

# How to Eat Fried Worms

## Lit Link

Grades 4-6

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Illustrated by Ric Ward

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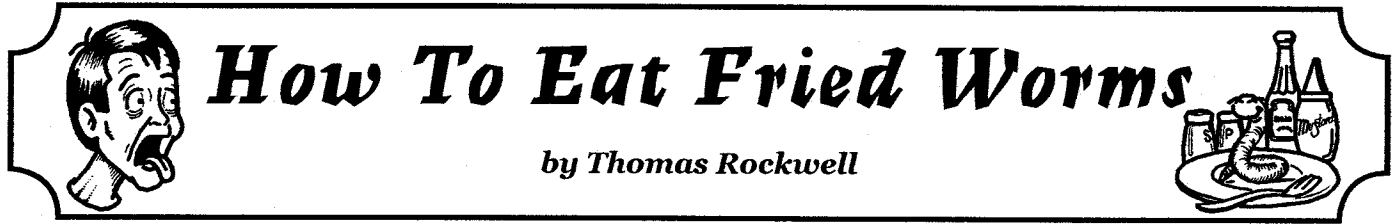
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## Teacher Suggestions

Reading is an act of creation. It requires a translation of words into visual images. In each chapter, children are asked to interpret the text and to present information by drawing. This activity can be done individually or collaboratively and the resulting work could be used for a bulletin board display.

This resource can be used in a variety of ways:

1. The student booklet focuses on several chapters of the novel at a time. These sections contain the following activities:
  - a) **Before you read the chapters** (critical thinking skills and personal development)
  - b) **Vocabulary building** (dictionary and thesaurus skills)
  - c) **Questions on the chapter** (reading comprehension and interpretation skills)
  - d) **Language activities** (grammar, punctuation, and word structure activities)
  - e) **Extension activities** (creative, critical thinking, research)
2. The teacher may read the novel, or students may read the novel at their own speed and then select, or be assigned, a variety of questions and activities.
3. **Bulletin Board and Interest Center Ideas:** themes might include worms, cooking, bets, and "grossology".
4. **Pre-Reading Activities:** *How to Eat Fried Worms* may also be used in conjunction with themes of social conventions, taboos, and perseverance.
5. **Independent Reading Approach:** Students who are able to work independently may attempt to complete the assignments in a self-directed manner. Initially these students should participate in the pre-reading activities with the rest of the class. Students should familiarize themselves with the reproducible student booklet. Completed worksheets should be submitted so that the teacher can note how quickly and accurately the students are working. Students may be brought together periodically to discuss issues in specific sections of the novel.
6. **Collaborative Learning:** Collaborative tasks require group work and group decision-making skills. The talking, listening, and discussing components of language are utilized. Some tasks could be to predict outcomes or to decide on particular features of an illustration.



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7. **Fine Art Activities:** Students may integrate such topics as recipes and cooking, social conventions, and difficult but rewarding tasks (e.g. saving up money to buy something). Favorite scenes or chapters could be developed into skits. These, in turn, could be further communicated in video performances. The videos are a normal evolution from the artist's interpretations of each chapter.
8. Encourage the students to keep a reading log in which they record their readings each day and their thoughts about the passage.
9. Students should keep all their work together in one place. A portfolio cover is provided for this purpose.
10. Students should not be expected to complete all activities. Teachers should allow choice and in some cases match the activity to the student's ability.
11. Students should keep track (in their portfolio) of the activities they complete.

## Synopsis

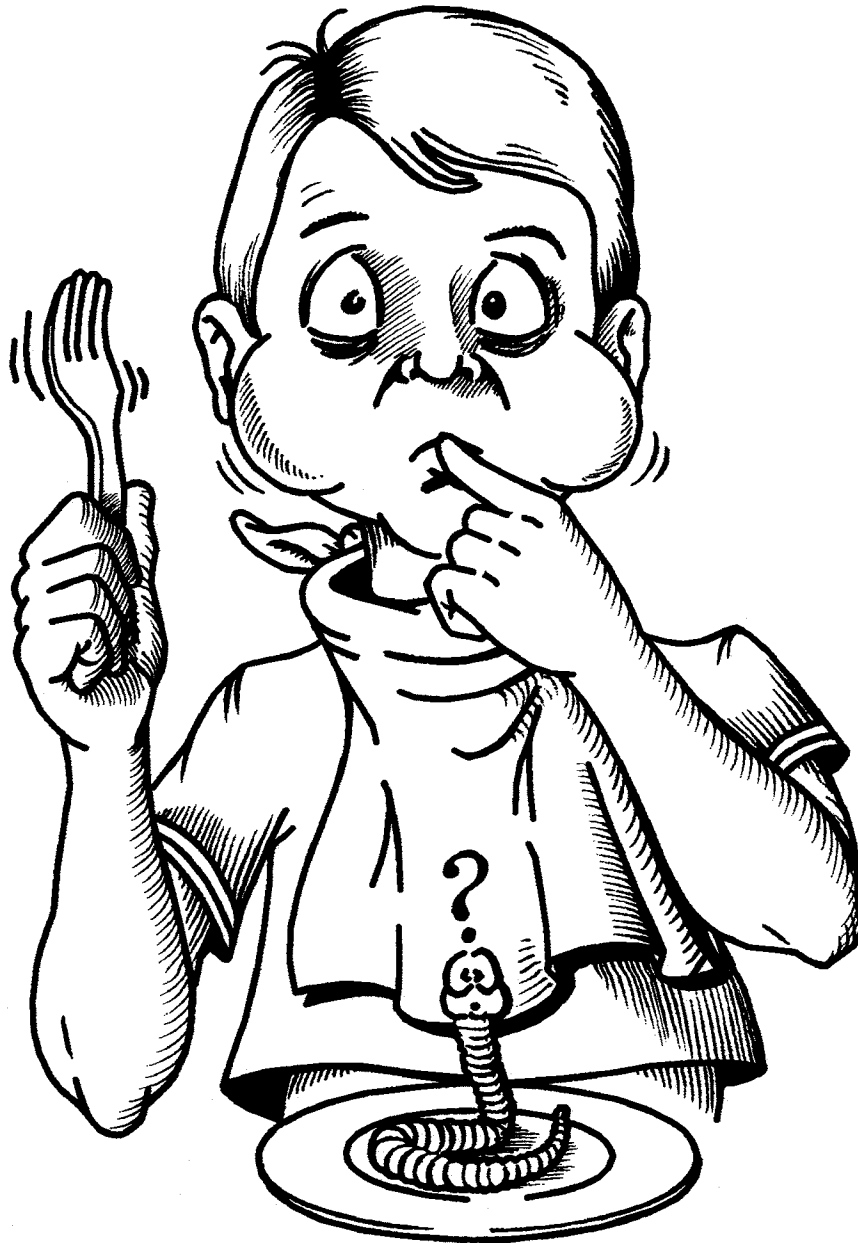
Billy Forrester is bet fifty dollars by Joe and Alan that he can't and won't eat fifteen worms in 15 days. Billy brags that he will achieve this amazing feat and win the money to buy George Cunningham's brother's mini bike. He figures that after eating fried liver, salmon loaf, mushrooms, and tongue, worms can't be that bad. Billy experiments with garnishes like ketchup, Worcestershire sauce, piccalilli, mustard, crackers, salt, pepper, cheese, cinnamon, sugar, maraschino cherries, horseradish, and honey to disguise the taste.

With the help of his coach, Tom, Billy eats four worms and Joe and Alan start to worry about losing. They try various ploys to deter Billy, and the path to success is not smooth. They tell Billy that their parents say that eating worms does something so terrible to you that it can't even be said out loud. The ninth worm turns out to be two worms glued together, and at one point Joe visits Billy and his mom to change some of the rules so that the worms can't be made into soup or cut up in little pieces like chicken salad.

Then Joe and Alan try to make Billy skip a day and forfeit the bet. Billy, however, eats a worm with seconds to spare. The sleeping neighborhood is awakened to witness the event. With tempers flaring and the tension high the boys have a fist fight. A letter from Doctor McGrath which outlines the effects of worm-eating is sent to Mrs. Forrester, and later discovered to be a fraud.

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Name: \_\_\_\_\_



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## Chapter 1

Before you read the chapter:

This novel is about eating worms. Name five things you have eaten that you didn't like and describe what was awful about these things.

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Vocabulary:

Choose a word from the list to complete each sentence.

casserole	gnawed	squirm	dangle	nagging	gagged	fricassee
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1. See that tree stump? A beaver \_\_\_\_\_ it with its teeth.
2. Do you think a fish might nibble on my toes if I \_\_\_\_\_ them in the water?
3. Mrs. Rockwell \_\_\_\_\_ when the doctor put a flat wooden stick into her mouth to look at her throat.
4. My mother says I \_\_\_\_\_ a lot when I'm sleeping and mess up the blankets.
5. Noodle \_\_\_\_\_ is baked in the oven for an hour.
6. The teacher kept \_\_\_\_\_ at me to do my homework.
7. The chef made us \_\_\_\_\_ out of beef.

## Questions

1. What was Billy's big incentive to eat the worms?

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2. List the awful things Billy had eaten.

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3. Tell some of the rules of the worm-eating bet.

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4. Use stick figures to draw the main characters of this book.

5. Illustrate what Billy would have to eat.