

# Teacher's Supplement

## Cricket

the realm of imagination

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From Cricket Media





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## OVERVIEW

*In this magazine, readers will learn about setting and the different ways it can be important in a text. **Cricket: July/August 2016** includes*

*real people and made-up characters facing challenges in a variety of settings, from the ancient past to the present day.*

## ESSENTIAL QUESTION:

***In what ways is setting important in a text?***



We invite you to use this magazine as a flexible teaching tool that is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

## READ MULTIPLE TEXTS PAGES 4 - 14

Each text in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual text page in this guide, you'll find the following:

Essential Question

Content Concepts  
Common Core Anchor Standards

Key Vocabulary  
CCSS.Reading.4

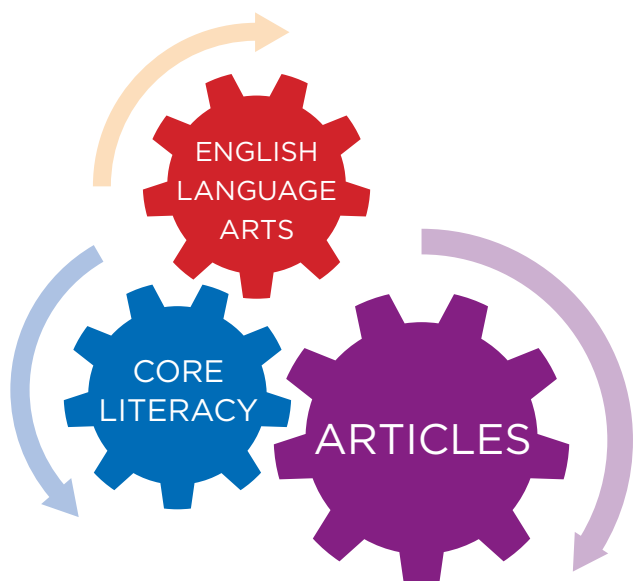
Prepare to Read  
CCSS.SpeakListen.1, 2, 4

Close Reading Questions  
CCSS.Reading.1-10

Common Core Connections to teach  
reading and writing standards  
CCSS.Writing.1, 2, 3 & 6

## TEACH A MINI-UNIT PAGES 16-18

Magazine texts can be easily grouped to make cross-text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple texts and integrate ideas and information (CCSS.ReadingInfoText.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write informational texts to share and publish in a variety of ways (CCSS.Writing.2).



## READING

**Core literacy concepts**, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

**Draw Inferences** (*CCSS.InfoText.1*)

**Describe Relationships** (*CCSS.InfoText.3*)

**Analyze Text Structure** (*CCSS.InfoText.5*)

**Interpret Visual Information** (*CCSS.InfoText.7*)

**Summarize** (*CCSS.InfoText.2*)

**Determine Word Meaning** (*CCSS.InfoText.4*)

**Understand Author's Point of View** (*CCSS.InfoText.6*)

**Explain Reasons and Evidence** (*CCSS.InfoText.8*)

### FOCUS STANDARD: CCSS.InfoText.9: Integrate Ideas and Information

Have students read multiple texts on the same topic from this magazine to build knowledge and make cross-text comparisons.

## SPEAKING AND LISTENING

Use the texts in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts (*CCSS.SpeakListen.1, 2, 4*).

### DISCUSSION OPTIONS—IN CLASS OR ONLINE

**Article Clubs:** Form small reading groups of students reading the same text. Have students discuss events, share ideas, and critically evaluate the text.

**Jigsaw Clubs:** Form small reading groups of students reading *different* texts. Invite students to share and compare ideas about the different text elements.

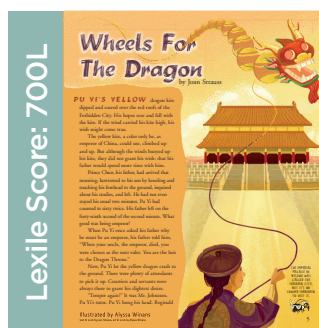
**Whole Class:** Launch with the essential question. Encourage students to find and share evidence from different articles to build a greater understanding of the question.

## WRITING

Use the texts in this magazine to prompt **informative/explanatory writing** (*CCSS.Writing.2*). Have students use evidence from the texts to share information about social studies, language arts, or science content. See the **Mini-Unit** section of this guide (pgs. 16-18) as well as the **Text Pages** (pgs. 4 - 14) for ways to incorporate writing into your instruction.

# TEXT: Wheels for the Dragon

Type: Historical Fiction Magazine pages 5-9



When you're the emperor of China you always get your way, even if you're only a kid. But just because people grant your every wish doesn't mean they like you. Sometimes the people who challenge you are the ones who help you the most.

## ESSENTIAL QUESTION

**In what ways is setting important in a text?**

## LANGUAGE ARTS CONCEPT

Setting in historical fiction is based on a real time and place in history, even though the story may be made up.

## CROSS-CURRICULAR EXTENSION

### History and Archaeology

Research China's Forbidden City. Find out about its history and buildings and how it is used today. Present images and interesting facts to

## KEY VOCABULARY

**kowtowed** (p. 5) showed a deep respect for someone

**entourage** (p. 7) a group of people who go with and assist an important person

**exert** (p. 7) to make an effort to do something

## PREPARE TO READ

Ask students to share what they know about China. Explain that China was ruled by emperors for over 2000 years, until 1912 when the last emperor was forced to leave. Then read aloud the author's note on page 9. Ask students to note details such as clothing and transportation that convey the place and time of this story.

## CLOSE READING QUESTIONS

- Underline details that explain how Pu Yi became emperor.
- Highlight five details that describe the historical setting.
- What lessons does Pu Yi learn in this story? Use details from the text to support your answer.

## COMMON CORE CONNECTIONS

### Compare Characters *CCSS Reading 3*

Only Pu Yi's father and Mr. Johnston are allowed to tell the young emperor what to do. Compare the way these two men treat Pu Yi. What do you learn about them from this treatment? How does Pu Yi feel about them? Cite story details to support your answer.

### Write Narratives *CCSS Writing 3*

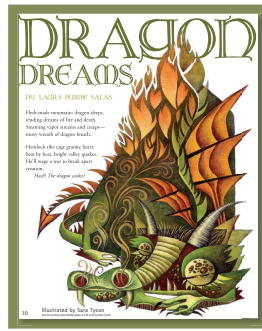
If Pu Yi kept a diary, what would he write about the people and events in his life? Choose 3 or 4 events from the story and write a diary entry for each one from Pu Yi's point of view. Include details about the events and about his thoughts, feelings, and reactions.

### Analyze Theme *CCSS Reading 2*

Reread the last two paragraphs of the story. With a partner, discuss the important ideas Pu Yi expresses in this section and the lessons he has learned. Then write a theme statement and list details from the text that support this theme.

# TEXT: Dragon Dreams

Type: Poem Magazine page 10



The dragon dreaming in this poem is anything but peaceful. Using imagery and sound, poet Laura Purdie Salas has painted a dark and fearsome portrait of this mythical beast.

## ESSENTIAL QUESTION

**In what ways is setting important in a text?**

## LANGUAGE ARTS CONCEPT

Poets may use setting details to make comparisons and create imagery in poems.

## CROSS-CURRICULAR EXTENSION

### English Language Arts

Write a monster poem, using imagery and comparisons to describe the monster's eyes, teeth, claws, breath, temper, and other features. Create an illustration to go with your poem.

## KEY VOCABULARY

**tending** (p. 10) looking after

**vapor** (p. 10)  
a gaseous substance

**hemlock** (p. 10)  
a type of poisonous plant

## PREPARE TO READ

Ask students to discuss the traits of dragon characters from books and movies. Tell students to think about whether the dragon in this poem is typical or unusual. Have students follow along silently as you read the poem aloud.

## CLOSE READING QUESTIONS

- Highlight words and images that stood out to you.
- Underline the words and images that relate to setting.

## COMMON CORE CONNECTIONS

### Explore Connotations *CCSS Language 3, 5*

Poets choose words for their dictionary definitions as well as for the feelings they suggest. With a partner, use a dictionary to find the definitions of 3-4 words from the poem. Record the definitions in the first column of a two-column chart. Write the feelings these words suggest in the other column. Share your chart with the class.

### Analyze Sound *CCSS Reading 4/Language 4*

Some poems contain gentle, pleasing sounds and some contain harsh sounds. Have students work in small groups to read the poem aloud and decide whether it sounds pleasing or harsh. Students should circle words and letters in the poem that support their opinions. Have groups discuss why the poet might have chosen these sounds.

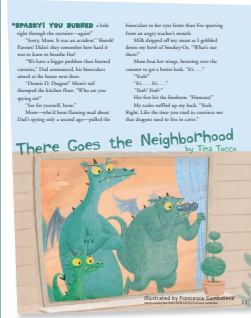
### Interpret Visual Information *CCSS Reading 7*

Have students underline the ideas and images in the poem that are illustrated in the dragon picture. Then have them note other details in the picture that fit with the poem's ideas about the dragon. Invite students to share their work.

# TEXT: There Goes the Neighborhood

Type: Fantasy/Allegory Magazine pages 11-14

Lexile Score: 600L



Sparky's father is worried about the new neighbors—they look different, they behave strangely, and he's heard bad things about them. He warns Sparky not to go near them, but Sparky can't resist. After all, he's never seen a human up close before.

## ESSENTIAL QUESTION

In what ways is setting important in a text?

## LANGUAGE ARTS CONCEPT

Fantasy authors may create realistic settings filled with fantastic elements, such as mythical creatures.

## CROSS-CURRICULAR EXTENSION

### English Language Arts

How are dragons in Asian and European folklore different? Conduct research to answer this question. Then create a colorful poster to share what you discover.

## KEY VOCABULARY

**linoleum** (p. 11) a type of material used to cover floors

**thrusting** (p. 12) pushing with force

**revives** (p. 14) makes active again

## PREPARE TO READ

Have students preview the illustrations in this story and predict whether the story will be scary, serious, or humorous. Discuss students' ideas. Then tell students to read the story to find out if their predictions are correct.

## CLOSE READING QUESTIONS

- How would you describe Sparky's father? Underline parts of the text that support your answer.
- How are Sparky and GG similar and different? Cite details from the text to support your answer.

## COMMON CORE CONNECTIONS

### Analyze Setting *CCSS Reading 3*

Is Sparky's neighborhood realistic, fantastic, or a little of both? Work in a small group to record setting details in a two-column chart labeled "Realistic Details" and "Fantastic Details." Use these details to support your answer to the question above.

### Write Narratives *CCSS Writing 3*

Write your own humorous story. You might write about something funny that happened to you or write down a funny story you tell with friends or family. You can also use a story starter, such as "A funny thing happened to me on the way to school . . ." or "My superpower is . . ." Read your story to the class.

### Analyze Mood *CCSS Reading 4*

Sometimes a story is humorous because things happen in a way that is the opposite of what readers expect. Work with a partner to find 4-5 examples of things that are funny in this story because they are the opposite of what you expected. What other examples of humor did you and your partner notice in the story?



In the middle of winter, after you've been sledding down hills and throwing snowballs for a few hours, a mug of warm cocoa really hits the spot. But in summer, when the hot sun is beating down on you and there isn't a hint of a breeze, ice cream is the treat you'll crave.

## ESSENTIAL QUESTION

**In what ways is setting important in a text?**

## LANGUAGE ARTS CONCEPT

Authors may include setting details in a recipe to suggest where and when a particular food is best served.

## CROSS-CURRICULAR EXTENSION

### Life Skills

Follow this recipe with classmates or at home. Note the fruits you used and how you served the treats. Then share your thoughts about the recipe with the class. Would you make it again?

## KEY VOCABULARY

**pitted** (p. 15) with the hard middle of the fruit removed

**optional** (p. 15) available as a choice but not required

**dissolved** (p. 15) completely mixed into a liquid

## PREPARE TO READ

Share with students the name of a recipe you like to make and invite students to do the same. Then discuss with students the important parts of a recipe (e.g. title, ingredients, equipment, directions, oven temperature, cooking time, serving suggestions, serving size). Tell students to look for these parts as they read.

## CLOSE READING QUESTIONS

- Highlight the parts of the recipe that are optional.
- Underline words and phrases that emphasize when and where this treat should be enjoyed.

## COMMON CORE CONNECTIONS

### Analyze Main Idea *CCSS Reading 3*

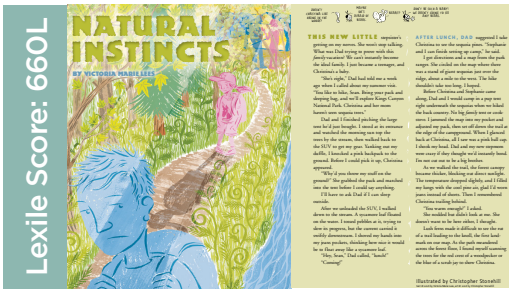
What is the author's main idea, or message, about why people should make fruity ice cream bars? Identify the main idea in the introductory paragraph and underline details in the recipe that support it. Compare ideas with a partner.

### Create a Survey *CCSS Writing 4*

Create a survey for your classmates or friends about their favorite summer foods—ice cream flavors, cold drinks, fruit, etc. Write 3-4 questions in a chart that has room to record answers. After surveying at least 10 people, compile your results and share them with the class.

### Write Expository Text *CCSS Writing 2*

Choose a recipe you love and write an introduction and a conclusion for it. Include a hook to get readers interested and a main idea. Make the recipe sound fun and interesting by sharing something personal about why you like the recipe or making up a story about the recipe. Create a class recipe book.



Sean isn't looking forward to a family camping trip that includes his new stepsister. She's five years younger than he is, she talks all the time, and she has a pink backpack. It's hard for Sean to imagine that he will ever feel like Christina's big brother.

## ESSENTIAL QUESTION

In what ways is setting important in a text?

## LANGUAGE ARTS CONCEPT

The setting of a story can create the conflicts or problems that the characters must face.

## CROSS-CURRICULAR EXTENSION

### Geography & History

Explore Kings Canyon National Park through the National Park Service website. Learn about wildlife, history, and the Junior Ranger program. Take a virtual hike.

## KEY VOCABULARY

**ideal** (p. 17) perfect

**bond** (p. 17) form a close relationship

**lush** (p. 17) full and healthy

## PREPARE TO READ

Define *instincts* (i.e. ways of behaving, thinking or feeling that are natural and not learned). Discuss examples of natural instincts in animals, such as a mother bear protecting her young or a spider spinning a web. Discuss whether humans have natural instincts. Ask students to note how instincts affect characters' behavior in this story.

## CLOSE READING QUESTIONS

- What lessons does Sean teach Christina about surviving in the wilderness? Highlight details to support your answer.
- How do Sean's feelings toward Christina change? Cite details from the text to support your answer.

## COMMON CORE CONNECTIONS

### Analyze Setting *CCSS Reading 3*

Review details about the setting of this story. Then explain how the setting creates conflicts, or problems, in the story. Are there any conflicts that are not caused by the setting? Support your ideas with details from the text.

### Analyze Relationships *CCSS Reading 3*

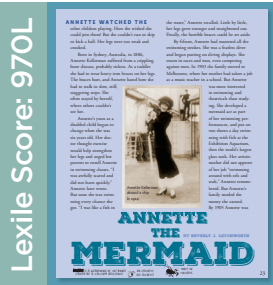
What natural instincts does Sean display in this story? How do his responses to these instincts affect his experience with Christina?

### Analyze Point of View/Write Narratives *CCSS Reading 6/Writing 3*

Readers learn about Sean's thoughts and feelings because the story is told from his point of view. Choose one of the exciting scenes in the story and rewrite it from Christina's perspective. Be sure to include details about her thoughts, feelings, and observations.

# TEXT: Annette the Mermaid

Type: Biography Magazine pages 23-25



The idea that physical exercise is good for men and women alike is something we take for granted today, but people didn't always believe this was true. There was a time when exercise was not considered proper or healthy for women. Thanks to athletes like Annette Kellerman, women have come a long way since then.

## ESSENTIAL QUESTION

**In what ways is setting important in a text?**

## LANGUAGE ARTS CONCEPT

Biographies contain information not only about a person, but also the period in which the person lived.

## CROSS-CURRICULAR EXTENSION

### Interview an Athlete

Interview a student athlete from a local school. You could ask about athletes who inspire her, challenges on the field, her routines, and how she feels about her team. Share your interview with the class.

## KEY VOCABULARY

**deficiency** (p. 23) a lack of something that is needed

**brute** (p. 24) forceful

**revolutionized** (p. 25) changed something completely

## PREPARE TO READ

Ask volunteers to name their favorite athletes and explain why they admire them. Then ask students to describe what makes a great athlete. Record students' ideas. Then tell them to look for these qualities in Annette Kellerman.

## CLOSE READING QUESTIONS

- How did Annette change the way people thought about women and sports? Underline three examples in the text.
- What are three of Annette's character traits? Cite text details to support your answer.
- In what ways were women treated differently from men? Highlight supporting details.

## COMMON CORE CONNECTIONS

### Analyze Setting *CCSS Reading 3*

What time period is covered in this biography? With a partner, describe what you learned about how people lived, what they believed, and how they acted in this time period. Then explain two ways in which the time period affected Annette's life.

### Analyze Cause and Effect *CCSS Reading 3*

Annette took actions that had important effects on her life and the lives of others. Describe three of these actions and their effects. Which action do you think had the most important effect?

### Analyze Text Structure *CCSS Reading 5*

This biography is written in chronological, or time, order. What features of the text make its structure clear? How might a different text structure affect the order in which events and ideas in her life are portrayed?



Isa and her family have been waiting, praying, and dancing for rain, but so far no rain has come. Finally, Abuelita decides to try a different way to make the rain come—she's going to trick the clouds.

## ESSENTIAL QUESTION

In what ways is setting important in a text?

## LANGUAGE ARTS CONCEPT

Authors can use setting details to create a feeling of suspense, or growing excitement, in their stories.

## CROSS-CURRICULAR EXTENSION

### Science

Look in books and online to find a weather experiment you would like to try. After you perform the experiment, write it up—explain the purpose, the equipment you used and the results. Share your findings with the class.

## KEY VOCABULARY

**tromped (p. 28)** stepped heavily

**dozy (p. 28)** sleepy

**parched (p. 29)** dried out

## PREPARE TO READ

Ask students if they know any natural signs people use to predict rain, such as cows lying down in a group, spiders coming down from their webs, or flowers smelling stronger than usual. Tell students to notice the way characters predict weather in this story.

## CLOSE READING QUESTIONS

- What will happen to Isa and her family without the rain?  
Cite details to support your answer.
- Why does Abuelita pretend not to hear the thunder?
- How do Mama and Abuelo react when they see the table? Why do they react this way? Highlight details to support your answer.

## COMMON CORE CONNECTIONS

### Analyze Relationships *CCSS Reading 1*

The excitement an author builds in a story is called suspense. What events in this story create suspense as the characters wait for the rain? When is the climax, or moment of greatest suspense, in this story? Support your ideas with details from the text.

### Write Narratives *CCSS Writing 3*

Write a letter to a friend from Isa's point of view. Begin your letter with this sentence, "You should meet my Abuelita." Using story details, describe your grandmother and how you feel about her and the things she does.

### Analyze Mood *CCSS Reading 4*

The feeling an author creates in a story is called the mood. Which details on the first two pages of the story create a cranky, unhappy mood? How does this mood change in the story? Remember to support your ideas with details from the text.



What do you notice during a warm summer rain? The sound of the raindrops hitting the roof? The smell of the wet ground? The feel of the water on your skin? Try to picture in your mind the rainy day in this poem.

## ESSENTIAL QUESTION

**In what ways is setting important in a text?**

## LANGUAGE ARTS CONCEPT

Details about where and when a poem takes place help reveal the feelings in the poem.

## CROSS-CURRICULAR EXTENSION

### English Language Arts

Work with a partner to find and memorize a rain or weather poem. After all pairs have practiced performing their poems, hold a class poetry slam.

## KEY VOCABULARY

**sheen** (p. 31) a smooth, shiny quality

## PREPARE TO READ

Write the following sentence frame on the board: “The rain \_\_\_\_\_ on the rooftop.” Invite students to come up with different words to describe rain falling, such as *poured*, *pitter-patted*, *plopped*, and *sprinkled*. Tell students to listen for words that describe rain falling in this poem. Then have them follow along silently as you read the poem aloud.

## CLOSE READING QUESTIONS

- Underline words and images that stood out to you. Did any surprise you?
- Highlight details in the poem that describe setting.

## COMMON CORE CONNECTIONS

### Analyze Imagery *CCSS Language 5*

Poets often use words to create sound patterns. One type of sound pattern is called assonance—the repetition of vowel sounds within words. (Example: The slow pony groaned.) Underline examples of assonance in this poem. What effect does this sound pattern have on the poem? Does it emphasize ideas or feelings?

### Write Poems *CCSS Writing 3*

Write your own poem that uses vivid verbs to describe something in nature, such as snow falling, wind blowing, clouds drifting, or the sun rising. You might begin with a line modeled on the first line of this poem—for example, “How peaceful is the winter’s snow,” or “How silent are the drifting clouds.” Share your finished poem with the class.

### Analyze Tone *CCSS Reading 4*

The tone of a poem is the speaker’s attitude toward the subject. The first line of this poem tells you exactly what the tone is—joyful. What other words in the poem help show this joyful tone?

# TEXT: A Home in the Ground

Type: Narrative Nonfiction Magazine pages 32-35



In 1869, Gustav moved from Sweden to Kansas to claim a piece of land. With nothing but a covered wagon and a few tools, Gustav began to build a home for himself and his fiancé. They were both taking a big risk—the land was wild and difficult to farm. They could only work hard and hope to survive. Not everyone did.

## ESSENTIAL QUESTION

**In what ways is setting important in a text?**

## LANGUAGE ARTS CONCEPT

An author may describe two or more different settings in a story so that readers may compare them.

## CROSS-CURRICULAR EXTENSION

### Design

Look online for photographs of modern underground homes. Then design your own home in the ground.

## KEY VOCABULARY

**native** (p. 32) used to describe the place where a person was born and raised

**obstacles** (p. 33) things that make progress difficult

**cultivate** (p. 34) to prepare and use for growing plants

**persisted** (p. 35) continued to try to do something even though it was difficult

## PREPARE TO READ

Tell students to imagine they are stranded alone in the wilderness. They don't have any food, but there is a stream for water. Have students discuss the five items they would want to have with them. Ask how they would eat, sleep, and protect themselves. Explain that this story is about surviving difficult times.

## CLOSE READING QUESTIONS

- What made creating a home in the wilderness difficult for Gustav? Highlight supporting details.
- How does Gustav feel about bringing Maria to the dugout? Cite details to support your ideas.
- Underline five examples of how Gustav and Maria persisted.

## COMMON CORE CONNECTIONS

### Compare Settings *CCSS Reading 3*

With a partner, create a two-column chart to compare and contrast Sweden and Kansas. Record details about each place. Then write a paragraph in which you explain how life is different in these places.

### Write Explanatory Text *CCSS Writing 2*

Work in a group to create an advertisement for land available under the Homestead Act. Your ad should list the requirements people must fulfill, describe the conditions homesteaders should expect, and explain the traits of a successful homesteader.

### Analyze Text Structure *CCSS Reading 5*

The main text is a narrative. How are the sidebars structured? How do the sidebars work together with the main text to present a holistic picture of homes built in the ground in the 20th century American Midwest?

# TEXT: Make Your Own Hikaru Dorodango

Type: Activity Magazine pages 36-37



How would you describe mud? Squishy? Mushy? Gooney?  
How about beautiful? Most people don't think mud is beautiful, but a traditional Japanese art turns plain mud into perfect shining balls.

## ESSENTIAL QUESTION

In what ways is setting important in a text?

## LANGUAGE ARTS CONCEPT

Authors include background details about where an activity comes from and when it was developed in order to build readers' interest.

## CROSS-CURRICULAR EXTENSION

### Art

Research online or in the library to find out about other traditional Japanese arts and crafts. Try a few and share your results with classmates.

## KEY VOCABULARY

**luster** (p. 37) the shiny quality of a surface that reflects light

**condensed** (p. 37) changed from a gas into a liquid

**impressive** (p. 37) deserving of respect

## PREPARE TO READ

Show students images of dorodango from the internet. Ask students to guess how they would make shiny balls out of mud—what materials would they need and what processes would they follow? Remind students to check their ideas as they read this activity text.

## CLOSE READING QUESTIONS

- Underline information the author includes to get readers interested in making dorodango.
- What idea about making dorodango is emphasized in the introduction and the conclusion? Why do you think the author did this? Support your answer with text details.

## COMMON CORE CONNECTIONS

### Identify Main Idea *CCSS Reading 2*

What is the author's main idea about making dorodango? Reread the introduction and the conclusion. Then work with a partner to write a main idea statement and highlight details that support it.

### Present Oral Reports *CCSS Writing 7, Speaking & Listening 4*

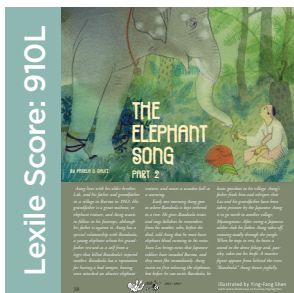
With a partner, conduct research to find out more about dorodango. Create a list of the five most interesting ideas you learn and use these ideas to create an oral report. List each idea on an index card and add background information about it. Include photos, pictures, or videos in your report. Practice before you present to the class.

### Analyze Tone *CCSS Reading 4*

The tone of a text is the author's attitude about the subject. How do you think this author feels about making dorodango? Does she make it sound exciting? Challenging? Easy? Silly? Underline details that support your answer.

# TEXT: The Elephant Song

Type: Historical Fiction Magazine pages 38-44



Just before Aung fled into the jungle, he witnessed a Japanese soldier beating his father. Aung is worried about what the soldiers will do to his family, but finding Bandoola in the jungle is a great relief.

## ESSENTIAL QUESTION

**In what ways is setting important in a text?**

## LANGUAGE ARTS CONCEPT

The setting of a story may influence the way characters live, the dangers they face, and the actions they take.

## CROSS-CURRICULAR EXTENSION

### Art/English Language Arts

Retell an event from this story in graphic form. First, plan the text and images for each story frame. Next, make some rough sketches. Finally, put your ideas together in a final draft.

## KEY VOCABULARY

**hesitation (p. 39)** doubt

**intensifies (p. 40)**  
becomes stronger

**pierce (p. 40)** to make a hole in something

## PREPARE TO READ

Have students write four predictions about what will happen in the story based on the four illustrations. Tell students to write their predictions on the illustrations. Remind them to pause at the end of each page to revise their predictions as they read.

## CLOSE READING QUESTIONS

- Were your predictions accurate? Use details from the text to explain why or why not.
- How does Bandoola change in the story? Cite details from the text to support your answer.

## COMMON CORE CONNECTIONS

### Analyze Setting *CCSS Reading 3*

This story takes place in three different settings—the jungle, the clearing, and the village. What important events happen in each setting? Create a three-column chart to record your ideas. Label each column with a different setting. In what ways do the time and place of this story cause problems for the characters?

### Analyze Characters *CCSS Reading 3*

Aung knows he must “move with confidence” to win Bandoola’s trust. In what other ways does Aung move with confidence in this story? Did Aung surprise you in any way? Support your ideas with story details.

### Research *CCSS Writing 7*

With a partner, conduct research online and in the library to find print and digital stories about elephants. Choose two stories and use the 5 W questions to write a short summary of each (i.e. What happened? When did it happen? Where did it happen? Why did it happen? Who was there?). Share your summaries with the class.



## CROSS-TEXT CONNECTIONS WITH MULTIPLE TEXTS

### COMPARE TEXTS

**SYNTHESIZE:** Guide students to compare the texts they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*).

- Refer to “Annette the Mermaid” and two other texts to write about the risks characters take. Compare the characters’ traits, why they took risks, and the outcomes of the risk-taking.
- Compare ideas about rain in “Isa’s Ants,” “Summer Rain,” and “A Home in the Ground.” How are the ideas similar and different? Use imagery, details and description to support your answer.
- Compare the two activity texts—“Fruity Ice Cream Blocks” and “Make Your Own Hikaru Dorodango.” First identify the purpose, main idea, tone, organization, and audience of each piece. Then describe how these elements are similar and different.
- Use information from “Natural Instincts,” “A Home in the Ground,” and “Elephant Song” to create a survival guide filled with advice on wilderness safety. Organize advice by category.
- Compare attitudes toward dragons in “Wheels for the Dragon,” “Dragon Dreams,” and “There Goes the Neighborhood.”
- How would you describe the way the fathers and sons get along in these stories? Compare relationships between fathers and sons in two or more texts.
- How does setting present challenges in “Annette the Mermaid,” “Isa’s Ants,” and “A Home in the Ground”? Compare the way characters deal with challenges and the traits this reveals.
- If you could take one story character from this issue to go with you on a wilderness survival trip, who would you choose? Who would you definitely not choose? Support your ideas with details.
- Compare the mood of the two poems in this magazine. What feelings did each poem create in you as you read? Were the feelings similar or different? Support your ideas with poem details.
- Of all the story settings in this magazine, which one proved to be the most challenging for the characters? Use story details to explain why you chose one setting over the others.
- Which stories showed the power of natural instincts? How did instincts influence human and animal behavior in these stories? Compare the messages conveyed about instincts.



## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

This mini-unit offers students several options for in-depth analysis of the role of setting in the various magazine texts. Begin with the Engage activity and then move on to the other mini-unit sections in the sequence that works best for your instructional goals. Using what they learn, students will create travel brochures that provide detailed information about the setting of one of the magazine texts.

### ENGAGE

### READ AND COMPARE

### APPLY

**ENGAGE:** Tell students that they will be working in pairs to go on a magazine scavenger hunt—partners will go through the magazine texts to try to find one specific example for each of the setting details listed below. Explain that students should highlight the examples they find in the magazine and note the page number and the story title in the chart. Give pairs a time limit and explain that they are not expected to find every detail, but they should try to find as many as possible. Tally the scores to see which pair found the most details. Finally, discuss why the details are important in the stories.

Setting Detail	Story Title	Page number
Past/Present/Future		
Time of Day		
Season/Weather		
Time in History		
Indoors/Outdoors		
Real/Imaginary		
Wilderness/City/Suburbs/Farm		
Transportation Methods		
Clothing		
Wartime/Peacetime		
Manners and Customs		
Natural Surroundings		
Plants and Animals		
Buildings		

Share the essential question: ***In what ways is setting important in a text?***



**READ AND COMPARE TEXTS:** Begin with a focus text as a base for building content knowledge and model how to work through the text.

**1) READ ALOUD:** Use “Wheels for the Dragon” (pgs. 5-9) as a focus text, or choose a different text that works well for your teaching goals. Share the text summary on page 4 of this guide. Students can read their own copies of the text and use sticky notes to mark places they find interesting or have questions about.

**2) DISCUSS THE ARTICLE:** After reading, guide students to talk about the text and what they noticed about the setting. See the Text Pages for Close Reading Questions.

**3) READ NEW ARTICLES:** Help students choose additional texts to read based on their inquiry questions or what they find interesting. Refer to the Text Pages for summaries of each text within *Cricket: July/August 2016*.

**4) COMPARE ARTICLES:** After students have read multiple texts, guide them to make cross-text connections. Refer to page 15 to compare texts using prompts that help students integrate ideas and information.

## CHOOSE A PURPOSE FOR READING

**ANALYZE CHARACTERS** CCSS Reading 3 Analyze a character’s words and actions over the course of the story and consider how the character changes.

**ANALYZE CONFLICT** CCSS Reading 3 Determine the conflict or problem faced by the main character and how it is resolved.

**ANALYZE SETTING** CCSS Reading 3 Determine the setting of the story and analyze how it affects the characters and the plot.



**APPLY: STORY SETTING BROCHURE**

**Students will work individually or in pairs to create a travel brochure that highlights the setting of one of the magazine texts. They will present their brochures to the class.**

**Materials**

- Travel brochures
- Pens, pencils, markers, colored pencils
- Scissors
- Glue
- Blank sheets of paper
- Old magazines, preferably travel magazines

**STEP 1: Build Background** Bring in travel brochures from a local travel agency or find online examples to share with students. Discuss the different elements and types of information they notice in the brochures.

**STEP 2: Introduce the Activity** Tell students they are going to create travel brochures that advertise the setting of one of the magazine texts. Brochures may be serious or humorous, depending on the stories students choose, and should include at least some of the following details:

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| • climate and weather                | • buildings                           |
| • landscape and natural surroundings | • residents of the area               |
| • plants and animals                 | • manners and customs                 |
| • transportation                     | • warnings about dangerous situations |
| • clothing                           | • landmarks and well-known places     |
| • attractions                        | • arts and culture                    |

**STEP 3: Read**

Have students reread their chosen texts, highlighting all the details they find that are related to setting. Students may want to use the list in Step 2 as a guide.

**STEP 4: Plan** Have students use the Travel Brochure Planner on page 19 to plan the panels of their brochures. Students should:

- use imagination to turn story details into material for the brochures.
- create a catchy phrase or persuasive slogan for the cover of their brochure.
- write in the element they will focus on in each section of the planner.
- jot down notes about particular details they will include on each panel.
- conduct research if they want additional setting information for their brochures.
- describe the images they will use and whether they will draw or find them.

**STEP 5: Create** After students have finished planning, distribute a sheet of paper to each student and show them how to fold it in thirds. Then have them add their text and images. Remind students that they can arrange the text and images for each panel in any way that makes sense to them. All the panels do not need to look the same.

**STEP 6: Present**

Have students take turns presenting their finished brochures.



NAME: \_\_\_\_\_

## Mini-Unit Graphic Organizer

### Travel Brochure Planner

<b>Panel 1: Brochure Cover</b> <b>Persuasive Slogan:</b> _____ _____ _____ _____ _____  <div>image</div>	<b>Panel 2</b> <b>Setting element</b> _____ _____ <b>Notes</b> _____ _____ _____ _____  <div>image</div>	<b>Panel 3</b> <b>Setting element</b> _____ _____ <b>Notes</b> _____ _____ _____ _____  <div>image</div>
<b>Panel 4</b> <b>Setting element</b> _____ _____ <b>Notes</b> _____ _____ _____ _____  <div>image</div>	<b>Panel 5</b> <b>Setting element</b> _____ _____ <b>Notes</b> _____ _____ _____ _____  <div>image</div>	<b>Panel 6</b> <b>Setting element</b> _____ _____ <b>Notes</b> _____ _____ _____ _____  <div>image</div>

NAME: \_\_\_\_\_

### ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

**NAME:** \_\_\_\_\_

### CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or your own inquiry question.

**ESSENTIAL QUESTION OR INQUIRY QUESTION:**

**ARTICLE 1:**

**ARTICLE 2:**

**ARTICLE 3:**



**bond** form a close relationship

*Dad and my new stepmom were crazy if they thought we'd instantly **bond**. (p. 17)*

**brute** forceful

*"I had the endurance but not the **brute** strength," she admitted. (p. 24)*

**condensed** changed from a gas into a liquid

*After about 20 to 30 minutes, water will have **condensed** inside the bag. (p. 37)*

**cultivate** to prepare and use for growing plants

*Under the Homestead Act of 1862, farmers had five years to make good on their government agreement to **cultivate** the land and build at least one twelve-by-fourteen-foot dwelling. (p. 34)*

**deficiency** a lack of something that is needed

*Born in Sydney, Australia, in 1886, Annette suffered from a crippling bone disease, probably rickets, a calcium **deficiency**. (p. 23)*

**dissolved** completely mixed into a liquid

*Mix sugar and water together until sugar is completely **dissolved**. (p. 15)*

**dozy** sleepy

*The **dozy** dogs were panting in the heat underneath the mesquite tree, and an old tire swing hanging from its branches swirled gentle circles in the dust. (p. 28)*

**entourage** a group of people who go with and assist an important person

*He heard the gasps of his **entourage** as the American picked him up. (p. 7)*

**exert** to make an effort to do something

*"It is only because you are emperor that you have never had to **exert** yourself." (p. 7)*

**hemlock** a type of poisonous plant

***Hemlock** ribs cage granite heart: / beat by beat, bright valley quakes. (p. 10)*

**hesitation** doubt

*An elephant can sense **hesitation**, and one must move with confidence to keep his trust. (p. 39)*

**ideal** perfect

*We can't instantly become the **ideal** family. (p. 17)*

**impressive** deserving of respect

*Even if you don't have their patience, your mud balls should be pretty **impressive**. (p. 37)*

**intensifies** becomes stronger

*Bandoola's fury **intensifies** even after the tiger is gone. (p. 40)*

**kowtowed** showed a deep respect for someone

*Prince Chun, his father, arrived, **kowtowed** to his son by kneeling and touching his forehead to the ground, inquired about his studies, and left. (p. 5)*

**linoleum** a type of material used to cover floors

*Her feet hit the **linoleum**. (p. 11)*

**lush** full and healthy

***Lush** ferns made it difficult to see the rut of a trail leading to the knoll, the first landmark on our map. (p. 17)*

**luster** the shiny quality of a surface that reflects light

*When properly made, these mud balls have a hard, glossy finish and a beautiful **luster**. (p. 37)*

**native** used to describe the place where a person was born and raised

*In his **native** homeland, groves of trees created boundaries. (p. 32)*

**obstacles** things that make progress difficult

*With the **obstacles** he had overcome so far, he only prayed they both would somehow survive this wild adventure he had chosen and that she had agreed to join. (p. 33)*





**optional** available as a choice but not required

*Popsicle sticks (**optional**) (p. 15)*

**parched** dried out

*She sounded as **parched** as the wilting peppers in her thirsty garden. (p. 29)*

**persisted** continued to try to do something even though it was difficult

*They told their eight children how they **persisted** and were among the forty percent of homesteaders who made final claim on their land five years later. (p. 35)*

**pierce** to make a hole in something

*It turns its head toward Bandoola a split second before a set of massive ivory tusks **pierce** its side. (p. 40)*

**pitted** with the hard middle of the fruit removed

*1 quart raspberries, strawberries, or **pitted** cherries (p. 15)*

**revives** makes active again

*"That usually **revives** him." (p. 14)*

**revolutionized** changed something completely

*She always championed swimming as the perfect exercise and **revolutionized** the idea of swimming as an activity for women. (p. 25)*

**sheen** a smooth, shiny quality

*How joyful is the summer rain—/ Skipping on the rooftops, / Sky-diving down the drain, / Sliding down the horses' necks / Giving them a **sheen**. (p. 31)*

**tending** looking after

*Flesh-made mountain: dragon sleeps, / **tending** dreams of fire and death. (p. 10)*

**thrusting** pushing with force

*Mom—who'd been flaming mad about Dad's spying only a second ago—was now **thrusting** the binoculars at me. (p. 12)*

**tromped** stepped heavily

*So when Isa finished wiping her plate, she found her plastic sandals and **tromped** down the wooden steps of the little house into the parched dirt yard. (p. 28)*

**vapor** a gaseous substance

*Steaming **vapor** streams and creeps— / misty wreath of dragon breath. (p. 10)*



### **“Wheels for the Dragon”**

- <http://www.theoi.com/greek-mythology/dragons.html>

Learn about how dragons were portrayed in ancient Greek culture.

### **“Natural Instincts”**

- <http://www.livescience.com/4631-modern-humans-retain-caveman-survival-instincts.html>

Read an article about how modern humans display some of the same natural instincts that cavemen once had.

- <http://www.discoveryeducation.com/teachers/free-lesson-plans/animal-instincts.cfm>

Follow this lesson plan from Discovery Education to engage your students in a lesson on animal instincts.

### **“A Home in the Ground”**

- <http://amhistory.si.edu/ourstory/activities/sodhouse/more.html>

Learn about life on the American prairie during the 19th century and discover how people built sod homes out of the available natural resources.