

# Read. Think. Explain.

In trying to understand a poem, it's important to read through it carefully and thoughtfully by focusing on the words the author chose *and* by thinking about what the images in the poem represent. In this activity, you'll answer a series of questions about Robert Weinstock's "Ferris-Wheeling" in order to grasp the poem's full meaning.

**Directions:** Answer the questions below, using information and details from the poem to back up your ideas.

**1. What is the tone of this poem (i.e., light, serious, angry, funny)?**

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**2. How does the author suggest you might feel on a Ferris wheel? What words does he use to suggest this in a funny way?**

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**3. What word ending is repeated throughout the poem? What effect does the repetition create?**

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**4. What are some other words you can think of that remind you of what it feels like to be on a Ferris wheel?**

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# A Motion Poem

In his poem, "Ferris-Wheeling," Robert Weinstock gives a funny, rhyming description of a Ferris wheel ride and the perils of a carnival or amusement park. You can write your own motion poem about your favorite thrill ride, packed with action words and rhymes.

**Directions:** Choose a carnival ride or other exciting experience (such as biking down a hill or taking a trip on an airplane). Brainstorm five motion words to describe your thrill, and then write two rhymes for each word. Use the words and their rhymes to create your own fun, freewheeling poem.

**My motion poem is about** \_\_\_\_\_

**Motion word** \_\_\_\_\_ **rhymes** \_\_\_\_\_

\_\_\_\_\_

**Motion word** \_\_\_\_\_ **rhymes** \_\_\_\_\_

\_\_\_\_\_

**Motion word** \_\_\_\_\_ **rhymes** \_\_\_\_\_

\_\_\_\_\_

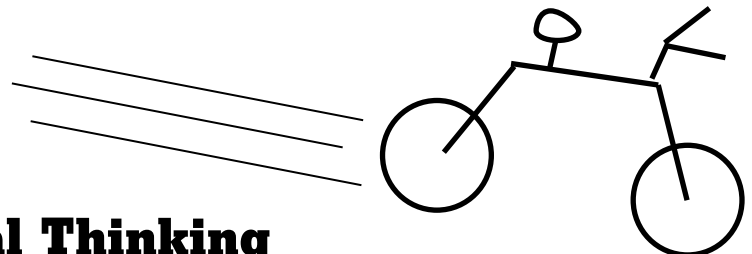
**Motion word** \_\_\_\_\_ **rhymes** \_\_\_\_\_

\_\_\_\_\_

**Motion word** \_\_\_\_\_ **rhymes** \_\_\_\_\_

\_\_\_\_\_

**Wheeeeeeeeeee!!!!**



## Critical Thinking

On a separate sheet of paper, use the words and rhymes you chose above to write a motion poem about your favorite thrilling experience.

# Read. Think. Explain.

In trying to understand a poem, it's important to read through it carefully and thoughtfully by focusing on the words the author chose *and* by thinking about what the images in the poem represent. In this activity, you'll answer a series of questions about Alice Wine's "Keep Your Eyes on the Prize" in order to grasp the poem's full meaning.

**Directions:** Answer the questions below, using information and details from the poem to back up your ideas.

**1.** What do you think "Keep your eyes on the prize" means? What is the prize?

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**2.** How do you think singing this song during the civil rights movement helped people?

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**3.** What is happening in the illustration, and how does this relate to the poem?

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**4.** Do you have a "prize" that you keep your eyes on? What is it and why is it important?

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# Eyes on the Prize

Do you ever listen to a song that makes you want to change the world? Music has the ability to inspire us, give us ideas, and bring us together. Songs played a significant role in the civil rights movement of the 1950s and '60s, as African-Americans struggled to be treated fairly and equally. At protests, marches, church meetings, and even from jail cells, people lifted their voices together, singing about their hope and determination.

"Keep Your Eyes on the Prize" shows how a song can help motivate and strengthen people. African-Americans and others who supported them were threatened, beaten, and jailed for participating in peaceful protests. But like Paul and Silas in the song, they did not give up. They kept working, hoping, and singing, "holding on" for a time when they would achieve equality.

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**Directions:** Read the poem "Keep Your Eyes on the Prize," by Alice Wine. Then answer the questions on the next page based on the poem and the above passage. Use a separate piece of paper if you need more room.

## **Keep Your Eyes on the Prize**

Paul and Silas bound in jail,  
had no money for to go their bail,  
Keep your eyes on the prize, hold on.

We're gonna ride for civil rights,  
we're gonna ride for both black and white.  
Keep your eyes on the prize, hold on.

We've met jail and violence too,  
but God's love has seen us through.  
Keep your eyes on the prize, hold on.

# Eyes on the Prize page 2

**1. What did "Keep Your Eyes on the Prize" mean for people during the civil rights era?**

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**2. In the second verse, what does "We're gonna ride for civil rights" refer to?**

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**3. How could the message of this song apply in other situations?**

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**4. Can you think of a song you know today that inspires you to achieve something?**

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## Critical Thinking

Choose either "Keep Your Eyes on the Prize" or another song, and write a paragraph about how the song applies to you. Is there a time you kept your eyes on a prize?

# Read. Think. Explain.

In this activity, you'll answer a series of questions about "A Superhero of the Sea" that will help you think more deeply about how dolphins have been endangered by harmful fishing practices and "swim-with" aquarium shows. You'll also think about how Hardy Jones saved the lives of thousands of dolphins, using his camera.

**Directions:** Answer the questions below, using information and details from the article to back up your ideas. Use a separate piece of paper if you need more room.

- 1. Why did Nica and Blue Fields need to be rescued? Who participated in their rescue? What was Hardy Jones's role?**  
\_\_\_\_\_  
\_\_\_\_\_
  
- 2. How was the tuna industry a problem for dolphins? How did Jones help solve the problem?**  
\_\_\_\_\_  
\_\_\_\_\_
  
- 3. What threat do dolphins face in Japan? What did Jones do? Some say that the dolphin hunts are part of traditional Japanese culture and should continue; protesters argue that the practice is cruel. What do you think?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 4. What is currently one of the fastest-growing threats to dolphins? What are two misperceptions that lead people to believe that dolphins are happy in captivity?**  
\_\_\_\_\_  
\_\_\_\_\_
  
- 5. What does this story tell you about the power of using a camera?**  
\_\_\_\_\_  
\_\_\_\_\_

# Solve Vocab U. Larry's Puzzle

Larry found lots of great vocabulary words in the January issue of *Storyworks*. Use the words listed below to solve his puzzle.

**Directions:** Using the words in the bank below, find the synonym of each numbered word, and write it in the blanks next to it. One letter from each word will fall into the dotted oval. Use those letters to complete the sentence at the bottom of the page.

awed	brutal	captivity	critical	disoriented
filthy	harpoons	harrowing	hoisted	slathered

1. scary or disturbing	_____	_____	_____	_____	_____	_____	_____	_____	_____
2. mean and violent	_____	_____	_____	_____	_____	_____	_____	_____	_____
3. spread thickly	_____	_____	_____	_____	_____	_____	_____	_____	_____
4. filled with respect	_____	_____	_____	_____	_____	_____	_____	_____	_____
5. lifted	_____	_____	_____	_____	_____	_____	_____	_____	_____
6. very dirty	_____	_____	_____	_____	_____	_____	_____	_____	_____
7. the state of lacking freedom	_____	_____	_____	_____	_____	_____	_____	_____	_____
8. confused	_____	_____	_____	_____	_____	_____	_____	_____	_____
9. fishing spears	_____	_____	_____	_____	_____	_____	_____	_____	_____
10. very important	_____	_____	_____	_____	_____	_____	_____	_____	_____

Because of his films about threats to dolphins, Hardy Jones became known as the

**ANSWER:** \_\_\_\_\_

4. 5. 2. 7. 3. 10. 9. 4. 8. 6. 8. 9. 4. 8. 1.

# Write a Summary

A summary of an article or story shouldn't be funny or extremely detailed. It should be brief and include just the basic facts the reader needs to know. In this activity, we are going to help you write a summary of what happened to Nica and Blue Fields in "A Superhero of the Sea."

First, you will read 12 sentences about their rescue. Then, you will decide which seven are the most important; these belong in your summary. Afterward, you will write a summary based on the information you've chosen.

**Directions:** Read through the sentences below. Underline the sentences that are most important to the story. There are SEVEN important sentences.

**1. Choose the SEVEN statements below that are most important to the story.**

Nica and Blue Fields are discovered in a filthy pool in Nicaragua.

Dolphins can cry.

The Nicaraguan government called in experts from WSPA, and Hardy Jones, a wildlife photographer.

Hardy Jones has made many films about dolphins.

The dolphins had been captured in the Caribbean Sea.

The men who had captured Nica and Blue Fields hoped to sell them to a resort for a lot of money.

Dolphins are very intelligent.

It was necessary to protect the dolphins from the sun during the rescue operation.

When dolphins smile, it doesn't always mean they're happy.

The dolphins were taken by boat and helicopter back to their home in the sea.

Nica and Blue Fields were released near where they were captured.

The WSPA experts and Hardy Jones hope Nica and Blue Fields will find their pod again.

**2. Using the seven important events you've underlined, write a short summary of what happened to Nica and Blue Fields.**

# What Happens Next?

What happened to dolphins Nica and Blue Fields after they were rescued?

Hopefully, they found their pod again and are living happily in the Caribbean Sea. In this article, you will use information from "A Superhero of the Sea," and your imagination to describe what might have happened to Nica and Blue Fields after they returned home.

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**Directions:** Answer the questions below on a separate piece of paper. Then, use your answers to write a well-organized paragraph.

1. Describe what it might have felt like for Nica and Blue Fields to return to the sea after the harrowing experience of being captured and left to die. Use facts about dolphins that you learned from the story, and your own imagination.
2. Using information from the caption on page 12, explain how Nica and Blue Fields probably made their way through the dark sea to find their family members again.
3. Imagine how the other pod members might have reacted when Nica and Blue Fields returned home. Use the information on page 10, in which Hardy Jones describes how dolphins behave toward each other.

## Critical Thinking

Now, using your answers to the questions above and other details from the article, write a well-organized paragraph on a separate piece of paper, describing how you think Nica and Blue Fields returned to their families.

# Read. Think. Explain.

An active reader is always looking for deeper meaning in a story. In this activity, you'll answer questions about the characters, and you'll give your opinion on why the author, Patrick Jennings, made some of the choices he did while writing "Odd, Weird & Little."

**Directions:** Answer the questions below, using information and details from the story to back up your ideas. Use a separate piece of paper if you need more room.

**1. What do Woodrow and Toulouse have in common that helps them become friends? How do they differ? How do their differences help them?**

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**2. What is the turning point that leads Woodrow to realize Toulouse is his friend?**

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**3. What is Toulouse? What clues help you draw this conclusion?**

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**4. Why do you think the author made one of the main characters an owl?**

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**5. By the end of the story, how has Woodrow changed?**

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Outstanding Words Learned

In Patrick Jennings' story, Toulouse is just a little bit cooler and classier because of his excellent vocabulary. You can also be a standout (of the very best kind) with these great words! In this activity, you will use a dictionary and your 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.

|                     |  |
|---------------------|--|
| <b>attempt</b>      | wickedly                               |
| <b>capable</b>      | made an angry frown                    |
| <b>diabolically</b> | effort to do something                 |
| <b>impressed</b>    | stood or sat on top of something       |
| <b>perched</b>      | upsets someone on purpose              |
| <b>scowled</b>      | made a high, unpleasant sound          |
| <b>screeched</b>    | able or skilled                        |
| <b>torments</b>     | thought highly of someone or something |

**Sentence 1:** \_\_\_\_\_

\_\_\_\_\_

**Sentence 2:** \_\_\_\_\_

\_\_\_\_\_

**Sentence 3:** \_\_\_\_\_

\_\_\_\_\_

**Sentence 4:** \_\_\_\_\_

\_\_\_\_\_

# Understanding Classmates

Patrick Jennings describes Toulouse as "odd, weird, & little," but he doesn't list words to describe classmates Woodrow and Rutger. To help you understand them, note what each character says and does, and make *inferences* based on his behavior and how others react to him. In this activity, you will consider Woodrow and Rutger, and write descriptions based on your inferences.

**Directions:** See how well you can describe Woodrow and Rutger from the story "Odd, Weird, & Little."

1. List words and phrases to describe the characters of Woodrow on the left, and Rutger on the right.

**Woodrow**

**Rutger**

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

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 Woodrow was \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I think Woodrow was \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I think Rutger was \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I think Rutger was \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Finding Themes

The overall message you take away from a story is called its theme. Some stories have one major theme, like: It's worth working hard for what you want. Other stories can have more than one. In this activity, you'll explore the major themes in Patrick Jennings's endearing story, "Odd, Weird, & Little" and describe specific instances from the story that demonstrate each one.

**Directions:** Read each theme below. Then, in the boxes below them, list three events from the story that support each theme. Be specific! We started the first one for you.

|  |
|--|
| <b>THEME</b>   |
| True friendships are hard to find—and to form. Take a chance and act like a friend even before you ARE a friend. You never know what might come of it. |

|  |
|--|
| <b>EXAMPLE 1</b>   |
| Woodrow introduces himself to Toulouse, even though the other kids in class make fun of him. |

|                  |
|------------------|
| <b>EXAMPLE 2</b> |
| _____<br>_____   |

|                  |
|------------------|
| <b>EXAMPLE 3</b> |
| _____<br>_____   |

Continued ►►

**THEME**

Sometimes the best solution to being bullied is to ignore it.

**EXAMPLE 1**

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**EXAMPLE 2**

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**EXAMPLE 3**

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Continued ►►

**FILL IN YOUR OWN THEME:**

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**EXAMPLE 1**

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**EXAMPLE 2**

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**EXAMPLE 3**

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**Critical Thinking**

Now, pick one of the themes you explored above. On a separate piece of paper, write a well-organized paragraph explaining how the theme you chose relates to your life. Remember to use specific examples from an experience or time in your life to back up your ideas.

# Read. Think. Explain.

In trying to understand an article, it's important to read through it carefully and thoughtfully, focusing on the words the author chose *and* thinking about the article's big ideas. In this activity, you'll answer a series of questions about *The Original Amateur Hour* and *American Idol* to understand how these talent-search programs are alike and how they are different.

**Directions:** Answer the questions below, using information and details from the article to back up your ideas.

1. *The Original Amateur Hour* aired for 35 years. What do you think made it so popular?

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2. Would you consider *The Original Amateur Hour* and *American Idol* more similar or more different? Why?

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3. What stars have been discovered on talent-search shows? Do you think these people would have become stars if it weren't for the shows? Why or why not?

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4. In what ways do shows like *The Original Amateur Hour* and *American Idol* convey hope and excitement to people?

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5. Given the opportunity, would you compete in an amateur talent contest? Why or why not? What would your talent be?

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# Five & Five

In this activity, you will compare and contrast popular TV talent shows—*The Original Amateur Hour* and *American Idol*—using this month's "Yesterday & Today" feature.

**Directions:** In the box on the left, write five facts about *The Original Amateur Hour* that you learned from the "Yesterday & Today" article. In the box on the right, write five facts about *American Idol*.

| <b>Facts</b>                      |                                   |
|-----------------------------------|-----------------------------------|
| <i>The Original Amateur Hour</i>  | <i>American Idol</i>              |
| <b>1.</b> _____<br>_____<br>_____ | <b>1.</b> _____<br>_____<br>_____ |
| <b>2.</b> _____<br>_____<br>_____ | <b>2.</b> _____<br>_____<br>_____ |
| <b>3.</b> _____<br>_____<br>_____ | <b>3.</b> _____<br>_____<br>_____ |
| <b>4.</b> _____<br>_____<br>_____ | <b>4.</b> _____<br>_____<br>_____ |
| <b>5.</b> _____<br>_____<br>_____ | <b>5.</b> _____<br>_____<br>_____ |

## Critical Thinking

Use your list to write a well-organized paragraph in which you compare and contrast Ted Mack's early television talent-show hit with today's highest-rated TV program. (Use a separate piece of paper.)

# Read. Think. Explain.

An active reader is always looking for big ideas and deeper meaning in a play by paying attention to things like dialogue, character development, setting, and the sequence in which events happen. In this activity, you'll answer questions about these elements in the play adaptation of Cornelia Funke's thrilling book, *Inkheart*.

**Directions:** Answer the questions below, using information and details from the play to back up your ideas.

**1. Why is Mo happy at first that he finally found a copy of *Inkheart*? Why is he unhappy to see Dustfinger?**

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**2. Why do you think Mo goes to Aunt Elinor's library to read all by himself?**

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**3. Does Capricorn want to go back into the book? Why or why not? How does he try to achieve what he wants?**

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**4. Why do you think Mo never told Meggie about her mother before this adventure?**

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**5. What do you think will happen after the end of the play?**

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# Words From the Page

In *Inkheart*, Mo has the ability to bring people and events from books to life. You have the power to use great vocabulary to make your own writing come alive! (Well, maybe not really.) In this activity, you will use a dictionary and your 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.

|                  |  |
|------------------|--|
| <b>beaming</b>   | underground prison                       |
| <b>dungeon</b>   | followers, or members of a gang          |
| <b>fateful</b>   | moves forward quickly and suddenly       |
| <b>furiously</b> | breaks away from a group                 |
| <b>henchmen</b>  | smiling widely                           |
| <b>intend</b>    | very angrily                             |
| <b>lunges</b>    | mean to do something                     |
| <b>peels</b>     | has an important effect on future events |

**Sentence 1:** \_\_\_\_\_

**Sentence 2:** \_\_\_\_\_

**Sentence 3:** \_\_\_\_\_

**Sentence 4:** \_\_\_\_\_

# What Do They Want?

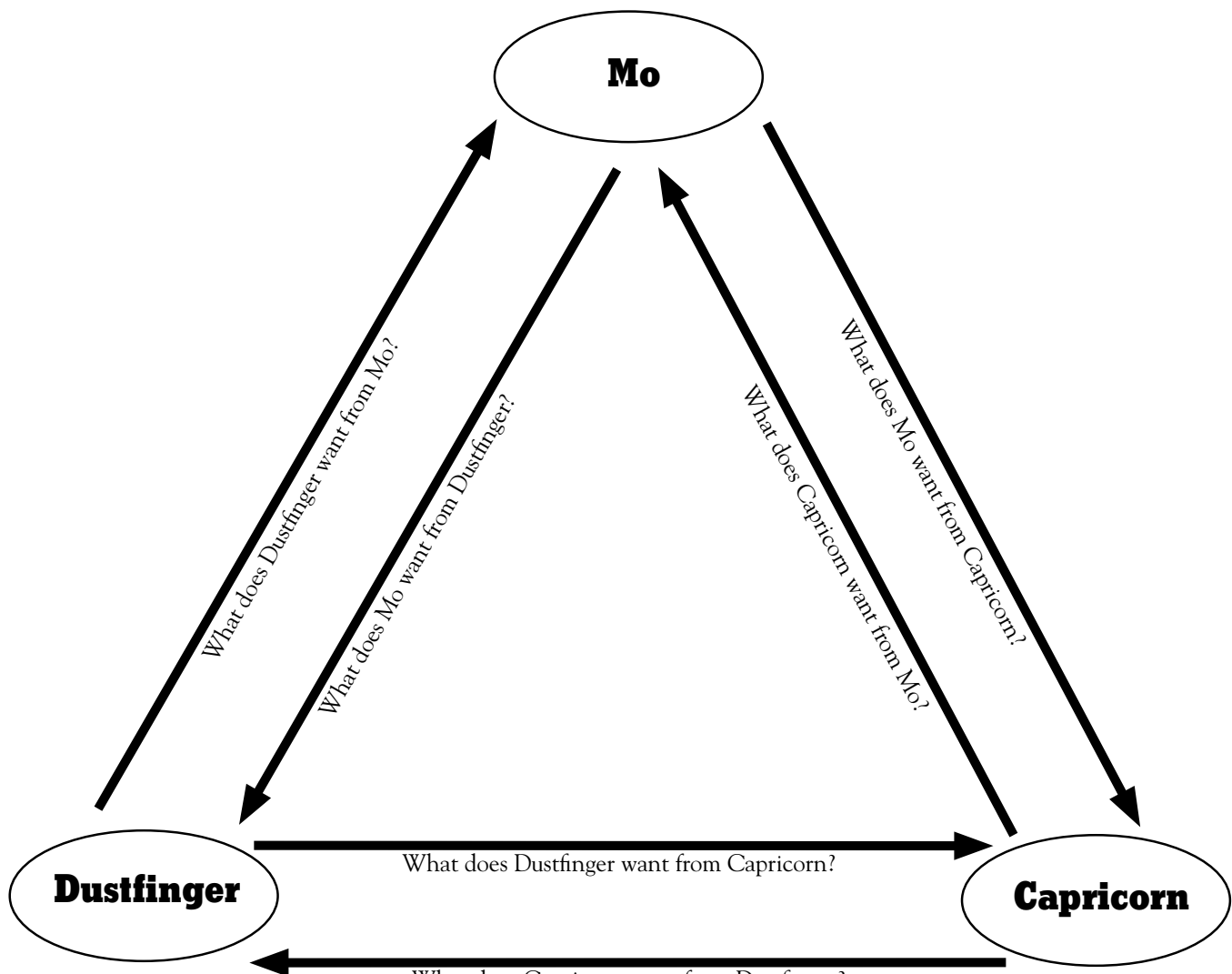
*Inkheart* includes several characters with complex relationships, with each other and with the book of the title. In this activity, you will consider what Mo, Dustfinger, and Capricorn want with the book and then figure out how each man hopes to use the others to help him get it.

**Directions:** On the lines below, describe what each character wants with the book, *Inkheart*. Then, on the arrows underneath, use those ideas to explain what each man wants from the other characters.

Mo wants the book because \_\_\_\_\_.

Dustfinger wants the book because \_\_\_\_\_.

Capricorn wants the book because \_\_\_\_\_.



# The Elements of Fantasy

*Inkheart* is a work of fantasy. But what does that mean? Fantasy is a *genre*, the word for a category of books with similar features, stories, or characters. While books and movies in the fantasy genre have lots of differences, some elements often reappear and help us to identify the type of story we're following. In this activity, you will find examples of four elements of the fantasy genre from the play version of Cornelia Funke's book, *Inkheart*.

**Directions:** Read *Inkheart* and fill in the boxes with examples from the play of each of the elements of fantasy listed below.

|  |  |
|--|--|
| <p><b>1. Characters have special powers.</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <p><b>3. There is a fight between Good and Evil.</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>   |
| <p><b>2. Objects have special powers.</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>    | <p><b>4. The story is set in or includes episodes from a distant time period, place, or magical world.</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |