

Cricket

ISSUE THEME

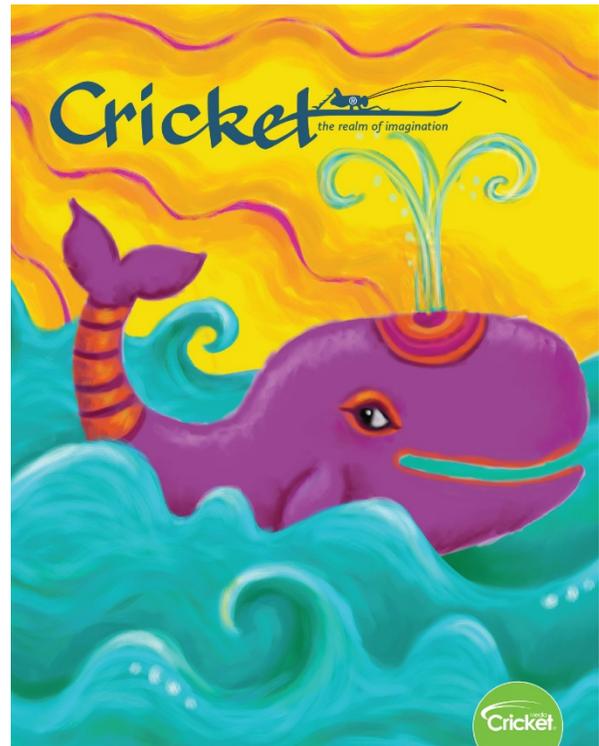
Work with your students to think about author's purpose in poetry, fiction, nonfiction. Help students move beyond simple identification of general purpose and into thinking about an individual author's specific purpose and the techniques used to achieve it.

CONVERSATION QUESTION

How does a text reflect the author's purpose?

TEACHING OBJECTIVES

- Students will analyze how specific word choices shape meaning.
- Students will analyze the structure of texts.
- Students will analyze key elements and characteristics of texts.
- Students will assess how point of view shapes the content and style of a text.
- Students will identify how two or more texts address similar themes or topics.
- Students will analyze causes and effects.



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.

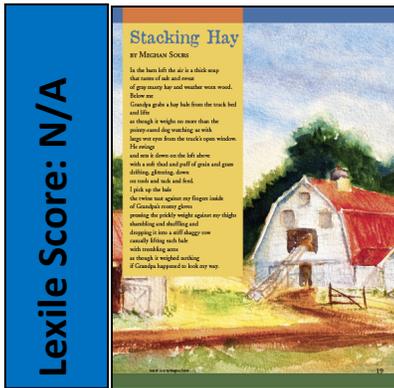
SELECTIONS

- **Stacking Hay**
Poem, N/A
- **Chief Sunrise, John McGraw, and Me**
Historical Fiction, ~750L
- **Pebbles, Pills, and Pellets**
Expository Nonfiction, ~1050L

Stacking Hay

p. 19, Poem

Use this poem about a grandchild and grandfather stacking hay bales to give students the opportunity to analyze and discuss a poem.



RESOURCES

- Poem Analysis

OBJECTIVES

- Students will read and analyze a poem.
- Students will analyze how specific word choices shape meaning.
- Students will analyze the structure of texts.
- Students will identify how two or more texts address similar themes or topics.

KEY VOCABULARY

- tack** (p. 19) equipment that is used for riding a horse, including a saddle and a bridle
- taut** (p. 19) very tight from being pulled or stretched; not slack
- shamble** (p. 19) walk in an awkward, unsteady way without lifting your feet very high off the ground

ENGAGE

Conversation Question: How does a text reflect the author’s purpose?

Remind students that an author’s purpose is his or her reason for writing a text. Ask volunteers to share what they know about different authors’ purposes: to persuade, to inform, to entertain. Point out two other purposes: to describe something using imagery and description and to convey a mood or feeling. Tell students to think about the poet’s purpose for writing “Stacking Hay.”

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Review responses and remind students to look for the vocabulary words as they read the poem.

- We watched the movers _____ into the house carrying heavy boxes.
- The fish pulled on the fishing line and made it _____.
- The rider hung her _____ on the wall of the horse barn.

READ & DISCUSS

Have students listen closely as you read the poem aloud. Then have students work in pairs to take turns reading the poem to each other. Use the following questions to discuss the poem:

- What words or ideas stood out to you in the poem?
- Who is the speaker in the poem? How old is the speaker?
- What is the poet’s specific purpose for writing this poem?
- Which elements in the poem reflect this purpose?
- What questions came to your mind as you read this poem?

SKILL FOCUS: Analyze a Poem

INSTRUCT: Explain that every word, sound, and line break in a poem is the result of choices made by the poet. When students read a poem, they should ask themselves why the poet made these choices—what effect is he or she trying to achieve? Tell students that they will be analyzing “Stacking Hay” by studying and discussing some of the elements in the poem. Distribute the *Poem Analysis* worksheet to students. Review the terms and definitions at the top of the page. Have students work in pairs to find examples of each element in the poem.

ASSESS: Have students work in small groups to discuss the poem using the prompts and questions on the *Poem Analysis* worksheet.

EXTEND

Language Arts There are a number of poems describing the process of haying. Have interested students find a few examples and compare them with “Stacking Hay.” Students can compare form, imagery, description, sound devices, mood, and speaker. A few suggestions: “The Hay Loft” by Robert Louis Stevenson; “Hay for the Horses” by Gary Snyder; “Farm Picture” by Galway Kinnell.

Poem Analysis

The following elements will help you to analyze the poem:

- **Imagery:** words and phrases that appeal to a reader’s five senses
- **Alliteration:** repeated consonant sounds at the beginning of words (the swirling sea and simmering sand)
- **Assonance:** repeated vowel sounds within words (“rare and radiant maiden”)
- **Consonance:** repeated consonant sounds in the middle and at the end of words (pitter-patter, mothertiger)
- **Form:** the way a poem is laid out on the page and the way lines are broken

Questions about content and speaker	<ol style="list-style-type: none"> 1. What is the poem about? 2. What do you learn about the speaker? 3. How does the speaker feel about working with the grandfather?
Questions about structure	<ol style="list-style-type: none"> 4. Are the lines long or short? 5. What effect does this have on the way you read and hear them? 6. What do you notice about where the line breaks occur?
Questions about imagery	<ol style="list-style-type: none"> 7. What sensory details does the poet use? 8. What senses do they appeal to? 9. What pictures do they create in your mind?
Questions about sound devices	<ol style="list-style-type: none"> 10. What sound patterns and elements do you hear in the poem? 11. How do the sound patterns affect the poem?
Questions about word choice	<ol style="list-style-type: none"> 12. What words and phrases seem interesting, unusual, or important? Why?
Questions about meaning	<ol style="list-style-type: none"> 13. What overall mood, or feeling, does this poem convey? 14. Does the mood change in the poem or stay the same?
Questions to help you evaluate	<ol style="list-style-type: none"> 15. What is your opinion of this poem and the way it’s written?

Chief Sunrise, John McGraw, and Me

pp. 20–25, Historical Fiction

Review character perspectives using this story about an unlikely pair of friends.



RESOURCES

- Characters' Perspectives

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 analyze causes and effects.

KEY VOCABULARY

- **sidetracked** (p. 20) caused someone to be distracted from a plan or an important issue
- **cue** (p. 21) a sign that tells a person to do something
- **heaved** (p. 21) lifted or pulled something with effort
- **roster** (p. 21) a list of the people that belong to a particular group

ENGAGE

Conversation Question: How does a text reflect the author's purpose?

Ask students to name stories or novels that they have read and enjoyed. Have them explain what made them entertaining. Point out some of the techniques authors use when their purpose is to entertain: memorable characters, humor, cliffhanger moments, and realistic dialogue. Then tell students to think about techniques the author of "Chief Sunrise, John McGraw, and Me" uses to make this story entertaining.

INTRODUCE VOCABULARY

Display the vocabulary words and read them and their definitions aloud. Instruct students to work in pairs to write sentences using the vocabulary words. Invite students to share their work and remind them to look for these words as they read the story.

READ & DISCUSS

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

1. Why do the truck driver's friends laugh when he tells Chief about the afternoon baseball game?
2. Why does Jameson tell Chief, "You're not the right type for my team"? What is the right type?
3. When does Chief first know that Hank will play on a girls' team?
4. What do you learn about Hank's father?
5. What goals do Chief, Hank, and Jameson have in the story? Are the goals the same or different?
6. Did the author succeed in writing an entertaining story? Explain.

SKILL FOCUS: Character Perspectives

INSTRUCT: Remind students that a character's perspective is his or her attitude toward events, ideas, or other characters in a story. Characters may have very different perspectives. Display the scenario below. Have students work in pairs to discuss how each girl might feel about school ending/summer vacation beginning. Invite pairs to share ideas and support them with information in the text. Then discuss how characters in the *Cricket* story feel about Hank playing on a girls' baseball team.

Mia and Ani are twins. On the first day of summer vacation, Mia goes to a cookout at the beach with her friends. Ani has other plans. She is going to her best friend's house to say goodbye. Ani's best friend is moving far away.

ASSESS: Distribute the *Characters' Perspectives* worksheet and have students work in pairs to complete it. Invite volunteers to share their responses.

EXTEND

Social Studies Have students learn about the All-American Girls Professional Baseball League (AAGPBL) and its role in breaking barriers for women in sports.

Characters' Perspectives

In the chart below, describe each character's perspective on having Hank play baseball on a girls' team. Be sure to support your responses with details from the story.

Event: Hank plays baseball on a girls' team.

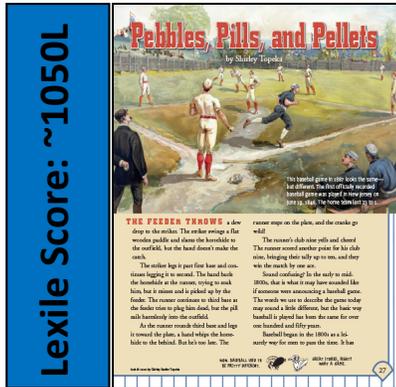
Hank's Perspective	Chief's Perspective	Jameson's Perspective

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Pebbles, Pills, and Pellets

pp. 27–30, Expository Nonfiction

Use this article about baseball in the past and today to help students analyze compare/contrast text structure.



RESOURCES

- Compare/Contrast Text Structure

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will analyze the structure of texts.
- Students will analyze causes and effects.

KEY VOCABULARY

- **leisurely** (p. 27) done in an unhurried and relaxed way
- **specifications** (p. 28) instructions that say exactly how to do or make something
- **guidelines** (p. 27) rules that tell how something should be done
- **professional** (p. 30) paid to participate in a sport or activity

ENGAGE

Conversation Question: How does a text reflect the author's purpose?

Ask students what they would expect to find in a text that was written to inform readers. Discuss what an author can do to make a text both informative and entertaining. Then tell students to decide, after reading this article, whether the author achieves both of these purposes.

INTRODUCE VOCABULARY

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

READ & DISCUSS

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

1. What words from the story would you put in a glossary of early baseball terms? Write the words and define them.
2. Is baseball a more serious game today than it was in the 1800s? Support your opinion.
3. Agree or disagree with this statement: Baseball has changed very little from the 1840s. Support your opinion.
4. How was early baseball a more dangerous game than it is today?
5. How did the Civil War influence baseball and its popularity?
6. How did the author make this article informative and entertaining?

SKILL FOCUS: Analyze Text Structure

INSTRUCT: Remind students that authors use compare/contrast text structure to compare two different subjects. Ask students to identify the subjects being compared in this article (baseball of the past and baseball of the present). Guide students to identify the features of baseball that the author compares and list them on the board: baseballs, baseball bats, baseball gloves, bases, rules, popularity. Display the *Compare/Contrast Text Structure* worksheet. Work with students to complete it by choosing one of the features from the list on the board and filling article details about each subject.

ASSESS: Distribute the *Compare/Contrast Text Structure* worksheet to students. Have students work in pairs to complete the worksheet by choosing two of the other features from the list on the board and noting details about each element.

EXTEND

Social Studies Have students conduct research to find out how Jackie Robinson broke the baseball color barrier when he became the first African American player in Major League Baseball. Have students create a report, story, poster, comic strip, or drama to share information about Jackie Robinson's life and career.

Compare/Contrast Text Structure

In each graphic organizer below, fill in a feature from the article. Then use the article to help you fill in details about each subject.

Feature One:	
Subject 1: Early Baseball	Subject 2: Baseball Today

Feature Two:	
Subject 1: Early Baseball	Subject 2: Baseball Today