

# Cricket

## THEME

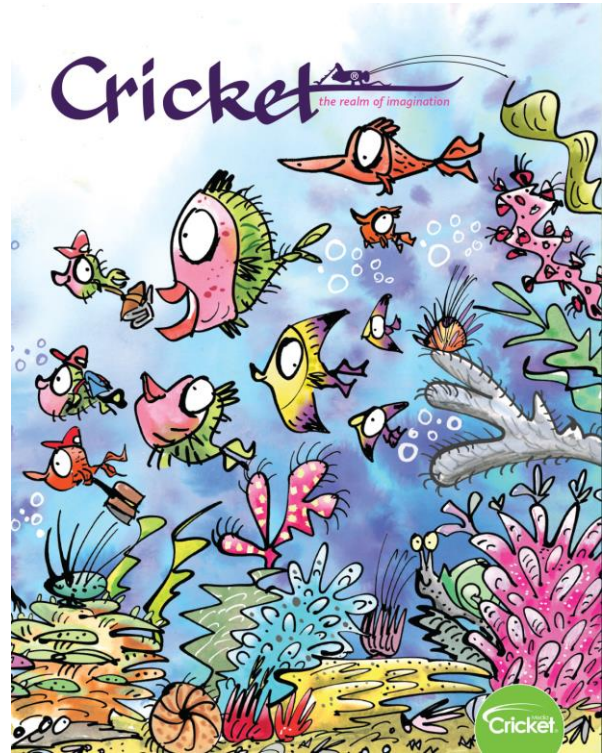
The selections covered in this Teacher Guide focus on characters and people who experience change and change others as a result. Utilize the stories to help students recognize the benefits and challenges of looking at things in new ways.

## CONVERSATION QUESTION

What causes change?

## TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact.
- Students will cite specific textual evidence to support conclusions.
- Students will determine central idea, POV, and purpose.
- Students will plan and carry out investigations.
- Students will obtain, evaluate, and communicate information.
- Students will conduct a short research project.



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

- **Cliffhanger**  
Adventure Story, ~750L
- **Else Bostelmann: Deep Sea Illustrator**  
Expository Nonfiction, ~1250L
- **Out of the Fog**  
Expository Nonfiction, ~750L

# Cricket® Teacher Guide: September 2019

## Cliffhanger

pp. 5–10, Adventure Story

Use this story about a writer and his grandson who have lost their sight in different ways to help students understand suspense.



## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will plan and carry out investigations.

## KEY VOCABULARY

- **whimsical** (p. 5) playful and amusing
- **impressionistic** (p. 5) involving general feelings or thoughts rather than specific knowledge or facts
- **treacherous** (p. 6) very dangerous and difficult to deal with
- **orient** (p. 6) to find out where you are in relation to your surroundings
- **ominous** (p. 6) suggesting something bad is going to happen

## ENGAGE

**Conversation Question:** What causes change?

Discuss examples of change—voluntary and involuntary, positive and negative—that people experience in their lives. Then ask students to brainstorm ways their lives would change if they suddenly lost one of their senses. Tell students to think about the changes characters in this story experience and how they deal with these changes.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Have students work in pairs to characterize the vocabulary word meanings as positive, negative, or neutral. Invite pairs to share responses. Then remind students to look for these words as they read.

## READ & DISCUSS

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

1. How did Granddad lose his eyesight? Why does Alec lose his ability to see?
2. How is this summer different for Granddad and Alec?
3. Identify one trait Granddad shows and two story details that reveal this trait.
4. Why is Alec forced to look at his surroundings in a new way?
5. What are some positive and negative changes experienced by the characters in this story?
6. Write one theme or key idea related to sight and blindness. Support your theme with story information.

## SKILL FOCUS: Analyze Suspense

**INSTRUCT:** Explain that a cliffhanger is a story that is exciting because readers don't know what will happen next. Discuss why this story is a good example of a cliffhanger. Remind students that suspense is a feeling of excitement a reader feels when he or she wonders what will happen next in a story. Have students work in pairs to identify the first suspenseful moment in the story and write the questions that came to mind as they read this part. Invite students to share their responses.

**ASSESS:** Have pairs continue to work together to record three other examples of suspense in the story and the questions that came to mind as they read these examples. Invite pairs to share with the class. Then decide as a class the moment of greatest suspense in the story.

## EXTEND

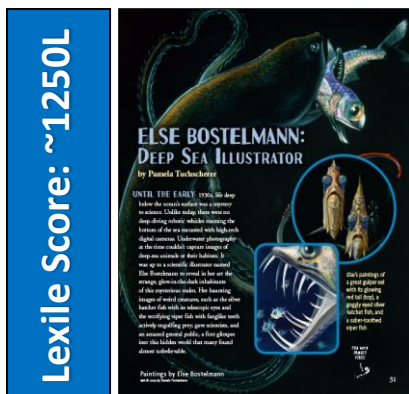
**Science** Have groups of students gather three objects that can be identified by their smell and feel (such as an orange, a marshmallow, and a leaf). Have groups take turns identifying the objects using only their senses of smell and touch.

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## Else Bostelmann: Deep Sea Illustrator

pp. 31–37, Expository Nonfiction

Use this story about the first scientific drawings of deep sea creatures to give students practice in supporting conclusions.



## RESOURCES

- Support Conclusions Worksheet

## OBJECTIVES

- Students will read and analyze an informational article.
- Students will cite specific textual evidence to support conclusions.
- Students will obtain, evaluate, and communicate information.

## KEY VOCABULARY

- realm** (p. 31) an area of activity, interest, or knowledge
- haunting** (p. 31) beautiful in a way that is difficult to forget
- filament** (p. 34) a thin thread or hair
- submersible** (p. 35) a small vehicle that can operate underwater and that is used especially for research

## ENGAGE

**Conversation Question:** What causes change?

Tell students that scientific ideas and theories change all the time as new information becomes available. As an example, point out that at one time people believed the earth was the center of the universe and all other objects moved around it. Explain that 16th-century scientists discovered that this was untrue. Invite students to give other examples of changes in scientific thought. Then explain that this article describes how a scientist and an artist changed ideas about deep sea life.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Tell students to think about whether the words relate to science or art. Then display a four-column chart with the headings “science,” “art,” “both,” “neither.” Have students work in pairs to copy the chart and write the vocabulary words in the columns, based on their ideas about the meanings. Invite students to share their responses. Then remind students to look for these words as they read.

## READ & DISCUSS

After students read the article, use these questions to prompt discussion.

- How did Else Bostelmann help people “see” the ocean in new ways?
- Why was Beebe’s decision to hire Else Bostelmann unusual?
- Compare how the trawling tugboat and the submersible were used to help artists create drawings of sea creatures.
- How would you describe Else Bostelmann?
- Reread the quoted descriptions of the sea on page 37. What overall tone or feeling about the sea do these quotes convey?

## SKILL FOCUS: Support Conclusions

**INSTRUCT:** Remind students that when they draw conclusions about information, people, and ideas in an article, they need to be able to support their conclusions with text evidence. Display the following sentence: *Else Bostelmann faced difficult challenges in her personal life.* Explain that this is a conclusion that you drew after reading page 32. Have students locate the text evidence on page 32 that supports this conclusion. (“Eleven years later . . . daughter to support.”) Next, distribute the *Support Conclusions Worksheet*. Remind students to carefully and accurately cite information from the article.

**ASSESS:** Have students work in pairs to complete the worksheet.

## EXTEND

**Art** Remind students that a scientific sketch shows what the artist sees, not what she imagines. Challenge students to create a detailed and accurate scientific sketch of a leaf or other simple nature object.

Name \_\_\_\_\_

## Support Conclusions Worksheet

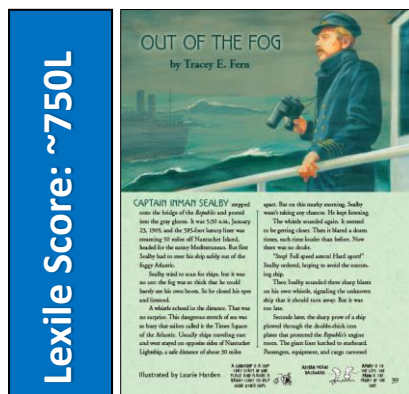
Find quotes from the article that support each conclusion in the first column. Write the quotes in the second column. In the third column, note the page numbers where you found the quotes. Make sure you have quoted the article accurately.

Conclusion	Quotes from the article	Page number
William Beebe was an independent thinker.		
The bathysphere changed the way scientists and artists worked together to depict deep sea life.		
Else Bostelmann observed fish in different ways to make her drawings accurate and informative.		

## Out of the Fog

### pp. 39–44, Expository Nonfiction

This nonfiction article about the history of wireless radio use in ships can be used to help students analyze central idea and author's POV and purpose.



## RESOURCES

- POV and Purpose Organizer

## OBJECTIVES

- Students will read and analyze a history article.
- Students will determine central idea, POV, and purpose.
- Students will conduct a short research project.

## KEY VOCABULARY

- **murky** (p. 39) very dark or foggy
- **luxurious** (p. 40) very comfortable and expensive
- **fazed** (p. 40) afraid or uncertain
- **utilitarian** (p. 41) made to be useful rather than decorative or comfortable

## ENGAGE

**Conversation Question:** What causes change?

Explain to students that crisis and disaster can cause both negative and positive changes. Discuss the positive and negative changes that could be caused by a hurricane or other disaster. Then tell students to think about the changes that resulted from the disaster in this article.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. For each word, have students write a sentence that uses it correctly. Instruct students to share their sentences with a partner. Then remind students to look for the vocabulary words as they read the article.

## READ & DISCUSS

After students read the article, use these questions to prompt discussion:

1. Why did the *Republic* begin to sink?
2. Why did Captain Sealby believe Jack Binns could save the *Republic's* passengers?
3. What connection does the article make between wireless radio and disasters at sea?
4. Why did so few ship owners install wireless radio on their ships?
5. How did the sinking of the *Republic* and the *Titanic* help change ideas about using wireless radio on ships?

## SKILL FOCUS: Analyze Author's POV and Purpose

**INSTRUCT:** Remind students that when they read an informational article, they should think about the author's central idea, point of view on the topic, and purpose for writing. Display the questions below and review them. Then brainstorm answers to the first question and record them on the board. Work with the class to evaluate responses and eliminate any that seem inaccurate.

- What is the author's central idea in the article?
- What is the author's point of view on this idea?
- Why do you think the author wrote this article? How was she hoping to influence readers?

**ASSESS:** Distribute the *Central Ideas Organizer* to all students and have them work in pairs to complete it. Invite students to share responses.

## EXTEND

**Science/Research** After students read the text box on page 44, have them conduct research to learn more about Guglielmo Marconi and Nikola Tesla—their inventions and relationship. Ask students to share what they learn in an essay, dramatic scene, comic strip, or poster.



Name \_\_\_\_\_

## POV and Purpose Worksheet

Answer the questions in the chart. Support your answers with details from the article.

Questions	Your Responses	Supporting Details
What is the author's central idea in the article?		
What is the author's point of view, or attitude, about the central idea?		
Why do you think the author wrote this article? How was she hoping to influence your ideas?		