Excerpt from
How to Eat Fried Worms
By Thomas Rockwell

I. Read the story “How to Eat Fried Worms.” Follow the tips below.

• Before you read the story, look over the comprehension and vocabulary questions first.
• Read the title and look at any pictures that might give you clues to what the story is about.
• Start reading the story. Then after the first paragraph, stop and make two predictions about what might happen later on in the story.
• After every couple of paragraphs, stop and summarize in your head what you read.
• When you finish the story say out loud a brief summary of the story. Pretend you are telling someone about it who has never read it before.

Excerpted from How to Eat Fried Worms

By Thomas Rockwell

Chapter I: The Bet

Hey, Tom! Where were you last night?"
"Yeah, you missed it."
Alan and Billy came up the front walk. Tom was sitting on his porch steps, bouncing a tennis ball.
"Old Man Tator caught Joe as we were climbing through the fence, so we all had to go back, and he made us pile the peaches on his kitchen table, and then he called our mothers."
"Joe’s mother hasn’t let him out yet."
"Where were you?"
Tom stopped bouncing the tennis ball. He was a tall, skinny boy who took his troubles very seriously.
"My mother kept me in."
"What for?"
"I wouldn't eat my dinner."
Alan sat down on the step below Tom and began to chew his thumbnail.
"What was it?"
"Salmon casserole."
Billy flopped down on the grass, chunky, snub-nosed, and freckled.
"Salmon casserole's not so bad."
"Wouldn't she let you just eat two bites?" asked Alan. "Sometimes my mother says, well, all right, if I'll just eat two bites."
"I wouldn't eat even one."
"That's stupid," said Billy. "One bite can't hurt you. I'd eat one bite of anything before I'd let them send me up to my room right after supper."
Tom shrugged.
"How about mud?" Alan asked Billy. "You wouldn't eat a bite of mud."
Alan argued a lot, small, knobby-kneed, nervous, gnawing at his thumbnail, his face smudged, his red hair mussed, shirttail hanging out, shoelaces untied.
"How about poison?"
"That's different." Billy rolled over on his back.
"Is your mother going to make you eat the leftovers today at lunch?" he asked Billy.
"She never has before."
"How about worms?" Alan asked Billy.
Tom's sister's cat squirmed out from under the porch and rubbed against Billy's knee.
"Sure," said Billy. "Why not? Worms are just dirt."
"Yeah, but they bleed."
"So you'd have to cook them. Cows bleed."
"I bet a hundred dollars you wouldn't really eat a worm. You talk big now, but you wouldn't if you were sitting at the dinner table with a worm on your plate."
"I bet I would. I'd eat fifteen worms if somebody'd bet me a hundred dollars."
"You really want to bet? I'll bet you fifty dollars you can't eat fifteen worms. I really will."
"Where're you going to get fifty dollars?"
"In my savings account. I've got one hundred and thirty dollars and seventy-nine cents in my savings account. I know, because last week I put in the five dollars my grandmother gave me for my birthday."
"Your mother wouldn't let you take it out."
"She would if I lost the bet. She'd have to. I'd tell her I was going to sell my stamp collection otherwise. And I bought that with all my own money that I earned mowing lawns, so I can do whatever I want with it. I'll bet you fifty dollars you can't eat fifteen worms. Come on. You're chicken. You know you can't do it."
"I wouldn't do it," said Tom. "If salmon casserole makes me sick, think what fifteen worms would do."
Joe came scuffing up the walk and flopped down beside Billy. He was a small boy, with dark
hair and a long nose and big brown eyes.
"What's going on?"
"Come on," said Alan to Billy. "Tom can be your second and Joe'll be mine, just like in a
duel. You think it's so easy — here's your chance to make fifty bucks."
Billy dangled a leaf in front of the cat, but the cat just rubbed against his knee, purring.
"What kind of worms?"
"Regular worms."
"Not those big green ones that get on the tomatoes. I won't eat those. And I won't eat them all
at once. It might make me sick. One worm a day for fifteen days."
"And he can eat them any way he wants," said Tom. "Boiled, stewed, fried, fricassee."
"Yeah, but we provide the worms," said Joe. "And there have to be witnesses present when
he eats them; either me or Alan or somebody we can trust. Not just you and Billy."
"Okay?" Alan said to Billy.
Billy scratched the cat's ears. Fifty dollars. That was lot of money. How bad could a worm
taste? He'd eaten fried liver, salmon loaf, mushrooms, tongue, chicken's feet. Other kids'
parents were always nagging them to eat, eat; his had begun to worry about how much he ate.
Not that he was fat. He just hadn't worked off all his winter blubber yet.
He slid his hand into his shirt and furtively squeezed the side of his stomach. Worms were
just dirt; dirt wasn't fattening.
If he won fifty dollars, he could buy that mini-bike George Cunningham's brother had
promised to sell him in September before he went away to college. Heck, he could gag
anything down for fifty dollars, couldn't he?
He looked up. "I can use ketchup or mustard or anything like that? As much as I want?"
Alan nodded. "Okay?"
Billy stood up.
"Okay."

II. Reading Comprehension Questions

1. Describe the main characters and the setting of the story.

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2. Who is the narrator in the story? What point of view is the story being told from?

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3. List five major plot events in the order that they happen in the story.

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4. What is the major problem the main character is facing in the story?

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5. What were Allan, Billy, Tom and Joe discussing leading up to the bet?

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6. What was the bet? What does Billy have to do to win the bet?

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7. What will Billy do if he wins the bet?

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8. Would you eat one worm a day for fifteen days for $50 dollars? What would you put on the worms if you ate them?

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III. Vocabulary Questions

1. Look up the definitions of the **bold** words in the story. Write down the definitions of any words you don’t know. Keep this list of vocabulary words and add to it as you read other stories in this packet.

2. Complete the word search below. Words may be in any direction and even backwards.

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U Z R D E F H S Z M B E T
T C E I I R M E M Q Y Q F
M H Q W R R Y L G W T Q U
C I R R O V V O I D C R R
F C R W E J H R G M W F T
U K F L W H H E M G A Z I
D E H V M O Y S E N M Z V
E N E D Z C P S U C W L E
L S D E E S S A C I R F L
G F J I J P E C M K Q L Y
N E Z R G N I W A N G G X
A E Y F Q D E M R I U Q S
D T H S E W S A P E Q F X
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- bet
- casserole
- chickensfeet
- dangled
- fricasseed

- fried
- furtively
- gnawing
- squirmed
- worms
IV. Grammar Questions

1. Combine each pair of sentences to make one sentence with a **compound subject** or a **compound predicate**.
   - My sister wants a new bicycle. I want a new bicycle.
   - A bicycle has two wheels. A bicycle is steered with handlebars.
   - Adults enjoy riding bicycles. Children enjoy riding bicycles.
   - Ten-speed bikes have multiple gears. Twelve-speed bikes have multiple gears.
   - Three-speed bikes are heavy. Three speed bikes do not go very fast.
   - Michael has a BMX bike. Keyshawn has a BMX bike.

2. Rewrite the sentence with correct punctuation and capitalization. Underline the interjections. Then identify the type of sentence.
   - there is a lot of traffic ahead
   - we are not on the right road
   - hey, settle down in the back seat
   - do you have your seat belt fastened
   - Wow, the view is beautiful

3. Write the type of sentence in the parentheses by adding subjects or predicates or both to the words that are given.
   - friend Susan (declarative)
   - read stories (interrogative)
   - put the book (imperative)
   - Oh no (exclamatory)
I. Read the story “The North Wind and the Sun.” Follow the tips below.

- **Before** you read the story, look over the comprehension questions first.
- Read the title and look at any pictures that might give you clues to what the story is about.
- Start reading the story. Then after the seventh paragraph, stop and make a prediction about what might happen later on in the story.
- **After** every couple of paragraphs, stop and summarize in your head what you read.
- When you finish the story say out loud a brief summary of the story. Pretend you are telling someone about it who has never read it before.
- Follow this link if you want to listen to an audio version of the story: http://www.bbc.co.uk/schoolradio/subjects/english/aesops_fables/1-8/north_wind_and_sun

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The North Wind and the Sun

*Retold by Kate Stonham*

It was a fine but very cold winter’s day as the Sun shone down on the snow-covered earth below.

‘What a beautiful sight,’ it thought. ‘And look at the little white sails of the ships on the blue sea. I want to take my time travelling across the sky today. After all, what’s the rush?’

Suddenly, a freezing cold blast of air screeched past – and nearly blew the Sun along with it. ‘Out of my way, Sun,’ roared the Wind. ‘See those ships? I’m going to blow them right off course. They won’t know what’s hit them...’

The Wind blew and blew – it blew so hard that the ship’s sails ripped apart. All the Sun could do was watch as the sailors shivered in the icy blast, shook their fists and cried out in anger.

‘Not again, Wind,’ sighed the Sun. ‘Why do you have to cause misery and chaos all the time?’

‘Because I like showing just how strong I am,’ replied the Wind. ‘You sit in the sky and do nothing except shine, but I am full of force and energy.’
‘Hmmm...’ said the Sun, looking thoughtful. ‘I have an idea. Let’s have a contest to see which of us is the stronger.’

‘I know who will win,’ said the Wind.

‘We shall see,’ replied the Sun. ‘Do you see that man down there?’

The Wind looked where the Sun was pointing. A young man was walking along a windy road through the mountains. It was so cold, he was wearing a heavy winter coat to keep warm.

‘Let’s see which one of us is strong enough to take his coat off him,’ suggested the Sun.

‘Easy, I can do that in no time,’ boasted the Wind. ‘Go on then,’ said the Sun, I’ll watch you from behind a cloud.

The Wind blew and blew. It blew so hard that the birds had to cling to the trees to stop being swept away. The man shivered and did up the top button of his coat as the snow swirled in the air. The Wind kept on blowing – but the more it did so, the tighter the man pulled his coat around him to keep warm.

‘I give up,’ gasped the Wind at last. ‘I’ve got no more puff left.’

‘Now it’s my turn,’ said the Sun, as it emerged from the cloud.

The Sun gently breathed in the cold air. The stronger it breathed in, the larger and rounder it seemed to glow. On the white earth below, the air was becoming warmer. The Wind watched in awe as the snow began to melt. Icicles were dripping and even the thick ice on the lakes was starting to thaw and crack. The man looked round in wonder at the melting landscape. It had been such a long, cold winter that it was a joy to feel the warmth of the Sun on his face. He undid his top button, then a second...

‘What a lovely day it’s turning out to be,’ the man thought. ‘It’s too warm for this heavy winter coat. Everything is so bright and beautiful, I just want to enjoy the Sun and rest a while – I might even have a little nap.

The Wind was beside itself with annoyance as the man sat under the shade of a large rock and took off his coat. It was so annoyed it kept making little angry puffs.

‘Your icy blasts hardened his heart and made him determination to keep his coat on,’ said the Sun. ‘But my glowing rays opened his heart - and his coat buttons. Look, I’ve cheered up those poor sailors too.

The sailors on the broken ships were cheering and waving up at the Sun. ‘Now they can mend their sails – and I shall carry on shining until their ships can sail again,’ said the Sun.

Down below on the Earth, the young man looked up at the Sun as if he had heard him speak. ‘That Wind – it was strong. But the Sun is stronger still,’ he murmured to himself, before nodding off for a restful sleep.
II. Reading Comprehension Questions

1. Describe the main characters and the setting of the story.

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2. Who is the narrator in the story? What point of view is the story being told from?

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3. List five major plot events in the order that they happen in the story.

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4. Explain the theme of the story. What can a reader learn from this story?

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III. Grammar Questions

1. Identify the literary device in each sentence as **simile**, **metaphor**, or **personification** by writing it on the line.
   - Don ate his salad like a vacuum cleaner. ________________________
   - The smoke was cotton balls billowing from the chimney. ________________________
   - His arms were weak and felt like noodles. ________________________
   - The wind whistles in the trees. ________________________
   - The bird cried when its egg fell from its nest. ________________________
   - The thunder was as loud as fireworks. _________________

2. Below are sentences that contain **similes** and **metaphors**. Underline the two words in each sentence that are being compared.
   - The cat’s fur was a blanket of warmth.
   - The lamp was a beacon of sunshine.
   - The fireworks were a lantern in the sky.
   - John slept like a log.
   - Mary was sweet as pie.
   - Cindy is a fish when she swims.
   - Tom is like a computer when he does his math.

3. Write three examples of **personification** using the words below.
   - The grass cried
   _______________________________________________________________________
   - The glasses looked
   _______________________________________________________________________
   - The paper drank
   _______________________________________________________________________

IV. Writing

1. Research online who Aesop was. What is he famous for? What type of stories did he write? What makes his stories special? What is the name for the type of stories he wrote?

2. Try writing your own fable. Remember that the main characters are usually not human, and that it must teach the reader something.
I. Read the story “Holes.” Follow the tips below.

- Before you read the story, look over the comprehension and vocabulary questions first.
- Read the title and look at any pictures that might give you clues to what the story is about.
- Start reading the story. Then after the first paragraph, stop and make two predictions about what might happen later on in the story.
- After every couple of paragraphs, stop and summarize in your head what you read.
- When you finish the story say out loud a brief summary of the story. Pretend you are telling someone about it who has never read it before.

Excerpted from Holes

By Louis Sachar

Stanley Yelnats was the only passenger on the bus, not counting the driver or the guard. The guard sat next to the driver with his seat turned around facing Stanley. A rifle lay across his lap.

Stanley was sitting about ten rows back, handcuffed to his armrest. His backpack lay on the seat next to him. It contained his toothbrush, toothpaste, and a box of stationery his mother had given him. He’d promised to write to her at least once a week.

He looked out the window, although there wasn’t much to see--mostly fields of hay and cotton. He was on a long bus ride to nowhere. The bus wasn’t air-conditioned, and the hot heavy air was almost as stifling as the handcuffs.

Stanley and his parents had tried to pretend that he was just going away to camp for a while, just like rich kids do. When Stanley was younger he used to play with stuffed animals, and pretend the animals were at camp. Camp Fun and Games he called it. Sometimes he’d have them play soccer with a marble. Other times they’d run an obstacle course, or go bungee jumping off a table, tied to broken rubber bands. Now Stanley tried to pretend he was going to Camp Fun and Games. Maybe he’d make some friends, he thought. At least he’d get to swim in the lake.
He didn't have any friends at home. He was overweight and the kids at his middle school often teased him about his size. Even his teachers sometimes made cruel comments without realizing it. On his last day of school, his math teacher, Mrs. Bell, taught ratios. As an example, she chose the heaviest kid in the class and the lightest kid in the class, and had them weigh themselves.

Stanley weighed three times as much as the other boy. Mrs. Bell wrote the ratio on the board, 3:1, unaware of how much embarrassment she had caused both of them. Stanley was arrested later that day.

He looked at the guard who sat slumped in his seat and wondered if he had fallen asleep. The guard was wearing sunglasses, so Stanley couldn't see his eyes. Stanley was not a bad kid. He was innocent of the crime for which he was convicted. He'd just been in the wrong place at the wrong time.

It was all because of his no-good-dirty-rotten-----stealing-great-great-grandfather! He smiled. It was a family joke. Whenever anything went wrong, they always blamed Stanley's no-good-dirty-rotten-----stealing-great-great-grandfather!

Supposedly, he had a great-great-grandfather who had stolen a --- from one-legged Gypsy, and she put a curse on him and all his descendants. Stanley and his parents didn't believe in curses, of course, but whenever anything went wrong, it felt good to be able to blame someone.

Things went wrong a lot. They always seemed to be in the wrong place at the wrong time. He looked out the window at the vast emptiness. He watched the rise and fall of a telephone wire. In his mind he could hear his father's gruff voice softly singing to him. "If only, if only," the woodpecker sighs, "The bark on the tree was just a little bit softer." "While the wolf waits below, hungry and lonely, He cries to the moo-oo-oon, "If only, if only." It was a song his father used to sing to him. The melody was sweet and sad, but Stanley's favorite part was when his father would howl the word "moon".

Stanley's father was an inventor. To be a successful inventor you need three things: intelligence, perseverance, and just a little bit of luck. Stanley's father was smart and had a lot of perseverance. Once he started a project he would work on it for years, often going days without sleep. He just never had any luck. Every time an experiment failed, Stanley could hear him cursing his dirty-rotten-----stealing-great-great-grandfather.

Stanley's father was also named Stanley Yelnats. Stanley's father's full name was Stanley Yelnats III. Our Stanley is Stanley Yelnats IV. Everyone in his family had always liked the fact that "Stanley Yelnats" was spelled the same frontward and backward. So they kept naming their sons Stanley.

Stanley was an only child, as was every other Stanley Yelnats before him. All of them had something else in common. Despite their awful luck, they always remained hopeful.

As Stanley's father liked to say, “I learn from failure.”

But perhaps that was part of the curse as well. If Stanley and his father weren't always hopeful, then it wouldn't hurt so much every time their hopes were crushed.

"Not every Stanley Yelnats has been a failure," Stanley's mother often pointed out, whenever Stanley or his father became so discouraged that they actually started to believe in the curse.
The first Stanley Yelnats, Stanley's great-grandfather, had made a fortune in the stock market. "He couldn't have been too unlucky." At such times she neglected to mention the bad luck that befell the first Stanley Yelnats. He lost his entire fortune when he was moving from New York to California. His stagecoach was robbed by the outlaw Kissin' Kate Barlow.

If it weren't for that, Stanley's family would now be living in a mansion on a beach in California. Instead, they were crammed in a tiny apartment that smelled of burning rubber and foot odor. "If only, if only...."

The apartment smelled the way it did because Stanley's father was trying to invent a way to recycle old sneakers.

"The first person who finds a use for old sneakers," he said, "will be a very rich man."

It was this latest project that led to Stanley's arrest. The bus ride became increasingly bumpy because the road was no longer paved. Actually, Stanley had been impressed when he first found out that his great-grandfather was robbed by Kissin' Kate Barlow. True, he would have preferred living on the beach in California, but it was still kind of cool to have someone in your family robbed by a famous outlaw.

Kate Barlow didn't actually kiss Stanley's great-grandfather. That would have been really cool, but she only kissed the men she killed. Instead, she robbed him and left him stranded in the middle of the desert.

"He was lucky to have survived," Stanley's mother was quick to point out.

The bus was slowing down. The guard grunted as he stretched out his arms.

"Welcome to Camp Green Lake," said the driver. Stanley looked out the dirty window. He couldn't see a lake. And hardly anything was green.

II. Reading Comprehension Questions

1. Describe the main character and the setting of the story.

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2. Who is the narrator in the story? What point of view is the story being told from?

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3. List five major plot events in the order that they happen in the story.

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4. What is the major problem the main character is facing in the story?

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5. Describe Stanley’s father’s attitude about inventing. Is he an optimist or a pessimist? Use a line from the story to support your answer.

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6. What happened to Stanley’s great-grandfather, who was moving from New York to California?

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7. Where is Stanley heading on the bus? Why is he going there?

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___________________________________________________________________________
8. Describe how you think Stanley is feeling during this passage of the story. Use lines from the story to support your answer.

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III. Vocabulary Questions

1. Look up the definitions of the words in the box below. Write down any that you don’t know in your note book.

<table>
<thead>
<tr>
<th>Outlaw</th>
<th>Preferred</th>
<th>Neglected</th>
<th>Discouraged</th>
<th>Despite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perseverance</td>
<td>Vast</td>
<td>Innocent</td>
<td>Convicted</td>
<td>Stationery</td>
</tr>
</tbody>
</table>

2. Fill in the blanks with vocabulary words from the box above.

- I would have _________________ the strawberry juice, but they gave me orange instead.
- The man on trial was _________________. It turned out that he had been framed.
- His _________________ was rewarded: after many rejections, he finally found a job.
- She ran the race _________________ her leg injury.
- Billy the Kid was one of America’s most famous _________________ because of the crimes he committed.
- The Sahara desert is a _________________ expanse of land.
- Students may get _________________ by activities that are too advanced.
- The garden full of weeds has been _________________ for a long time.
- I bought some _________________, so I could write my friends some letters while I am traveling.
- The jury _________________ him on three counts of robbery.
IV. Grammar Questions

1. On the line identify the sentence as either simple or compound.
   - Judy will attend a new school soon. ______________________
   - Alicia and Judy have been friends for a very long time. ______________________
   - Judy is going to Blue Hill School, but Alicia will stay behind. ______________________
   - She will leave soon, and she still has to pack. ______________________
   - Sometimes things change, and they can’t change back again. ______________________
   - The friendship may end, or it may stay the same. ______________________
   - Both girls hope they stay friends. ______________________

2. Combine the two simple sentences by joining them with a comma and a conjunction (*hint use F.A.N.B.O.Y.S).
   - Sammy’s poem is long. It is not complicated.
     _______________________________________________________________________
   - He does not talk about his friends in this poem. He does talk about his parents.
     _______________________________________________________________________
   - The poem was well written. Ms. Smith was proud of Sammy’s effort.
     _______________________________________________________________________
   - The class did not say anything about the poem. They did react to it.
     _______________________________________________________________________
   - Maybe no one knew what to say. Maybe the students were afraid to say the wrong thing.
     _______________________________________________________________________
   - The students were silent. Ms. Smith knew what to write.
     _______________________________________________________________________
   - Sammy was proud of his poem. He felt good about sharing it with his class.
     _______________________________________________________________________
I. Read the story “Walk Two Moons.” Follow the tips below.

- **Before** you read the story, look over the comprehension and vocabulary questions first.
- Read the title and look at any pictures that might give you clues to what the story is about.
- Start reading the story. Then after the first paragraph, stop and make two predictions about what might happen later on in the story.
- **After** every couple of paragraphs, stop and summarize in your head what you read.
- When you finish the story say out loud a brief summary of the story. Pretend you are telling someone about it who has never read it before.

**Excerpt from Walk Two Moons**  
*By Sharon Creech*

Gramps says that I am a country girl at heart, and that is true. I have lived most of my thirteen years in Bybanks, Kentucky, which is not much more than a caboodle of houses roosting in a green spot alongside the Ohio River. Just over a year ago, my father plucked me up like a weed and took me and all our belongings (no, that is not true—he did not bring the chestnut tree, the willow, the maple, the hayloft, or the swimming hole, which all belonged to me) and we drove three hundred miles straight north and stopped in front of a house in Euclid, Ohio.

"No trees?" I said. "This is where we're going to live?"

"No," my father said. "This is Margaret's house."

The front door of the house opened and a lady with wild red hair stood there. I looked up and down the street. The houses were all jammed together like a row of birdhouses. In front of each house was a tiny square of grass, and in front of that was a thin gray sidewalk running alongside a gray road.

"Where's the barn?" I asked. "The river? The swimming hole?"
"Oh, Sal," my father said. "Come on. There's Margaret." He waved to the lady at the door. "We have to go back. I forgot something."

The lady with the wild red hair opened the door and came out onto the porch.

"In the back of my closet," I said, under the floorboards. I put something there, and I've got to have it."
"Don't be a goose. Come and see Margaret."

I did not want to see Margaret. I stood there, looking around, and that's when I saw the face pressed up against an upstairs window next door. It was a round girl's face, and it looked afraid. I didn't know it then, but that face belonged to Phoebe Winterbottom, a girl who had a powerful imagination, who would become my friend, and who would have many peculiar things happen to her.

Not long ago, when I was locked in a car with my grandparents for six days, I told them the story of Phoebe, and when I finished telling them--or maybe even as I was telling them--I realized that the story of Phoebe was like the plaster wall in our old house in Bybanks, Kentucky.

My father started chipping away at a plaster wall in the living room of our house in Bybanks shortly after my mother left us one April morning. Our house was an old farmhouse that my parents had been restoring, room by room. Each night as he waited to hear from my mother, he chipped away at that wall.

On the night that we got the bad news--that she was not returning--he pounded and pounded, on that wall with a chisel and a hammer. At two o'clock in the morning, he came up to my room. I was not asleep. He led me downstairs and showed me what he had found. Hidden behind the wall was a brick fireplace.

The reason that Phoebe's story reminds me of that plaster wall and the hidden fireplace is that beneath Phoebe's story was another one. Mine.

II. Reading Comprehension Questions

1. Describe the main character and the setting of the story.
2. Who is the narrator in the story? What point of view is the story being told from?

3. List five major plot events in the order that they happen in the story.

4. What is the major problem the main character is facing in the story?

5. Compare and contrast Sal’s old house in Kentucky with her new house in Ohio.

6. Describe how you think Sal is feeling with her mother leaving and being moved far away from the only home she has known? How would you feel if you were in her place?
7. Predict what story you think Sal is going to learn about herself or her family?

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IV. Grammar Questions

1. Identify the sentences below as either compound or complex.

   • We rang the doorbell, but no one answered it. _________________________
   • I wrote Jane a letter while she was away at camp. _________________________
   • When Miss Jones entered the room, we all became quiet. _________________________
   • Since we’ve lost every game but one, no one is excited about soccer this year. ________________
   • Susan likes chemistry, but she likes physics better. _________________________
   • I worked all morning, and then I relaxed in the afternoon. _________________________
   • On our trip we drove every afternoon until five o’clock. _________________________

2. Add a dependent or independent clause to each sentence below.

   • ____________________________________________ , I froze like a statue.
   • While we sang at the concert, ____________________________________________ .
   • We bought a huge tub of popcorn, ____________________________________________ .
   • ____________________________________________ , the teacher wrote their homework on the board.
3. Turn the compound sentences into **compound-complex sentences** by adding the dependent clause in parentheses.

- **Dependent Clause:** (as soon as we arrived)
  Compound Sentence: We went to the game, but it started to rain.

- **Dependent Clause:** (while the parents made punch)
  Compound Sentence: The music was loud, and everyone danced.

- **Dependent Clause:** (that went over the fence)
  Compound Sentence: He hit a homerun, and the Dodgers won the game.

- **Dependent Clause:** (if the weather is bad)
  Compound Sentence: We’ll go camping, or we might stay in a hotel.

- **Dependent Clause:** (until people left the theater)
  Compound Sentence: We bought our tickets, but we couldn’t go in.

4. Use any of the conjunctions in the box to write two of your own **compound-complex sentences**.

<table>
<thead>
<tr>
<th>But</th>
<th>Because</th>
<th>When</th>
<th>So</th>
<th>Until</th>
</tr>
</thead>
<tbody>
<tr>
<td>And</td>
<td>However</td>
<td>Since</td>
<td>Or</td>
<td>Yet</td>
</tr>
<tr>
<td>If</td>
<td>As soon as</td>
<td>That</td>
<td>For</td>
<td>Nor</td>
</tr>
</tbody>
</table>

-黏贴内容-
5. In each sentence underline the **helping verb** and circle the **main verb**.
   - He was racing in a wheelchair race.
   - Joey had joined the Wheelchair Athlete Club.
   - The racers were using special racing wheelchairs.
   - They are training several times a week.
   - They have lifted weights too.
   - Joey has raced for several years.
   - He will race many more times.

6. Read each sentence and decide if the underlined verb is a **linking verb** or an **action verb**.
   - The strong winds **blew** down the old tree. ______________
   - Brianna is **an avid reader**. ______________
   - Jessica’s friends **were** very late. ______________
   - There will be **snow** on the ground tomorrow. ______________
   - The movie **ended** very late. ______________
   - Lisa **paints** pictures of animals. ______________
   - Betty is **afraid of the dark**. ______________
   - Kate **jogged** over to the super market. ______________
   - The soup my mom made **tastes** spicy. ______________

7. Use each verb in a sentence once as a **linking verb** and once as an **action verb**.
   - Tastes (linking)
   - Tastes (action)
   - Smells (linking)
   - Smells (action)
   - Feels (linking)
   - Feels (action)
Excerpt From
A Series of Unfortunate Events: The Bad Beginning

By Lemony Snicket

I. Read the story “The Bad Beginning.”
Follow the tips below.

- **Before** you read the story, look over the comprehension and vocabulary questions first.
- Read the title and look at any pictures that might give you clues to what the story is about.
- Start reading the story. Then after the first paragraph, stop and make two predictions about what might happen later on in the story.
- **After** every couple of paragraphs, stop and summarize in your head what you read.
- When you finish the story say out loud a brief summary of the story. Pretend you are telling someone about it who has never read it before.

Excerpt from A Series of Unfortunate Events: The Bad Beginning

By Lemony Snicket

Dear Reader,

I'm sorry to say that the book you are holding in your hands is extremely unpleasant. It tells an unhappy tale about three very unlucky children. Even though they are charming and clever, the Baudelaire siblings lead lives filled with misery and woe. From the very first page of this book when the children are at the beach and receive terrible news, continuing on through the entire story, disaster lurks at their heels. One might say they are magnets for misfortune.

In this short book alone, the three youngsters encounter a greedy and repulsive villain, itchy clothing, a disastrous fire, a plot to steal their fortune, and cold porridge for breakfast.

It is my sad duty to write down these unpleasant tales, but there is nothing stopping you from putting this book down at once and reading something happy, if you prefer that sort of thing.

With all due respect,
Lemony Snicket

Chapter One
If you are interested in stories with happy endings, you would be better off reading some other book. In this book, not only is there no happy ending, there is no happy beginning and very few happy things in the middle. This is because not very many happy things happened in the lives of the three Baudelaire youngsters. Violet, Klaus, and Sunny Baudelaire were intelligent children, and they were charming, and resourceful, and had pleasant facial features, but they were extremely unlucky, and most everything that happened to them was rife with misfortune, misery, and despair. I'm sorry to tell you this, but that is how the story goes.

Their misfortune began one day at Briny Beach. The three Baudelaire children lived with their parents in an enormous mansion at the heart of a dirty and busy city, and occasionally their parents gave them permission to take a rickety trolley—the word "rickety," you probably know, here means "unsteady" or "likely to collapse"—alone to the seashore, where they would spend the day as a sort of vacation as long as they were home for dinner. This particular morning it was gray and cloudy, which didn't bother the Baudelaire youngsters one bit. When it was hot and sunny, Briny Beach was crowded with tourists and it was impossible to find a good place to lay one's blanket. On gray and cloudy days, the Baudelaires had the beach to themselves to do what they liked.

Violet Baudelaire, the eldest, liked to skip rocks. Like most fourteen-year-olds, she was right-handed, so the rocks skipped farther across the murky water when Violet used her right hand than when she used her left. As she skipped rocks, she was looking out at the horizon and thinking about an invention she wanted to build. Anyone who knew Violet well could tell she was thinking hard, because her long hair was tied up in a ribbon to keep it out of her eyes. Violet had a real knack for inventing and building strange devices, so her brain was often filled with images of pulleys, levers, and gears, and she never wanted to be distracted by something as trivial as her hair. This morning she was thinking about how to construct a device that could retrieve a rock after you had skipped it into the ocean.

Klaus Baudelaire, the middle child, and the only boy, liked to examine creatures in tide pools. Klaus was a little older than twelve and wore glasses, which made him look intelligent. He was intelligent. The Baudelaire parents had an enormous library in their mansion, a room filled with thousands of books on nearly every subject. Being only twelve, Klaus of course had not read all of the books in the Baudelaire library, but he had read a great many of them and had retained a lot of the information from his readings. He knew how to tell an alligator from a crocodile. He knew who killed Julius Caesar. And he knew much about the tiny, slimy animals found at Briny Beach, which he was examining now.

Sunny Baudelaire, the youngest, liked to bite things. She was an infant and very small for her age, scarcely larger than a boot. What she lacked in size, however, she made up for with the size and sharpness of her four teeth. Sunny was at an age where one mostly speaks in a series of unintelligible shrieks. Except when she used the few actual words in her vocabulary, like "bottle," "mommy," and "bite," most people had trouble understanding what it was that Sunny was saying. For instance, this morning she was saying "Gack!" over and over, which probably meant, "Look at that mysterious figure emerging from the fog!"

Sure enough, in the distance along the misty shore of Briny Beach there could be seen a tall figure striding toward the Baudelaire children. Sunny had already been staring and shrieking at the figure for some time when Klaus looked up from the spiny crab he was examining, and
saw it too. He reached over and touched Violet's arm, bringing her out of her inventing thoughts.

"Look at that," Klaus said, and pointed toward the figure. It was drawing closer, and the children could see a few details. It was about the size of an adult, except its head was tall, and rather square.

"What do you think it is?" Violet asked.

"I don't know," Klaus said, squinting at it, "but it seems to be moving right toward us."

"We're alone on the beach," Violet said, a little nervously. "There's nobody else it could be moving toward." She felt the slender, smooth stone in her left hand, which she had been about to try to skip as far as she could. She had a sudden thought to throw it at the figure, because it seemed so frightening.

"It only seems scary," Klaus said, as if reading his sister's thoughts, "because of all the mist."

This was true. As the figure reached them, the children saw with relief that it was not anybody frightening at all, but somebody they knew: Mr. Poe. Mr. Poe was a friend of Mr. and Mrs. Baudelaire's whom the children had met many times at dinner parties. One of the things Violet, Klaus, and Sunny really liked about their parents was that they didn't send their children away when they had company over, but allowed them to join the adults at the dinner table and participate in the conversation as long as they helped clear the table. The children remembered Mr. Poe because he always had a cold and was constantly excusing himself from the table to have a fit of coughing in the next room.

Mr. Poe took off his top hat, which had made his head look large and square in the fog, and stood for a moment, coughing loudly into a white handkerchief. Violet and Klaus moved forward to shake his hand and say how do you do.

"How do you do?" said Violet.

"How do you do?" said Klaus.

"Odo yow!" said Sunny.

"Fine, thank you," said Mr. Poe, but he looked very sad. For a few seconds nobody said anything, and the children wondered what Mr. Poe was doing there at Briny Beach, when he should have been at the bank in the city, where he worked. He was not dressed for the beach.

"It's a nice day," Violet said finally, making conversation. Sunny made a noise that sounded like an angry bird, and Klaus picked her up and held her.

"Yes, it is a nice day," Mr. Poe said **absently**, staring out at the empty beach. "I'm afraid I have some very bad news for you children."

The three Baudelaire siblings looked at him. Violet, with some embarrassment, felt the stone in her left hand and was glad she had not thrown it at Mr. Poe.
"Your parents," Mr. Poe said, "have **perished** in a terrible fire."

The children didn't say anything.

"They perished," Mr. Poe said, "in a fire which destroyed the entire house. I'm very, very sorry to tell you this, my dears."

Violet took her eyes off Mr. Poe and stared out at the ocean. Mr. Poe had never called the Baudelaire children "my dears" before. She understood the words he was saying but thought he must be joking, playing a terrible joke on her and her brother and sister.

"'Perished,'" Mr. Poe said, "means 'killed.'"

"We know what the word 'perished' means," Klaus said, crossly. He did know what the word "perished" meant, but he was still having trouble understanding exactly what it was that Mr. Poe had said. It seemed to him that Mr. Poe must somehow have **misspoken.**

"The fire department arrived, of course," Mr. Poe said, "but they were too late. The entire house was **engulfed** in fire. It burned to the ground."

Klaus pictured all the books in the library, going up in flames. Now he'd never read all of them. Mr. Poe coughed several times into his handkerchief before continuing. "I was sent to retrieve you here, and to take you to my home, where you'll stay for some time while we figure things out. I am the executor of your parents' estate. That means I will be handling their enormous fortune and figuring out where you children will go. When Violet comes of age, the fortune will be yours, but the bank will take charge of it until you are old enough."

Although he said he was the executor, Violet felt like Mr. Poe was the **executioner.** He had simply walked down the beach to them and changed their lives forever.

"Come with me," Mr. Poe said, and held out his hand. In order to take it, Violet had to drop the stone she was holding. Klaus took Violet's other hand, and Sunny took Klaus's other hand, and in that manner the three Baudelaire children — the Baudelaire **orphans,** now — were led away from the beach and from their previous lives.

**II. Reading Comprehension Questions**

1. Describe the main characters and the setting of the story.

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
2. Who is the narrator in the story? What point of view is the story being told from?

3. List five major plot events in the order that they happen in the story.

4. What is the major problem the main characters are facing in the story?

5. What kind of story does the author say this is going to be? Why do you think he warns the reader?

6. Why do the three Baudelaire children like to go to the beach on gray and cloudy days?

7. Who was walking toward the children on the beach?

8. What news did Mr. Poe bring the three unlucky children?
III. Vocabulary Questions

1. Look up the definitions of the words in the box below. Write down any of them that you do not know in your notebook.

<table>
<thead>
<tr>
<th>Lurks</th>
<th>Murky</th>
<th>Trivial</th>
<th>Striding</th>
<th>Misspoken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encounter</td>
<td>Knack</td>
<td>Retained</td>
<td>Absently</td>
<td>Engulfed</td>
</tr>
<tr>
<td>Rife</td>
<td>Devices</td>
<td>Unintelligible</td>
<td>Perished</td>
<td>Executor</td>
</tr>
<tr>
<td>Executioner</td>
<td>Orphans</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

2. Use the words in the box to answer the clues in the crossword puzzle. (See clues on next page)

The Bad Beginning
Vocabulary
IV. Grammar Questions

1. Write the **comparative** and **superlative** forms of the adjectives below.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expensive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beautiful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the following sentences with the correct form of the **adjective** or **adverb** in the **comparative** or **superlative** forms.

   - This is ____________________ (fancy) dress I own.
   - In my opinion, a deer moves ____________________ (graceful) of all the animals.
   - The politician spoke ____________________ (loud) than was necessary.
   - When we travel, my suitcase is always ____________________ (heavy) than my brother’s.
   - January is the ____________________ (cold) month of the year.
• Mrs. Pedrido speaks _________________ (fluent) than her husband, but her
daughter speaks _________________ (fluent) of the whole family.
• December 21st is the _________________ (short) day of the year. It is
_______________ (short) than any other.
• Daniel drives _________________ (careful) than his father.
• Judy goes to the library _________________ (often) than I do.
• This is the _________________ (bad) movie I have ever seen.

3. Choose the pronoun that completes the sentence then circle subject pronoun or object pronoun.
   • _________________ (He, Him) has studied Kung fu for years.
     Subject pronoun       Object pronoun
   • The history of the martial arts is interesting to _________________ (he, him).
     Subject pronoun       Object pronoun
   • _________________ (We, Us) know about many great warriors.
     Subject pronoun       Object pronoun
   • Her people had a nickname for _________________ (she, her).
     Subject pronoun       Object pronoun
   • _________________ (they, them) called her “Little Tigress.”
     Subject pronoun       Object pronoun
   • When her town was attacked by bandits, no one would fight
     _________________ (they, them).
     Subject pronoun       Object pronoun
   • _________________ (Her, She) was the only one brave enough.
     Subject pronoun       Object pronoun
   • Shuen Guan fought her way through _________________ (they, them).
     Subject pronoun       Object pronoun
4. Rewrite each sentence using a possessive pronoun in the place of the underlined word.

- I am going to Jacob’s performance.

- I will tell Linda’s friend about the book.

- Look at the turtle’s shell.

- This is my family’s garden.

- Does that look like Mike and Sue’s car?

5. Circle the reflexive pronoun in each sentence. Draw a line back to the subject it is reflecting.

- I dressed myself this morning.

- He made breakfast all by himself.

- When you go shopping for me, buy a present for yourself.

- You may help yourself to any of the snacks on the table.

- We ate so much food that we made ourselves sick.

- She created the decorations all by herself.

- They planned the party themselves.
# Online Games for Summer Work

<table>
<thead>
<tr>
<th>Topic</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>