



**STUDENT PACKET**

**GRADES 3-5**

# How to Eat Fried Worms

Thomas Rockwell



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# How to Eat Fried Worms

Thomas Rockwell

## STUDENT PACKET

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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**ISBN 978-1-50204-670-3**

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Name \_\_\_\_\_

Activity: To give instructions

### Be Prepared!

*"...he'd found it was better to look ahead, to try to figure things out, get himself ready."  
(page 10)*

Billy is not able to think of anything special to do to prepare himself for eating a worm.

Help Billy to prepare for the big event. Think of something for him to do, and give instructions to him telling how to do it.

#### To Prepare For Eating A Worm:

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#### Instructions:

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#### Expected Results:

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Name \_\_\_\_\_

Activity: To change a tale

### Something Is Going To Happen

*" You're whispering. And acting as if you expected something to happen every time I swallow. " (page 34)*

Alan and Joe try to use the "power of suggestion" to stop Billy from eating worms. By using remarks such as the ones that follow, Alan and Joe almost win the bet.

page 34: "It's nothing. Forget it."

page 35: "It's just something Joe's father told him the other night."

"It'll just worry you. It's crazy. It's nothing. Forget it."

page 36: "...so my father told my mother he thought I'd eaten a worm. So my mother fainted....."

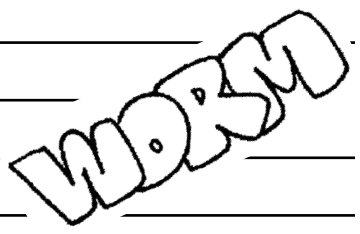
page 37: "Now I won't tell. You can die, Billy Forrester, and you'll have to carry him home, Tom Grout, all by yourself!"

"You got to tell him. Ain't it a matter of life and death?"

### Your Episode

Write your own episode. Use the "power of suggestion" to persuade Billy to stop eating worms. If you need more space, use the back of the page and/or additional paper.

Handwriting lines for the student to write their episode. A large 'SAMPLE' watermark is visible across the lines.



Name \_\_\_\_\_

Activity: To list the pros and cons of a situation

## To Eat or Not To Eat

"Billy pushed the frying pan toward Tom. 'Okay, fink. If it's not supposed to hurt you, you eat a piece.' " (page 42)

Help Tom think through this situation. List all of the reasons you can think of why he SHOULD eat the worm, and all of the reasons that you can think of why he SHOULD NOT eat the worm. Based on what you have listed, what do you think Tom's response would be?

Reasons To Eat The Worm

Reasons Not To Eat The Worm

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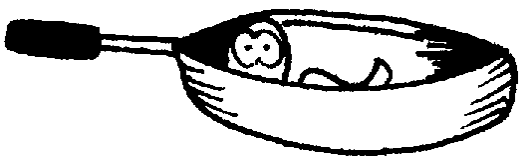
Tom's predicted response: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

Activity: To match a word with its definition

## A Distressing Discovery

*"Emily came in from the dining room. 'You and mom got a letter.' Chewing, Billy opened it."*  
(page 98)

The following words are used in the letter. Match each word to its definition by making a line from the word to the definition.

### Words

1. Secrete:
2. Malignant:
3. Induced:
4. Impairing:
5. Paralysis:
6. Fulmar:

### Definitions (Webster's Ninth Collegiate Dictionary)

- A. damaging or making worse.
- B. an arctic seabird.
- C. to form and give off a secretion.
- D. moved by persuasion or stimulation.
- E. tending to produce death or deterioration.
- F. loss of the ability to move.

Use two of the above words in sentences.

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