

# Teacher's Guide

## Cricket

the realm of imagination

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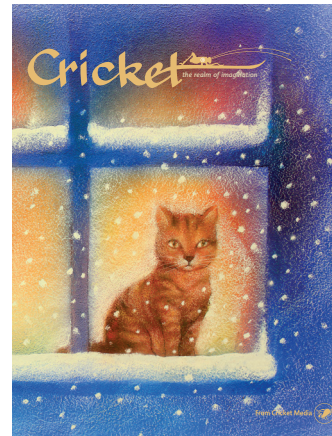






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## OVERVIEW

*In this magazine, readers will explore how authors develop both human and non-human characters by thinking about characters' actions and decisions. **Cricket: November/December 2016** includes information about characters enduring the difficulties of losing someone special, living through war, and facing hardship.*

## ESSENTIAL QUESTION:

***How do decisions and actions reveal a character's personality?***



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.

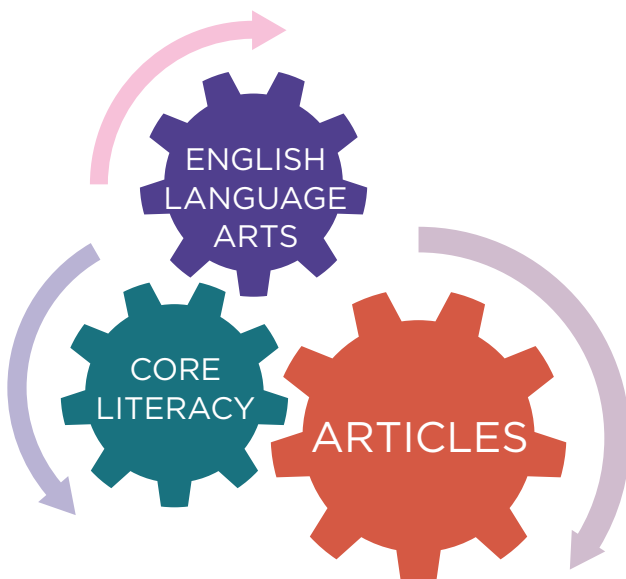
## READ INDIVIDUAL ARTICLES PAGES 4 - 13

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 15 - 17

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 decisions and actions reveal a character's personality?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
<b>The Swedish Bottle</b> Fantasy	A flashback is an event or scene that happens before the beginning of a story. A flashback interrupts the main sequence of events.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Analyze Literary Devices</li> <li>Write a Story Sequel</li> </ul>	<i>Reading 1, 2, 3 &amp; 5</i> <i>Writing 3</i>
<b>All You Need</b> Free Verse Poem	A list poem is a poem that is written in the form of a list. List poems usually include repetition and end with a line that has important meaning.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Literary Devices</li> <li>Analyze Speaker</li> <li>Present a Poem</li> </ul>	<i>Reading 1, 2, 4 &amp; 6</i> <i>Speaking &amp; Listening 6</i>
<b>The Iron Cross</b> Historical Fiction	Setting is the time and place in which a story takes place. Setting can affect the way characters behave and the way story events unfold.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Dialogue</li> <li>Analyze Suspense</li> <li>Write a Letter</li> </ul>	<i>Reading 1, 3 &amp; 5</i> <i>Writing 3</i>
<b>Christmas Morning Dutch Pancakes</b> Procedure	Recipe writers use language in particular ways to help readers understand directions and to make dishes sound appetizing.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Word Choice</li> <li>Analyze Text Structure</li> <li>State Imperatives</li> </ul>	<i>Reading 1, 2, 3, 4 &amp; 5</i> <i>Speaking &amp; Listening 1</i>
<b>Nobody's Cat</b> Contemporary Realistic Fiction	When a story is told from a third-person point of view, the narrator is outside the story and uses the third-person pronouns <i>he</i> and <i>she</i> .	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Narrator</li> <li>Summarize Details</li> <li>Write a Conclusion</li> </ul>	<i>Reading 1, 2 &amp; 3</i> <i>Writing 3</i>
<b>Nibbles</b> Lyrical Poem	There are fewer words in poems than in other forms of writing, so poets must choose them carefully.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Sensory Details</li> <li>Interpret Word Choice</li> <li>Analyze Rhyme</li> <li>Write a How-To Guide</li> </ul>	<i>Reading 1, 3 &amp; 4</i> <i>Writing 2</i>
<b>Blossom Comes Home</b> Historical Fiction	The climax is the point of greatest tension or interest in a story. Usually the outcome of a story becomes clear at the climax.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Analyze Narrator</li> <li>Interpret Visual Information</li> <li>Write a Persuasive Essay</li> </ul>	<i>Reading 1, 2, 3, 5, 6 &amp; 7</i> <i>Writing 1</i>
<b>Giles at 14</b> Lyrical Poem	The pattern of stressed and unstressed syllables in a poem is called rhythm. Some poems have a regular beat, just like a song.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Rhythm</li> <li>Analyze Characterization</li> <li>Write a Character's Thoughts</li> </ul>	<i>Reading 2, 3 &amp; 4</i> <i>Writing 3</i>
<b>Climbing Boys</b> Narrative Nonfiction	Authors of nonfiction use text structures to organize the ideas and information in their writing.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Analyze Multiple Perspectives</li> <li>Present a Report</li> </ul>	<i>Reading 1, 2, 3, 5 &amp; 8</i> <i>Speaking &amp; Listening 1 &amp; 4</i>
<b>The Telescope</b> Fantasy	Fantasy stories are often set in unreal worlds and usually include magic and imaginary creatures.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Characters</li> <li>Analyze Fantasy</li> <li>Write a Fantasy Story</li> </ul>	<i>Reading 2, 3 &amp; 5</i> <i>Writing 3</i>

**Comparing Texts:** CCSS Reading 9

**Mini-Unit:** CCSS Reading 1, 2 & 3; CCSS Writing 3





Nellie's mother died suddenly after an illness and Nellie misses her terribly. Elfa tries to comfort Nellie by giving her something very special.

## ESSENTIAL QUESTION

**How do decisions and actions reveal a character's personality?**

## CORE CONTENT CONCEPT

**Language Arts** A flashback is an event or scene that happens before the beginning of a story. A flashback interrupts the main sequence of events.

## CROSS-CURRICULAR EXTENSION

**Social Studies** Find out more about Operation Pied Piper, or the evacuation of English children during World War II. Use books, magazines, and the internet. Then share what you learn with the class.

## KEY VOCABULARY

**raging (p. 6)** continuing in a violent and destructive way

**in spite of (p. 6)** without being prevented by

**truest (p. 8)** most real or genuine

## PREPARE TO READ

Explain that some families have special items that have been passed down from one generation to the next, such as a recipe, a piece of jewelry or a quilt. Invite students to tell about something that has been passed down in their family. Discuss why handing something down makes it extra special.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

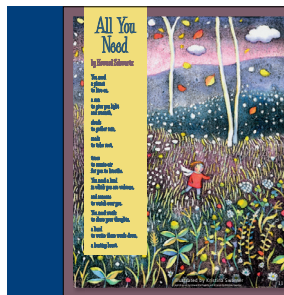
- Compare Nellie's loss with the losses her grandmother experienced. How are they similar and different? Cite text details in your response. *CCSS Reading 1*
- Think about what the bottle meant to Elfa and why she gave it to Nellie. What theme about love, loss, or home does this suggest? *CCSS Reading 2*
- What do you learn about Elfa from the decisions she made and the actions she took as a child and when she first moved to the United States? Cite details from the text in your answer. *CCSS Reading 3*

### Craft and Structure

- **Analyze Text Structure** What events do you learn about from the flashbacks in this story? *CCSS Reading 5*
- **Analyze Literary Devices** This story is an example of fantasy—a story that contains events that couldn't really happen. What elements of fantasy exist in this story? What effect do they have on the story? *CCSS Reading 5*

## WRITING

**Write a Story Sequel** Imagine that as a grown-up, Nellie has decided to give the Swedish bottle to her own daughter. Write a story about this. In your story, have Nellie explain to her daughter how the bottle brought her comfort. Include the line "First let me tell you a story."



What does a person truly need to live a happy life? Only simple things, according to this poem.

## ESSENTIAL QUESTION

**How do decisions and actions reveal a character's personality?**

## CORE CONTENT CONCEPT

**Language Arts** A list poem is a poem that is written in the form of a list. List poems usually include repetition and end with a line that has important meaning.

## CROSS-CURRICULAR EXTENSION

**Writing** Write a poem titled "All You Want" that lists things that kids want but don't necessarily need. Use the list format in your poem. Read your finished poem to the class.

## KEY VOCABULARY

**need (p. 11)** to require something because it is very important or necessary

## PREPARE TO READ

Help students understand that a need is something that is necessary to stay alive. A want is something that's desired but not necessary. Have students suggest needs and wants. Record them in a chart on the board. Then tell students to think about whether they agree with the needs in this poem.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- The last item in a list poem is often the most important one. What is the last item in this poem? Why do you think it's important? *CCSS Reading 1*
- This list poem contains ten items. Write a brief summary of this poem in your own words. Number the items in your summary. *CCSS Reading 2*
- What is this poem's message, or theme, about the things in life that matter most? Cite details from the poem in your response. *CCSS Reading 2*

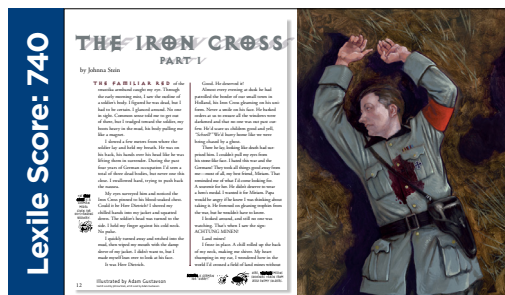
### Craft and Structure

- Analyze Literary Devices** In poetry, repetition is the technique of using a word or phrase two or more times. Find examples of repetition in this poem. What ideas does the repetition emphasize? *CCSS Reading 4*
- Analyze Speaker** The voice that talks in a poem is called the speaker. What do you learn about the speaker in this poem from what they believe is important? *CCSS Reading 6*

## SPEAKING AND LISTENING

**Present a Poem** Work with a group to read the poem aloud. Each group member should read a different stanza. When the words "you need" come up in the poem, the whole group should read them together. Practice this group reading and then perform for the class.





World War II is raging and Theo and his family face many hardships living under German occupation. One day, Theo comes across the body of a German officer in a field. The officer is dead but still dangerous.

## ESSENTIAL QUESTION

**How do decisions and actions reveal a character's personality?**

## CORE CONTENT CONCEPT

**Language Arts** Setting is the time and place in which a story takes place. Setting can affect the way characters behave and the way story events unfold.

## CROSS-CURRICULAR EXTENSION

**Social Studies** Conduct online and library research to learn how landmines can be dangerous even decades after a war ends. Find out about efforts to help areas affected by landmines and present information to the class.

## KEY VOCABULARY

**gleaning (p. 12)** collecting

**at bay (p. 14)** unable to move closer while attacking

**contraband (p. 16)** stolen

## PREPARE TO READ

Ask students if they're familiar with the term "occupation." Make sure students understand that in this story, occupation means that a country has been taken control of by military force. Discuss how students would feel if an army from another country took over the United States and told people how to live.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Why does taking the Iron Cross from the dead soldier cause a conflict for Theo? Support your answer with details from the text. *CCSS Reading 1*
- Describe the setting of this story. What hardships does the setting create for the characters? Cite details from the text in your response. *CCSS Reading 3*
- What do you learn about Theo from his actions and decisions? Write a description of Theo using details from the text for support. *CCSS Reading 3*

### Craft and Structure

- **Analyze Dialogue** Theo's father tells him that "war brings out the best and worst in people." With a partner, find several examples of people behaving in good and bad ways in the story. *CCSS Reading 4*
- **Analyze Suspense** Suspense is the feeling of growing tension. Writers create suspense by raising questions in readers' minds. Cite examples where the author created suspense by creating uncertainty about the events in this story and what might happen next. *CCSS Reading 5*

## WRITING

**Write a Letter** What is Papa doing in the workroom? Make predictions about what he is making and planning to do. Then write a letter from Theo to Miriam to describe these predictions. In the letter, include information about other events and details from the story, such as finding the dead soldier. Read your letter to the class.



Here's a recipe for fluffy, hot pancakes. What a nice breakfast to eat on a cold winter morning.

## ESSENTIAL QUESTION

**How do decisions and actions reveal a character's personality?**

## CORE CONTENT CONCEPT

**Language Arts** Recipe writers use language in particular ways to help readers understand directions and to make dishes sound appetizing.

## CROSS-CURRICULAR EXTENSION

**Language Arts** Create a collection of pancake recipes from around the world. Look up recipes online and in cookbooks. For each recipe you include, write a note explaining where it comes from and when it is traditionally served.

## KEY VOCABULARY

**scrumptious** (p. 18) very pleasant to taste, delicious

**confectioners' sugar** (p. 18) powdered sugar

## PREPARE TO READ

Invite students to share their pancake traditions: when do they usually eat pancakes and what do they put on them? Then ask students where their pancake recipes come from. Explain that they might want to try making the following recipe the next time they feel like eating pancakes.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What do the warnings and suggestions in this recipe reveal about the author's concerns? Cite details from the text in your answer. *CCSS Reading 1*
- Many people enjoy reading recipes just for fun. List 3-4 specific details from this recipe that make it interesting and enjoyable to read. *CCSS Reading 1*
- Why is it important to wait 15-20 minutes before taking the pancake out of the oven? *CCSS Reading 3*

### Craft and Structure

- **Analyze Word Choice** Create a three-column chart with the headings "Adjectives and Description," "Cooking Verbs," and "Cooking Tool Nouns." Work with a partner to record examples from the recipe, such as "puffy," "melt," and "oven-proof skillet." *CCSS Reading 4*
- **Analyze Text Structure** This recipe includes a headnote at the beginning and a sidenote at the end. How are these sections different from the "What You Need" and "What to Do" sections? *CCSS Reading 5*

## SPEAKING AND LISTENING

**State Imperatives** Verbs in recipes are often written in the imperative form. This is the same form your parents use when they tell you to do something: Clean up your room! Eat your broccoli! Sit in a circle with a group and take turns making up imperative sentences that might be found in a recipe, such as "simmer the broth." See how many times you can go around the circle without stopping.





Gattone enjoys the attention he gets from people and the food and bedding left out for him, but he enjoys his freedom even more. Gattone is nobody's cat and that's the way he wants to be.

## ESSENTIAL QUESTION

**How do decisions and actions reveal a character's personality?**

## CORE CONTENT CONCEPT

**Language Arts** When a story is told from a third-person point of view, the narrator is outside the story and uses the third-person pronouns *he* and *she*.

## CROSS-CURRICULAR EXTENSION

**Language** Research how to say *cat* in different languages. Then create a poster that shows these words, identifies the languages they come from, and includes images of cats. Display your poster in the classroom.

## KEY VOCABULARY

**dialects (p. 19)** forms of language that are spoken in particular areas and that use some of their own words, grammar, and pronunciations

**wary (p. 20)** not having complete trust in someone

**famished (p. 22)** very hungry

## PREPARE TO READ

Tell students that the next story is about a stray cat, or a cat that has no home. Brainstorm a list of challenges a stray cat might face, such as finding food, sleeping outdoors, and being chased by dogs. Then tell students to read to find out how the cat in this story deals with these challenges.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

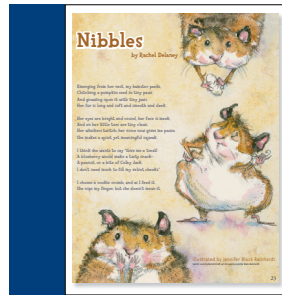
- Reread the question at the very end of this story. Then make predictions about what Dave, Sue, and Gattone will do next. Support your ideas with details from the text. *CCSS Reading 1*
- What do you learn about Gattone from his decision not to eat the food on the second step? Support your answer with story details. *CCSS Reading 3*
- What is the conflict, or problem, that the characters in this story face? Cite details from the story to support your answer. *CCSS Reading 3*

### Craft and Structure

- Analyze Narrator** A third-person narrator can tell the thoughts and feelings of one or more characters. Whose thoughts and feelings does the narrator of this story describe? Give an example from the story. *CCSS Reading 2*
- Summarize Details** Work with a partner to summarize the story events that begin when Dave and Sue move Gattone's food bowl. *CCSS Reading 2*

## WRITING

**Write a Conclusion** What will Dave, Sue, and Gattone do next? Will Dave and Sue continue to take care of Gattone? Will Gattone continue to trust Dave and Sue? Write a conclusion to the story that explains how these characters resolve their conflict. Use the third-person point of view to narrate your conclusion. Be sure the narrator gives information about one or more characters' thoughts and feelings.



The speaker in this poem takes a very close look at her pet hamster and presents a portrait of Nibbles using words and images.

## ESSENTIAL QUESTION

**How do decisions and actions reveal a character's personality?**

## CORE CONTENT CONCEPT

**Language Arts** There are fewer words in poems than in other forms of writing, so poets must choose them carefully.

## CROSS-CURRICULAR EXTENSION

**Science** Find out where hamsters originally came from and how they became a popular pet. Share your findings with the class.

## KEY VOCABULARY

**meek (p. 23)** showing a quiet, gentle nature

**meaningful (p. 23)** expressing an emotion or idea without words

## PREPARE TO READ

Invite students to share their experiences having hamsters, gerbils, mice or other rodents as pets. Discuss the habits of these creatures and why they are appealing. Then tell students to listen and follow along as you read this hamster poem aloud.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Which words and phrases from the poem stood out to you? What did you think about them? *CCSS Reading 1*
- How would you describe Nibbles' personality? Cite details from the poem to support your response. *CCSS Reading 3*

### Craft and Structure

- Analyze Sensory Details** Work with a partner to locate details that appeal to your senses of sight, sound, and touch. *CCSS Reading 4*
- Interpret Word Choice** The speaker describes the sound Nibbles makes as a "quiet but meaningful squeak." What do you think the speaker means by this? Work with a small group to discuss ideas. *CCSS Reading 4*
- Analyze Rhyme** Which words rhyme in the first stanza? Is this pattern of rhyme repeated in the other stanzas? If so, which ones? *CCSS Reading 4*

## WRITING

**Write a How-To Guide** Imagine your friend has asked you how to care for a hamster. Research ways to feed and shelter a pet hamster and summarize this information in a brief "How-To" guide.





Blossom the cow is too old for milking. With a heavy heart, her owner sends her to town to be sold, but when Blossom realizes what is happening, she makes a decision.

## ESSENTIAL QUESTION

**How do decisions and actions reveal a character's personality?**

## CORE CONTENT CONCEPT

**Language Arts** The climax is the point of greatest tension or interest in a story. Usually the outcome of a story becomes clear at the climax.

## CROSS-CURRICULAR EXTENSION

**Geography** Learn more about Yorkshire, the area of England where this story is set. Locate it on a map. Find photos in books or online.

## KEY VOCABULARY

**drover (p. 24)** a person who moves animals from one place to another

**cricket (p. 27)** a game played on a field by two teams who try to score points by hitting a ball with a bat and running between sets of sticks

## PREPARE TO READ

Ask students if they've ever had to part with something they loved, such as a pet, a special object, or a place. Invite students to describe the feelings associated with the parting. Then explain that in the next story, a farmer parts with a beloved cow.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

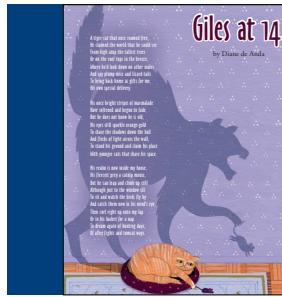
- What can you infer about Blossom's feelings from her actions? *CCSS Reading 1*
- What messages about aging and friendship does this story convey? Cite text details to support your answer. *CCSS Reading 2*
- How are Mr. Dakin and Jack Dodson different? Cite text details to support your answer. *CCSS Reading 3*

### Craft and Structure

- **Analyze Text Structure** What happens at the climax of this story? What clues helped you determine what the climax is? *CCSS Reading 5*
- **Analyze Narrator** Is the narrator of this story a character or someone outside the story? What do you learn about the narrator? How do you think he feels about Mr. Dakin? *CCSS Reading 6*
- **Interpret Visual Information** What events from the story are shown in the illustrations? How does this aid your understanding? *CCSS Reading 7*

## SPEAKING AND LISTENING

**Write a Persuasive Essay** Write a persuasive essay where you communicate your position on whether or not farm animals should be sold once they have outlived their purpose. Be sure to include why any counterarguments are not as well-supported as your position.



Giles is a very old cat who still enjoys his life, even though it isn't quite as active as it used to be.

## ESSENTIAL QUESTION

**How do decisions and actions reveal a character's personality?**

## CORE CONTENT CONCEPT

**Language Arts** The pattern of stressed and unstressed syllables in a poem is called rhythm. Some poems have a regular beat, just like a song.

## CROSS-CURRICULAR EXTENSION

**Science** Conduct research to learn the ages of the oldest living cat ever recorded and the oldest living cat today. Convert them to human years. Share your information with the class.

## KEY VOCABULARY

**realm (p. 30)** a kingdom or region ruled by a king or queen

## PREPARE TO READ

Write the phrases “younger cat” and “older cat” on the board. Ask volunteers to describe how younger and older cats behave. Jot down their ideas under the phrases. Then discuss what cats might dream about. Finally, read the poem aloud as students follow along silently.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What ideas about Giles are presented in each of the stanzas? Cite details to support your answer. *CCSS Reading 2*
- What do you learn about Giles' personality from the way he behaves? How has he changed with age? *CCSS Reading 3*
- What is the speaker's relationship to Giles? How do you think they feel about each other? *CCSS Reading 3*

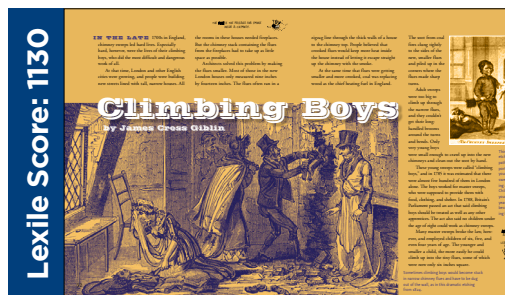
### Craft and Structure

- **Analyze Rhythm** Take turns reading the poem aloud with a partner. Do you hear a regular rhythm? Work together to identify the stressed syllables in the first stanza. *CCSS Reading 4*
- **Analyze Characterization** How does the poet convey the idea that Giles is a dignified and powerful creature? Identify details in the poem that show these traits. *CCSS Reading 4*

## WRITING

**Write a Character's Thoughts** How would Giles describe his youth and his present condition? Write a poem or a paragraph from Giles' perspective. Include information about Giles' life from “Giles at 14” and add details to convey how Giles thinks and feels. Use the pronoun “I” in your poem.





In the 1700s, many poor children in England were forced to work as chimney sweeps. The work was dangerous and their lives were miserable. After many years, laws were finally changed to protect children from this terrible fate.

## ESSENTIAL QUESTION

**How do decisions and actions reveal a character's personality?**

## CORE CONTENT CONCEPT

**Language Arts** Authors of nonfiction use text structures to organize the ideas and information in their writing.

## CROSS-CURRICULAR EXTENSION

**Literature** In the 1700s, the poet William Blake wrote two different poems about climbing boys. Both poems are titled "The Chimney Sweep." Find and read these poems. What ideas in the article do the poems help you understand?

## KEY VOCABULARY

**flue (p. 32)** a channel or pipe in a chimney for carrying smoke to the outer air

**apprentice (p. 34)** a person who learns a job by working for someone who is very good at that job

## PREPARE TO READ

Show historic photos of child laborers, available on the internet. Explain that the term refers to the practice of employing school-age children in work that prevents them from going to school and may be dangerous. Invite students to share what they know about child labor.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- How was poverty to blame for children being forced to work as apprentice sweeps? Cite details from the text in your response. *CCSS Reading 1*
- Summarize the ways in which climbing boys were negatively affected by their work. Use information from the article in your summary. *CCSS Reading 2*
- How would you describe the members of the society that was formed to help the climbing boys? Support your response with text details. *CCSS Reading 3*

### Craft and Structure

- **Analyze Text Structure** Use the Problem-Solution graphic organizer (p. 21) to analyze the structure of this article. *CCSS Reading 5*
- **Analyze Multiple Perspectives** Who opposed changing laws to protect children? Who supported these changes? Create a two-column chart with the headings "In favor of changes" and "Opposed changes." Record answers in the chart and explain each group's reasoning. *CCSS Reading 8*

## SPEAKING AND LISTENING

**Present a Report** Work in a group to find and report on child labor in the world today. Find out where it exists and the organizations that are trying to stop it. Create a poster to display important or helpful information about this topic. Then deliver your report to the class.



King Fensgar spends the long winter days wandering his castle and imagining that everyone else in the kingdom is as bored as he is. A special book helps him realize he doesn't have the slightest idea of what is happening in his own kingdom.

## ESSENTIAL QUESTION

**How do decisions and actions reveal a character's personality?**

## CORE CONTENT CONCEPT

**Language Arts** Fantasy stories are often set in unreal worlds and usually include magic and imaginary creatures.

## CROSS-CURRICULAR EXTENSION

**Art** Create a colorful map of an imaginary place from a story or your own imagination. Name cities, mountain ranges and bodies of water. Display your map.

## KEY VOCABULARY

**meandering (p. 37)** wandering without direction or purpose

**miniscule (p. 39)** very small

## PREPARE TO READ

Invite students to name fantasy stories, books, and movies they enjoy. Discuss what these works have in common. Then ask students to explain what elements make a story a fantasy. Tell students to look for magic and other elements of fantasy in the next story.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What is the theme of this story? Use details from the story to support your response. *CCSS Reading 2*
- What does King Fensgar falsely believe is happening in his own kingdom? What's actually happening? Cite text details in your response. *CCSS Reading 3*
- What do King Fensgar's actions and decisions reveal about him at the beginning of the story? How does he change? Support your answer with details from the story. *CCSS Reading 3*

### Craft and Structure

- Analyze Characters** Compare the lives and attitudes of King Fensgar and the little boy. Whom do you admire most? Explain your thoughts. *CCSS Reading 3*
- Analyze Fantasy** What elements of this story make it a fantasy? Create a three-column chart with the headings "unreal worlds," "magic," and "imaginary creatures." Record the elements in the chart. *CCSS Reading 5*

## WRITING

**Write a Fantasy Story** Write a story set in the town of Baboniki. Tell about the interaction between the men in blue jackets and the men in red jackets. Include the dragon and other elements of fantasy in your story. Use details and dialogue to make your story interesting to read. Add illustrations to your final draft.



### CROSS-TEXT CONNECTIONS

**SYNTHESIZE:** Guide students to compare articles 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).

- Reread “All You Need” and jot down a list of the needs mentioned in this poem. Do the main characters in “The Swedish Bottle,” and “The Iron Cross” have everything on this list? Record this information in the Character Needs chart on page 22. Do Nellie and Theo truly have everything they need? Explain your thinking.
- Compare the portrayal of cats in “Nobody’s Cat” and “Giles at 14.” In what ways are these cats similar? How are they different? Write a paragraph that explains your ideas.
- Compare the relationships between humans and animals conveyed in “Nobody’s Cat,” “Nibbles,” “Blossom Comes Home,” and “Giles at 14.” Which relationships are positive? Which are negative? Write 2-3 paragraphs to explain what makes them negative and positive.
- What ideas about growing old are conveyed in “Blossom Comes Home” and “Giles at 14”? Are the ideas mostly similar or different? Discuss these ideas with a partner. Refer to the imagery, details, and description to support your answer.
- Compare the apprentice chimney sweepers in “Climbing Boys” and the boy on the bench in “The Telescope.” What is similar about the challenges these boys face? How have they been disappointed and helped by adults? How does their unhappiness finally end? What themes or messages do these texts convey? Write an essay to answer these questions. Use details from the texts for support.





## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

### ENGAGE

### READ FOR A PURPOSE

### APPLY

This mini-unit offers students an opportunity for an in-depth analysis of the personalities of the different characters from the magazine texts. Students will brainstorm character traits. Then they will choose one character to focus on and use text details to help them write an acrostic poem about the character.

**ENGAGE:** Engage students in the topic of characters' personalities by first reviewing the **Essential Question: How do decisions and actions reveal a character's personality?** The chart below lists some of the characters that students encountered in the magazine. Brainstorm words and phrases that describe these characters and record them in the chart.

Character (Story title)	Words That Describe the Character
<b>Elfa</b> "The Swedish Bottle"	thoughtful, kind
<b>Nellie</b> "The Swedish Bottle"	
<b>Theo</b> "The Iron Cross"	responsible, caring
<b>Gattone</b> "Nobody's Cat"	independent
<b>Dave</b> "Nobody's Cat"	persistent
<b>Nibbles</b> "Nibbles"	shy
<b>Mr. Dakin</b> "Blossom Comes Home"	
<b>Jack Dodson</b> "Blossom Comes Home"	gruff
<b>Blossom</b> "Blossom Comes Home"	
<b>Giles</b> "Giles at 14"	
<b>King Fensgar</b> "The Telescope"	
<b>The boy</b> "The Telescope"	





**READ FOR A PURPOSE**

**INTRODUCE THE ACTIVITY: CHARACTER ACROSTIC POEMS** Explain to students that they will choose one character and write an acrostic poem describing that character's traits and personality. Review the acrostic poem form. The first letter of each line spells out a word—for this project, the first letters will spell out a character name. Tell students that they will provide story details to explain each trait. Display the model Character Acrostic Poem below. Then have students choose a character from the magazine to write about.

**Lucas from “I Think I’m from Mars”**

<b>L</b>	ikes helping others	He stays after school to help Amy with math homework and he helps his grandmother in her shop.
<b>U</b>	nderstanding	When Carlos forgets to invite Lucas to the park, Lucas doesn't get angry.
<b>C</b>	lumsy	Lucas is always knocking over the displays in his grandmother's shop.
<b>A</b>	dventurous	Lucas and Carlos ride their bikes all the way to the Port Linda to watch the Dragon Parade.
<b>S</b>	tubborn	Lucas insists on wearing his wool cap, even on hot summer days.

**RETURN TO THE TEXT:** Explain to students that before they can write their acrostic poems, they need to go back to the magazine to gather information about their characters. Distribute a copy of the Character Analysis graphic organizer (p. 19) to all students. Tell students to reread the story their character appears in and record details about the character in the graphic organizer.

<b>Actions</b>	
<b>Decisions</b>	
<b>Words</b>	
<b>Thoughts</b>	





**APPLY: CHARACTER ACROSTIC POEMS:** Now that students have gathered details about their characters, they are ready to begin identifying character traits and drafting their poems. Students should work independently on this activity. If time allows, students may draw a portrait of their character to accompany their poem.

**Materials**

- Writing paper
- Pencils
- Drawing paper
- Copies of Character Acrostic Poem organizer (p. 20)
- Colored pencils, markers

**STEP 1: Build Background** Remind students that they will be writing poems that describe a story character's personality. Explain that they will

- use the notes they gathered to help them list words and phrases that describe their character
- use those words and phrases to write the poem
- note details from the story that convey the traits.

**STEP 2: Identify Traits** Have students review the Character Analysis graphic organizers they created in the Return to the Text activity. Tell them to jot down the traits that are conveyed by the details they noted.

**STEP 3: Draft** Tell students to use the back of their Character Analysis graphic organizers to write a first draft of their poem. Remind them to write the name of the character vertically in the left margin. Then they can look through their notes to find traits that begin with each letter.

Note: If traits and letters don't match, tell students to find a synonym for the trait or express the trait in a phrase: "has a lot of energy" instead of "energetic."

**STEP 4: Revise and Rewrite** Have students revise and edit their poems. Then distribute the Character Acrostic Poem organizer (p. 20). Have students write their final versions in the organizer and add information that explains each trait.

**STEP 5: Illustrate and Share** Allow time for students to draw portraits of their characters. Then have students read their poems aloud. Display poems and portraits in the classroom.



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

## MODEL CHARACTER ACROSTIC POEM

### Lucas from “I Think I’m from Mars”

<b>L</b>	ikes helping others	He stays after school to help Amy with math homework and he helps his grandmother in her shop.
<b>U</b>	nderstanding	When Carlos forgets to invite Lucas to the park, Lucas doesn’t get angry.
<b>C</b>	lumsy	Lucas is always knocking over the displays in his grandmother’s shop.
<b>A</b>	dventurous	Lucas and Carlos ride their bikes all the way to the Port Linda to watch the Dragon Parade.
<b>S</b>	tubborn	Lucas insists on wearing his wool cap, even on hot summer days.

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

## CHARACTER ANALYSIS GRAPHIC ORGANIZER

<b>Actions</b>	
<b>Decisions</b>	
<b>Words</b>	
<b>Thoughts</b>	



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

## CHARACTER ACROSTIC POEM


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

## PROBLEM-SOLUTION GRAPHIC ORGANIZER

Problems	Solutions

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

## CHARACTER NEEDS CHART

Needs from "What You Need"	Nellie "The Swedish Bottle"	Theo "The Iron Cross"



## 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

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

## CRAFT AND STRUCTURE

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

## INTEGRATION OF KNOWLEDGE AND IDEAS

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

## WRITING

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



# CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

## C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

## STATE OR DISTRICT STANDARD

### CIVICS

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

### ECONOMICS

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

### GEOGRAPHY

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

### HISTORY

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

- Structure and Function of Living Things
- Life Cycles and Stages
- Reproduction & Inherited Traits
- Animals
- Plants

### **PHYSICAL SCIENCE**

- Forces and Interactions
- Energy
- Light
- Sound
- Electricity/Magnetism
- Matter
- Waves
- Heat
- Chemistry
- Information Processing

### **EARTH SCIENCE**

- Weather
- Climate
- Rocks & Soil
- Erosion and Weathering
- Landforms
- Water
- Oceans
- History of Earth
- Plate Tectonics
- Volcanoes, Earthquakes, and Tsunamis

### **SPACE SYSTEMS**

- Solar System
- Planets
- Moon
- Sun

