

# In Other Words

Sometimes when you read a poem, it can be difficult to understand what the poet means. One way of trying to understand a poem is to go through it line by line, rewriting it in your mind using simpler words. This activity, called paraphrasing, can help you understand the idea behind the words. It can also make you appreciate how great the author's words were in the first place.

**Directions:** Read "Bat" and paraphrase each line written below.  
Use a dictionary to look up words you don't understand.

What the Poem Says	In Other Words
<p><b>I.</b> Taking dust and Clay for his Colors</p>	<p><b>I.</b> _____ _____ _____</p>
<p><b>II.</b> Aloof from The gaudy sun</p>	<p><b>II.</b> _____ _____ _____</p>
<p><b>III.</b> Like a grim Flake of flint</p>	<p><b>III.</b> _____ _____ _____</p>
<p><b>IV.</b> The lighthearted lavas Of the sun</p>	<p><b>IV.</b> _____ _____ _____</p>

## Write Now!

Choose your favorite line from the poem, and write what it means to you. Use your own words, like you practiced above, to describe the image this line makes you see.

# Words to Know

"Bat" has some great words that might be new to you. Understanding what each word means will help you get a greater sense of what the poem is about.

**Directions:** Match the vocabulary words from the poem with the best definition below by drawing a line from the word to its correct definition. Use context clues and the dictionary to help you figure them out. After you have found all the definitions, use each new word to write a sentence.

<b>aloof</b>	brightly colored; fancy
<b>gaudy</b>	mean and rude
<b>cleaves</b>	distant
<b>grim</b>	clings to
<b>surly</b>	gloomy

**Sentence 1 (aloof):** \_\_\_\_\_  
\_\_\_\_\_

**Sentence 2 (gaudy):** \_\_\_\_\_  
\_\_\_\_\_

**Sentence 3 (cleaves):** \_\_\_\_\_  
\_\_\_\_\_

**Sentence 4 (grim):** \_\_\_\_\_  
\_\_\_\_\_

**Sentence 5 (surly):** \_\_\_\_\_  
\_\_\_\_\_

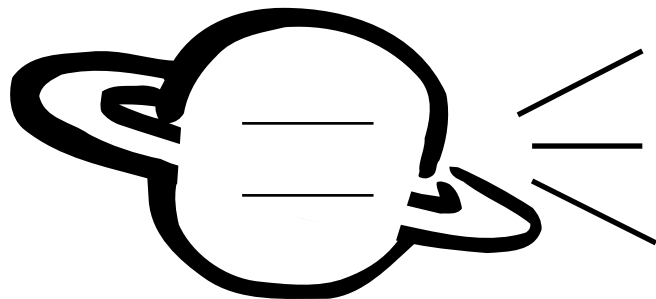
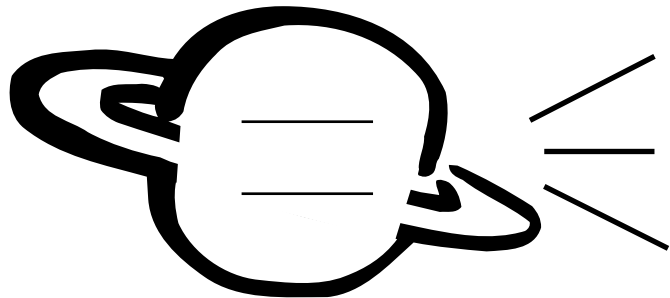
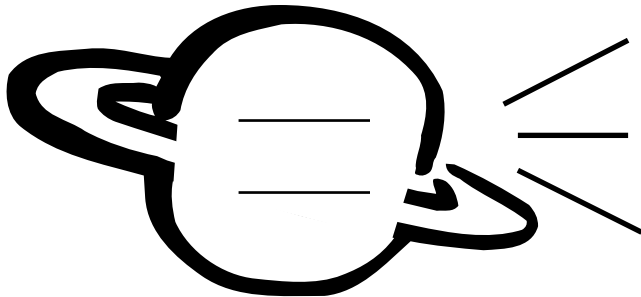
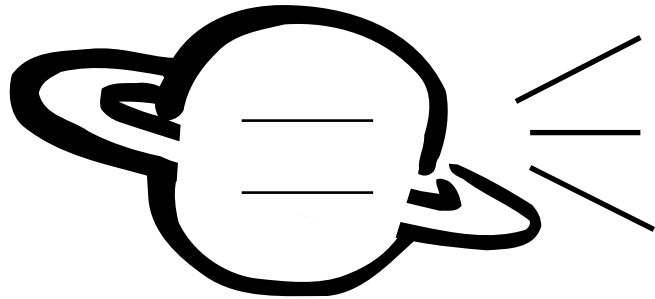
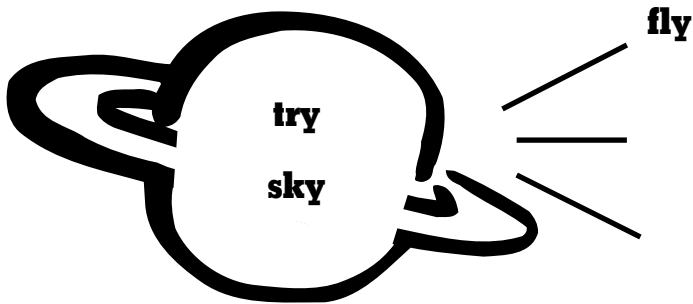
# Rhymewatch

Many poems have rhyming words at the end of each line.

This is a technique some poets use to make their poems more catchy and fun.

In "Skywatch," what are some other words that rhyme with the ones Douglas Florian chose?

**Directions:** In the planets below, write the sets of rhyming words you find in the poem. Then, think of other words that also rhyme and write them on the branches at the side. Add more branches if you think of more words.



# Look Closely!

Douglas Florian's poem, "Skywatch," is a poem about observing the stars at night. You can write the same kind of poem about something you find interesting: the view out your window, a rainy day. The key to this kind of poem is observation, looking very closely at your subject: its colors, its shape, its smells, its motions, and finding wonderful words and phrases to describe each part.

**Directions:** Find an interesting subject that you can observe closely. On each of the lines below, write down words or phrases for each category. Use these words and phrases as the basis of your own observation poem. You might want to have a thesaurus handy.

**COLOR**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SHAPE**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TEXTURE**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**MOVEMENT**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Write Now!

On a separate sheet of paper, use your notes above and your observation skills to write a poem like Douglas Florian's "Skywatch."

# Secrets From Great Writers!

## THIS MONTH'S SECRET: HOW TO WRITE A GREAT DESCRIPTION

The article "Everything Turned to Dust" is filled with amazing descriptions that create bold, vivid pictures in readers' minds. This activity will tell you one of Arthur Goldwag's description-writing secrets so you can add punch to your own writing.

**Directions:** Read the passage below, from "Everything Turned to Dust," by Arthur Goldwag. Then rewrite the sentences below.

It was a sweltering Sunday in April, 1935, in Pampas, Texas, and 11-year-old Lisa Smathers and her father walked home from church. A hot wind whipped around them, and they knew a big storm was on its way. What worried them most was the birds—geese, ducks, swallows, and sparrows, thousands and thousands of them, honking and quacking and twittering across the sky, frantically winging their way south. And then a towering wall of blackness rose above the northern horizon.

If you read the passage above closely, you can see how great Arthur Goldwag is at writing descriptions. Notice how he doesn't just say a "flock of birds," he names a few different types. And these birds don't just "chirp and go south." They honk and quack and twitter as they "wing" their way south. Arthur breaks his image apart like pieces of a puzzle and describes each separate segment—the birds, their cries—to create a wonderfully vivid image for you. Use Arthur's trick to rewrite the sentences below.

1. The dogs went crazy. (Hint: What kinds of dogs? What did their barks sound like? Were they running? Leaping? Nipping?)

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*Continued*

# Secrets From Great Writers! page 2

**2.** The crowd cheered. (Hint: Who was in the crowd? What did their clapping sound like? Were they hooting, shrieking, booing?)

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**3.** The octopus was ugly.

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**4.** The game was boring.

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**5.** The sundae was delicious.

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

**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?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Ask What, Ask Why

You eat three bowls of pasta. What happens? You get a stomachache. You ace your piano recital. Why? You practiced every day. It's easy to figure out cause-and-effect relationships by asking two simple questions: "What happened?" (to find an effect) and "Why did this happen?" (to find a cause). Try it out to find the cause-and-effect relationships in "Everything Turned to Dust."

**Directions:** Fill in what's missing from each cause-and-effect pair. Use the hints to help you.

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

**EFFECT:** American Indians no longer had enough food to eat or clothes to wear.

**HINT:** *What role did the frontiersmen play in altering the Indians' way of life?*

**2. CAUSE:** The American government declared that the soil was a resource that "could not be used up."

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

**HINT:** *What did farmers do to the landscape?*

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

**EFFECT:** The once-fertile soil turned to dust.

**HINT:** *What had farmers done to expose the earth to the sun's beating rays?*

**4. CAUSE:** There was a massive drought.

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

**HINT:** *What happens to crops when they don't receive enough rain?*

**5. CAUSE:** The Black Sunday storm destroyed the Smathers' farm.

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

**HINT:** *What big change did they make after the storm died down?*

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

**EFFECT:** Many people lost their jobs.

**HINT:** *What big economic event was happening in the country at the time?*

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

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

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

**8. CAUSE:** \_\_\_\_\_

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

# Secrets From Great Writers!

## THIS MONTH'S SECRET: USING THE RIGHT DETAILS

The author Johanna Hurwitz writes using simple, spare language. She doesn't overload her stories with tons of flashy adjectives; she includes small details that tell you everything you need to know about a character. This activity will show you how using details can make a story clearer and more enjoyable to read.

**Directions:** Read the passage below and answer the corresponding questions.

"The family didn't have much money, but they always had enough to eat, even if it never was steak. They all had clothing to wear, even if it came from the Salvation Army store, which sold cheap, second-hand items. And they had an apartment to live in, even if they shared his bedroom with his little sister."

1. What does the author mean when she writes, "they always had enough to eat, even if it never was steak"?

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2. What does Johanna mean when she writes, "They all had clothing to wear, even if it came from the Salvation Army store, which sold cheap, second-hand items"? What do you picture after reading this sentence?

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3. What do you think Joey's room looks like?

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## Write Now!

Write a paragraph describing your classroom, using details like Johanna uses in her story "Bronx Treasure."

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 three) \_\_\_\_\_

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 \_\_\_\_\_.

Hi or 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?

\_\_\_\_\_

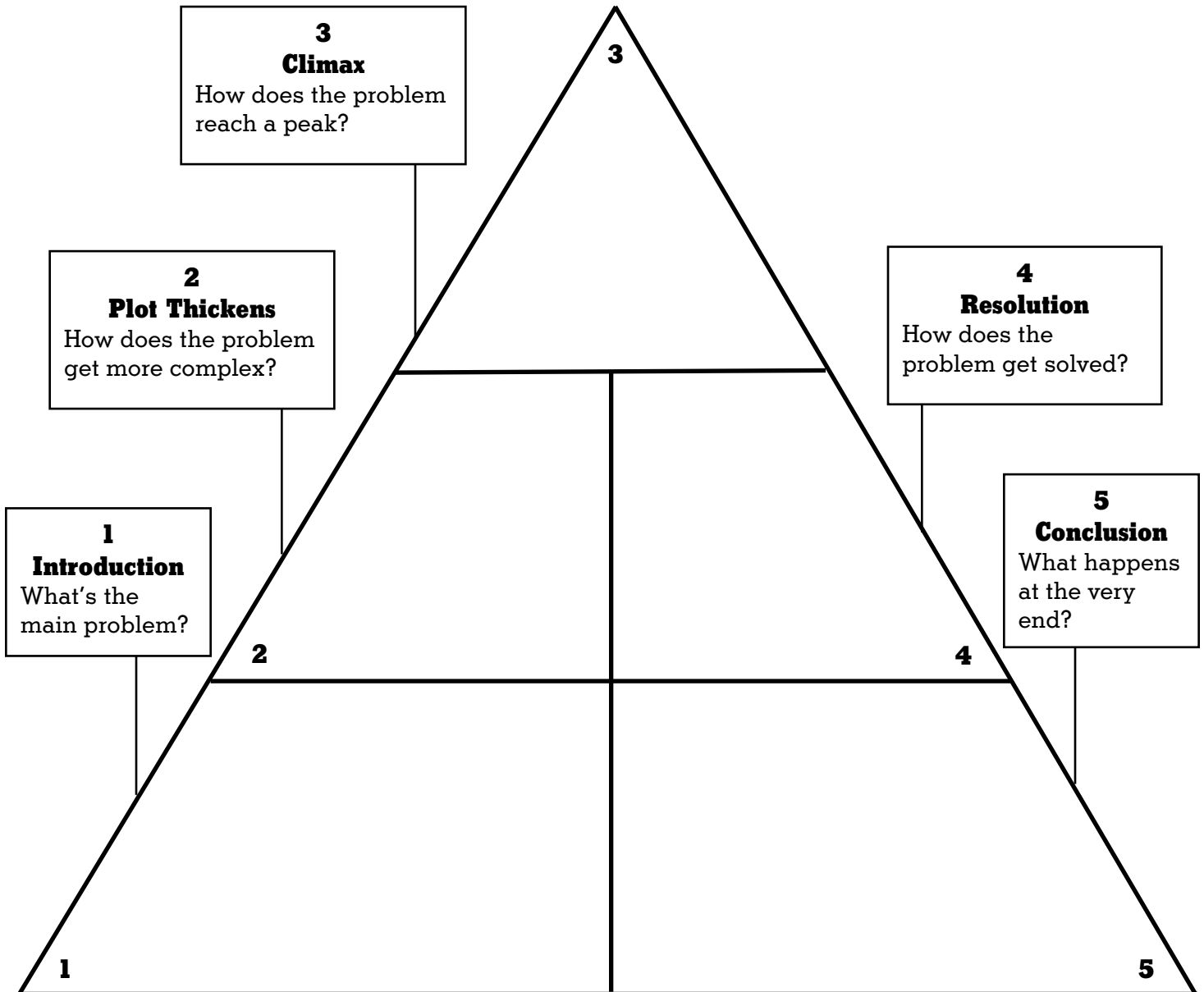
\_\_\_\_\_

\_\_\_\_\_

# 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 "Bronx Treasure." In each block, write the answer to the question. When you're done, you'll see the main plot points of Johanna Hurwitz's engaging story.



## 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?

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2. Is it a big city or a small town?

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3. How do you know? (Give examples from the story.)

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4. When does the story take place?

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5. What is daily life like for Joey's family at this time?

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6. What details does the author, Johanna Hurwitz, include to convey when the story takes place?

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### Write Now!

What things might be different if the story were set in today's America?

Write a well-organized paragraph explaining your answer, using details from the story.

# Five and Five

When you want to compare and contrast two things, start by writing down basic facts about each thing. Then you can think about how the two things are alike and how they are different.

**Directions:** In the box on the left, write five facts about country singer Loretta Lynn. In the box on the right, write five facts about American Idol Carrie Underwood.

<b>Facts</b>	
<i>Loretta Lynn</i>	<i>Carrie Underwood</i>
1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____
3. _____ _____ _____	3. _____ _____ _____
4. _____ _____ _____	4. _____ _____ _____
5. _____ _____ _____	5. _____ _____ _____

## Write Now!

Now use your list to write a well-organized paragraph in which you compare and contrast Loretta Lynn and Carrie Underwood. (Use a separate piece of paper)

# Differences Fit for a King

In "The Emperor's New Clothes," His Celestial Highness learns a lot from parading around in his undies. In this activity, you will compare the Emperor at the start of the play and at the end.

**Directions:** Read "The Emperor's New Clothes" and fill in the chart.

	<b>The Emperor at the Start</b>	<b>The Emperor at the End</b>
<b>I.</b> What did the Emperor think of his subjects?	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<b>II.</b> How did the Emperor respond to his advisers and family?	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<b>III.</b> Compare one other thing about the Emperor's behavior from the beginning to the end of the story.	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

## Write Now!

How did the Emperor change from the beginning of the play to the end? Write your answer on a separate piece of paper in a well-organized paragraph, using the examples from the story you wrote down above.

# Truth or Flattery?

"You look amazing in those new pants!" Is that statement the truth or is the speaker trying to flatter you? Well, you might indeed look terrific, but the speaker is also trying to flatter you by expressing an opinion. Here's another question: Is the statement that you are wearing new pants the truth or an example of flattery?

That one's clear: It's the truth, because it's a fact, or something that can be proven.

**Directions:** Circle **Truth** or **Flattery** for each statement or phrase below in the play "The Emperor's New Clothes."

**1.**  
Kristoff Brand:

"At last you will have a wardrobe that's worthy of your exalted excellence."

**Truth**

**Flattery**

**2.**  
Winthrop  
Winston:

". . . you've got power; you've got riches . . ."

**Truth**

**Flattery**

**3.**  
Lolita Lennox:

"Observe how the iridescence of the fabric complements the color of his eyes."

**Truth**

**Flattery**

**4.**  
Winifred Wilson  
Winter:

"Your Highness, it seems that you are the greatest ruler who has ever lived."

**Truth**

**Flattery**

**5.**  
A Wise Child:

"Look! The Emperor's wearing nothing but his underwear!"

**Truth**

**Flattery**

**6.**  
Emperor:

". . . my newest and most trusted adviser shall be the Wise Child, who had the courage to speak the truth . . ."

**Truth**

**Flattery**

**7.**  
Kristoff Brand:

"I've fitted a lot of kings, Your Highness, but I must say that your bearing is the kingliest of them all."

**Truth**

**Flattery**

**8.**  
Lolita Lennox:

". . . your regal regalia will be ready in the morning . . ."

**Truth**

**Flattery**

# The Emperor's New Words

The play "The Emperor's New Clothes" has lots of big, fancy words. The royal family might know them all, but you probably don't! In this activity, you will use context clues and the dictionary to match the Emperor's fancy words with the wise child's definitions. Then, you will write a story with the new words.

**Directions:** Match each word on the left with its definition. Then, write a story with the new words.

## Emperor's Fancy Words

1. disembodied
2. resplendent
3. discerning
4. iridescence
5. complement
6. bearing
7. dignitaries
8. retinue
9. throng
10. predicament

## Wise Child's Definitions

- a. able to notice small differences between things
- b. important people
- c. go well with
- d. a large crowd of people
- e. without a body
- f. beautiful, shimmery color and light, like a pearl
- g. the attendants who follow a king or queen
- h. a tricky situation
- i. wonderful and shining
- j. the way a person walks, stands, or acts

## Write Now!

On a separate sheet of paper, write a story using your five favorite words from the list above. You can write about kings, queens, kids, pets, the world outside your window, anything!