

❖ **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.

9. _____
10. _____

ASSESSMENTS included:

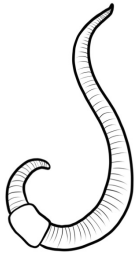
- 2 Comprehension and Vocabulary Tests
 - Test #1: Chapters 1-20
 - Test #2: Chapters 21-41
- Mix of question types

PREVIEW ONLY

ASSESSMENT PACKET

HOW TO EAT FRIED WORMS

By Thomas Rockwell



Name _____

ASSESSMENTS ANSWER KEYS

Assessment #1: Chapters 1-20

(page 1)

Part 1: Vocabulary Matching

1. C
2. B
3. A
4. D
5. F
6. E

Part 2: Vocabulary Fill-in-the-Blank

7. d
8. c

Part 3: Vocabulary Sentence

9. Answers will vary.
10. Answers will vary.

(page 2)

Part 4: Comprehension Multiple Choice

11.

Vocabulary Words and Definitions: HOW TO EAT FRIED WORMS

CHAPTERS	PAGE #	WORD	DEFINITION
1. The Bet	6	devious	crafty, calculating, and dishonest
2. Digging	10	coaxed	persuaded
3. Training Camp	13	recoiling	shaking away from something
4. The First Worm	17	scrutinizing	inspected carefully
5. The Gathering Storm	29	fuming	angry
6. The Second Worm	31	gleaming	shining
7. Red Crabs Hemets and White Jump Suits	37	appetizing	appealing
8. The Third Worm	43	sullenly	resentfully, gloomily
9. The Plotlers	45	reassuring	encouraging, comforting
10. The Fourth Worm	51	damnant	resentful and displeased
11. Tom	59	mammoth	huge
12. The Fifth Worm	60	discernible	visible, detectable
13. Nothing to Worry About	60	triumphantly	victoriously
14. The Worm and the Blood	60	glowered	scowled; frowned
15. Billy's Worm	60	sheepishly	in an ashamed or embarrassed way
16. The Sixth Worm	61	tentatively	hesitantly and uncertainly
17. The Seventh Worm	77	protruding	sticking out
18. The Eighth Worm	77	envious	jealous
19. The Ninth Worm	87	writhed	squirmed
20. Billy's Mother	90	furtively	secretively
21. The Tenth Worm	96	recounting	telling, explaining
22. The Eleventh Worm	101	feebly	weakly
23. Admiral Nagumo and Kuzaka on the Bridge of the Akagi, December 6, 1941	103	concede	surrender, give up
24. The Twelfth Worm	104	trudged	walked heavily and slowly
25. Pearl Harbor			
26. Guadalcanal			
27. The Thirteenth Worm			
28. Hello, We're...			
29. The Fourteenth Worm			
30. The Peace Treaty			
31. The Letter			
32. Croak			
33. The Fourteenth Worm			
34. The Fifteenth...			

Analysis Written Response

mined, and outspoken. He is daring because he always takes people up on their word because he is willing to do anything to win \$50 and get that minibike. He is not afraid to voice his opinions to his friends. (Answers will vary.)
 answer for *Event b*. Billy's parents find out he's been eating worms. One effect is Poison Control and finds out that Billy will be just fine. Another effect is that assured by that phone call, he eats the next couple's worms with ease and confidence. (Answers will vary.)
 Billy is frightened, and relieved. He feels reassured when he has to eat worms. He feels woken up from his nightmare and imagines that he has stomach cramps. He feels reassured his dad on the phone with poison control, and poison control apparently says eating worms. (Answers will vary.)
 The story is that the boys argue over whether a nightcrawler is actually a worm. Yes, it is because it is found out that a nightcrawler is indeed in the worm family, so it is a worm. (Answers will vary.)

Low Prep & EASY Organization:

- Complete Vocabulary List comes with and without definitions
 - Students are tested on these words
- Assessment Packet Cover Page
- All Answer Keys included

TABLE OF CONTENTS:

Assessment Packet

Resource	Pages
Vocabulary List with definitions	3
Vocabulary List with definitions (NO page numbers)	4
Vocabulary List without definitions	5
Vocabulary List without definitions (NO page numbers)	6
Assessment Packet Cover	7
Assessment #1: Chapters 1-20	8-10
Assessment #2: Chapters 21-41	13
Answer Keys	14-15



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Instructions

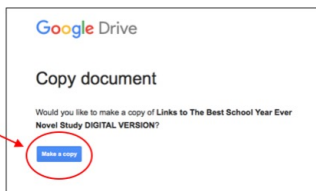
for Digital Version/Google™ Drive Document

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.

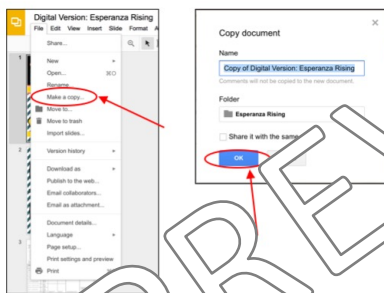
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

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

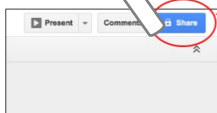


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want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

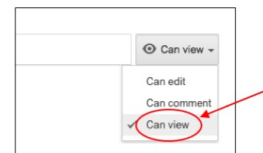


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

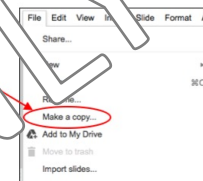


Note: Sharing with students can also be done through Google™ Classroom.

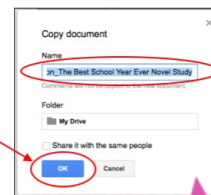
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



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 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 using iPads or tablets, this is easy to do. However, if you are using a computer, you can find the "Insert" dropdown menu in Google™ Docs.

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

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- ✓ Full color

PREVIEW ONLY

11 THE TIGER RISING Assessment 17 of 18 Slides 18

12 Part 5: Comprehension & Analysis

13 Assessment 4

14 Assessment Packet Answer Key

Part 5: Comprehension & Analysis Short Answer

Answer the following questions in complete sentences.

17. Describe three strong emotions that Rob feels in these chapters. Explain in detail why he has each of these emotions.

[Text Here](#)

18. In what ways does Rob change throughout this story? Explain at least two changes that he experiences. Be sure to write about why he has these changes.

[Text Here](#)

19. Do you think that the title *The Tiger Rising* is appropriate for the story? Why or why not? If you could give it another name, what would it be? Explain your choice.

[Text Here](#)

20. Do you believe that the tiger had to be killed at the end of the story? Why or why not?

[Text Here](#)

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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.