

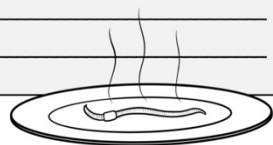
# Chapters 1-5

The Bet → Digging → Training Camp → The First Worm → The Gathering Storm

❖ **Quickwrite:** Have you ever taken part in a bet? What was the bet? Did you win the bet? What did you win or lose?

❖ **Vocabulary:** Fill in the blanks.

1. The \_\_\_\_\_ witch tricked all of the other characters in the story.
2. The detectives \_\_\_\_\_ the crime scene carefully.
3. I \_\_\_\_\_ the cat to come closer to me by putting out a bowl of milk.
4. Many of the students were \_\_\_\_\_ as they watched the documentary about spiders.
5. Choose one of the vocabulary words and write an original sentence for \_\_\_\_\_ here.



devious  
coaxed  
recoiling  
scrutinized

❖ **True or False:** Mark T for True and F for False.

1. Billy says he will eat 50 worms for \$15.
2. Alan says that Billy is stubborn.
3. The first worm that Billy eats is very tiny.
4. The first worm that Billy eats is fried.
5. Joe is described as sly.
6. Choose one of the false statements above and rewrite it as a true statement:

❖ **Figurative Language:** Write one example of figurative language from these chapters below. Name the type of figurative language and explain how you know.

❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

1. What bet does Billy make with his friends? What is Billy's motivation for making the bet? Would you make this bet? Why or why not?

2. How does Billy prepare to eat his first worm? Use textual evidence to support your answer.

3. How does Billy react when he sees the worm that the boys selected for him? Why does he react this way?



❖ **Beyond:** Below, illustrate and write about the most memorable incident from these chapters.



*Features student work for every 5-7 chapters:*

- Quickwrite-Writing prompt related to the text.
- Vocabulary-Focus on 4 challenge words.
- True/False, Sequencing, & Multiple Choice questions.
- Standards Focus Question.
- Three Comprehension & Analysis Written Response Questions.
- Beyond-Creative activities.

# 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 _____<br>to _____ using _____<br>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 _____<br>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 the snout protruding from the center of the hole." (p. 21)

## Theme Thoughts

Name \_\_\_\_\_

What are two morals or lessons that you can learn from the story? Write one lesson in the hand, and another in the stars. Little by little, 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:**

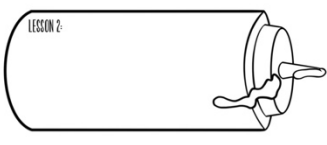
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# 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

**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.



# STUDENT CHAPTER PACKET ANSWER KEY

## Chapters 1-5

(page 1)

**Quickwrite:** Answers will vary.

**Vocabulary:**

1. devious
2. scrutinized
3. coaxed
4. recoiling
5. Answers will vary.

**True or False:**

1. T
2. T
3. F
4. F
5. T
6. (Answers may vary.)

Example for #3: The first worm that Billy eats is very large.

Example for #4: The first worm that Billy eats is boiled.

**Figurative Language:** "Come on. You're chicken. You know you can't do it." (page 3) This is an idiom, because calling someone chicken is an expression meaning they're not courageous.

(page 2)

**Comprehension and Analysis:**

1. Billy bets that he will be able to eat one worm a day for 15 days for \$50. He really wants to use the money to buy a minibike. I would not make this bet because no matter how much money, I would never eat a worm, because worms are so disgusting.
2. Billy prepares to eat his first worm by working out his body. On page 11, the text reads, "But he hadn't been able to think of anything special to do to prepare himself for eating a worm, so he was just limbering up in general—push-ups, knee bends, jumping jacks—red-faced, perspiring."
3. Billy is horrified and upset when he sees the giant nightcrawler, and he argues that it's not really a worm.

**Beyond**

### HOW TO EAT FRIED WORMS

By Thomas Rockwell

#### Reference Bookmark

##### PLOT

A boy makes a bet that he can eat a worm a day for 15 days.

##### SETTING

The story mostly takes place in a barn and in a neighborhood, in a town called Gratton, in New York State.

##### CHARACTERS

- Billy—a boy who must eat worms to win a bet.
- Alan—a boy who must pay Billy \$50 if he eats 15 worms.
- Joe—the sly boy in the group.
- Tom—Billy's loyal sidekick.

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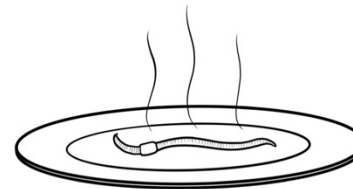
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# HOW TO EAT FRIED WORMS

By Thomas Rockwell



Name \_\_\_\_\_

## TABLE OF CONTENTS: Student Chapter Packet

| Resource                         | Pages |
|----------------------------------|-------|
| About the Student Chapter Packet | 11    |
| Student Chapter Packet Cover     | 12    |

## ABOUT THE STUDENT CHAPTER PACKET

The student work for every 5-7 chapters of reading contains both comprehension and vocabulary. Each part includes the following sections:

## STUDENT CHAPTER PACKET

### Easy Planning & Low Prep:

- Tables of Contents
- Teacher instructions
- Student Cover Pages for each section
- Student reference bookmarks
- All answer keys



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# TABLE OF CONTENTS: Reading Response Activities

| Focus                            | Common Core                     | Pages | Resource   | Use with Chapter(s)            |
|----------------------------------|---------------------------------|-------|--|--------------------------------|
|                                  |                                 | 60    | Activity Packet Cover  |                                |
| Ask and Answer Questions         | RL 3.1/RL 4.1/RL 5.1/RL 6.1     | 61    | Questions and Answers<br><i>*Answer key provided on page 80</i>  | any                            |
| Theme                            | RL 3.2/RL 4.2/RL 5.2/RL 6.2     | 62    | Response to Literature: Theme  | Use after finishing the novel. |
|                                  |                                 | 63    | Theme Thoughts<br><i>*Answer key provided on page 81</i>   | Use after finishing the novel. |
| Plot                             | RL 3.3/RL 4.3/RL 5.3/RL 6.3     | 64    | Comic Strip  | any                            |
|                                  |                                 | 65    | Main Events  | any                            |
|                                  |                                 | 66    | Worm Tricks<br><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     | 67    | How to Eat Fried Worms: Character Notes<br><i>*Answer key provided on page 83</i>  | Use throughout the novel.      |
|                                  |                                 | 68    | What Would I Do?   | Use throughout the novel.      |
| Figurative Language              | RL 3.4/RL 4.4/RL 5.4/RL 6.4     | 69    | Figurative Language: Similes<br><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     | 70    | A Different Perspective  | Use after finishing the novel. |
| Reading Comprehension Strategies | RL 3.10/RL 4.10/RL 5.10/RL 6.10 | 71    | Solve the Riddle<br><i>*Answer key provided on page 85</i>   | Use after finishing the novel. |
|                                  |                                 | 72    | Reading Strategy: Preview Walk   | Use before starting the novel. |
| Vocabulary: Unknown Words        | L 3.4/L 4.4/L 5.4/L 6.4         | 73-74 | Mystery Words<br><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         | 75    | My Book Review: How to Eat Fried Worms   | Use after finishing the novel. |
|                                  |                                 | 76    | Comedy & Humor: How to Eat Fried Worms   | any                            |
| Writing with Purpose             | W 3.4/W 4.4/W 5.4/W 6.4         | 77    | A Worm Recipe  | any                            |
|                                  |                                 | 78-79 | Culminating Project Choice with Growing Sheet  | Use after finishing the novel. |
|                                  |                                 | 80-86 | Answer Key<br>• Questions and Answers<br>• Theme Thoughts<br>• Worm Tricks<br>• How to Eat Fried Worms: Character Notes<br>• Solve the Riddle<br>• Mystery Words |                                |

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| Vocabulary List without definitions                   | 8     |
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## A Closer Look:

- Detailed Table of Contents
- Standards and focus standards listed for all activities

# HOW TO EAT FRIED WORMS: Unit Map

Please note that MANY varied resources are included in this novel study. This is so that teachers may pick and choose what they want to use, since no two classrooms are alike. This is also so that teachers may differentiate for different groups within their classrooms. For example, you can:

- Use different resources for different leveled small groups.
- Use some resources for the entire class while using other resources for pull-out groups, for specialized instruction.
- Pick and choose what to use with the whole class, and then use some of the remaining resources as an extension with your higher readers.
- Use some resources with the whole class and then create an early finishers pack with the rest of the resources.
- Use some resources as your basis for whole class direct instruction, while using other resources for independent seatwork.
- Use some resources as classwork, and other resources as homework.

This unit map is meant to show you in one quick and easy snapshot, the order that you will want to use the resources included, but of course you may pick and choose as needed.

| Chapters in Student Chapter Packet  | Vocabulary Words  | Vocabulary Reviews                     | Assessments                     | Reading Response Activities<br>(to be used with specific chapters) | Other Reading Response Activities   |  |
|---|---|--|---------------------------------|--|---|--|
| 1. The Bet<br>2. Digging<br>3. Training Camp<br>4. The First Worm<br>5. The Gathering Storm   | <ul style="list-style-type: none"> <li>• devious</li> <li>• coaxed</li> <li>• receding</li> <li>• scrutinized</li> </ul>          | Vocabulary Review<br>#1: Chapters 1-20 | Assessment #1:<br>Chapters 1-20 | (to be used with specific chapters)                                | To use before starting the novel:<br>Reading Strategy: Preview-Walk   |  |
| 6. The Second Worm<br>7. Red Crash Helmets and White Jump Suits<br>8. The Third Worm<br>9. The Plotters<br>10. The Fourth Worm  | <ul style="list-style-type: none"> <li>• fuming</li> <li>• grimacing</li> <li>• apoplectically</li> <li>• sullenly</li> </ul>     |  |                                 |  |   |  |
| 11. Tom<br>12. The Fifth Worm<br>13. Nothing to Worry About<br>14. The Sun and the Blood and the Gore<br>15. 3:15 A.M.  | <ul style="list-style-type: none"> <li>• reassuring</li> <li>• indignant</li> <li>• mammoth</li> <li>• discernible</li> </ul>     |  |                                 |  | To use with any chapter:<br><ul style="list-style-type: none"> <li>• Questions and Answers</li> <li>• Comic Strip</li> <li>• Main Events</li> <li>• Comedy + Humor: How to Eat Fried Worms</li> <li>• A Worm Recipe</li> </ul>  |  |
| 16. The Sixth Worm<br>17. The Seventh Worm<br>18. The Eighth Worm<br>19. The Ninth Worm<br>20. Billy's Mother   | <ul style="list-style-type: none"> <li>• triumphantly</li> <li>• glowered</li> <li>• sheepishly</li> <li>• tentatively</li> </ul> |  |                                 |  | To use with Chapters 3-22:<br><ul style="list-style-type: none"> <li>• Figurative Language: Similes</li> </ul>  | To use throughout the novel:<br><ul style="list-style-type: none"> <li>• Worm Tricks</li> <li>• How to Eat Fried Worms: Character Notes</li> <li>• How to Eat Fried Worms: What Would Do?</li> </ul> |
| 21. The Tenth Worm<br>22. The Eleventh Worm<br>23. Admirals Nagumo and Kussada on the Bridge of the Akagi, December 6, 1941<br>24. The Twelfth Worm<br>25. Pearl Harbor<br>26. Baseball<br>27. The Thirteenth Worm  | <ul style="list-style-type: none"> <li>• profligately</li> <li>• enviously</li> <li>• scathed</li> <li>• feebly</li> </ul>        |  |                                 |  | Vocabulary Review<br>#2: Chapters 21-41   | Assessment #2:<br>Chapters 21-41   |
| 28. Hello, We're...<br>29.<br>30. The Peace Treaty<br>31. The Letter<br>32. Crisis<br>33. The Fourteenth Worm<br>34. The Fifteenth Worm   | <ul style="list-style-type: none"> <li>• recounting</li> <li>• feebly</li> <li>• concede</li> <li>• frugged</li> </ul>            |  |                                 |  |   |  |
| 35. The Sixteenth Worm<br>36. The Seventeenth Worm<br>37. Out of the Oven<br>38. The Eighteenth Worm<br>39. The Nineteenth Worm<br>40. The Twentieth Worm<br>41. The Twenty-first Worm<br>42. The Twenty-second Worm<br>43. The Twenty-third Worm<br>44. The Twenty-fourth Worm<br>45. The Twenty-fifth Worm<br>46. The Twenty-sixth Worm<br>47. The Twenty-seventh Worm<br>48. The Twenty-eighth Worm<br>49. The Twenty-ninth Worm<br>50. The Thirtieth Worm | <ul style="list-style-type: none"> <li>• dejectedly</li> <li>• gesturing</li> <li>• covoriting</li> <li>• smoldering</li> </ul>   |  |                                 |  | To use after finishing the novel:<br><ul style="list-style-type: none"> <li>• Response to Literature: Theme</li> <li>• Theme Thoughts</li> <li>• A Different Perspective</li> <li>• Solve the Riddle</li> <li>• My Book Review: How to Eat Fried Worms</li> <li>• Culminating Project Choices with Grading Sheet</li> </ul> |  |

Name \_\_\_\_\_

# Culminating Project Choices

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 scenes 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!

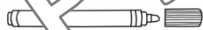


### 3D Characters ☆☆☆

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 show the book's title, author, and a picture.



### Puppet Show ☆

Create one 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.



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# Culminating Project Choices: Grading Sheet

|  |  |  |
|--|--|--|
| <b>Project Choice #1</b><br>Project Name: _____<br>Grade: _____<br>Comments: _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ | <b>Project Choice #2</b><br>Project Name: _____<br>Grade: _____<br>Comments: _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ | <b>Project Choice #3</b><br>Project Name: _____<br>Grade: _____<br>Comments: _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |
| <b>Project Choice #4</b><br>Project Name: _____<br>Grade: _____<br>Comments: _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ | <b>Project Choice #5</b><br>Project Name: _____<br>Grade: _____<br>Comments: _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ | <b>Project Choice #6</b><br>Project Name: _____<br>Grade: _____<br>Comments: _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |
| <b>Project Choice #7</b><br>Project Name: _____<br>Grade: _____<br>Comments: _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ | <b>Project Choice #8</b><br>Project Name: _____<br>Grade: _____<br>Comments: _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ | <b>Project Choice #9</b><br>Project Name: _____<br>Grade: _____<br>Comments: _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |

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## Additional Resources:

- Culminating Project Options for students to complete after the novel

❖ **Part 4: Comprehension Multiple Choice**

Choose the best answer for each question below.

11. Which of the following does not occur in the story?
  - a. Tom eats a beetle but refuses to eat a worm.
  - b. Tom encourages Billy to think of the worms as delicious.
  - c. Billy dreams of buying his minibike.
  - d. Alan and Joe pretend to sneeze but are actually laughing.
12. Choose the best words to describe Billy.
  - a. Timid and hesitant
  - b. Daring and determined
  - c. High-tempered and loud
  - d. Sly and untrustworthy
13. Why does Alan call Joe in the middle of the night?
  - a. He is trying to trick Joe.
  - b. He is upset that Joe isn't helping him more.
  - c. He wants to run an idea by Joe.
  - d. He is worried that he will lose the bet.
14. What are some of the ways that Alan and Joe try to trick Billy?
  - a. They tell a long story about Joe's parents.
  - b. They glue two worms together.
  - c. They tell everyone at school what Billy is doing.
  - d. They give Billy a worm covered in dirt but claim it's chocolate.
15. How many worms is Mrs. Forrester in charge of feeding to Billy?
  - a. 6
  - b. 2
  - c. 1
  - d. 5
16. What are some effects of Billy and Alan making this bet? Circle the correct answer.
  - a. They get into arguments with each other.
  - b. Billy has nightmares about eating worms.
  - c. Billy keeps himself motivated with thoughts of his future.
  - d. All of girls in the neighborhood stay away from Billy.



❖ **Part 5: Comprehension & Analysis Written Response**

Answer the following questions in complete sentences.

17. Describe one of the characters using at least three adjectives. Explain each of your choices.
 

---



---



---
18. Choose one of the following events from the story. Write about at least two effects that this event had on the story.
  - a. Billy demands that Tom eat a worm too.
  - b. Billy's parents find out he's been eating worms.

Billy realizes that Alan and Joe have glued two worms together.

---



---



---

Name \_\_\_\_\_

**HOW TO EAT FRIED WORMS**  
Assessment #1: Chapters 1-20

❖ **Part 1: Vocabulary Matching**

Match the words with their definitions by writing the correct letters on the lines.

- |                         |                            |
|-------------------------|----------------------------|
| 1. grimacing _____      | A. inspect carefully       |
| 2. apoplectically _____ | B. angrily                 |
| 3. scrutinized _____    | C. scowling                |
| 4. mammoth _____        | D. huge                    |
| 5. triumphantly _____   | E. encouraging, comforting |
| 6. receding _____       | F. victoriously            |



❖ **Part 2: Vocabulary Fill-in-the-Blank**

Choose the word that best completes each sentence below.

7. I \_\_\_\_\_ the frightened puppy to come closer to me by tempting her with a dog treat.
  - a. glowered
  - b. sheepishly
  - c. sullenly
  - d. coaxed
8. I scrubbed at the carpet vigorously until the stain was barely \_\_\_\_\_.
  - a. mammoth
  - b. furning
  - c. discernible
  - d. devious

❖ **Part 3: Vocabulary**

Write two sentences below.

devious    recolling

9. \_\_\_\_\_

10. \_\_\_\_\_

the characters from the story. Name at least three emotions that Billy has in these chapters. Explain why he or she has each.

---



---



---

the conflicts, or problems, in the story. Is the conflict resolved? If not, why not?

---



---



---

PREVIEW ONLY

**ASSESSMENTS included:**

- 2 Comprehension and Vocabulary Tests
  - Test #1: Chapters 1-20
  - Test #2: Chapters 21-41
- Mix of question types



# Instructions

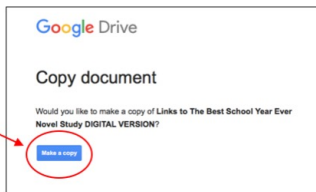
for Digital Version/Google™ Drive Document

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.

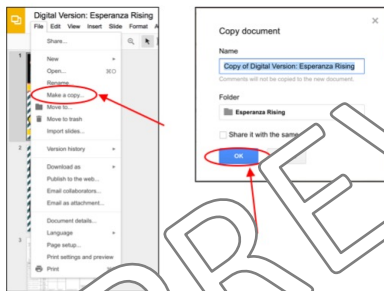
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

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

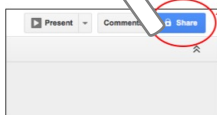


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want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

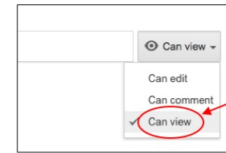


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

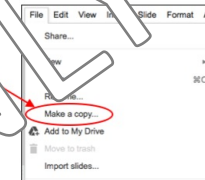


\*Note: Sharing with students can also be done through Google™ Classroom.\*

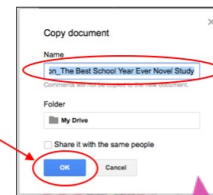
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



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 documents in black and white and printer-friendly, while the Google™ Drive documents are most handy if they are printed. Many teachers end up using both versions.

11. There are places where students are able to use their iPads or tablets, this is easy to do. However, if you are using a computer, the "Insert" dropdown menu in Google™ Drive is under the

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 ONLY

12

13

15

Comprehension and Analysis: Answer the questions in complete sentences.

1 What is your opinion of Digory so far? Explain your thoughts, and use textual evidence to support your opinion.

Text here

2 Use three adjectives to describe Uncle Andrew. Explain why you chose each of your three adjectives.

Text here

3 How does Uncle Andrew manipulate both Polly and Digory to do what he wants them to do in these chapters?

Text here

13

14

Digital Version: Harry Potter and the Prisoner of Azkaban Activities

Name Text here

### HARRY'S CONFLICTS

Harry encounters many conflicts, or problems, in these chapters. In the space below, write about Harry's conflicts. Then, write about how the conflicts get resolved. If a conflict doesn't get resolved, explain why.

| # | CONFLICTS<br>Write about each of the problems that Harry encounters below. | RESOLUTIONS<br>Write about how the conflict gets resolved. If it doesn't get resolved, explain why. |
|---|--|---|
| 1 | Text here  | Text here   |
| 2 | Text here  | Text here   |
| 3 | Text here  | Text here   |
| 4 | Text here  | Text here   |

NOTHING BUT CLASS

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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.

# Chapters 1-5

The Bet ➡ Digging ➡ Training Camp ➡ The First Worm ➡ The Gathering Storm

❖ **Quickwrite:** Have you ever taken part in a bet? What was the bet? Did you win the bet? What did you win or lose?

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❖ **Vocabulary:** Fill in the blanks.

1. The \_\_\_\_\_ witch tricked all of the other characters in the story.
2. The detectives \_\_\_\_\_ the crime scene carefully.
3. I \_\_\_\_\_ the cat to come closer to me by putting out a bowl of milk.
4. Many of the students were \_\_\_\_\_ as they watched the documentary about spiders.
5. Choose one of the vocabulary words and write an original sentence for it here:  
\_\_\_\_\_

devious  
coaxed  
recoiling  
scrutinized

❖ **True or False:** Mark T for True and F for False.

1. Billy says he will eat 50 worms for \$15. \_\_\_\_\_
2. Alvin is that only is stubborn. \_\_\_\_\_
3. The first worm that Billy eats is very tiny. \_\_\_\_\_
4. The first worm that Billy eats is fried. \_\_\_\_\_
5. Joe is described as sly. \_\_\_\_\_
6. Choose one of the false statements above and rewrite it as a true statement:  
\_\_\_\_\_

❖ **Figurative Language:** Write one example of figurative language from these chapters below. Name the type of figurative language and explain how you know.

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❖ **Comprehension and Analysis**: Answer the questions in complete sentences.

1. What bet does Billy make with his friends? What is Billy's motivation for making the bet? Would you make this bet? Why or why not?

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2. How does Billy prepare to eat his first worm? Use textual evidence to support your answer.

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3. How does Billy react when he sees the worm that the boys selected for him? Why does he react this way?

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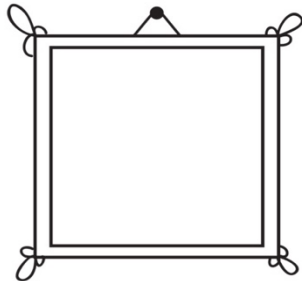
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❖ **Beyond**: Below, illustrate and write about the most memorable incident from these chapters.



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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: \_\_\_\_\_