

Cricket

ISSUE THEME

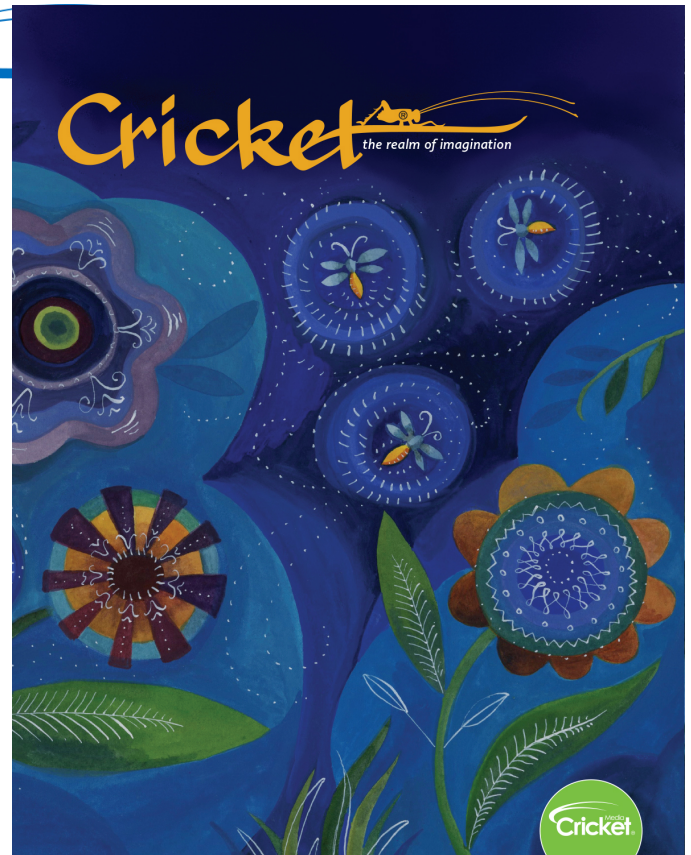
This issue of *Cricket* is full of questions. Use the selections and activities in this teacher guide to help students think about why we ask why.

CONVERSATION QUESTION

Why do people ask why?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact.
- Students will analyze how word choices shape meaning and tone.
- Students will analyze the structure of texts.
- Students will use maps.
- Students will write poems.
- Students will write informative/explanatory texts.



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

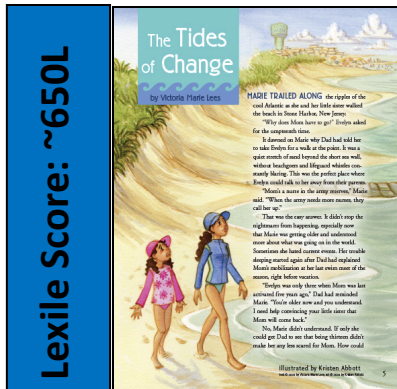
- **The Tides of Change**
Contemporary Realistic Fiction, ~650L
- **What I Don't Know About Clouds**
Poem, N/A
- **Talking to Fireflies**
Expository Nonfiction, ~850L

Cricket® Teacher Guide: May/June 2020

The Tides of Change

pp. 5–10, Contemporary Realistic Fiction

Teach internal and external conflict using this story about sisters who must deal with their mother's military deployment.



OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will use maps.

KEY VOCABULARY

- **reserves** (p. 5) a military force that is additional to the regular forces and that is available if it is needed
- **mobilization** (p. 5) the act of a country organizing soldiers to go to war
- **activated** (p. 5) ordered to serve in a war
- **called up** (p. 6) ordered to report for military service
- **stateside** (p. 6) in the United States

ENGAGE

Conversation Question: Why do people ask why?

Display the following sentence frame: *Why do I have to ____?* Then ask students if they ask questions that begin this way. Have each student write a question using the sentence frame. Invite students to share their questions. Discuss the attitude expressed in their questions. Is it curious, frustrated, angry? Finally, tell students to notice the “why” question in the story and the attitude of the character who asks it.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Have students work in pairs to think about what these words have in common. Tell them to use the following frame to create a label for the words: *Words You Can Use to Talk About ____*. Invite students to share their labels. Discuss which words have similar definitions. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

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

1. Why did Marie take Evelyn for a walk?
2. How has Marie's role in the family changed since the last time her mother was activated?
3. Marie's mother is an army nurse who is called up to help the regular soldiers. In what ways is Marie “called up” to help in her family?
4. What does Marie learn from saving her sister from the rip current?
5. Identify and explain one theme of this story.

SKILL FOCUS: Identify Internal & External Conflicts

INSTRUCT: Explain that story characters and real people face two types of conflicts: An **internal conflict** is a struggle that takes place in a character's mind. For example, a character may feel afraid or have to make a difficult choice. An **external conflict** is a struggle that takes place between a character and an outside force, such as another character or a natural disaster. Discuss examples of internal and external conflict in books and movies. Then have students work in pairs to list the conflicts in the story. Have pairs share their conflicts with the class and create a master list for all students to use.

ASSESS: Have pairs classify each conflict in the list as internal or external and provide reasons to support their thinking. Then, have students gather in small groups to discuss what the conflicts in the story reveal about the characters.

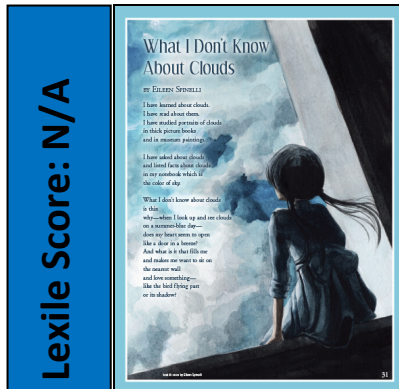
EXTEND

Social Studies Remind students that the story characters walk to a confluence. Explain that in geography, a confluence is where two or more flowing bodies of water come together, such as two rivers or streams. Have students find confluences on county, state, or U.S. maps.

What I Don't Know About Clouds

p. 31, Poem

Students can practice analyzing tone using this poem about the wonder of clouds.



RESOURCES

- Analyze Tone

OBJECTIVES

- Students will read and analyze a poem.
- Students will analyze how word choices shape meaning and tone.
- Students will write poems.

KEY VOCABULARY

n/a

ENGAGE

Conversation Question: Why do people ask why?

Tell students that sometimes people ask “why” out of a sense of wonder. Share examples of these why questions: Why does being near the ocean make me feel calm? Why does listening to a certain song make me feel happy or sad? Invite students to create “why” questions that pinpoint the things they wonder about. Have students identify the “why” question in this poem.

INTRODUCE VOCABULARY

Explain to students that there is no need to preview vocabulary because the words in this poem are common words that will all be familiar to them. 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. Then, instruct students to work in pairs to take turns reading the poem to each other. Use the following questions to discuss the poem:

1. What words, ideas, or images stood out to you in the poem?
2. What words and ideas are repeated?
3. What do you notice about the way the poem looks on the page?
4. In what different ways has the speaker thought about clouds?
5. Explain what the speaker is asking in the poem.

SKILL FOCUS: Analyze Tone in a Poem

INSTRUCT: Explain that the tone of a poem is the poet’s attitude toward his or her subject. 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. Point out that the different stanzas in a poem may have different tones, but a poem as a whole usually has an obvious central tone. Distribute the *Analyze Tone* worksheet. Have students turn and talk to a partner to identify the subject of the poem and the speaker’s thoughts and feelings. Invite volunteers to share their ideas.

ASSESS: Have students work in pairs to complete the worksheet. When all students have finished, discuss as a class the overall tone of the poem and whether it changes in the different stanzas.

EXTEND

Writing Have students write their own poems—serious or humorous—that incorporate “why” questions. Tell students to choose a topic and brainstorm any ideas and questions they can think of that relate to the topic. Poems may incorporate one or more voices. Rhyme is optional. Invite students to share their poems with the class.

Name _____

Analyze Tone

Complete the chart below to analyze the tone of the poem.

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 a few below.

4. Circle the word below that best describes the overall tone in this poem. (Use a dictionary to look up any unfamiliar words.)

humorous

wonderous

sarcastic

mocking

reflective

irreverent

gloomy

solemn

whimsical

5. Which specific words and details in the poem convey this tone?

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Talking to Fireflies

pp. 32–35, Expository Nonfiction

Use this article about firefly behavior to teach students about text structure.



RESOURCES

- Text Structures

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will analyze the structure of texts.
- Students will write informative/explanatory texts.

KEY VOCABULARY

- enthralled** (p. 32) fascinated
- altered** (p. 33) changed something
- embedded** (p. 33) (an object) set into a surrounding mass or area

ENGAGE

Conversation Question: Why do people ask why?

Point out to students that scientists ask all kinds of questions out of a sense of curiosity and a desire to learn about our world. Give a few examples of questions that scientists ask: Are we alone in the universe? Why do we dream? How are rainbows made? Work with students to brainstorm other science questions. Instruct students to look for science questions as they read this article.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Go over responses. Finally, remind students to look for the vocabulary words as they read the story.

- We _____ our picnic plans because of the sudden thunderstorm.
- I was amazed by the number of jewels _____ in the queen's crown.
- At the natural history museum, the beehive _____ us.

READ & DISCUSS

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

- On page 32, the author describes Sara Lewis as a child. What made Lewis a “wild child”?
- What did Sara want to know about fireflies when she was a child?
- What does the author mean when she says that Sara learned the language of fireflies?
- How can you use a flashlight to communicate with a firefly?
- How is the information in the yellow box on page 35 different from and similar to the information in the main part of the article?

SKILL FOCUS: Analyze Text Structure

INSTRUCT: Point out that nonfiction articles often use more than one text structure. Ask students how many text structures they noticed in this article. Tell them that they will look at three text structures in the article: question and answer, sequential, and compare and contrast. You could either teach from the *Text Structures* worksheet without distributing it or distribute it to students and review it with them before having them complete the activities. After going over the question-and-answer structure, have students work in pairs to complete the activity. Discuss responses with the class.

ASSESS: Have students work in pairs to complete the other activities on the worksheet. Have pairs gather in groups to compare responses.

EXTEND

Science Have students choose one of the text structures from the lesson and use it to write one or two paragraphs about a science topic of their choice. Invite students to share their work with the class.

Text Structures

Text Structure	Explanation	Sample Signal Words	Activity										
Question and Answer	Author asks questions and then provides the answers. Readers may find the answers right after the questions or they may find the answers as they read on.	who, what, when, where, why, how	Use a graphic organizer like this one to record questions and answers on page 33. <table><tr><th>Question</th><th>Answer</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Question	Answer								
Question	Answer												
Sequential	Author guides readers to understand how to do something or complete a task. In a procedural text, such as a recipe, authors often use numbered steps to show sequence.	first, second, third, then, next, before, after, finally	Identify a paragraph that uses sequential order. Record the signal words it uses and describe what the paragraph helps readers to understand. Then identify where and why numbered steps are used.										
Compare and Contrast	Author helps readers understand how two or more things are similar and different.	by contrast, similar, like, unlike, both, different, however, too	Use a Venn diagram like this one to compare information about fireflies on page 33 and again on page 35. Note any signal words. <div></div>										