

Teacher's Guide

Cricket

the realm of imagination

MAGAZINE ARTICLES

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From Cricket Media



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OVERVIEW

In this magazine, readers will learn how different authors include ideas about home in their writing.

Cricket: February 2017 includes information about

characters who feel at home by the sea and inside a house as well as characters whose homes are affected by outside events and people.

ESSENTIAL QUESTION:

Where is home?

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.

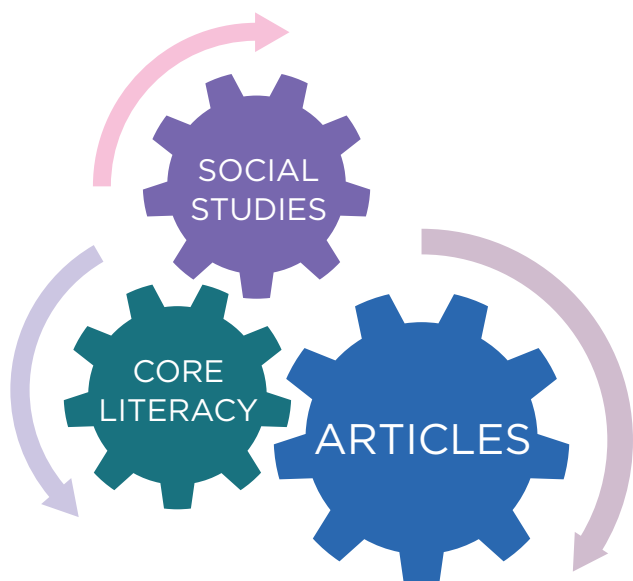
READ INDIVIDUAL ARTICLES PAGES 4 - 12

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 14 - 16

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: Where is home?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
Adel of Acadia Folktale	A simile is a comparison of two unlike things using the word <i>like</i> or <i>as</i> . The purpose of a simile is to give readers a new way to look at something.	<ul style="list-style-type: none"> Close Reading Analyze Figurative Language Analyze Perspectives Write a Letter 	<i>Reading 2, 3, 4 & 6</i> <i>Writing 3</i>
The Breeze Lyrical Poem	Alliteration is the repetition of consonant sounds at the beginning of words (wild waves). Poets use alliteration to emphasize ideas or feelings in poems.	<ul style="list-style-type: none"> Close Reading Analyze Rhyme and Rhythm Analyze Alliteration Recite a Poem 	<i>Reading 1, 2, 3 & 4</i> <i>Speaking & Listening 6</i>
Charlie Noble and Mate Historical Fiction	Authors sometimes use technical vocabulary, or words and phrases that relate to a particular subject, such as sailing.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Analyze Text Structure Research & Give a Report 	<i>Reading 3, 4 & 5</i> <i>Writing 7</i> <i>Speaking & Listening 4 & 6</i>
Aino, Child of the Sea Folktale	The mood of a story is the feeling it creates in a reader. The mood may be peaceful, anxious or something else. Descriptions of a story's setting help create the mood.	<ul style="list-style-type: none"> Close Reading Analyze Mood Analyze an Epic Present a Monologue 	<i>Reading 2, 3, 4 & 5</i> <i>Speaking & Listening 6</i>
Nobody's Cat Contemporary Realistic Fiction	In the first-person point of view, the narrator is a story character. In the third-person point of view, the narrator is an outsider.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Analyze Point of View Write an Argument 	<i>Reading 2, 3, 4 & 6</i> <i>Writing 1</i>
Shades of Dragons Fantasy	A perspective is a way of thinking about something. Different story characters may have different perspectives, or ways of thinking, about the same thing.	<ul style="list-style-type: none"> Close Reading Analyze Imagery Analyze Perspectives Write a Narrative 	<i>Reading 1, 2, 3, 4 & 6</i> <i>Writing 3</i>
Blue Dragon Lyrical Poem	An idiom is a phrase or expression that doesn't mean exactly what it says. The expression "swallow your pride" is an example of an idiom.	<ul style="list-style-type: none"> Close Reading Analyze Figurative Language Compare Texts Write a Science Poem 	<i>Reading 1, 2, 4 & 9</i> <i>Writing 3</i>
Madam C.J. Walker Biography	Biographies are usually written in chronological order, or the order in which events occurred.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Analyze Text Structure Write a Personal Essay 	<i>Reading 3, 4 & 5</i> <i>Writing 3</i>
The Iron Cross Historical Fiction	Authors use imagery, or description that appeals to the senses, to help readers visualize the characters and events.	<ul style="list-style-type: none"> Close Reading Analyze Sensory Details Analyze Point of View Research & Write a News Article 	<i>Reading 2, 3, 4 & 6</i> <i>Writing 2 & 7</i>

Comparing Texts: CCSS.Reading 9

Mini-Unit: CCSS.Reading 1, 2 & 3



Adel loves everything about the seaside village where she lives—the rocky shore, the foaming sea, and the dolphins, seals and other creatures that inhabit the area. She thinks she will never leave.

ESSENTIAL QUESTION

Where is home?

CORE CONTENT CONCEPT

Language Arts A simile is a comparison of two unlike things using the word *like* or *as*. The purpose of a simile is to give readers a new way to look at something.

CROSS-CURRICULAR EXTENSION

Social Studies Where is Acadia? Who are Acadians? Conduct research to learn more about their history and culture. Discover how Acadians celebrate their heritage today. Create a poster of facts and images to share what you learn.

KEY VOCABULARY

founding (p. 5) original or first

labyrinth (p. 5) a place that has many confusing paths or passages

intently (p. 6) in a way that shows concentration or great attention

boisterous (p. 8) very noisy and active in a lively way

PREPARE TO READ

Ask students to describe their experiences moving to a new town or city. Invite students to share the feelings they had at the time and how these feelings changed over time. Then explain that the next story is about a woman who feels deeply attached to her home and faces a difficult choice about leaving it.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

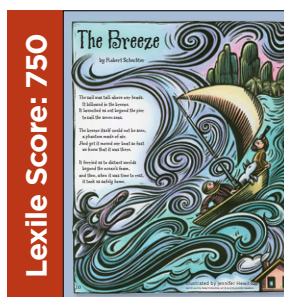
- Does this story have a happy or unhappy ending? What theme does this convey? Use details from the story to support your answer. *CCSS Reading 2*
- Compare the way Adel, Ian, and Adel's mother feel about Peggy's Cove. Support your ideas with details from the story. *CCSS Reading 3*
- What conflict does Adel face in this story? Cite story details to support your response. *CCSS Reading 3*

Craft and Structure

- Analyze Figurative Language** Choose three similes in the story. What two things are being compared in each simile? What picture does each simile create in your mind? Share your ideas with a classmate. *CCSS Reading 4*
- Analyze Perspectives** What attitudes about marriage and the role of women do you find in this story? How do you think these attitudes are influenced by the setting? Work in a small group to discuss ideas. *CCSS Reading 6*

WRITING

Write a Letter Imagine that Adel leaves Peggy's Cove with Ian to sail to the tropics. Write a letter from Adel to her mother. In the letter, describe how Adel feels about her new home in the Bahamas and her old home in Nova Scotia. Include Adel's thoughts about her decision to leave Peggy's Cove and what she misses there. Read your letter to the class.



What invisible force can make a sailboat race across the sea? A breeze.

ESSENTIAL QUESTION

Where is home?

CORE CONTENT CONCEPT

Language Arts Alliteration is the repetition of consonant sounds at the beginning of words (*wild waves*). Poets use alliteration to emphasize ideas or feelings in poems.

CROSS-CURRICULAR EXTENSION

Music Learn about and listen to sea shanties—the songs that sailors used to sing as they worked. Find out why the rhythm of these songs was important. Look closely at the lyrics of a shanty to determine whether it has regular rhyme.

KEY VOCABULARY

billow (p. 10) to be pushed outward by air

launch (p. 10) to send or shoot something, such as a boat, into the air or water

phantom (p. 10) a ghost

ferried (p. 10) carried or moved someone on a vehicle, such as a boat

PREPARE TO READ

Explain to students that poets use sound in their poems to highlight ideas and feelings. Read the poem aloud two times as students listen. Then ask students to share what they notice about the sound of the poem. Discuss ideas and feelings that might be emphasized.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Which words and ideas stood out to you in this poem? What did you imagine when you heard them? *CCSS Reading 1*
- Summarize events in “The Breeze” using details from the poem. *CCSS Reading 2*
- Imagine that the breeze in this poem is a character. How would you describe this character? Support your ideas with details from the poem. *CCSS Reading 3*

Craft and Structure

- Analyze Rhyme and Rhythm** Read the poem aloud with a partner. Which lines rhyme in the first stanza? Is this pattern repeated in other stanzas? Is the rhythm the same in every line or does it change? *CCSS Reading 4*
- Analyze Alliteration** Find as many examples of alliteration as you can in this poem. What mood or feeling is created in the poem through the use of alliteration, rhyme, and rhythm? *CCSS Reading 4*

SPEAKING AND LISTENING

Recite a Poem Many poems have been written about the wind and sea. Work in a group to find and recite some of these poems. Look in poetry anthologies in the library and online poetry sites to find poems. Then practice reciting. Be sure to:

- Read slowly in a voice that's loud enough to be heard.
- Read in a normal tone of voice.
- Pause for punctuation only, not for line breaks.



Charlie Noble is a retired sea captain who lives by the ocean. Though he's not working anymore, sailing is still in his blood. Even his dog understands the language of ships and sailors.

ESSENTIAL QUESTION

Where is home?

CORE CONTENT CONCEPT

Language Arts Authors sometimes use technical vocabulary, or words and phrases that relate to a particular subject, such as sailing.

CROSS-CURRICULAR EXTENSION

Language Arts Use a print or online nautical dictionary to look up the words and phrases Charlie uses to speak to his dog. Do these words mean the same thing to humans as they do to Charlie's dog? Share what you learn.

KEY VOCABULARY

deck (p. 12) a flat surface that forms the main outside floor of a boat or ship

jibe (p. 12) to cause a sailboat to change direction by swinging the sail to the opposite side of the boat

boom (p. 12) a long pole attached to the bottom of a sailboat's sail

tiller (p. 13) a handle that is used to steer a boat by turning the rudder

PREPARE TO READ

Preview the illustrations and ask students what they notice. Discuss when they think the story takes place—past, present, or future? Talk about what seems to be happening in each picture. Then have students write a prediction about what will happen in the story. Students can check predictions after reading.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

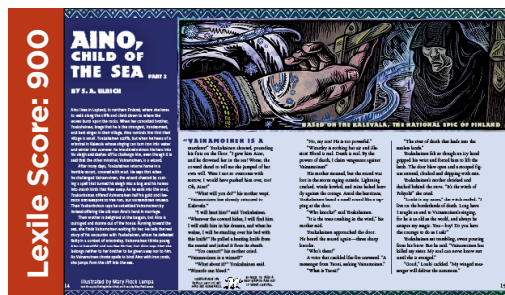
- Identify three ways in which being a sea captain has influenced the way Charlie lives. Cite details from the story to support your response. *CCSS Reading 3*
- Write a description of Charlie Noble. Support your ideas with details from the story. *CCSS Reading 3*
- How does setting influence events in the story? Use details from the story to support your response. *CCSS Reading 3*

Craft and Structure

- Analyze Word Choice** The story includes words that name parts of ships and boats. Find four of these words and look up their definitions. Then draw and label pictures to show what each word means. *CCSS Reading 4*
- Analyze Text Structure** The climax of a story is the turning point when something happens to resolve a character's conflict. What is the conflict in this story? What happens at the climax of the story? *CCSS Reading 5*

SPEAKING AND LISTENING

Research and Give a Report Historical fiction contains real people and places as well as made-up details. Use the internet and the library to look up the names of people and places on page 11. Is it true that a Charlie Noble is a smokestack? Does Singing Beach really squeak? Where are Bald Head, Herring Gut, and Halibut Point? Report the results of your research to the class.



This story from Norse folklore tells about an evil witch who attacks the god Vainamoinen. Earlier in the story, a young woman named Aino jumped in the sea to avoid marrying Vainamoinen. Now she comes back to help him.

ESSENTIAL QUESTION

Where is home?

CORE CONTENT CONCEPT

Language Arts The mood of a story is the feeling it creates in a reader. The mood may be peaceful, anxious or something else. Descriptions of a story's setting help create the mood.

CROSS-CURRICULAR EXTENSION

Art Choose an idea or scene in the story to illustrate. For example, you might draw Youkahainen stalking Vainamoinen or Louhi at the river of death in the sunless lands. Try to capture the mood of the scene in your drawing.

KEY VOCABULARY

summons (p. 15) an official order to appear at a particular place

promontory (p. 16) a high area of land or rock that sticks out into the sea

maelstrom (p. 18) a dangerous area of water that moves very fast in a circle

PREPARE TO READ

Ask students to name gods and heroes from books, movies, and games. Discuss the qualities of gods and heroes and the ways they behave. Then tell students to think about how the god Vainamoinen behaves in this story and whether it matches their ideas about how gods and heroes should act.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

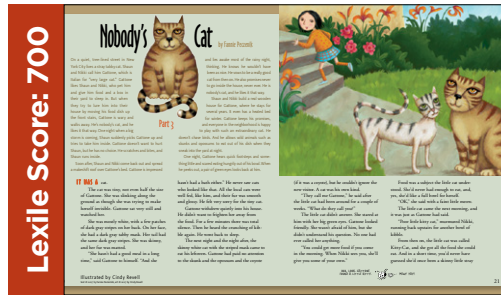
- Each section of the story begins with boldfaced text. Work with a partner to summarize three sections. Include key details in each summary. *CCSS Reading 2*
- Why do Youkahainen and Louhi each hate Vainamoinen? Are these characters similar in any ways? Support your answer with story details. *CCSS Reading 3*
- A person who is fickle frequently changes his mind. How does Vainamoinen show he is fickle? Use story details to support your response. *CCSS Reading 3*

Craft and Structure

- Analyze Mood** Descriptions of setting may create a mood or feeling in readers. Work with a partner to find two descriptions of setting in this story and identify the mood created by each. *CCSS Reading 4*
- Analyze an Epic** Epic stories share certain characteristics. For example, they tell about a legendary hero and they include magic. Fill in the Characteristics of Epics form (p. 18) to analyze this story. *CCSS Reading 5*

SPEAKING AND LISTENING

Present a Monologue The characters in this story all want something they can't or don't have. Choose one character and write a monologue, or speech, in which the character describes what he or she wants. Include details about the character's feelings, actions, and relationships. Practice reading your monologue in a way that reflects the character's personality. Then present it to the class.



Gatto the cat has always lived outside. He believes that indoor cats lead boring lives. Will his new friend Kitty-cat be able to convince him that being a warm indoor cat is better than being a cold outdoor cat?

ESSENTIAL QUESTION

Where is home?

CORE CONTENT CONCEPT

Language Arts In the first-person point of view, the narrator is a story character. In the third-person point of view, the narrator is an outsider.

CROSS-CURRICULAR EXTENSION

Literature Read Aesop's fable "The Wolf and the House Dog" and compare it to "Nobody's Cat." How are the characters, situations, and themes or morals similar and different? Answer this question in writing.

KEY VOCABULARY

slinking (p. 20) moving in a way that does not attract attention

matted (p. 20) twisted together in an untidy way

subtle (p. 22) clever and indirect

ruses (p. 22) tricks or acts that are used to fool someone

PREPARE TO READ

Write the term *preconceived idea* on the board. Explain that it means "an idea a person has about something before she knows the truth." Ask students to share preconceived ideas they have had about people, places, foods, and experiences and share some of your own.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What lessons do Gatto and Kitty-cat learn? What theme or themes do these lessons convey? Cite story details to support your response. *CCSS Reading 2*
- Compare Gatto and Kitty-cat. How are their attitudes and experiences similar and different? Support your response with story details. *CCSS Reading 3*
- How does setting influence events in this story? Use details from the story to explain and support your ideas. *CCSS Reading 3*

Craft and Structure

- **Analyze Text Structure** On page 22 the writer states that Kitty-cat "began to feel that she, too, was large and wise." How does this change in Kitty-cat's attitude affect story events? *CCSS Reading 5*
- **Analyze Point of View** Is the narrator a story character or someone outside the story? How can you tell? Whose thoughts and feelings does this narrator tell about? Work with a partner to answer the questions. *CCSS Reading 6*

WRITING

Write an Argument In the beginning of the story, Gatto thinks that luck has nothing to do with his life. He believes he has created a good life for himself through his own efforts. What do you think is more important in life—luck or effort? Write an essay in which you state and support your opinion.



Mikoto's father has a red dragon and so do all her classmates. Her mother, who is from Japan, has a blue dragon. Mikoto wonders what color her dragon will be—red, blue, or something else entirely?

ESSENTIAL QUESTION

Where is home?

CORE CONTENT CONCEPT

Language Arts A perspective is a way of thinking about something. Different story characters may have different perspectives, or ways of thinking, about the same thing.

CROSS-CURRICULAR EXTENSION

Language Arts Mikoto's mother tells stories about umbrella monsters and princesses born in bamboo stalks. Use a search engine to find out more about these stories and where they come from. Share information and pictures with classmates.

KEY VOCABULARY

array (p. 28) a large group or number of things

murmurs (p. 30) says something in a quiet and soft voice

trill (p. 32) a quick, high sound that is repeated

PREPARE TO READ

Discuss milestones with students, or important things that happen at certain ages, such as getting a learner's permit at age 16, being allowed to vote at 18, having a sweet 16 party, or having a bar mitzvah at age 13. Tell students that the next story tells about an unusual milestone for 10-year-olds.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Describe the habits, behavior, and characteristics of dragons. Cite details from the story to support your response. *CCSS Reading 1*
- What lesson does this story teach? Use this information to help you write a theme for the story. Support your theme with story details. *CCSS Reading 2*
- Why does Mikoto feel she is different from other kids in her class? Use story details to support your ideas. *CCSS Reading 3*

Craft and Structure

- Analyze Imagery** Reread the paragraph at the top of the second column on page 28. This paragraph describes a picture, or image, for you to visualize. Draw the picture that this paragraph puts in your mind. *CCSS Reading 4*
- Analyze Perspectives** What do Mikoto's classmates notice and think about her? How is this different from the way Mikoto's parents think? With a partner, find details that show the characters' perspectives. *CCSS Reading 6*

WRITING

Write a Narrative Imagine that you are Mikoto and you have been given an assignment to answer this question: *Who am I?* Write a personal response to this question from Mikoto's point of view. Use the words *I* and *me* in your response, and include details about Mikoto's thoughts and feelings.



Play a game of “Who would win?” Instead of pirate versus ninja or killer whale versus great white shark, this battle is between a sea slug and a jelly fish. You might be surprised to find out how this showdown ends.

ESSENTIAL QUESTION

Where is home?

CORE CONTENT CONCEPT

Language Arts An idiom is a phrase or expression that doesn't mean exactly what it says. The expression “swallow your pride” is an example of an idiom.

CROSS-CURRICULAR EXTENSION

Literature Ask your librarian to help you locate books of poetry about science and nature, such as Joyce Kilmer's *Song of the Water Boatman*, Leslie Bulion's *Hey There, Stink Bug!*, and Frank Asch's *Cactus Poems*.

KEY VOCABULARY

luminously (p. 33) in a way that seems to glow

commences (p. 33) begins

subdue (p. 33) to get control of someone by using force

PREPARE TO READ

Invite students to share anything they know about the Blue Dragon sea slug and the Man-of-War jellyfish. Then ask volunteers to read aloud the paragraph at the bottom of page 33. Explain that they will read a poem that gives the same information as the paragraph. Discuss how the poem and paragraph will differ.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

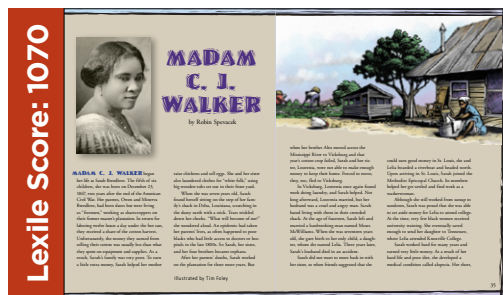
- What is this poem about? Cite text details to support your response. *CCSS Reading 1*
- The speaker says that the dragon “lacks flames and cannot roast.” What does she mean? Support your response with details from the text. *CCSS Reading 1*
- Summarize the third stanza using details from the poem. *CCSS Reading 2*

Craft and Structure

- Analyze Figurative Language** This poem includes two idioms: “that jellyfish . . . is toast,” and “Little Dragon packs a punch.” With a partner, use clues in the poem to decide what each idiom means. *CCSS Reading 4*
- Compare Texts** Create a two-column chart labeled “Paragraph” and “Poem.” In the first column, list four facts from the paragraph. In the second column, copy lines from the poem that contain the same information. How are the two versions similar and different? Discuss with a group. *CCSS Reading 9*

WRITING

Write a Science Poem Find an idea from science to write a poem about. You might choose a plant, insect or animal, or you could focus on life in a stream, shooting stars, or snow. The possibilities are endless. Use the library or internet to find interesting facts about your topic. Then use the facts to write a poem. Create an illustration to go with your poem and share your work with the class.



Madam C. J. Walker was born in 1867 and rose from poverty to become one of the richest African American women of her time. Her determination to succeed never faltered, and she helped many people along the way.

ESSENTIAL QUESTION

Where is home?

CORE CONTENT CONCEPT

Language Arts Biographies are usually written in chronological order, or the order in which events occurred.

CROSS-CURRICULAR EXTENSION

Social Studies Find out more about how Madam Walker helped others during her lifetime. Use the internet and the library to search for information. Also research whether Madam Walker's products are still in use today. Share what you learn.

KEY VOCABULARY

epidemic (p. 34) an occurrence in which a disease spreads very quickly and affects a large number of people

prohibited (p. 36) ordered not to use or do something

occupation (p. 36) a person's job

PREPARE TO READ

Ask students if they know what an entrepreneur is. Explain that an entrepreneur is someone who starts a business. Discuss the qualities that would make a successful entrepreneur. Then ask students to describe businesses that they might like to start.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What period of time does this biography cover—from what date to what date? Cite details from the text in your answer. *CCSS Reading 3*
- Identify three conflicts Madam Walker faced in her life and how she dealt with them. Support your response with details from the text. *CCSS Reading 3*
- Describe three different ways that Madam Walker took actions that benefited others. Use details from the text to support your response. *CCSS Reading 3*

Craft and Structure

- Analyze Word Choice** On page 34, the terms *freemen* and *white folks* have quotation marks around them. Why does the author draw attention to these terms? Does her tone seem sincere or sarcastic? *CCSS Reading 4*
- Analyze Text Structure** This article follows chronological order to tell about the many places Madam Walker lived. On a U. S. map, identify and number these places. Include notes to explain why she moved to each place and the important events that occurred there. *CCSS Reading 5*

WRITING

Write a Personal Essay Madam Walker once said, “perseverance is my motto.” Perseverance is a character trait that makes someone continue to try doing something even though it is difficult. Write an essay about a time when you showed perseverance, or wish you had.



In 1944, after more than four years of German occupation, American troops arrived in the Netherlands to liberate its cities and towns. This story describes the experiences of several families during this period.

ESSENTIAL QUESTION

Where is home?

CORE CONTENT CONCEPT

Language Arts Authors use imagery, or description that appeals to the senses, to help readers visualize the characters and events.

CROSS-CURRICULAR EXTENSION

Social Studies It may seem hard to imagine today, but during World War II, many children went into hiding in order to survive. Use books and the internet to find out more about what the “hidden children” of WWII endured.

KEY VOCABULARY

sassiness (p. 43) confidence and energy

grit (p. 43) mental toughness and courage

traipsing (p. 44) walking or going somewhere

PREPARE TO READ

Explain to students that the next story shows how war affects people who are not actually fighting the war, including children. Ask students if they have ever been affected by war, or if they know someone whose life has been affected by war. Then tell students to think about how the characters feel in this story.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Summarize the plot of this story by describing the key events and details. Use details from the story in your summary. *CCSS Reading 2*
- What messages or themes about war, survival, and sacrifice are conveyed in this story? Cite details from the story to support your response. *CCSS Reading 2*
- Describe Miriam based on her actions and words as well as Theo's thoughts about her. Support your ideas with details from the text. *CCSS Reading 3*

Craft and Structure

- Analyze Sensory Details** Identify three passages in the story that help you visualize characters and events. Describe what you picture in your mind. *CCSS Reading 4*
- Analyze Point of View** Rewrite the scene where Miriam comes out of hiding from Miriam's perspective, using the first-person point of view. Describe her thoughts and feelings as she crawls out of her hiding place. *CCSS Reading 6*

SPEAKING AND LISTENING

Research and Write a News Article Imagine you are a news anchor living during the time when the Allies begin to retake Europe. Conduct research to find out about how the people they liberated from German occupation survived prior to being freed. Then, write a news article explaining how people living in occupied German lands were living before they were freed.

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).

- Consider the importance of grit, or strength and courage, in “The Iron Cross” and “Madam C. J. Walker.” Why do characters in these articles need grit? How do they show their grit? Write 2-3 paragraphs to answer these questions.
- Compare Adel in “Adel of Acadia” and Gatto in “Nobody’s Cat.” How are these characters similar and different in the way they feel about where they live? How do other characters try to influence them? Are these other characters successful? Work in a group to discuss and answer these questions. Appoint a note-taker to record final answers.
- Mikoto in “Shades of Dragons” is part red and part blue. Herr Dietrich in “The Iron Cross” is half-Dutch and half-German. How does being part of two worlds affect each character? Are there other characters in the magazine who are part of two worlds? Write a short essay to explain your ideas.
- Several articles in this magazine take place by the ocean. Choose three of these articles and describe how the ocean is shown in each. Is the ocean peaceful, frightening, dangerous? Write an essay to express your ideas.
- Home is an important idea in this magazine. Some characters feel at home outside. Some characters feel at home in a house. For other characters, home is an unhappy or frightening place. Create a three-column chart with the headings “home outside,” “home in a house,” and “unhappy or frightening home.” Identify one example of each type of home and write it in the chart. Include an explanation of why you chose each example.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

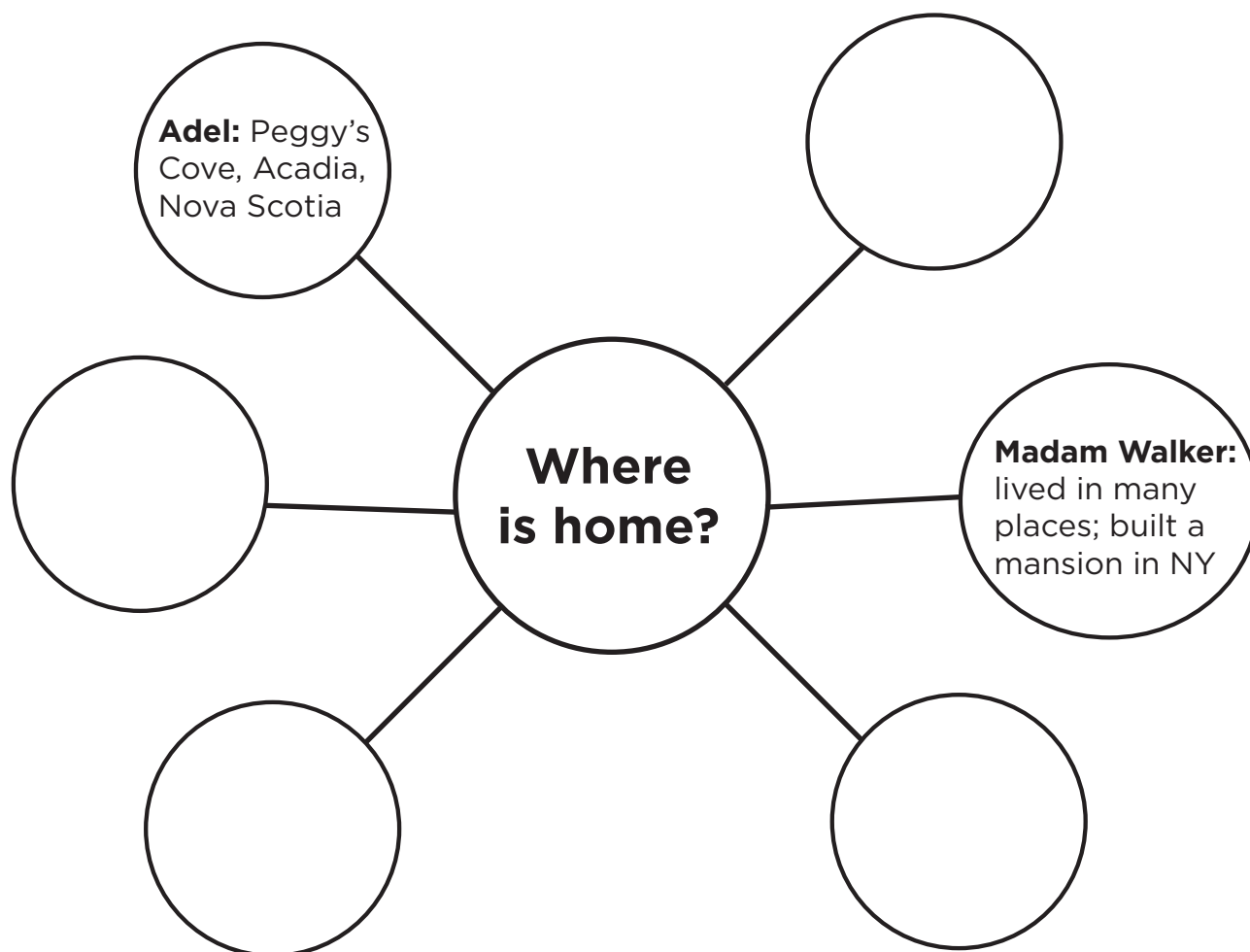
ENGAGE

READ FOR A PURPOSE

APPLY

This mini-unit offers students an opportunity for an in-depth analysis of the different ideas about home in the magazine texts. Students will identify and discuss different characters' homes. Then they will choose one character to focus on and design the perfect room for that character.

ENGAGE: Engage students in the topic of characters' homes by first reviewing the Essential Question: **Where is home?** Use a web like the one below to review the different places story characters call home. Then discuss how different characters feel about their homes.



**READ FOR A PURPOSE**

INTRODUCE THE ACTIVITY: THE PERFECT ROOM Explain to students that they will choose one character from the magazine and design a room for him or her. Continue by telling students that they will use what they know about the character to help them come up with ideas. Tell students that the room could be a living room, bedroom, kitchen, or any other room that would be meaningful to the character. Discuss with students some of the details they might include to make the room fit the character:

- pictures and decorations hanging on the walls
- walls painted colors that reflect something about the character
- furniture
- books
- special objects
- windows and views

Now, have students choose the character they will focus on for this activity.

RETURN TO THE TEXT: Explain to students that the first step in this activity is to go back to the magazine to gather details that will help them design their rooms. Distribute a copy of the Room Planner chart (p. 17) to all students. Tell students to reread the story in which their character appears and record story details in Part 1 of the chart (shown below).

Part 1: Details from the Article

Where the character lives	Things the character enjoys	Character's important experiences
Special animals/pets	Special people	Special objects





APPLY: The Perfect Room Now that students have gone back to the magazine stories to gather details that will help them design rooms for characters, they are ready to draw the perfect room. Students should work independently on this activity.

Materials

- partially completed Room Planner chart
- writing pencils
- large sheets of drawing paper
- colored pencils and markers

STEP 1: Build Background

Remind students that they are going to draw the perfect room for a character and that they may choose any kind of room. Explain to students that they will begin by coming up with ideas for their rooms.

STEP 2: List Ideas

Have students use the details they gathered from the articles to help them come up with ideas for their room. Students should use the bottom half of the Room Planner chart to record their ideas. Encourage students to write down anything they think of. Later, they can decide which ideas they will use.

STEP 3: Sketch

Have students use the back of their Room Planner chart to draw a rough sketch of the room. Tell them to make notes on the sketch telling where they plan to include objects, furniture, or other special items as well as any special colors they plan to use.

STEP 4: Draw the Room

Distribute drawing paper, colored pencils, and markers. Tell students to use a writing pencil to lightly draw the room and then go over this with colored pencils and markers. Have students add a title to the drawing using this frame:
A perfect room for ____.

STEP 5: Share

Have students take turns presenting their rooms to the class by holding up the picture, reading the title aloud, and describing some of the details they included and why they are appropriate for the character. Display the drawings in the classroom.



NAME: _____

ROOM PLANNER

Part 1: Details from the Article

Where the character lives	Things the character enjoys	Character's important experiences
Special animals/pets	Special people	Special objects

Part 2: Ideas for the Room

Pictures and decorations	Furniture	Colors
Views out windows	Other ideas	

NAME: _____

CHARACTERISTICS OF AN EPIC

Characteristics of an Epic	from "Aino, Child of the Sea"
The story centers around the actions and adventures of a hero, who might be a god.	
The hero usually has unusual abilities or talents.	
The story setting extends beyond Earth and includes the underworld or a heavenly region.	
There are magical forces, both good and evil.	
The story is told by a third-person narrator who is outside the story. This narrator can describe the thoughts and feelings of different characters.	



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

