

Teacher's Guide



MAGAZINE ARTICLES

Scarecrows	5
Adventure Story 680L	
The Life of a Leaf	11
Lyrical Poem	
The Man in the Monster Suit	12
Expository Nonfiction 1070L	
Which Monster Are You?	16
Procedure 1040L	
Vanquishing the Hungry Chinese Zombie. . .	20
Folktales 710L	
Hope on High	28
Fairy Tale 830L	
Vanishers	34
Science Fiction 590L	
All for a Lizard	39
Historical Fiction 910L	



Teacher's Guide for *Cricket*: October 2016

Using This Guide	2
Skills and Standards Overview	3
Article Guides	4
Cross-Text Connections	12
Mini-Unit	13
Graphic Organizers	16
Appendix: Meeting State and National Standards	19



OVERVIEW

In this magazine, readers will learn about how different authors use the idea “appearances can be deceiving” in their writing.

Cricket: October

2016 includes information about ghost soldiers, monster actors, zombies, and other interesting characters involved in situations that may leave readers wondering what really happened.

ESSENTIAL QUESTION:

How do different authors address the same theme?



We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as 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.

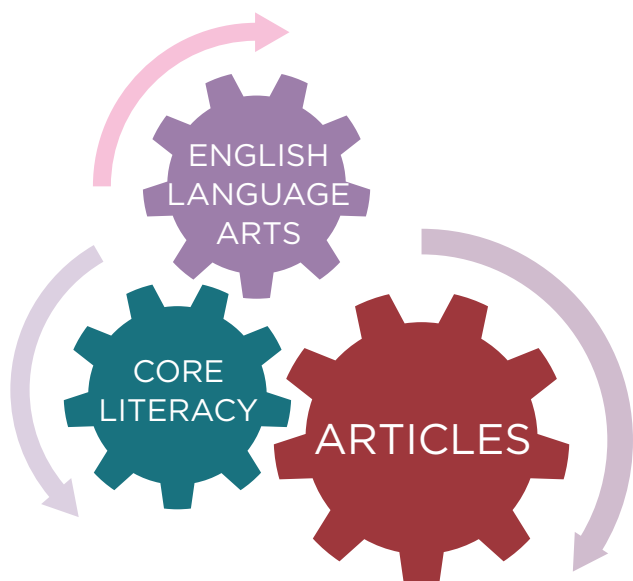
READ INDIVIDUAL ARTICLES PAGES 4 - 11

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



TEACH A MINI-UNIT PAGES 13 - 15

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).

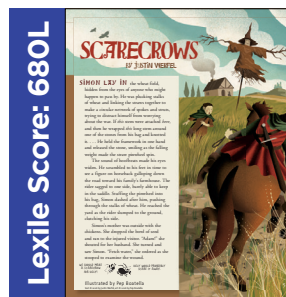


Essential Question: How do different authors address the same theme?

MAGAZINE ARTICLES	ENGLISH LANGUAGE ARTS CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
Scarecrows Adventure Story	Authors use story details to create suspense, or a growing excitement and tension.	<ul style="list-style-type: none"> Close Reading Analyze Plot Evaluate Author's Point of View Analyze Characters Collaborate 	<i>Reading 1, 2, 3, 5 & 6</i> <i>Speaking & Listening 1</i>
Life of a Leaf Poem	A metaphor is a comparison of two things. It shows the similarities between two things that seem mostly different.	<ul style="list-style-type: none"> Close Reading Interpret Figurative Language Analyze Sound Devices Analyze Text Structure Write a Poem 	<i>Reading 1, 2, 3, 4 & 5</i> <i>Writing 3</i>
The Man in the Monster Suit Expository Nonfiction	A personality profile is an article that creates a portrait of a person using words.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Evaluate Tone Interview and Present a Speech 	<i>Reading 1, 2, 4 & 5</i> <i>Speaking & Listening 4 & 6</i>
Which Monster Are You? Procedure	Authors may use a tongue-in-cheek style to let readers know their writing is silly, not serious.	<ul style="list-style-type: none"> Close Reading Evaluate Tone Interpret Visual Information Determine Author's Purpose Write a Comic 	<i>Reading 2, 3, 4, 6 & 7</i> <i>Writing 3</i>
Vanquishing the Hungry Chinese Zombie Folktale	Authors use imagery, or description that appeals to the senses, to make the setting and events in a story come to life.	<ul style="list-style-type: none"> Close Reading Interpret Sensory Images Evaluate Tone Interpret Theme Conduct a Survey 	<i>Reading 1, 2, 3 & 4</i> <i>Speaking & Listening 1 & 2</i>
Hope on High Fairy Tale	In a fairy tale, the important characters are usually either good and kindhearted or cruel and evil.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Understand Author's Purpose Draw Conclusions Write a Letter 	<i>Reading 1, 2, 3, 4 & 6</i> <i>Writing 3</i>
Vanishers Science Fiction	Some scary stories end with a surprise—an outcome that readers don't expect.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Understand Author's Purpose Draw Conclusions Write a Letter 	<i>Reading 1, 2, 3 & 4</i> <i>Writing 1</i>
All for a Lizard Historical Fiction	In historical fiction, characters' beliefs and attitudes are affected by the time and place in which they live.	<ul style="list-style-type: none"> Close Reading Draw Conclusions Analyze Text Structure Evaluate Mood Write a News Article 	<i>Reading 1, 3, 4 & 5</i> <i>Writing 2</i>

Comparing Texts: CCSS Reading 2 & 3; CCSS Writing 1, 2 & 3

Mini-Unit: CCSS Reading 1, 2, 3 & 4; CCSS Writing 1; CCSS Speaking & Listening 1, 2, 3 & 6



The ancient Chinese philosopher and military general Sun Tzu believed that being able to outsmart enemies is far better than being able to outfight them. Decide whether you agree with Sun Tzu after you read this story.

ESSENTIAL QUESTION

How do different authors address the same theme?

CORE CONTENT CONCEPT

Language Arts Authors use story details to create suspense, or a growing excitement and tension.

CROSS-CURRICULAR EXTENSION

Science Conduct research to learn about counterweights and how they create balance. Then develop a demonstration for the class.

KEY VOCABULARY

counterweight (p. 8) a weight that provides balance against something of equal weight

phantom (p. 8) something that is not real and exists only in a person's mind

PREPARE TO READ

Ask students to describe suspenseful moments in stories and movies. Discuss why writers and moviemakers might want to create suspense. Then tell students to be on the lookout for moments in this story when they wonder what will happen next.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

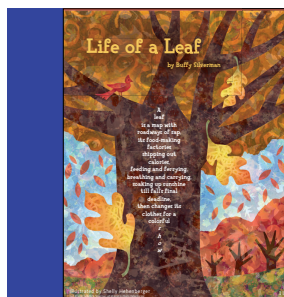
- What is the setting of this story? Cite 3-4 details from the text that helped you understand the setting. *CCSS Reading 3*
- Predict Simon's future. What work will he do? Will he be successful? Cite details to support your ideas. *CCSS Reading 1*
- In what different ways are appearances deceiving in this story? Support your ideas with details from the text. *CCSS Reading 2*

Craft and Structure

- **Analyze Plot** The most suspenseful moment in a story is called the climax. Work with a partner to identify the climax of this story. Then list events and details that lead to the climax and help build suspense. *CCSS Reading 5*
- **Evaluate Author's Point of View** How would this story be different if it was told by Simon himself instead of an outside narrator? Choose a scene and rewrite it from Simon's perspective. Include details about what he thinks and how he feels in the scene. *CCSS Reading 6*
- **Analyze Characters** With a partner, discuss how Simon uses his farming skills to help defend the castle. Do you think this is realistic? Cite text details to support your ideas. *CCSS Reading 3*

SPEAKING AND LISTENING

Collaborate Sun Tzu believed that being able to outsmart enemies is far better than being able to outfight them. Work in a group to discuss and debate this statement. Use story details and other information to support your ideas.



Have you ever gazed up at clouds in the sky and thought about what their shapes remind you of? In this poem, the speaker describes some things she thinks of when she sees a leaf.

ESSENTIAL QUESTION

How do different authors address the same theme?

CORE CONTENT CONCEPT

Language Arts A metaphor is a comparison of two things. It shows the similarities between two things that seem mostly different.

CROSS-CURRICULAR EXTENSION

Science Learn more about photosynthesis—the process in which leaves turn sunlight into food for trees. Create a diagram that shows this process and share it with the class.

KEY VOCABULARY

ferrying (p. 11) moving something between two places

PREPARE TO READ

Display this metaphor: *the road is a snake*. Discuss the two things being compared in it. Ask what students imagine the road looks like. Then tell them to look for the metaphors in the next poem. Finally, have students follow along as you read the poem aloud.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What ideas about leaves do you find in this poem? Cite the words and phrases that convey them. *CCSS Reading 1*
- From the outside, a leaf appears to just hang on the branch of a tree. How does the poem show that this appearance is deceiving? *CCSS Reading 2*
- What processes does a leaf undergo according to this poem? *CCSS Reading 3*

Craft and Structure

- **Interpret Figurative Language** How many metaphors can you find in this poem? Work with a partner to make a list of them. Then choose one and write a paragraph to explain what the metaphor means. *CCSS Reading 4*
- **Analyze Sound Devices** Take turns reading this poem aloud with a partner. As you listen, pay attention to rhyme and alliteration, or repeated consonant sounds at the beginning of words (“towering tree”). Highlight and label examples of each. Do any other sounds stand out to you? *CCSS Reading 4*
- **Analyze Text Structure** The shape of this poem helps convey its meaning. Undo the shape by copying the poem in paragraph form. How important is the shape to the poem’s meaning? What is lost when the poem is a paragraph? *CCSS Reading 5*

WRITING

Write a Poem Write a poem that uses metaphors. First, choose an object to write about. Then brainstorm a list of things to compare the object to. Finally, draft your poem. Get together with a group and read your poems aloud.



Movie monsters can shock you and give you nightmares for weeks. Sometimes it's hard to remember that hidden underneath the ragged scars, oozing sores, and bloody wounds is an actor.

ESSENTIAL QUESTION

How do different authors address the same theme?

CORE CONTENT CONCEPT

Language Arts A personality profile is an article that creates a portrait of a person using words.

CROSS-CURRICULAR EXTENSION

Art Create a poster showing movie monsters from the past and present. For each movie, include the title, date, and a short description. Then watch one—if you dare!

KEY VOCABULARY

restrict (p. 12) limit the amount or ability of something

intuition (p. 15) a feeling that guides a person to act a certain way without fully understanding why

PREPARE TO READ

Brainstorm memorable movie monsters and list them on the board. Ask students to describe what makes these monsters scary. The way they look? Move? Speak? Invite students to share what they know about actors who play movie monsters. Then tell them they will learn more about monster actors in this article.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Use details from the text to draw conclusions about the characteristics of a good monster actor. Then, write a help wanted ad for someone to play a movie monster. *CCSS Reading 1*
- A main idea in the article is “a monster actor is different from a regular actor.” List 4-5 supporting details. *CCSS Reading 2*
- How is the idea that appearances can be deceiving shown in this article? Support your ideas with text details. *CCSS Reading 2*

Craft and Structure

- **Analyze Text Structure** Authors of personality profiles use different types of information in order to bring a subject to life. Complete the Elements of a Profile graphic organizer (p. 17) to identify key elements of a personality profile. *CCSS Reading 5*
- **Evaluate Tone** Does this article have a formal or informal tone? Highlight details and pictures that helped you identify the tone. Is the tone appropriate for the subject? Explain. *CCSS Reading 4*

SPEAKING AND LISTENING

Interview and Present a Speech Interview a family member about their life. Then interview others who know them. Next, gather your notes and write a short one-minute speech about them. Present your speech to the class.



Take this personality quiz to get in touch with your inner monster.

ESSENTIAL QUESTION

How do different authors address the same theme?

CORE CONTENT CONCEPT

Language Arts Authors may use a tongue-in-cheek style to let readers know their writing is silly, not serious.

CROSS-CURRICULAR EXTENSION

Science Cryptozoology is the study of strange animals that may or may not exist, such as Bigfoot. Is cryptozoology a real science? Find out. Then research and report on other mysterious creatures.

KEY VOCABULARY

lurking (p. 16) hiding

supernatural (p. 17) unable to be explained by science or the laws of nature

PREPARE TO READ

If possible, share with students a few examples of fun, age-appropriate quizzes from kids' magazines and websites. Discuss fun quizzes students have taken and the results they got. Then have all students take the monster quiz.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Why is the Kappa's favorite workout a quick swim? Analyze the answer choices for one quiz question by connecting each choice to information from the appropriate monster description in the Scoring Key. *CCSS Reading 3*
- Create answer choices for this extra question: Imagine you are the star of a horror movie. What is the title of the movie? Work with a partner to write four answer choices. Make sure choices are based on details in the Scoring Guide. *CCSS Reading 2*
- How is the idea that appearances can be deceiving shown in this quiz? Support your ideas with text details. *CCSS Reading 2*

Craft and Structure

- Evaluate Tone** Is this quiz meant to be taken seriously? Cite text details to support your answer. *CCSS Reading 4*
- Interpret Visual Information** Study each illustration in the Scoring Guide. What characteristics about each monster's personality can you infer based on its illustration? *CCSS Reading 7*
- Determine Author's Purpose** What is the main purpose of this article—to entertain readers with a fun quiz or to inform readers about legendary monsters? Work with a small group of classmates to discuss this question. *CCSS Reading 6*

WRITING

Write a Comic Work with a partner to choose one monster and create a short fictional comic strip story about it based on the information from the text. Plan the words and pictures for each frame. Share your finished strip with the class.



On the last night of the Hungry Ghost Festival, Liang discovers something evil hiding in his family's candle shop.

ESSENTIAL QUESTION

How do different authors address the same theme?

CORE CONTENT CONCEPT

Language Arts Authors use imagery, or description that appeals to the senses, to make the setting and events in a story come to life.

CROSS-CURRICULAR EXTENSION

Social Studies Conduct online and library research to find out about the history of zombies. Create a timeline to show how ideas about zombies have changed over time. Share what you learn.

KEY VOCABULARY

vanquishing (p. 20) defeating someone completely in battle

netherworld (p. 20) the world of the dead

PREPARE TO READ

Discuss favorite scary stories and movies with students and the settings and events that create a creepy mood or feeling in them (for example, an abandoned house, a cemetery at night, a dark forest, or someone being chased). Finally, tell students to think about the details that create a disturbing mood in the next story.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

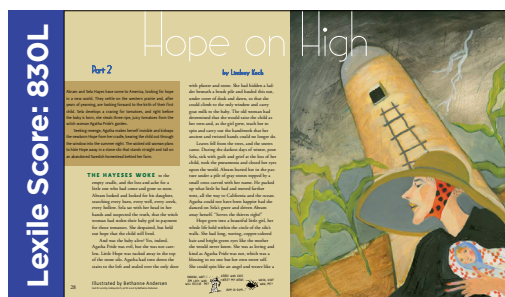
- Why is Crackling Candles a sad place? Support your answer with details from the text. *CCSS Reading 3*
- What do you learn about Tong from his words and actions? Cite details from the text to support your answer. *CCSS Reading 3*
- In what different ways are appearances deceiving in this story? Support your ideas with text details. *CCSS Reading 2*

Craft and Structure

- Interpret Sensory Images** Writers use imagery to help readers imagine how something looks, feels, sounds, smells, or tastes. In a scary story, these details can create an eerie feeling. Underline details that help you imagine the zombie. *CCSS Reading 4*
- Evaluate Tone** What words help to create a “creepy” mood in this story? *CCSS Reading 4*
- Interpret Theme** The theme of a folktale is the message about life that the writer wants to share with readers. What message does this story have about facing fears and finding hope? Work with a partner to write one or more theme statements. *CCSS Reading 2*

SPEAKING AND LISTENING

Conduct a Survey Create a two-question survey to find out how many of your schoolmates like scary movies and which scary movies are most popular. Compile your results and share them with the class.



Would you rather have a life full of hope or a life full of luck? Read this story to discover why having both is best.

ESSENTIAL QUESTION

How do different authors address the same theme?

CORE CONTENT CONCEPT

Language Arts In a fairy tale, the important characters are usually either good and kindhearted or cruel and evil.

CROSS-CURRICULAR EXTENSION

Language Arts This story is a retelling of "Rapunzel." Read an older version of this fairy tale. Then use a Venn diagram (p. 18) to compare the older version with "Hope on High."

KEY VOCABULARY

silo (p. 28) a tower used to store food for farm animals

PREPARE TO READ

Ask students to name fairy tales they know and list these on the board. Then discuss the good and evil characters in each tale. Finally, tell students to think about how the evil character in this story uses deception to get what she wants.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- How do Hope and Chance react to Agatha? Are their reactions similar? Cite text details to support your answer. *CCSS Reading 3*
- How does Agatha use deception to get what she wants? How does Hope learn that she has been deceived? Support your answer with text details. *CCSS Reading 2*
- What would life be like for Hope and Chance if they had not met? Use details from the text to support your answer. *CCSS Reading 3*

Craft and Structure

- Analyze Word Choice** A character's name can reveal information about his or her personality. Why are "Hope" and "Chance" good names for the young man and woman in this story? Why is "Pride" a fitting last name for Agatha? *CCSS Reading 4*
- Understand Author's Purpose** Why do you think the author created this text? What lessons does this fairy tale teach? With a partner, list the lessons conveyed in this story and note the events and details that teach them. *CCSS Reading 6*
- Draw Conclusions** On page 32, the narrator states "Hope broke down and cried for all she had lost and found since the young man appeared." What has Hope lost as a result of meeting Chance? What has she gained? How do you think Hope feels at this moment? Discuss your ideas in a small group. *CCSS Reading 1*

WRITING

Write a Letter What might Hope, Chance, and Hope's parents each say to Agatha if they had the opportunity? Work in small groups to write a letter from each character to Agatha.



After school, two good friends meet to walk home together. It's just another ordinary afternoon—or is it?

ESSENTIAL QUESTION

How do different authors address the same theme?

CORE CONTENT CONCEPT

Language Arts Some stories end with a surprise—an outcome that readers don't expect.

CROSS-CURRICULAR EXTENSION

Art Create an illustration for this story that captures the same mood, or feeling, as the words and imagery.

KEY VOCABULARY

vanish (p. 35) to disappear entirely without a clear explanation

PREPARE TO READ

Explain that some stories end with the words “happily ever after” or with a moral or lesson. Ask students how scary stories and movies usually end. Invite students to describe story and movie endings. Then have them look at the title and illustrations in the story and write a prediction about how it will end. Tell students to stop and revise their predictions as they read.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What do you learn about each boy from his words and thoughts? Support your answer with story details. *CCSS Reading 3*
- How does the weather change over the course of the story? Why do you think the writer did this? Cite story details that support your ideas. *CCSS Reading 3*
- Is Jacob's mother an ordinary person or are appearances deceiving? Support your opinion with details. *CCSS Reading 2*

Craft and Structure

- **Interpret Visual Information** What story event does the illustration on page 37 depict? How does this aid in your understanding of the story? *CCSS Reading 7*
- **Make Inferences** The ending of the story raises lots of questions: Did Jakob with a K really vanish? Was he just an imaginary friend? Was there something evil in the garbage can? With a small group, discuss these and other questions. *CCSS Reading 1*
- **Analyze Word Choice** Create a glossary of the secret words from the story. Then work with a partner to create and add 3-4 more words to the glossary. Use the words to write notes to each other. Can you understand what the notes say? *CCSS Reading 4*

WRITING

Write a Blog Do you think that Jacob should have told his mother the truth about who he was talking to? Write a blog to express your opinion.



Is it ever okay to disobey a rule? Find out what happens when Caeso and Statius sneak out to attend the funeral of the Roman emperor.

ESSENTIAL QUESTION

How do different authors address the same theme?

CORE CONTENT CONCEPT

Language Arts In historical fiction, characters' beliefs and attitudes are affected by the time and place in which they live.

CROSS-CURRICULAR EXTENSION

Social Studies Search online for a map of the Forum. Then locate the buildings where the funeral takes place. See if you can figure out the direction in which the crowds and the boys moved.

KEY VOCABULARY

eulogy (p. 4) a speech that praises someone who has died

PREPARE TO READ

Explain to students that when a U. S. president dies, a special tribute called a state funeral is held. Allow students to share any thoughts or knowledge about state funerals. Ask students what they would expect to happen at a state funeral. Then tell students to notice the way ancient Romans pay tribute to a fallen leader in this story.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- In what ways are appearances deceiving in this story? Support your ideas with text details. *CCSS Reading 1*
- What do you learn about Caeso and Statius from their words and actions? Use text details to support your answer. *CCSS Reading 3*
- What might the boys' father have been shouting at them? Support your answer with text details. *CCSS Reading 1*

Craft and Structure

- **Draw Conclusions** Historical fiction contains facts about a particular time in history. Based on the details in the story, what can you conclude about ancient Roman beliefs? *CCSS Reading 1*
- **Analyze Text Structure** How does the scene with the father on page 39 help set up the rest of the story? What does this scene introduce that helps move the plot forward? *CCSS Reading 5*
- **Evaluate Mood** The boys' father wants them to stay inside during the funeral because he believes the streets will be dangerous. What details from the story suggest that the streets were in fact dangerous? *CCSS Reading 4*

SPEAKING AND LISTENING

Write a News Article Imagine you are a news reporter in Rome on the day of Augustus' funeral. Write a news article of what you see happening. Reread the story to help you imagine the events. Use details to help listeners picture what is happening. Finally, perform your report for the class.



CROSS-TEXT CONNECTIONS

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

- Consider the importance of hope in “Vanquishing the Hungry Chinese Zombie” and “Hope on High.” How does having a hopeful attitude help characters in these stories overcome difficulties and change their lives? What might happen to the characters without hope? Then, write a fictional story with the importance of hope as the central theme.
- How are the two friends in “Vanishers” and the two brothers in “All for a Lizard” similar and different? Use the Venn diagram on page 18 to compare their words, actions, and attitudes toward school. Are the boys more alike or different?
- The idea that people or things can look one way on the outside and another way on the inside is an important idea in “Life of a Leaf” and “The Man in the Monster Suit.” Use a T-chart to compare the way each text conveys this idea.
- Compare the monsters in “Which Monster Are You?” and “Vanquishing the Hungry Chinese Zombie.” List them from scariest to least scary. Then write an argument to explain and defend your choice of most and least scary.
- Identify characters in three fiction selections who take chances. Write 1-3 paragraphs that describe the chances the characters take and how this changes their lives.



**EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN****ENGAGE****READ FOR A
PURPOSE****APPLY**

This mini-unit offers students the opportunity for an in-depth analysis of the characters from the magazine texts and how they connect to the idea that appearances can be deceiving. Students will write a monologue for one of the characters and create a mask to wear while delivering the monologue to the class.

ENGAGE: Engage students in the topic of deceptive appearances by first reviewing the **Essential Question: How do different authors address the same theme? Point out to students that there are many different ways authors can emphasize a particular theme: through literature, poetry, drama, or speech. Next, brainstorm with students a list of the different ways the idea of deceptive appearances is shown in the magazine texts. Record story titles and ideas in a chart like the one below.**

Story Title	How Appearances Are Deceiving
"Scarecrows"	Simon helps Lord Henry create fake soldiers to scare away an invading army.
"The Man in the Monster Suit"	Alan Maxson looks frightening when he dresses as a monster but he's actually a funny, interesting, and thoughtful person.
"Which Monster Are You?"	The Kappa is said to be a water monster who eats children, but it might actually be a rare Japanese Giant Salamander. The Thunderbird is a legendary giant bird that causes thunder and lightning, but in reality it's probably a California condor.
"Vanquishing the Hungry Chinese Zombie"	Tong is a neighborhood troublemaker who says he is only helping Liang out of nosiness. In reality, he is a kind person who encourages Liang.
"Hope on High"	Hope believes that her Aunt Aggie is taking good care of her, but she's actually lying to Hope in order to keep her trapped in the silo.
"Vanishers"	Jacob and Jakob appear to be two ordinary boys walking home from school, but something strange happens and Jakob vanishes.
"All for a Lizard"	Many people at the funeral believe the twins are the Roman gods Castor and Pollux.



**READ FOR A PURPOSE**

INTRODUCE THE ACTIVITY: CHARACTER MONOLOGUES Remind students that the texts in the magazine tell about characters, creatures, and people who are involved in situations in which things are not as they appear to be. Explain that students will choose one of the characters from the magazine to focus on and then write a speech from that character's point of view. Share these project details with students:

- The speeches will begin with this sentence: "My name is _____ and I can tell you all about how appearances can be deceiving."
- Students will describe the deceptive situation in which the character is involved.
- Students will include information about the character's thoughts, feelings, and actions.
- Students will also create character masks to wear when they deliver their speeches.

Have students choose the character they will focus on. Some students may want to pair up to play the two brothers in "All for a Lizard" or the two friends in "Vanishing."

RETURN TO THE TEXT: Explain to students that before they can write and deliver their speeches, they must get to know their chosen characters better. Tell students that they need to do the following:

- Reread the story in which the chosen character appears.
- Use a graphic organizer like the one below to record information about the deceptive situation and the character's thoughts and feelings. (See the *Character Details* organizer on page 16.)

Character Questions	My Notes
1. When did I experience a situation in which appearances were deceiving?	
2. What was the truth behind the false appearance?	
3. What effect did the deception have on me? Was it a positive or negative effect?	
4. How did I feel about the deception?	
5. What did I learn about myself or about another character?	





APPLY: CHARACTER MONOLOGUES: Students are ready to begin drafting their monologues using the notes they made when they reread the magazine texts. Students will work independently or in pairs, depending on the characters they chose.

Materials

- Writing paper
- Construction paper
- Craft sticks
- Markers, colored pencils
- Pens and pencils
- Scissors

STEP 1: Build Background: Explain to students that a monologue is a speech delivered by a character. Continue by telling students that in the speech, the character talks about his or her feelings and reactions to a person or situation. Remind students that they have chosen a character to focus on. Explain that now they are going to write a speech for the character and later they will become the character and perform the speech.

STEP 2: Share a Model Help students get ready to write by sharing this Snow White monologue. “My name is Snow White and I know all about how appearances can be deceiving. One day, when I was living at the seven dwarves’ house, an old lady came to the door. She was selling apples and wondered if I would buy one. I knew my stepmother was out to get me, so I was nervous about taking anything from a stranger, but the apples looked so juicy. I couldn’t resist. As soon as I put the apple in my mouth, I fell dead on the ground. The apple that looked so delicious was actually poisoned! It was terrible, but I was eventually brought back to life by a handsome prince. The prince and I were pretty steamed at my evil stepmother for trying to kill me, so we banished her forever. The prince and I lived happily ever after. What did I learn from this whole experience? Happiness is the best revenge.”

STEP 3: Draft Have students draft their monologues. Students should:

- Write from the first-person point of view, using “I.”
- Begin with the statement “My name is ____ and I know all about how appearances can be deceiving.”
- Use the notes they made in the Return to the Text activity to help them write.

STEP 5: Make a Mask Students can use construction paper, colored pencils and markers to create a character mask. Students should cut out the mask and the eyes. Have them glue or tape a craft stick handle to the bottom of the mask.

STEP 4: Revise & Edit Students should:

- exchange monologues with a partner for feedback.
- use the feedback to help them revise and edit their messages.
- write the final version.

STEP 6: Rehearse & Share Suggest that students practice performing their speeches alone or with a partner. Then have students perform for the class. They can hold masks in front of their faces or to the side. Encourage audience members to give a big hand to performers.



NAME: _____

CHARACTER DETAILS

Character Questions	My Notes
1. When did I experience a situation in which appearances were deceiving?	
2. What was the truth behind the false appearance?	
3. What effect did the deception have on me? Was it a positive or negative effect?	
4. How did I feel about the deception?	
5. What did I learn about myself or about another character?	

NAME: _____

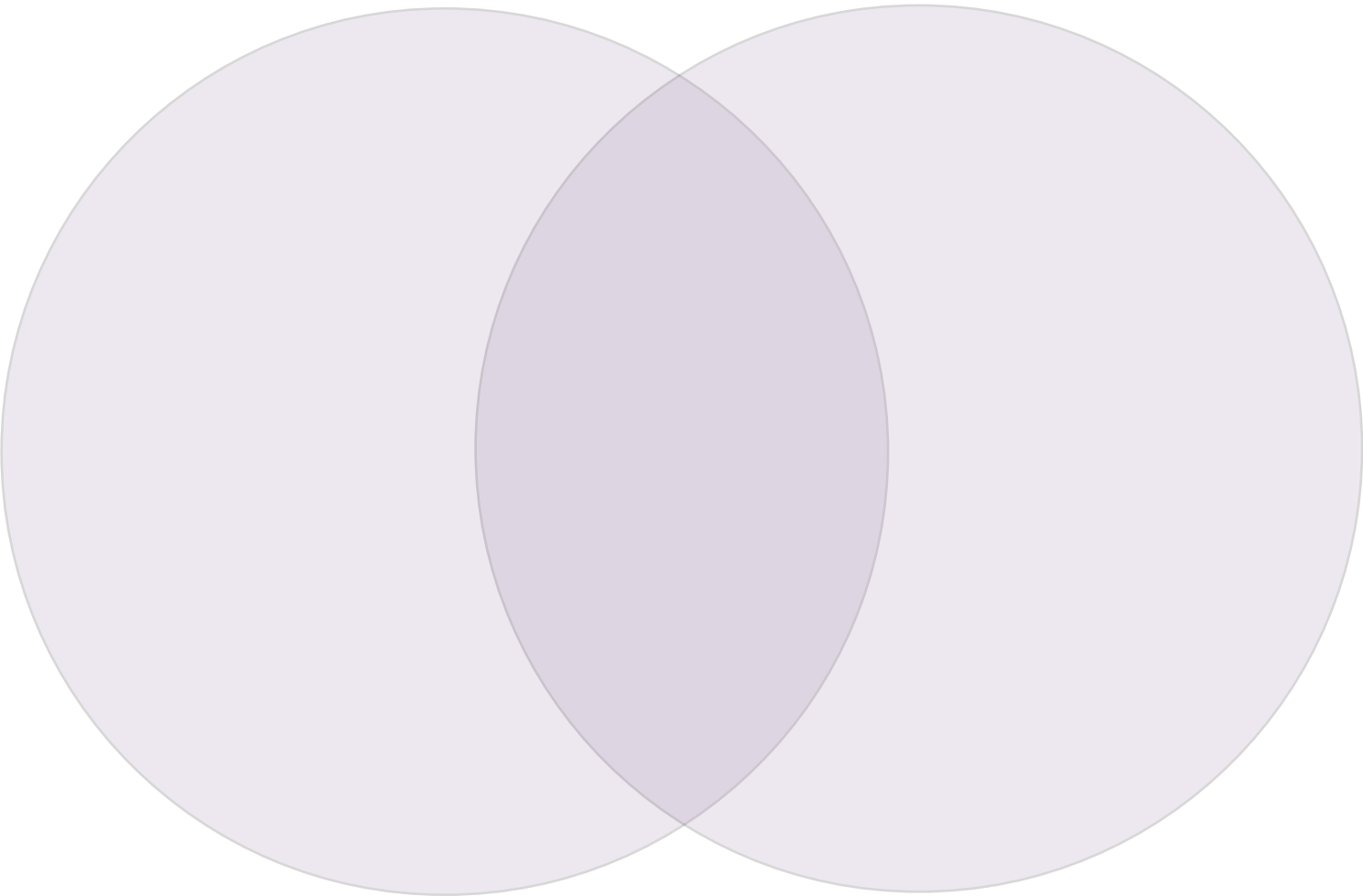
ELEMENTS OF A PERSONALITY PROFILE

Elements of a Personality Profile	Example from “The Man in the Monster Suit”
1. Includes a hook to grab the reader’s attention.	
2. Incorporates direct quotes from the subject.	
3. Includes anecdotes, or brief stories, that reveal something about the subject.	
4. Shares interesting details about the subject.	
5. Includes information about the subject’s past and present.	
6. Shows the subject’s strengths and flaws.	



NAME: _____

VENN DIAGRAM





Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

USING THE STANDARDS CHARTS

ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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KEY IDEAS AND DETAILS

Read closely to determine what a text says explicitly.	Reading 1	
Make logical inferences to determine what the text communicates implicitly.	Reading 1	
Cite specific textual evidence to support conclusions drawn from the text.	Reading 1	
Determine central ideas or themes of a text and analyze their development.	Reading 2	
Summarize key supporting details and ideas.	Reading 2	
Analyze how individuals, events, and ideas develop and interact over the course of a text.	Reading 3	

CRAFT AND STRUCTURE

Interpret words and phrases as they are used in a text.	Reading 4	
Determine technical, connotative, and figurative meanings.	Reading 4	
Analyze how specific word choices shape meaning or tone.	Reading 4	
Analyze the structure of texts (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the genre, key elements, and characteristics of literary texts.	Reading 5	
Assess how point of view or purpose shapes the content and style of a text.	Reading 6	
Analyze how an author's style and tone affects meaning.	Reading 6	

INTEGRATION OF KNOWLEDGE AND IDEAS

Integrate and evaluate content presented in diverse media and formats.	Reading 7	
Identify and evaluate the argument and claims in a text.	Reading 8	
Analyze how two or more texts address similar themes or topics.	Reading 9	

WRITING

Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write narratives to develop real or imagined experiences or events.	Writing 3	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained research projects.	Writing 10	



CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

STATE OR DISTRICT STANDARD

CIVICS

Analyze the origins, functions, and structure of different governments and the origins and purposes of laws and key constitutional provisions.	
Summarize core civic virtues and democratic principles .	
Evaluate policies intended to address social issues.	

ECONOMICS

Evaluate the benefits and costs of individual economic choices .	
Analyze economic incentives , including those that cause people and businesses to specialize and trade.	
Explain the importance of resources (i.e. labor, human capital, physical capital, natural resources) in methods of economic production .	
Explain the functions of money in a market economy.	
Explain the importance of competition in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of how individual and government actions affect the production of goods and services .	
Analyze economic patterns , including activity and interactions between and within nations.	

GEOGRAPHY

Construct and use maps and other graphic representations (i.e. images, photographs, etc.) of different places.	
Explain cultural influences on the way people live and modify and adapt to their environments.	
Analyze places, including their physical, cultural and environmental characteristics and how they change over time.	
Analyze movement of people, goods, and ideas .	
Analyze regions, including how they relate to one another and the world as a whole from a political, economic, historical, and geographic perspective.	

HISTORY

Interpret historical context to understand relationships among historical events or developments .	
Evaluate historical events and developments to identify them as examples of historical change and/or continuity .	
Analyze perspectives , including factors that influence why and how individuals and groups develop different ones.	
Evaluate historical sources , including their reliability, relevancy, utility, and limitations.	
Analyze causes and effects , both intended and unintended, of historical developments.	



CORE INSTRUCTIONAL CONCEPTS: SCIENCE

DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

LIFE SCIENCE	PHYSICAL SCIENCE	EARTH SCIENCE	SPACE SYSTEMS
<ul style="list-style-type: none">• Structure and Function of Living Things• Life Cycles and Stages• Reproduction & Inherited Traits• Animals• Plants	<ul style="list-style-type: none">• Forces and Interactions• Energy• Light• Sound• Electricity/ Magnetism• Matter• Waves• Heat• Chemistry• Information Processing	<ul style="list-style-type: none">• Weather• Climate• Rocks & Soil• Erosion and Weathering• Landforms• Water• Oceans• History of Earth• Plate Tectonics• Volcanoes, Earthquakes, and Tsunamis	<ul style="list-style-type: none">• Solar System• Planets• Moon• Sun

