

Cricket

THEME

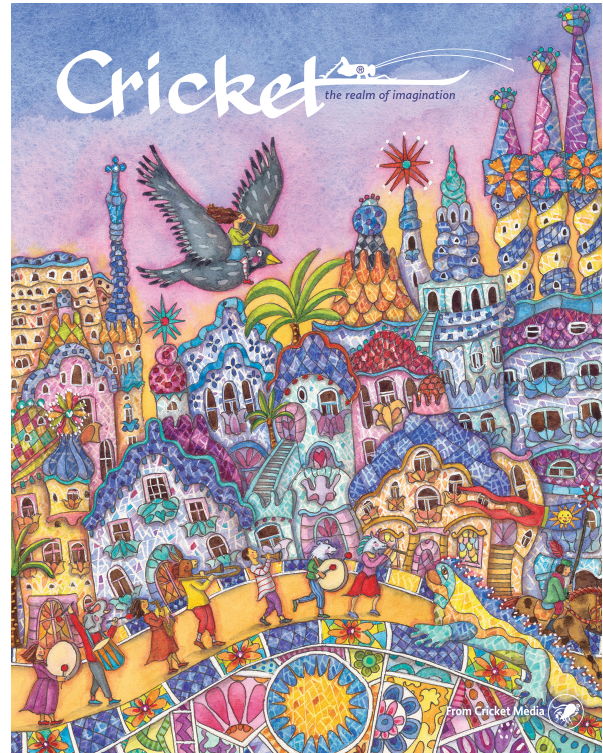
Use this issue of *Cricket* and its teacher guide to discuss students' ideas about what is important in life.

CONVERSATION QUESTION

What matters most in life?

TEACHING OBJECTIVES

- Students will analyze how word choices shape meaning and tone.
- Students will analyze how individuals develop and interact.
- Students will analyze characters' perspectives.
- Students will analyze cultural characteristics of places.
- Students will analyze cause-and-effect relationships.
- Students will obtain, evaluate, and communicate information.



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.

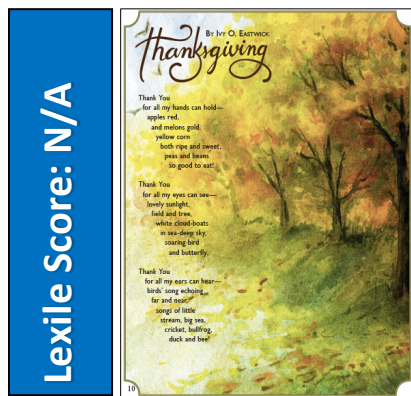
SELECTIONS

- **Thanksgiving**
Poem, N/A
- **The Architect and His Donkey**
Biography, ~1150L
- **Moses the Kitten**
Historical Fiction, ~950L

Thanksgiving

p. 10, Poem

Help students effectively analyze tone by using this poem that gives thanks for the simple things in life.



RESOURCES

- Analyze Tone Worksheet

OBJECTIVES

- Students will read and analyze a poem.
- Students will analyze how word choices shape meaning and tone.
- Students will analyze cultural characteristics of places.

KEY VOCABULARY

- N/A

ENGAGE

Conversation Question: What matters most in life?

Tell students that some people believe that simple things in life matter the most. (Examples: enjoying a sunny day, witnessing a rainbow, spending time with people you love, eating a simple but delicious meal, or reading a good book) Share some of the simple things that you appreciate and then ask students to share theirs. Discuss why it might be important to be able to appreciate the simple things in life.

INTRODUCE VOCABULARY

Explain to students that there is no need to preview vocabulary because this poem is composed of common words that will all be familiar. Tell students to pay attention to the words and phrases used in the poem and think about why the poet chose them.

READ & DISCUSS

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

- What ideas or images stood out to you in the poem?
- What words and ideas are repeated?
- What is the key idea in each stanza?
- What kinds of things is the speaker thankful for? What does this tell you about the speaker?
- Who do you think the speaker is thanking?
- What do you notice about the way the poem looks on the page?

SKILL FOCUS: Analyze Tone

INSTRUCT: Explain that the tone of a poem is the poet's attitude toward his or her subject. Tell students that the tone of a poem isn't something the poet tells readers directly. Instead, the poet conveys tone to readers through the words, details, and images he or she uses. The tone of a poem might be humorous, proud, bitter, or playful, among many other possibilities. Distribute the *Analyze Tone* worksheet. Help students identify the subject of the poem (*things the speaker appreciates*) and the speaker's thoughts and feelings (*grateful for simple things that can be experienced through the senses*).

ASSESS: Have students work in pairs to complete the worksheet. When all students have finished, discuss the tone of the poem as a class.

EXTEND

Social Studies Tell students that cultures around the world have harvest festivals in which they celebrate or give thanks for a bountiful harvest season. Have students research two or three different harvest festivals around the world and compare them with our American Thanksgiving.

Name _____

Analyze Tone

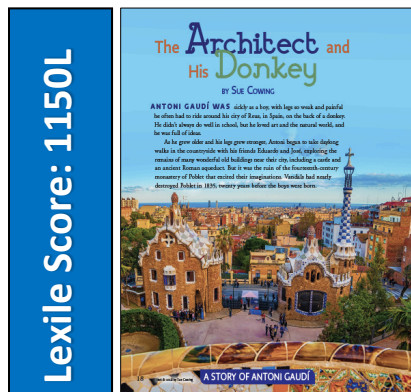
Complete the chart below to identify the tone of the poem and explain which words and details convey this tone.

1. What is the subject of the poem?									
2. What do you learn about the speaker's thoughts and feelings?									
3. Circle the words and details in the poem that you think are important or meaningful. List them here.									
4. Circle the word(s) below that best describes the tone in this poem. (Use a dictionary to look up any unfamiliar words.) <table><tr><td>humorous</td><td>complimentary</td><td>sarcastic</td></tr><tr><td>mocking</td><td>reflective</td><td>irreverent</td></tr><tr><td>gloomy</td><td>solemn</td><td>whimsical</td></tr></table>	humorous	complimentary	sarcastic	mocking	reflective	irreverent	gloomy	solemn	whimsical
humorous	complimentary	sarcastic							
mocking	reflective	irreverent							
gloomy	solemn	whimsical							
5. Which specific words and details in the poem convey this tone?									

The Architect and His Donkey

pp. 18–21, Biography

Teach students how to read and analyze a biography using this article about the Spanish architect, Antoni Gaudí.



OBJECTIVES

- Students will read and analyze a short biography.
- Students will analyze how individuals develop and interact.
- Students will analyze cause-and-effect relationships.

KEY VOCABULARY

- **remains** (p. 18) the parts of something that are left when other parts are gone
- **ruins** (p. 18) the remaining pieces of something that was destroyed
- **vandals** (p. 18) people who deliberately damage property
- **catalogue** (p. 19) to list or describe something in an organized way
- **restoration** (p. 19) the act or process of returning something to its original condition by, for example, repairing it or cleaning it
- **commissioned** (p. 19) requested something to be made or done

ENGAGE

Conversation Question: What matters most in life?

Ask students what jobs they would like to have in the future. Then ask if they believe it's important for people to truly enjoy their jobs. Discuss whether it is better to be paid a large amount of money working at a job they don't like or to be paid very little for a job that they are passionate about. Tell students to keep this question in mind as they read "The Architect and His Donkey."

INTRODUCE VOCABULARY

Display the vocabulary words and ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Next, have students work in pairs to look for relationships between the words and to categorize them. Invite pairs to share and explain their word groups.

READ & DISCUSS

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

1. Approximately what year was Antoni Gaudí born?
2. How does the author show you that Gaudí was imaginative?
3. In what ways was Gaudí an unusual person?
4. Which parts of Gaudí's life are included in this biography? Which parts are left out? Why do you think the author left these parts out?
5. What mattered most to Gaudí? What mattered least?
6. Do you admire Gaudí? Explain why or why not.

SKILL FOCUS: Analyze Biography

INSTRUCT: Remind students that a biography is a factual account of a person's life, written by another person. Biographers entertain readers with interesting facts about a person and provide details to help readers answer the question, "What was this person *really* like?" Work with students to construct a timeline of important events in Antoni Gaudí's life. Draw a timeline on the board and ask volunteers to name two or three important events from page 18 of the article. Record these events on the board.

ASSESS: Instruct students to work in pairs to copy the timeline and to continue to add important events from the article. Have them discuss how each event affected Gaudí. Finally, invite pairs to share their responses.

EXTEND

Social Studies Have students conduct research to learn about three to five historical events that strongly influenced the history and culture of Barcelona. Encourage students to use words and visuals to present information to the class.

Cricket® Teacher Guide: November/December 2018

Moses the Kitten

pp. 24–29, Historical Fiction

Teach students about character perspectives using this popular James Herriot story about a vet who discovers a cold, lonely kitten.



OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze characters' perspectives.
- Students will conduct research about veterinarian careers.

KEY VOCABULARY

- **morsel** (p. 24) a small piece of food
- **bedraggled** (p. 25) wet or dirty from being in rain or mud
- **connoisseur** (p. 26) an expert in a particular subject
- **siesta** (p. 27) a brief sleep or nap
- **grand** (p. 28) very good; exceptional

ENGAGE

Conversation Question: What matters most in life?

Display these terms and definitions: *Needs: things that are needed in order to survive; Wants: things that aren't necessary but are desired.* Ask students to name examples of wants and needs. Then explain that this story is about a veterinarian who is concerned with the wants and needs of animals. Discuss what the wants and needs of cats might be.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and read the definitions aloud. Have students write sentences using these words and invite students to share their work. Then tell students to look for these words as they read.

READ & DISCUSS

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

1. How would you describe the veterinarian?
2. Did the vet seem concerned about the kitten when he first found him? Explain.
3. A dialect is a form of a language that is spoken by the people of a particular area or group. Find three examples of dialect in this story. Why do you think the writer used dialect?
4. Is this story set in the past or the present? How do you know?
5. How did the sow help take care of the kitten's wants and needs?

SKILL FOCUS: Analyze a Character's Perspective

INSTRUCT: Explain to students that a perspective is a way of thinking about something and that different story characters may have different perspectives about the same thing. Continue by explaining that paying attention to the things that characters say and do can help students to understand their perspectives. In this story, the veterinarian is the narrator, so readers learn a lot about his perspective. Discuss the vet's attitude toward the kitten on page 24. Ask students how the vet reacts to the sight of a possibly dead kitten. Is he very worried? Have students identify words and details that helped them learn the vet's perspective.

ASSESS: Display the following questions: Does the veterinarian's perspective on Moses change in the story? If so, how and why? How do the other characters view Moses? Use their responses to evaluate understanding of perspective.

EXTEND

Science Have students conduct online research to learn the requirements for becoming a veterinarian. If possible, suggest that students interview a local vet to learn more about this occupation.