

# Cricket

### THEME

“Courage is found in unlikely places,” observes a character from J.R.R. Tolkien’s *Lord of the Rings*. In this issue of *Cricket*, you and your students will find examples of courage in a young man who slays dragons, a girl who rescues a witch, and a mother and daughter who walk across the United States in 1896.

### CONVERSATION QUESTION

How do real and fictional people show courage?

### TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact.
- Students will cite specific textual evidence when writing to support conclusions drawn from text.
- Students will make logical inferences from a text.
- Students will analyze places, including their physical, cultural, and environmental characteristics.
- Students will write narratives to develop imagined experiences.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners.



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

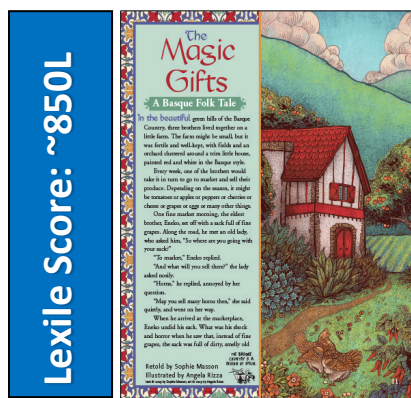
- **The Magic Gifts**  
Folktale, ~850L
- **Yara and the Witch Queen**  
Fairy Tale, ~850L
- **The Pedestrians**  
Expository Nonfiction, ~950L

# Cricket® Teacher Guide: October 2019

## The Magic Gifts

pp. 11–16, Folktale

Have students outline the plot of this folktale about a brave young man who receives magical gifts.



## RESOURCES

- Stages of Plot

## OBJECTIVES

- Students will read and analyze a folktale.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will analyze places, including their physical, cultural, and environmental characteristics.

## KEY VOCABULARY

- **fertile (p. 11)** able to support the growth of many plants
- **produce (p. 11)** fresh fruits and vegetables
- **lush (p. 13)** having a lot of full, healthy growth
- **ferocious (p. 13)** very fierce or violent
- **devour (p. 15)** eat up greedily or hungrily

## ENGAGE

**Conversation Question:** How do real and fictional people show courage?

Invite students to share situations in which they or someone they know has shown courage. Brainstorm some important and some everyday examples of people needing to be courageous. Instruct students to look for courageous characters in this folktale.

## INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Next, have students work in pairs to sort the words into groups based on meaning. Have partners use the following frame to create a label for each group: *Words You Can Use to Talk About \_\_\_\_\_*. Invite students to share their groups and labels. Have students underline these words as they read the story.

## READ & DISCUSS

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

1. How is Mikel's reaction to the old lady different from his brothers' reactions?
2. On page 14, the narrator says that Mikel's courage is a kind of magic. How might courage be a kind of magic?
3. Does the landowner take advantage of Mikel or treat him fairly?
4. Describe specific ways that Mikel shows courage. What other traits does he show?

## SKILL FOCUS: Analyze Stages of Plot

**INSTRUCT:** Remind students that the series of events in a story is called the plot. Work with students to create a list of the important events in this story. Have students work in pairs to decide if anything is missing from the list or if any events could be combined. Distribute the *Stages of Plot* worksheet to all students and review the different plot stages. Have pairs discuss which events to include in the Exposition box. Invite volunteers to share their ideas. Discuss as a class.

**ASSESS:** Have students work in pairs to continue to fill out the plot diagram. Then bring the class together to go over responses.

## EXTEND

**Social Studies** Have students conduct research to learn more about the history and culture of the Basque people, including language, music, food, geography, and customs. Have students create and share presentations. (Note: The July/August 2016 issue of *Faces* magazine is focused on Basque culture and may be available at your school library.)

Name \_\_\_\_\_

## Stages of Plot

In the chart below, note events from “The Magic Gifts” to outline the story’s plot.

- **Exposition:** Characters, setting, and problem are introduced.
- **Rising Action:** Story events make the conflict more complicated.
- **Climax:** The main character makes an important choice or takes an action, and the outcome of the conflict is clear.
- **Falling Action:** The conflict is resolved.
- **Resolution:** The final events at the end of the story tie up loose ends.

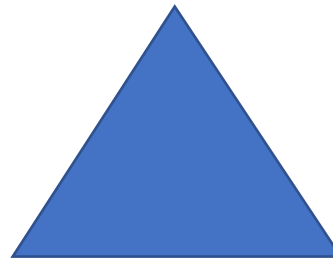
2. Rising Action

3. Climax

4. Falling Action

1. Exposition

5. Resolution

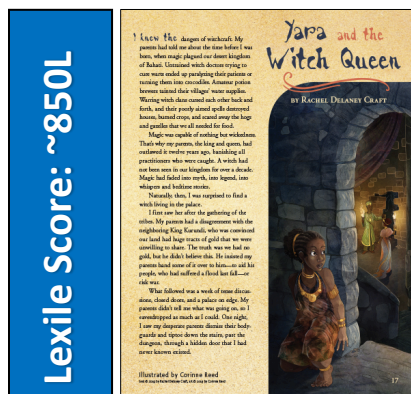


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## Yara and the Witch Queen

pp. 17–24, Fairy Tale

Use this fairy tale about a witch queen and the princess who saves her to give students an opportunity to creatively analyze characters.



## OBJECTIVES

- Students will read and analyze a fairy tale.
- Students will cite specific textual evidence when writing to support conclusions drawn from text.
- Students will write narratives to develop imagined experiences.

## KEY VOCABULARY

- **amateur (p. 17)** a person who is not skillful at a job or other activity
- **tainted (p. 17)** made something dangerous and harmful
- **confirm (p. 18)** to show that something is true or correct
- **wasted (p. 20)** very thin because of sickness or lack of food

## ENGAGE

**Conversation Question:** How do real and fictional people show courage?

Explain that many fairy tales feature independent and courageous characters. Brainstorm some of these characters (Cinderella, Hansel and Gretel, Snow White). Expand the discussion to include other courageous characters in books and movies. Discuss why so many stories include independent and courageous characters in this fairy tale.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Have students work in small groups to write a very short story—serious or humorous—that correctly incorporates the vocabulary words. Give students three minutes to write. Then have them share their stories with the class. Remind students to look for these words as they read.

## READ & DISCUSS

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

1. What events prompted Yara's parents to visit the witch?
2. Why was magic outlawed in the kingdom?
3. Why does Yara want to help the witch?
4. How does the relationship between Yara and the witch change over the course of the story?
5. What do you learn about characteristics of witches from the jailer?
6. How does the jailer feel about the witch?
7. How does Yara show independence and bravery?

## SKILL FOCUS: Analyze Characters

**INSTRUCT** Tell students they will be creating awards for some of the characters in "Yara and the Witch Queen." Offer examples, such as an award for "outstanding courage" for a brave character or "heartfelt compassion" for a character who shows great kindness. Have students create a three-column chart with the headings "Yara," "witch," and "jailer." Then have students work in pairs or groups to note each character's important actions.

**ASSESS:** Have students create a different award for each character in the chart based on his or her actions. Explain that students must write a paragraph for each award, explaining why the character deserves it. Have students share their work in a class awards ceremony.

## EXTEND

**Art/Writing** Have interested students create a comic strip based on "Yara and the Witch Queen." You might suggest they divide the story into several parts and create a strip for each part or for a few of the parts. Invite students to share their work with the class.

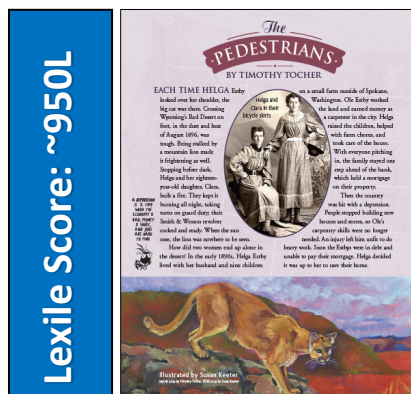


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## The Pedestrians

pp. 26–30, Expository Nonfiction

Have students write journal entries based on this article about two women who walked from Spokane, Washington, to New York City in 1896.



## OBJECTIVES

- Students will read and analyze a history article.
- Students will draw evidence from informational texts to support analysis, reflection, and research.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners.

## KEY VOCABULARY

- restrict (p. 27)** to limit the amount of something
- promote (p. 27)** to make people aware of something
- embankment (p. 28)** a raised wall or bank of earth used to carry a road or a railroad
- resourceful (p. 30)** able to deal well with new or difficult situations and to find solutions to problems

## ENGAGE

**Conversation Question:** How do real and fictional people show courage?

Ask students to name real people in history or in the world today whose courage they admire, for example Abraham Lincoln, Rosa Parks, Helen Keller, Malala Yousafzai, and Greta Thunberg. Invite volunteers to share why they admire certain people. Tell students to consider how the women in this article acted with bravery.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. For each word, have students write a sentence that uses it correctly. Have students 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, use these questions to prompt discussion:

- What prompted Helga to walk to New York City?
- Do you think Helga and her daughter packed wisely for their walk?
- Why did Helga and Clara visit newspaper offices in every city?
- Do you think the sponsor treated Helga and Clara fairly?
- Family, friends, and neighbors were unhappy with Helga after she returned to Spokane. Do you think Helga would face these same attitudes if she took her walk today?
- Give an example of Helga and Clara's resourcefulness.

## SKILL FOCUS: Write Journal Entries

**INSTRUCT:** Have students choose key events or incidents from the article and write diary entries about them from Helga Estby's perspective. Share the following criteria for the entries:

- |  |
|--|
| 1. For each entry, include details about setting: place and time.      |
| 2. Write in the first person and describe events as if you were Helga. |
| 3. Use language that fits the time in which Helga lived.               |
| 4. Include background details about weather, other people, food, etc.  |
| 5. Infer Helga's feelings, thoughts, and reactions and include these.  |
| 6. Write at least one paragraph for each entry.                        |

**ASSESS:** Have students highlight details in the article to use in their entries and then write the entries. Invite students to share their work.

## EXTEND

**Speaking and Listening** Encourage interested students to dramatize an interview between Helga Estby and a newspaper journalist she might have met along her walk. Have pairs write questions and answers and practice their interview before presenting to the class.