

Figurative Language: Similes

Name _____

Below, read quotes from the book which contain similes. First, underline or highlight the part of the quote that contains the simile. In the second column, write what is being compared to what, along with the comparing word being used (like or as). In the third column, illustrate the simile.

Quote	Comparison	Illustration
1. "His feet felt like aching stones in his boots, even his tongue, inside his mouth, was cold." (p. 10)	This compares _____ to _____ using _____ the comparing word of _____.	
2. "...and after the dogs had stopped wrestling and nipping and barking and sniffing around, they'd all gone to sleep in a heap with Billy in the middle, as warm as an onion in a stew." (p. 11)	This compares _____ to _____ using _____.	

3. "Yergh! It was as big as a souvenir pencil from the State Building! Yugh! He poked it with his finger." (p. 14)

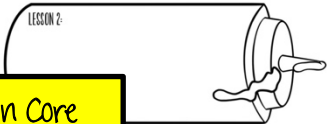
4. "Did you see their faces?" Billy said, laughing. "Climb each other out the door! Geez! Joe was pale as an egg!" (p. 20)

5. "...he glared at the snout protruding from the center of the hole." (p. 21)

What are two morals or lessons that you can be learned from the story? Write one lesson in the hand, and another in the foot. Then, write a paragraph explaining why one of the lessons can be learned from the story. Next, write how one of the lessons can be applied to your own life. Finally, on the box below, illustrate one of the lessons that you wrote about.

Explanation:

How it applies to me:



LESSON 2:

Common Core codes are listed on the bottom of each activity.

16 Reading Response Activities

- Focuses include point of view, character analysis, plot, writing, and more!
- Open-ended questions and graphic organizers perfect for differentiation.
- Aligned with Common Core.



WORM TRICKS

Name _____

As the story progresses, Alan gets more and more desperate to make Billy lose the bet. What devious schemes do he and Joe come up with? Write about four of them below, in the left column. Then, write about what happens in the story as a result of each trick.

Tricks	Effects
How do Alan and Joe try to trick Billy?	How does Billy react to each trick? What does he do in response? What other effects does the trick have?
Trick #1	

QUESTIONS and ANSWERS

Read each of the answers below. Think of two sensible questions for each answer. Write the questions on the lines above the answer.

1. _____

2. _____

○ ANSWER: Billy

1. _____

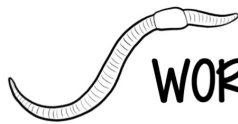
2. _____

○ ANSWER: A minibike

1. _____

2. _____

○ ANSWER: Joe



WORM Tricks

Name _____

As the story progresses, Alan gets more and more desperate to make Billy lose the bet. What devious schemes do he and Joe come up with? Write about four of them below, in the left column. Then, write about what happens in the story as a result of each trick.

Tricks	Effects
How do Alan and Joe try to trick Billy?	
Trick #1 <u>Alan and Joe make up a long, dramatic story about Joe's parents, which implies that Billy could die if he eats worms.</u>	
Trick #2 <u>Alan and Joe glue two worms together to make one giant worm, in hopes that Billy won't notice but won't be able to finish it.</u>	
Trick #3 <u>Alan and Joe take Billy to Shea Stadium, stuff him full of treats, and get him home right before finishing it. If he will be too full and sleepy to eat a worm that day.</u>	
Trick #4 <u>Alan and Joe send Billy a letter in the mail. The letter has Billy's doctor's signature on it and talks about the dangers of eating worms.</u>	

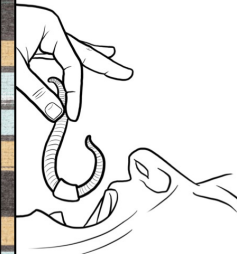
TABLE OF CONTENTS: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with (s)
		3	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	4	Questions and Answers <i>*Answer key provided on page 80</i>	
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	5	Response to Literature: Theme	Use after finishing the novel.
		6	Theme Thoughts <i>*Answer key provided on page 81</i>	Use after finishing the novel.
		7	Comic	any
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	8	Main Events	any
		9	Character Analysis: How to Eat Fried Worms: Character Notes <i>*Answer key provided on page 82</i>	Use throughout the novel.
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	10	How to Eat Fried Worms: Character Notes <i>*Answer key provided on page 83</i>	Use throughout the novel.
		11	What Would I Do?	Use throughout the novel.
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	12	Figurative Language: Similes <i>*Answer key provided on page 84</i>	Chapters 3-22
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	13	A Different Perspective	Use after finishing the novel.
Reading Comprehension Strategies	RL 3.10/RL 4.10/RL 5.10/RL 6.10	14	Solve the Riddle <i>*Answer key provided on page 85</i>	Use after finishing the novel.
		15	Reading Strategy: Preview Walk	Use before starting the novel.
Vocabulary: Unfamiliar Words	L 3.4/L 4.4/L 5.4/L 6.4	16-17	Mystery Words <i>*Answer key provided on page 86-87</i>	Chapters 4-40
Opinion Writing	W 3.1/W 4.1/W 5.1/W 6.1	18	My Book Review: How to Eat Fried Worms	Use after finishing the novel.
		19	Comedy + Humor: How to Eat Fried Worms	any
Writing with Purpose	W 3.4/W 4.4/W 5.4/W 6.4	20	A Worm Recipe	any
		21-22	Culminating Project Choices with Grading Sheet	Use after finishing the novel.
			Answer Keys for: • Questions and Answers • Theme Thoughts	

ACTIVITY PACKET

HOW TO EAT FRIED WORMS

by Thomas Rockwell



Easy Planning & Low Prep:

- Table of Contents tells you focus skill and when to use what
- Student Cover Page
- All answer keys

Culminating Project Choices

Name _____

In the boxes below, you will find nine project choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one or more projects that add up to at least _____ stars. Color in the stars of the project(s) you choose.

Foods Research ☆

Did you know that there are some cultures in the world that eat insects? Research one of these cultures, and write about some of their foods that are different from your own.



Playwright ☆☆

Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will need to get some classmates to play your supporting actors.

Humorous Books ☆☆☆

Read another chapter book known for its humor such as: *There's a Boy in the Girls' Bathroom*, *Sideways Stories from Wayside School*, or *Tales of a Fourth Grade Nothing*. Write a summary and a review about the book. Then, draw an illustration of the book.

Game On ☆☆☆

Create a board game that is themed around the book. Your game must include a board, game pieces, instructions, question cards, and any other materials needed to play the game. You will present your game to the class.



Alternate Ending ☆

Do you wish *How to Eat Fried Worms* had a different ending? Write an alternate ending to the story. Include an illustration with your alternate ending.



Newspaper ☆☆☆

Create a complete newspaper about the events that happen in the book. Include some articles, a comic strip, an advertisement, an obituary, and any other newspaper parts you can think of!



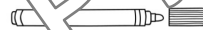
3D Characters ☆☆

Create 3D depictions of the characters. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character.



Paper Bag Book ☆☆

Fill a bag with 7-9 items that represent important parts of the book. Present the items to the class and explain why each item is important. Design the outside of the bag to look like the book's title, author, and picture.



Puppet Show ☆

Create puppets that depict the characters in the book. Use the puppets to act out a scene from the book in front of the class. The puppets may be made out of any material you choose. Be sure to turn in a written manuscript of your play.

Culminating Project Choices: Grading Sheet

Name _____

Project Choice #1	Project Choice #2	Project Choice #3
Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____ _____ _____	Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____ _____ _____	Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____ _____ _____
Project Choice #4	Project Choice #5	Project Choice #6
Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____ _____ _____	Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____ _____ _____	Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____ _____ _____
Project Choice #7	Project Choice #8	Project Choice #9
Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____ _____ _____	Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____ _____ _____	Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____ _____ _____

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Additional Resources:

- Culminating Project Options for students to complete after the novel

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Instructions

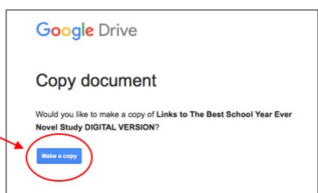
for Digital Version/Google™ Drive Document

1. In the Google folder you received after purchasing my product, you should have found three files: the **digital version**, the **printable PDF**, and the **instructions** you are currently reading.

2. You will notice that the digital version contains the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

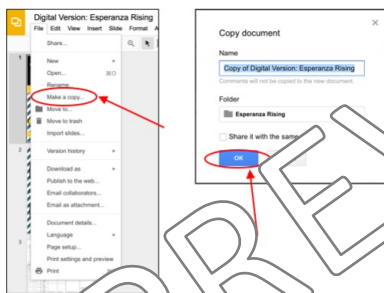
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.

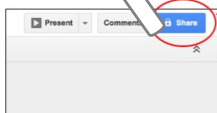


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.

4. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.

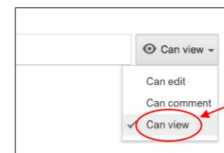


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

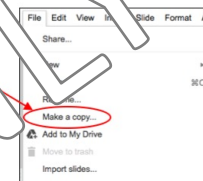


Note: Sharing with students can also be done through Google™ Classroom.

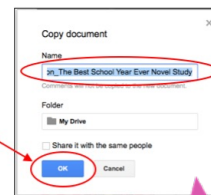
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



7. Students will need to make their own copies since you don't want them to be able to edit your original documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open the document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the top left corner.



A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved to their own Google™ Drives.



Students will rename their copied documents here.

8. Students will be able to access the content, type in text boxes, adjust bold, draw pictures, etc. Changes that students make to their documents will be automatically saved.

9. Students may share with you their works in progress.

10. Don't forget that you do have the option to print the digital version in black and white and printer-friendly, while the Google™ Drive version is in color. Both versions are most handy if they are printed. Many teachers like to have both versions so that they end up using both versions.

11. There are places where students are able to use the digital version on iPads or tablets, this is easy to do. However, if you are using a computer, you can use the "Insert" dropdown menu in Google™ Docs to insert images, tables, etc.

Your purchase includes both the **PAPER** version and the **GOOGLE™** version of this resource.

BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW

13 Cause and Effect

14 HARRY'S CONFLICTS

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17 CAUSE and EFFECT

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MORE about the GOOGLE™ version...

- All pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is *not editable*. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly on the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.

Name _____

Main Events

What are the main events in the chapters you have just read? Draw a picture for each, and write accompanying text. Also, on the provided lines in each section, write a couple of words describing the emotion or mood that each event evokes. At the bottom, give these chapters a title that you think is fitting. Write an explanation for your title choice.

First, _____

Mood/Emotion: _____

Next, _____

Mood/Emotion: _____

Last, _____

Mood/Emotion: _____

Title: _____

Explanation: _____