

# Cricket

## ISSUE THEME

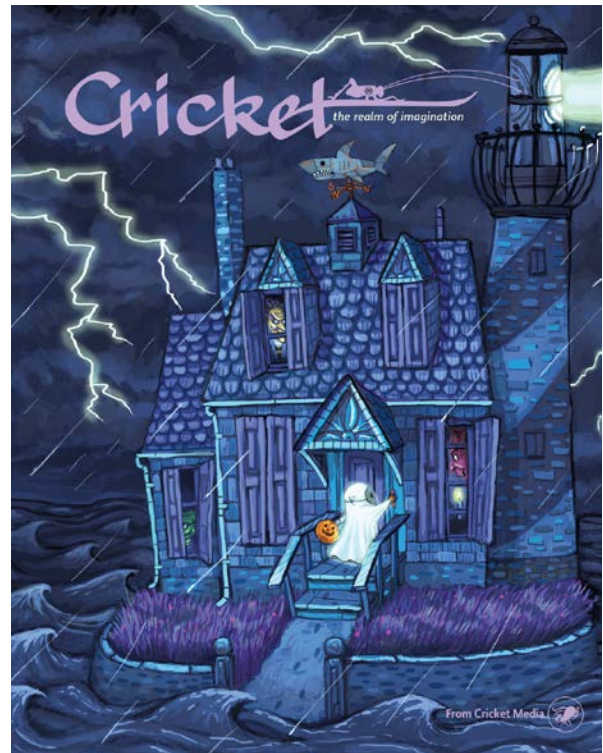
The October issue of *Cricket* magazine is full of surprising experiences, odd events, and unexpected outcomes. Enjoy exploring situations with your students in which things are not exactly as they seem. Appearances can be deceiving!

## CONVERSATION QUESTION

What's the difference between reality and perception?

## TEACHING OBJECTIVES

- Students will analyze the structure of texts.
- Students will make logical inferences.
- Students will recognize the genre, key elements, and characteristics of literary texts.
- Students will obtain, evaluate, and communicate information.
- Students will analyze and interpret data.
- Students will analyze places, including their physical, cultural, and environmental characteristics.



In addition to supplemental materials focused on core English Language Arts skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## SELECTIONS

- **Lonely**  
Poem, N/A
- **The Most Startling Ride in the World**  
Expository Nonfiction, ~950L
- **The Changeling Child**  
Fairy Tale, ~850L

## Lonely

### p. 21, Poem

Teach your students to analyze line breaks using this short poem about an empty roadway intersection late at night.



## OBJECTIVES

- Students will read and analyze a poem.
- Students will analyze the structure of texts.
- Students will obtain, evaluate, and communicate information.

## KEY VOCABULARY

- **lonely (p. 21)** sad from being apart from others; without companions; deserted

## ENGAGE

**Conversation Question:** What’s the difference between reality and perception?

Explain that perceptions are the ways that people think about something or someone. They are based on feelings and opinions rather than facts. Then display the idiom, “Beauty is in the eye of the beholder.” Discuss how this idiom connects to the idea of perception. Finally, explain that the poem they are about to read, like many poems, describes a speaker’s perceptions on a topic.

## INTRODUCE VOCABULARY

Point out that *lonely* has more than one meaning. Read the three definitions aloud. Discuss the differences between them. Tell students that after the reading they should choose the definition that corresponds to the way the word is used in the poem.

## READ & DISCUSS

Have students listen closely as you read the poem aloud twice. Then use the following questions to discuss the poem:

- What words or ideas stood out to you in the poem?
- Describe the feeling or atmosphere created in the poem.
- What do you notice about the way this poem looks on the page?
- What do you imagine about the speaker of the poem? How might he or she have come upon the scene described in the poem?

## SKILL FOCUS: Close Reading of a Poem

**INSTRUCT:** Explain that to read a poem closely, students should think about all the choices the poet made to create the poem. Choices include what words to use, where to break lines, how to group lines, and what punctuation to use. Explain that they will be looking closely at these choices in “Lonely.” Use the following questions to discuss the poem: What do you notice about line length in “Lonely”? Do the line breaks emphasize certain words? How many stanzas does the poem have? What is each stanza about? Which words are in all capitals and what kinds of punctuation are used? Encourage students to share ideas.

**ASSESS:** Have students work in groups to rewrite the poem as running text, without the line breaks, stanzas, capitalized words, and ellipses. Have them compare this version to the original poem by reading both aloud and discussing how the new arrangement changes the ideas and emphasis in the poem. Invite groups to share their ideas.

## EXTEND

**Science** Encourage interested students to conduct research into how pet ownership helps combat loneliness. Tell students to create a short report that uses text and visuals to explain the scientific facts behind this phenomenon.

## The Most Startling Ride in the World

pp. 22–25, Expository Nonfiction

Give students an opportunity to practice making inferences using this article about an early amusement park ride.



### RESOURCES

- Make Inferences Organizer

### OBJECTIVES

- Students will read and analyze an expository nonfiction article.
- Students will make logical inferences.
- Students will analyze and interpret data.

### KEY VOCABULARY

- **unnatural** (p. 22) different from how things usually are in the physical world or in nature
- **subsided** (p. 22) became less strong or intense
- **contrivance** (p. 23) a machine or piece of equipment made with skill and cleverness
- **revolution** (p. 24) a complete turn that is made by something around its center point
- **speculated** (p. 25) thought about something and made guesses about it

### ENGAGE

**Conversation Question:** What’s the difference between reality and perception?

Explain that an illusion is a perception that seems to be true or real but is actually false. Discuss examples of illusions that students have experienced, such as virtual reality games, 3D movies, and movie theater seats that vibrate. Then explain that this article describes an early amusement ride that gave riders the illusion of weightlessness.

### INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and their definitions. Have students work in groups to write sentences that use these words and show their meanings. Invite groups to share their sentences with other students by reading them aloud and omitting the vocabulary words. Other groups should determine which words belong in the sentences. Remind students to look for these words as they read.

### READ & DISCUSS

Have students **read only to the bottom of page 24**. Then use the questions below to prompt discussion:

1. Why does the writer say the ride was both scary and safe?
2. In 1902, people didn’t know about weightlessness. Why might this fact have made it easier for Pitzer to create his illusion?
3. How did the ordinary parlor probably make riders feel?
4. What did Pitzer do to heighten the tension and excitement riders felt before the ride began?
5. What did riders fear during the ride?

### SKILL FOCUS: Make Inferences

**INSTRUCT:** Tell students that this article challenges readers to make inferences about how the Haunted Swing created the feeling of weightlessness. Remind students that an inference is a logical guess that is based on information in a text, in addition to their own experiences and knowledge. Distribute the *Make Inferences* organizer to all students. Then have students work in pairs to reread pages 22–24 and fill in the organizer with details from the article.

**ASSESS:** Have students read the rest of the article and summarize how Pitzer created his effects. Invite groups to share their inferences and summaries.

### EXTEND

**Science** Have students use online or library resources to learn about optical illusions. Then have students present a variety of illusions to the class and explain how the illusions tricked their classmates’ brains.

Name \_\_\_\_\_

### Make Inferences

Reread pages 22–24 of the article. Take notes in the chart below about what people experienced before, during, and after the ride. Use this information to help you make an inference that answers this question: What was the secret of Pitzer’s crazy ride?

What did people see, hear, and feel . . .		
Before the ride?	During the ride?	After the ride?

What do you think was the secret of Pitzer’s crazy ride?

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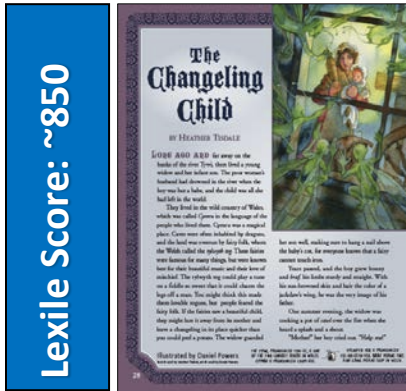
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On the back of this page, summarize how Pitzer created the illusion of weightlessness.

## The Changeling Child

pp. 28–32, Fairy Tale

Use this Welsh fairy tale about a widow and a changeling to teach students about fairy tale characters.



### OBJECTIVES

- Students will read and analyze a fairy tale.
- Students will recognize the genre, key elements, and characteristics of literary texts.
- Students will analyze places, including their physical, cultural, and environmental characteristics.

### KEY VOCABULARY

- **widow (p. 28)** a woman whose husband has died
- **rogue (p. 28)** a man who causes trouble in a playful way
- **changeling (p. 28)** a baby that is secretly left to replace another baby

### ENGAGE

**Conversation Question:** What’s the difference between reality and perception?

Point out the title of the story and explain that in folklore, a changeling is a baby that is secretly left to replace another baby. Invite students to share any fictional stories about changelings they know. Then discuss how a changeling is connected to the ideas of perception and reality.

### INTRODUCE VOCABULARY

Display the vocabulary words and read them and the definitions aloud. Give pairs of students three minutes to write a very short story that uses all three words correctly. Invite students to share their stories. Remind them to look for these words as they read.

### READ & DISCUSS

After students have read the story, use the questions below to prompt discussion:

1. Why do people fear the fairy folk?
2. What happened to Griff?
3. How does the wise man help the widow?
4. How would you describe the widow?
5. Reread the section on pages 30–31 that begins “The leaves on . . .” What differences between Griff and the changeling are mentioned?
6. How is Griff different at the end of the story?
7. Which words and expressions seem unusual or old-fashioned?

### SKILL FOCUS: Interpret Character

**INSTRUCT:** Explain that characters in modern books and movies usually change because of something they learn. For example, they might become more confident, wise, or mature. Ask for examples of story characters who change. Then ask if the characters in this fairy tale change in any significant way. Point out that fairy tale characters usually show a single trait or quality, such as cleverness, kindness, patience, laziness, foolishness, or greed. Explain that students can determine the qualities characters represent by thinking about their words and actions. Ask students to identify characters’ qualities in “Cinderella.”

**ASSESS:** Have pairs list the four characters from this story and determine the main quality each represents. Students should support their ideas with details from the text.

### EXTEND

**Geography/Social Studies** Have students work in groups to create and then present a travel poster for Wales that includes the following short sections: history; geography, including a country map with the capital; popular foods, sports, and activities; two sites to visit; the Welsh flag.