



THEME

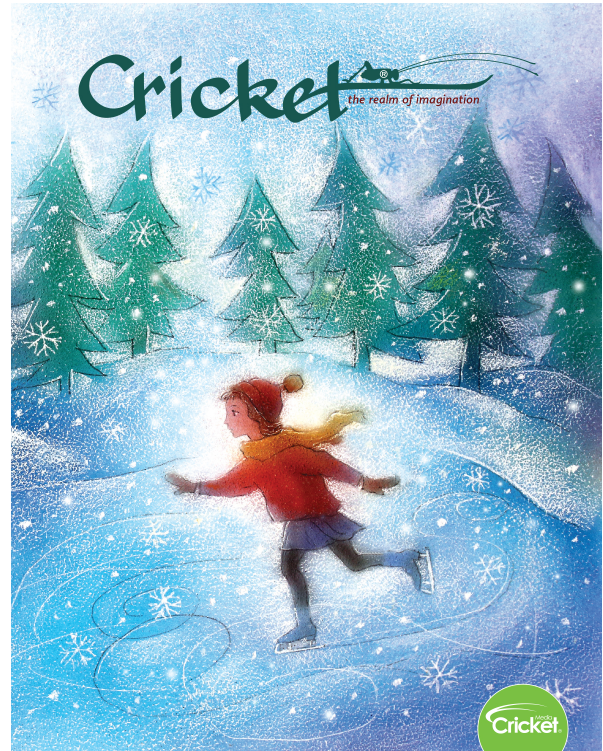
Explore the concept of perseverance with your students through the texts and activities presented in this teacher guide.

CONVERSATION QUESTION

How do fictional and nonfictional characters demonstrate perseverance?

TEACHING OBJECTIVES

- Students will assess how point of view shapes the content and style of a text.
- Students will analyze how and why individuals, events, and ideas interact over the course of a text.
- Students will obtain, evaluate, and communicate information.
- Students will evaluate the benefits and costs of economic choices.
- Students will write narratives to develop imagined experiences.



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.

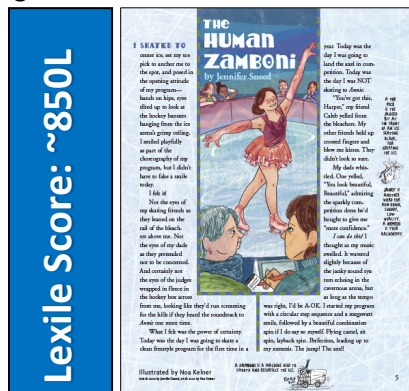
SELECTIONS

- **The Human Zamboni**
Contemporary Realistic Fiction, ~850L
- **She Dreamed of Dresses**
Biography, ~750L
- **Three Impossible Tasks, Part Two**
Folktale, ~750L

The Human Zamboni

pp. 5–9, Contemporary Realistic Fiction

Help students analyze a character's perspective using this story about a girl whose passion for ice skating hits a snag.



ENGAGE

Conversation Question: How do fictional and nonfictional characters demonstrate perseverance?

Display the word *perseverance* and ask students to explain what it means. Guide them to understand that it is a quality that makes someone continue trying to do something even though it's very difficult. Share examples of when you have demonstrated perseverance. Ask volunteers to share examples from their own lives. Then tell students to look for examples of perseverance as they read this story.

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 partners work together to find connections between the words based on meaning. Then remind students to look for the words as they read the story.

OBJECTIVES

- Students will read and analyze a short story.
- Students will assess how point of view shapes the content and style of a text.
- Students will obtain, evaluate, and communicate information.

KEY VOCABULARY

- certainty (p. 5)** feeling sure about something
- snag (p. 7)** an unexpected problem or difficulty
- reassuring (p. 7)** making someone feel less upset, doubtful, or afraid
- setbacks (p. 9)** problems that make progress more difficult or success less likely

READ & DISCUSS

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

- Why does Harper call the axel her nemesis, or enemy?
- What does Harper imagine her friends, parents, and coach are thinking when she does a waltz jump instead of an axel?
- Why does Harper think about finding a new activity?
- What does Harper learn from the advice Daddy Jon gives her?
- How does Harper show perseverance?

SKILL FOCUS: Analyze a Character's Perspective

INSTRUCT: Explain that a perspective is a way of thinking about something. Characters in a story may have different perspectives. In addition, a character's perspective may change over the course of a story. Explain that paying attention to characters' words, thoughts, and actions can help readers understand their perspectives. Have students silently read page 5. Ask them to describe Harper's perspective on being an ice skater. (*She enjoys skating and feels confident as a skater.*) Point out the text evidence on page 5 that shows this. Have students read the first column on page 6 and identify how Harper's perspective begins to change. Instruct them to provide the text evidence that shows this.

ASSESS: Have students highlight Harper's thoughts, words, and actions throughout story. Then have them use sticky notes to note what these details reveal about Harper's perspective. Finally, have them write a paragraph to summarize how Harper's perspective changes in the story.

EXTEND

Science Have interested students work in pairs to research an answer to the question "Why is ice slippery?" Have pairs present what they learn.

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She Dreamed of Dresses

pp. 11–15, Biography

Use this biography of an African American dress designer in the early 20th century to teach students to closely read a biography.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will analyze how and why individuals, events, and ideas interact over the course of a text.
- Students will evaluate the benefits and costs of economic choices.

KEY VOCABULARY

- **elite** (p. 12) the people who have the most wealth and status in a society
- **design** (p. 12) to plan and make decisions about how something will be built or created
- **socialites** (p. 14) people who are well known in fashionable society and often seen at parties and other social events for wealthy people
- **transform** (p. 14) to change something completely, usually in a good way

ENGAGE

Conversation Question: How do fictional and nonfictional characters demonstrate perseverance?

Remind students that *perseverance* means working to achieve a goal despite great difficulties. Explain that one kind of difficulty people throughout history have faced is discrimination based on race, income, sex, religion, and other factors. Ask students to name a historic figure (ex. Rosa Parks) and a public figure today (ex. Malala Yousafzai) who demonstrate perseverance in the face of discrimination. Then tell students to look for examples of perseverance in this article.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Have students work in pairs to find connections between the words based on meaning. Remind students to look for the words as they read the story.

READ & DISCUSS

After students read the article, use these questions for discussion:

1. Describe Ann. What are her three main traits, or qualities?
2. How was Ann similar to and different from her mother and grandmother?
3. What does the phrase “the doors of opportunity were shut to people with brown skin” mean?
4. Why do you think people didn’t know Ann’s name even though she designed dresses for well-known people?

SKILL FOCUS: Analyze a Biography

INSTRUCT: Tell students that when they read a biography, they should look for information about people, events, and ideas that influenced the biography’s subject. Create a web on the board with “Ann Lowe” in the center. Brainstorm with students the influences on Lowe’s life and add these to the web. Make sure “creativity” and “racism” appear in the web. Briefly discuss how these two ideas influenced her life. Have students reread the article and use two different highlighter colors to underline details about the racism Lowe faced and about her creativity.

ASSESS: Display this writing prompt: *Ann Lowe demonstrated perseverance in the pursuit of her dream to become a major dress designer.* Have students work in pairs to discuss response ideas, using the information they highlighted to help them. Finally, have students work independently to write their responses.

EXTEND

Social Studies Have students conduct research to learn about the environmental, social, and economic impacts of fashion. Encourage students to create a poster and presentation to share what they learn.

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Three Impossible Tasks,

Part Two

pp. 26–31, Folktale

Use this folktale about a poor young artist who wants to marry the daughter of a powerful ruler to help your students recognize plot stages.



ENGAGE

Conversation Question: How do fictional and nonfictional characters demonstrate perseverance?

Share some examples of books and movies you've enjoyed in which a character or person demonstrates perseverance. Then ask students to do the same. Discuss how persevering changed the character's/person's life and how the story would be different without this perseverance. Finally, tell students to notice which characters in this folktale demonstrate perseverance.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below and have students complete them using the correct term. Review responses and remind students to look for the vocabulary words as they read the story.

1. In my _____ I thought about the fun I would have on vacation.
2. "Give me that _____ so I can live forever!" said the mad scientist.
3. The article describes the _____ of farmers during a drought.

RESOURCES

- Plot Worksheet

OBJECTIVES

- Students will read and analyze a folktale.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will write narratives to develop imagined experiences.

KEY VOCABULARY

- **plight** (p. 28) a dangerous or difficult situation
- **reverie** (p. 29) a state in which you are thinking about pleasant things
- **elixir** (p. 29) a magical liquid that can cure illness or extend life

READ & DISCUSS

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

1. What is Pei thinking when he sees the tall grass in the ditch?
2. How does the governor general's servant treat Pei in the story?
3. Why does the governor general make the last task especially difficult?
4. What does "losing face" mean? Why is Pei more worried about losing face than failing in the task?
5. Which characters demonstrate perseverance? Explain how.

SKILL FOCUS: Analyze the Stages of Plot

INSTRUCT: Remind students that the series of events in a story is called the plot and that the plot usually centers around a problem faced by the main character. Distribute the *Plot Worksheet* to all students and review the different plot stages. Recreate the diagram on the board and discuss and record the plot events in a familiar story or movie. Then read aloud the summary at the top of page 26. Have students fill in the exposition box on their worksheets and ask volunteers to share responses.

ASSESS: Have students work in pairs to continue to fill out the plot diagram and write a theme or themes for the story. Finally, bring the class together for a group discussion of these questions.

EXTEND

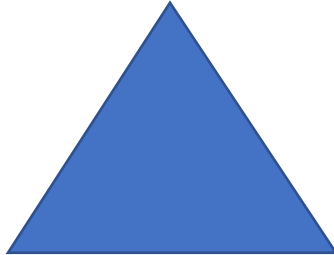
Writing Instruct students to write their own stories about three impossible tasks. Explain that the story could be a folktale or a more modern interpretation of the original tale. The focus can be on anything, not just love. Suggest students brainstorm ideas with a writing partner.

Name _____

Analyze the Stages of Plot

In the chart below, note events and details from “Three Impossible Tasks” to describe 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

THEME On another sheet of paper, note one or more themes in “Three Impossible Tasks.” Support your ideas with details from the story.