

Cricket

THEME

The fiction and nonfiction selections covered in this Teacher Guide present the challenges of pollution, war, poverty, and cruelty. You will find many opportunities to discuss how people face challenges and how challenges change people.

CONVERSATION QUESTION

What kinds of challenges do real and fictional people face?

TEACHING OBJECTIVES

- Students will analyze how word choices shape meaning.
- Students will analyze how individuals, events, and ideas develop over the course of a text.
- Students will determine themes and analyze their development.
- Students will conduct short research projects.
- Students will write narratives to develop real experiences and events.
- Students will write arguments to support claims.



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

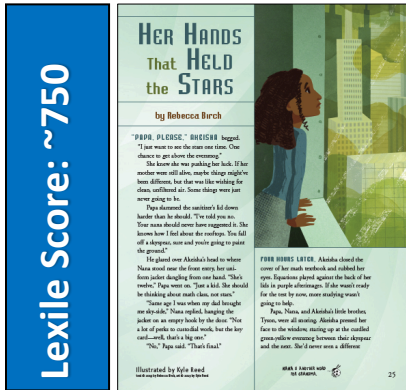
- **Her Hand That Held the Stars**
Science Fiction, ~750L
- **The Day the War Stopped for Christmas**
Expository Nonfiction, ~1250L
- **The Magic Seeds**
Folktale, ~750L

Cricket® Teacher Guide: November/December 2019

Her Hand That Held the Stars

pp. 25–28, Science Fiction

Use this story set in a troubled future world to give students an opportunity to practice visualizing as they read.



OBJECTIVES

- Students will read and analyze a science fiction story.
- Students will analyze how word choices shape meaning.
- Students will conduct short research projects.

KEY VOCABULARY

- **rekindle** (p. 26) to cause a feeling to be strong or active again
- **longing** (p. 26) a strong desire
- **suppress** (p. 26) to not allow yourself to feel an emotion
- **calloused** (p. 27) having hard, thick skin

ENGAGE

Conversation Question: What kinds of challenges do real and fictional people face?

Point out to students that many people today face environmental challenges. Ask students to identify environmental challenges they are aware of or face themselves. Discuss how these challenges are being dealt with and what further action they feel should be taken. Explain that the characters in this story face extreme environmental challenges.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Have students work in small groups to write a context sentence for each word, leaving a blank where the word should be. Then have groups exchange and complete sentences. Finally, 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 problems exist in Akeisha's world?
2. How do these problems affect the way people live?
3. What perk does Nana's job give her?
4. What do the stars on Akeisha's hands mean?
5. Predict what Akeisha will do in the future.
6. How do you think Akeisha feels at the end of the story?

SKILL FOCUS: Visualizing

INSTRUCT: Tell students that visualizing means forming mental pictures of the things they read about. Explain that visualizing story characters, settings, and events helps readers understand what is happening. Tell students to pay attention to setting descriptions and details about what characters do and what they experience. Have students reread the first three paragraphs of the story and highlight details that helped them visualize the story. Invite volunteers to share their details and identify the senses they appeal to. Point out that the author uses some made-up words, such as *eversmog* and *skyspear*. Discuss how these words help them visualize Akeisha's world.

ASSESS: Have students draw a T-chart with the headings "Details" and "Senses." Have them reread the story, noting details that help them visualize and identify the sense each detail appeals to. Finally, have students pair up to discuss how the details helped them visualize.

EXTEND

Science Have students conduct research to learn about the ten most polluted cities in the world or in the United States. Tell students to choose one city and find out what is causing pollution there, how pollution is affecting residents, and how people are fighting pollution. Ask students to create a presentation and deliver it to the class.

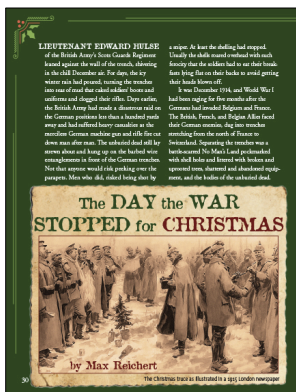
Cricket® Teacher Guide: November/December 2019

The Day the War Stopped for Christmas

pp. 30–32, Expository Nonfiction

Use this article about a temporary Christmas truce during WWI to help students recognize an author's use of elaboration.

Lexile Score: ~1250L



RESOURCES

- Elaboration Worksheet

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will analyze how individuals, events, and ideas develop over the course of a text.
- Students will write narratives to develop real experiences and events.

KEY VOCABULARY

- **trench** (p. 30) a deep, narrow hole in the ground that is used as protection for soldiers
- **casualties** (p. 30) people who are hurt or killed during a war
- **shelling** (p. 30) shooting explosives using large guns
- **initiated** (p. 31) started or began something
- **sentiment** (p. 32) an attitude or feeling

ENGAGE

Conversation Question: What kinds of challenges do real and fictional people face?

Tell students that this article is about the experiences of some soldiers in World War I (1914–1918). Ask students to predict the kinds of challenges these soldiers faced. Discuss soldiers' basic needs, such as eating and sleeping, as well as the feelings they might have had about where they were, what they were doing, and their homes and families.

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 work in pairs to place the words into groups. Point out that some words may not fit into a group. Have pairs share and discuss their groupings. Instruct students to look for these words as they read the article.

READ & DISCUSS

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

1. Describe the conditions the soldiers lived under in the trenches.
2. What is No-Man's Land?
3. How did the German and British soldiers celebrate Christmas?
4. Why do you think enemies were able to celebrate together?
5. Why do you think the commanders were upset by the truce?
6. Which seems more amazing—the fact that the two sides stopped fighting to celebrate Christmas and bury their dead or that the next day they resumed fighting?

SKILL FOCUS: Analyze Textual Elaboration

INSTRUCT: Explain that the details and information a writer uses to develop ideas in writing is called “elaboration.” Mention that authors use different elaboration techniques to make their topics clearer, stronger, and more interesting for readers. Ask students to share the details on page 30 that helped them visualize the horror of the battlefield in December of 1914. Point out that the author uses sensory description here to help readers understand what trench warfare was like.

ASSESS: Distribute the *Elaboration Worksheet* to students and have them work in pairs to complete it. Discuss responses as a class.

EXTEND

Writing Have students write a letter about the truce from the perspective of a soldier who experienced it. Tell them to use specific details from the article to explain what happened, what they did during the truce, and how it ended. Tell them to address the letter to a specific person and to include personal details. Invite students to share letters.

Name _____

Analyze Elaboration Find an example of each type of elaboration in the article. Record examples in the chart below and describe what they helped you understand.

Types of Elaboration	Examples from Article (Cite page number and first sentence.)	What the Elaboration Helped Me Understand
Sensory details: Details that create vivid images by explaining how something looks, sounds, smells, tastes, or feels.		
Examples: Specific things that are mentioned to help explain an idea.		
Quotations: A person's or eyewitness's direct words about an event, place, or person.		

The Magic Seeds

pp. 39–44, Folktale

Use this folktale about how a family's misfortunes turn around to teach identifying theme.



OBJECTIVES

- Students will read and analyze a folktale.
- Students will determine themes and analyze their development.
- Students will write arguments to support claims.

KEY VOCABULARY

- **courtyard** (p. 39) a paved area surrounded by a building or a group of buildings
- **flimsy** (p. 40) easily broken, not strong
- **serenade** (p. 40) to entertain someone by singing a song or playing music
- **nectar** (p. 40) a sweet liquid produced by flowers

ENGAGE

Conversation Question: What kinds of challenges do real and fictional people face?

Ask students to describe challenges faced by characters in their favorite books and movies. Discuss which challenges are realistic and which are fantastic. Then ask whether they would expect the characters in a folktale to face realistic or fantastic challenges. Finally, tell students to note the challenges faced by characters in “The Magic Seeds.”

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. How can you tell that Nol Bu is a cruel man? What other words would you use to describe him?
2. How can you tell that Heungbu is a kind man? What other words would you use to describe him?
3. Use a Venn diagram to compare Heungbu's seeds and Nol Bu's seeds, including how they got them and what grew from them.
4. How do Nol Bu and Heungbu trade places in this story?

SKILL FOCUS: Identify Theme

INSTRUCT: Remind students that a theme is a message about life or human nature that an author wants to share. Explain that the theme of a folktale is often a lesson about right or wrong. Tell students that thinking about the types of behavior that are rewarded and the types that are punished can help them determine a folktale's theme. Read aloud a short tale, such as a one of Aesop's fables. Discuss behaviors that are rewarded and punished and brainstorm themes for the fable.

ASSESS: Have students work in pairs to answer these questions about the tale: What behavior is rewarded in the story? What behavior is punished in the story? What theme or themes can you identify? Invite pairs to share their themes and explain how they arrived at them.

EXTEND

Science Explain that the Svalbard Global Seed Vault is a large storage space where important (but not magical) seeds are stored. Help students learn more about this seed vault using online sources. If appropriate, view the short online documentary about it. Have each student nominate a seed to be included in the vault and write a short explanation supporting their reasoning.