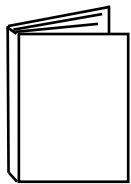
Write Now!

What if this story were a silly, funny story about two brothers playing tricks on each other? What kind of setting might work for that story? On a separate piece of paper, describe a setting for a funny version of this play.

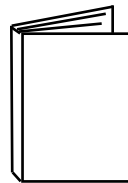
Back in Order

Reading a play like "The Spiderwick Chronicles" is exciting, but it can be confusing unless you pay close attention to how events are unfolding. In this activity, you will practice "sequencing," putting events from a story in the proper order. Just make sure the goblins don't catch you!

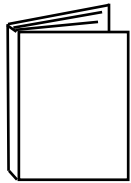
Directions: In this activity, you'll retell the story by numbering the events below in the order they happened.



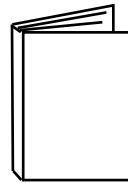
The Grace family arrives at their new home.



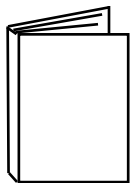
Goblins kidnap Simon and put him in a cage.



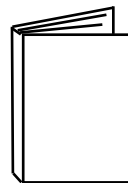
Thimbletack explains that they must protect the book.



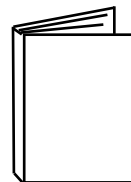
Jared hears a tapping noise in the wall.



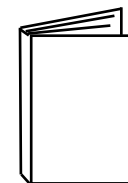
Simon and Jared fight over the book.



Mulgarath agrees to free Simon in exchange for the field guide.



Jared discovers a door in the wall that leads to Arthur Spiderwick's secret study.



Jared finds and takes Arthur Spiderwick's field guide to the unseen world.

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 "The Spiderwick Chronicles"). Use your imagination and pay careful attention to ordering your events correctly.