

# Teacher's Guide



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From Cricket Media



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March 2017**

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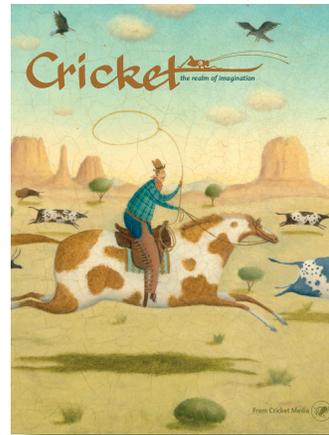
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**OVERVIEW**

*In this magazine, readers will learn about the different ways authors include real and imaginary animals in stories, poems, and nonfiction writing.*

**Cricket: March 2017** includes information about a dinosaur’s surprise visit, horses ridden by cowboys and knights, three birds that help a fisherman, a leprechaun and a girl helping their farm animals, and the scientist who helped make milk safe to drink.

**ESSENTIAL QUESTION:**

***How are animals important in texts?***

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:

The diagram shows a sample article page titled "ARTICLE: Olympic Moments" with several sections highlighted by callouts:

- Essential Question:** "Thinking: Modern Olympic moments combined to include a diverse group of athletes and events?"
- Content Concepts:** "C3 Framework for Social Studies" and "Next Generation Science Standards"
- Key Vocabulary:** "CCSS Reading 4"
- Prepare to Read:** "Prepare to Read" and "CCSS Speaking and Listening 1, 2, 4"
- Close Reading and Text Analysis:** "Close Reading and Text Analysis" and "CCSS Reading 1-10"
- Writing/Speaking and Listening:** "Writing/Speaking and Listening" and "CCSS Writing 1, 2, 3 & 6" and "CCSS Speaking and Listening 1, 2, 4"

The diagram shows three interlocking gears. The top gear is purple and labeled "SOCIAL STUDIES". The bottom-left gear is teal and labeled "CORE LITERACY". The bottom-right gear is dark blue and labeled "ARTICLES". Curved arrows indicate a clockwise flow between the gears.

## TEACH A MINI-UNIT PAGES 15 - 17

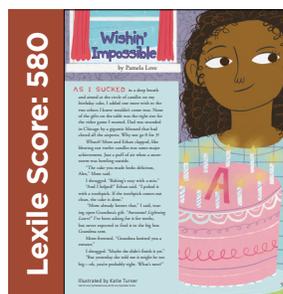
Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and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

## Essential Question: How are animals important in texts?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
<b>Wishin' Impossible</b> Fantasy	A perspective is a way of thinking about something. Different story characters may have different perspectives about the same thing.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Analyze Perspectives</li> <li>Write a Personal Narrative</li> </ul>	<i>Reading 2, 3, 5 &amp; 6</i> <i>Writing 3</i>
<b>March</b> Free Verse Poem	A metaphor is a comparison of two things without using the words <i>like</i> or <i>as</i> . It shows the similarities between two things that seem mostly different.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Figurative Language</li> <li>Analyze Text Structure</li> <li>Write a Metaphor Poem</li> </ul>	<i>Reading 1, 4 &amp; 5</i> <i>Writing 3</i>
<b>Percy Plumb, Cowboy</b> Contemporary Realistic Fiction	An idiom is a phrase or expression that doesn't mean what it actually says. "Raining cats and dogs" is an idiom that means "raining hard."	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Word Choice</li> <li>Analyze Text Structure</li> <li>Write a Story</li> </ul>	<i>Reading 3, 4 &amp; 5</i> <i>Writing 3</i>
<b>Born to Fight</b> Expository Nonfiction	Authors use chronological, or time, order to describe events in the order in which they happened.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Analyze Text Features</li> <li>Present a Report</li> </ul>	<i>Reading 1, 2 &amp; 5</i> <i>Writing 2</i> <i>Speaking &amp; Listening 4 &amp; 6</i>
<b>Utrost, the Land Under the Sea</b> Folktale	A folktale is a made-up story that has been handed down by word of mouth for generations. Folktales often include magical settings and characters.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Analyze Folktales</li> <li>Retell a Tale</li> </ul>	<i>Reading 2, 3 &amp; 5</i> <i>Speaking &amp; Listening 6</i>
<b>April Rose in Charge</b> Contemporary Realistic Fiction	An external conflict is a struggle between a character and an outside force (like weather). An internal conflict is a struggle within a character's mind.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Mood</li> <li>Analyze Text Structure</li> <li>Write a Personal Narrative</li> </ul>	<i>Reading 1, 3, 4 &amp; 5</i> <i>Writing 3</i>
<b>Stony Faces</b> Expository Nonfiction	Authors of nonfiction use the description text structure to tell about a particular topic by describing its features and characteristics.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Analyze Author's Tone</li> <li>Write a Poem</li> </ul>	<i>Reading 1, 2, 5 &amp; 6</i> <i>Writing 3</i>
<b>The True Legend of the Leprechauns</b> Legend	In some stories, characters speak in dialect—a form of language spoken in a particular area that uses some of its own words and phrases.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Word Choice</li> <li>Analyze Author's Tone</li> <li>Present a Drama</li> </ul>	<i>Reading 2, 3, 4 &amp; 6</i> <i>Speaking &amp; Listening 1 &amp; 6</i>
<b>Grandpa Corcoran's Irish Stew</b> Procedure	Written procedures employ sequentially ordered, descriptive language to help readers understand directions.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Word Choice</li> <li>Analyze Sound Devices</li> <li>Write a Limerick</li> </ul>	<i>Reading 1, 3 &amp; 4</i> <i>Writing 3</i>
<b>Alice Evans's Quest for Safe Milk</b> Biography	Writers choose words for their denotative, or dictionary, meaning and for their connotative, or emotional, meaning.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Word Choice</li> <li>Analyze Biography</li> <li>Write a Research Report</li> </ul>	<i>Reading 1, 4 &amp; 5</i> <i>Writing 2</i>

**Comparing Texts:** *Reading 9*

**Mini-Unit:** *Reading 1, 2, 3, & 6; Writing 3*



Alex makes three impossible wishes when she blows out her birthday candles. Everybody in her family is surprised when the wishes come true. Only Alex learns the real story behind the wishes coming true, and it's even more surprising.

## ESSENTIAL QUESTION

**How are animals important in texts?**

## CORE CONTENT CONCEPT

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

## CROSS-CURRICULAR EXTENSION

**Writing** How would this story be different if it took place in the distant past? Rewrite the first part of the story so it takes place 200 years ago. Change story details to reflect the new setting. Create illustrations to go with the story.

## KEY VOCABULARY

**stranded (p. 5)** in a place without a way of leaving it

**blank (p. 6)** not showing any emotion

**hologram (p. 6)** a special kind of picture that is produced by a laser and that looks three-dimensional

**sodium stearoyl lactylate (p. 8)** a food additive used in commercial baking

## PREPARE TO READ

Preview the title and illustrations, and have students share predictions. Next, read aloud the first paragraph and have students describe the narrator and her attitude based on this quote. Finally, tell students to read to find out if their ideas about the story and character are accurate.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What happens as a result of Alex's wishes? Which wish has the most surprising effect? Support your ideas with details from the story. *CCSS Reading 3*
- Describe Alex's personality. Does she change at all over the course of the story? Use details from the story to support your response. *CCSS Reading 3*
- One theme or message of this story is "be careful what you wish for." Cite information from the text that supports this message. *CCSS Reading 2*

### Craft and Structure

- **Analyze Text Structure** The plot of this story has two parts that happen at different times. What happens in each part? What do you learn in the second part that explains the unusual events in the first part? *CCSS Reading 5*
- **Analyze Perspectives** How do the different characters react when the dinosaur appears? How do they react when it disappears? Use the Character Perspectives Chart (p. 19) to record your answers. *CCSS Reading 6*

## WRITING

**Write a Personal Narrative** Alex thought her birthday was going to be a big disappointment, but then everything changed. Write about a time when something unexpected happened to you. Use the phrase "and then everything changed" in your story.



The speaker in this poem compares the gusty winds of March to the roaring of a lion.

## ESSENTIAL QUESTION

**How are animals important in texts?**

## CORE CONTENT CONCEPT

**English Language Arts** A metaphor is a comparison of two things without using the words *like* or *as*. It shows the similarities between two things that seem mostly different.

## CROSS-CURRICULAR EXTENSION

**Science** Conduct research to find out why the month of March is so windy. How do the winds of March affect trees, sap production, and maple syrup making? Create a short report and deliver it to the class.

## KEY VOCABULARY

***gusty* (p. 10)** blowing in gusts, or strong sudden winds

## PREPARE TO READ

Play for students an audio recording of a wind gust (available online). Discuss what the gust sounds like and how the sound changes from the beginning to the middle to the end of the gust. Tell students to keep this sound in mind as you read aloud the poem. Have students read silently.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What words describe how the winds sound? Cite details from the poem in your response. *CCSS Reading 1*
- What words describe how the winds move? Cite words from the poem in your response. *CCSS Reading 1*
- How are the sound and movement of winds similar to those of a lion? Support your response with details from the poem. *CCSS Reading 1*

### Craft and Structure

- **Analyze Figurative Language** What is the metaphor, or comparison, in the poem? In what ways are the two things in the comparison similar? Work with a small group to discuss ideas and answer these questions. *CCSS Reading 4*
- **Analyze Text Structure** What do you notice about the way this poem looks on the page? Why do you think the poet chose to break lines in this way? Can you connect the way the poem looks to the subject? *CCSS Reading 5*

## WRITING

**Write a Metaphor Poem** Write your own animal metaphor poem. First figure out the topic you will write about. This could be anything—rain, ice cream, your neighbor, or a baby’s cry, for example. Then ask yourself what kind of animal this thing or person would be. Next, list similarities between the animal and the person or thing. Finally, turn your list into a poem or paragraph that contains a metaphor.

# ARTICLE: Percy Plumb, Cowboy

Magazine pages 11 - 14, Contemporary Realistic Fiction



Percy Plumb is a mild-mannered librarian who enjoys a peaceful, well-ordered life while he dreams of being a cowboy. One day, he moves a little closer to his dream when he decides to adopt a homeless horse.

## ESSENTIAL QUESTION

**How are animals important in texts?**

## CORE CONTENT CONCEPT

**English Language Arts** An idiom is a phrase or expression that doesn't mean what it actually says. "Raining cats and dogs" is an idiom that means "raining hard."

## CROSS-CURRICULAR EXTENSION

**Life Studies** Explore the Humane Society website to learn what this important group does. Visit a nearby branch of the society or an animal shelter to see how you can volunteer to help. Share your experiences with the class.

## KEY VOCABULARY

**sedan (p. 11)** a car that has four doors and that has room for four or more people

**wranglers (p. 12)** people who take care of horses on a ranch

**bridle (p. 13)** a device that fits on a horse's head and that is used for guiding and controlling the horse

**manger (p. 14)** an open box in which food for farm animals is placed

## PREPARE TO READ

Read aloud or display this excerpt from the story: "Percy had always wanted to be a cowboy. Instead, he was a librarian." Ask volunteers to name the qualities of a cowboy and a librarian. Then discuss why a person who wants to be a cowboy might end up being a librarian.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Compare the lives of a librarian and a cowboy. Use details from the story to describe similarities and differences. *CCSS Reading 3*
- How has the town of Mayfair changed? How do the changes influence story events? Cite details from the text to support your answer. *CCSS Reading 3*
- How does Percy's decision to adopt Bob change his life? What do you think will happen next in the story? Support your ideas with story details. *CCSS Reading 3*

### Craft and Structure

- **Analyze Word Choice** Locate these two idioms on page 14 in this story: "jaw dropped" and "butterflies fluttered in his stomach." Use clues in the text surrounding the idioms to figure out the meaning of each. *CCSS Reading 4*
- **Analyze Text Structure** The first half of this story mainly takes place in Percy's thoughts. What interrupts his daydream? How is the second half of the story different? How does Percy's life change? *CCSS Reading 5*

## WRITING

**Write a Story** Write a story that begins this way: "Percy had always wanted to be a librarian. Instead, he was a cowboy." Describe the life of a Wild West cowboy who daydreams about spending his life in the stacks of a library. Use descriptive details and dialogue to make your story and characters humorous and memorable.



Just like the knights who rode them, medieval warhorses were trained for battle and covered in protective armor. This article describes the life and training of one particular warhorse named Rollo.

## ESSENTIAL QUESTION

**How are animals important in texts?**

## CORE CONTENT CONCEPT

**English Language Arts** Authors use chronological, or time, order to describe events in the order in which they happened.

## CROSS-CURRICULAR EXTENSION

**Art** Design a medal of honor to be awarded to warhorses. Include several words on the medal that identify the qualities being recognized, such as *honor*, *devotion*, or *courage*. Draw an image for each side of the medal.

## KEY VOCABULARY

**blaze (p. 16)** a very bright area of light or color

**confines (p. 16)** the limits or edges of something

**pivot (p. 16)** to turn on or around a central point

**feathering (p. 17)** long hair on the lower legs of horses

**canter (p. 18)** the way a horse moves when it is running fairly fast

## PREPARE TO READ

Display the following phrase: “knights riding into battle.” Work with students to brainstorm about 10 words they associate with this topic (armor, horses, castle, weapons, king, lance, etc.). Discuss the meanings of any unfamiliar words. Then tell students to look for these words in this article.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What is the author’s main idea about warhorses in the Middle Ages? Cite details from the text that support this main idea. *CCSS Reading 2*
- What is Rollo’s life like when he is nursing? How does it change when he stops? Support your response with details from the text. *CCSS Reading 1*
- Describe how Rollo is protected by natural instincts, physical traits, training, and armor. Use details from the text to support your response. *CCSS Reading 2*

### Craft and Structure

- **Analyze Text Structure** This article is organized in chronological, or time, order. Create a timeline and label it with the important stages in Rollo’s life. In what way is this article similar to a biography? *CCSS Reading 5*
- **Analyze Text Features** What does the information in the text box on page 18 help you understand about horse armor? How does the labeled illustration on page 18 help you understand the idea of the “full bard”? *CCSS Reading 5*

## SPEAKING AND LISTENING

**Present a Report** Work in a group to research and report on real animals in war. Find out how animals saved people and behaved bravely during different wars. Learn about memorials and medals of honor for animals. Use the library and internet to find information. Include photos and other visuals in your report. Rehearse your presentation and then deliver it to the class.



A poor fisherman named Isak struggles to take care of his family. Even so, he always shares a small portion of his catch with the three black cormorants that lead him to good fishing spots. Isak's kindness is richly rewarded when the cormorants guide him to Utrost, a lush and magical land under the sea.

## ESSENTIAL QUESTION

**How are animals important in texts?**

## CORE CONTENT CONCEPT

**English Language Arts** A folktale is a made-up story that has been handed down by word of mouth for generations. Folktales often include magical settings and characters.

## CROSS-CURRICULAR EXTENSION

**Social Studies** For thousands of years, people around the world trained animals to help them hunt and fish. Conduct research to find out more about how cormorants, falcons, and even otters help humans find food. Share what you learn.

## KEY VOCABULARY

**coveted (p. 20)** wanted something very much

**cormorant (p. 20)** a type of dark-colored bird that has a long neck and that eats fish that it catches in the ocean

**perish (p. 21)** to die or be killed

**herring (p. 22)** a fish that lives in the northern Atlantic Ocean and is often eaten as food

## PREPARE TO READ

Explain that a folktale is a made-up story that has been passed down for generations. Explain that folktales often include magic places, characters that change form, good and evil characters, and things that happen in threes. Discuss these elements in a familiar folktale, such as *Cinderella*.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

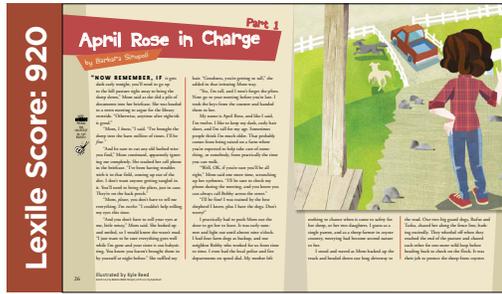
- How are the three cormorants important in this story? Cite details from the text to support your response. *CCSS Reading 3*
- Compare and contrast Isak's home and Utrost. How are these settings similar and different? Cite details from the story in your response. *CCSS Reading 3*
- What lesson or lessons about kindness and generosity does this folktale teach? Support your ideas with details from the text. *CCSS Reading 2*

### Craft and Structure

- **Analyze Text Structure** This story has three sections: before Isak goes to Utrost, Isak in Utrost, and after Isak returns home. How does Isak's time in Utrost change his life? Does it change his personality? Explain. *CCSS Reading 5*
- **Analyze Folktales** Work with a partner to identify the elements of folktales in this story. Use the Folktale Elements chart (p. 20) to record your ideas. Then compare charts with other pairs of classmates. *CCSS Reading 5*

## SPEAKING AND LISTENING

**Retell a Tale** Folktales were originally passed down by word of mouth. Become a storyteller by learning a folktale and telling it to the class. Use the library or internet to find a short tale. You don't have to memorize the tale, just learn the basic story. Once you know the story, you can add your own details and descriptions as well as movements and facial expressions. Practice telling it until it feels like an old story you've told many times. Then tell your folktale to the class.



April Rose knows how to take care of animals because she was raised on a farm. When her mother has to attend a town meeting one night, April Rose is sure she can handle bringing the sheep down from the pasture by herself. Her confidence begins to fade when a big storm rolls in.

## ESSENTIAL QUESTION

**How are animals important in texts?**

## CORE CONTENT CONCEPT

**English Language Arts** An external conflict is a struggle between a character and an outside force (like weather). An internal conflict is a struggle within a character's mind.

## CROSS-CURRICULAR EXTENSION

**Social Studies** Working dogs are trained to do many different kinds of jobs, including herding, sniffing bombs, and search and rescue. Choose one type of working dog and research how this dog is trained. Share your findings with the class.

## KEY VOCABULARY

**pasture (p. 26)** a large area of land where animals feed on the grass

**rise (p. 28)** an area of ground that is higher than the ground around it; a small hill

**ewe (p. 28)** a female sheep

**crooned (p. 28)** sang a song in a low soft voice

## PREPARE TO READ

Preview the title and illustrations with students. Then read aloud the paragraph on page 26 that begins “My name is April Rose.” Help students brainstorm words that describe April Rose, based on the text and illustrations. Finally, tell students to read to find out if their ideas about April Rose are accurate.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What do you learn about April Rose from the way she talks to her mother and reacts to her situation? Is she a typical 12-year-old? Use details from the text to support your response. *CCSS Reading 3*
- In what ways do animals and humans help each other in this story? Cite details from the text to support your response. *CCSS Reading 1*
- How does the setting influence events in this story? Support your ideas with details from the text. *CCSS Reading 3*

### Craft and Structure

- **Analyze Mood** Authors often use setting to create a mood, or atmosphere, in stories. List setting details that suggest danger is coming. *CCSS Reading 4*
- **Analyze Text Structure** Story events center our conflicts, or struggles. What external force does April Rose struggle with? What internal force does she struggle with? How do these struggles create suspense? *CCSS Reading 5*

## WRITING

**Write a Personal Narrative** April Rose must overcome her fears and doubts in order to take care of the sheep. Write about a time when you had to overcome your fears and doubts in order to do something.

# ARTICLE: Stony Faces

Magazine pages 32 - 33, Expository Nonfiction



“Stony Faces” explains the history and uses of gargoyles.

## ESSENTIAL QUESTION

**How are animals important in texts?**

## CORE CONTENT CONCEPT

**English Language Arts** Authors of nonfiction use the description text structure to tell about a particular topic by describing its features and characteristics.

## CROSS-CURRICULAR EXTENSION

**Art** Take your inspiration from the photos in this article and draw your own gargoyle or sculpt it out of clay. Use your imagination to make a fantastical creature. Don't forget the rainspout. Display your piece in the classroom.

## KEY VOCABULARY

**jutting** (p. 32) sticking out

**derived** (p. 32) taken or gotten from something else

**erosion** (p. 32) the gradual destruction of something by natural forces, such as water or wind

**hideous** (p. 32) very ugly or disgusting

**distinguishing** (p. 33) noticing or recognizing the difference between

## PREPARE TO READ

Preview the photographs with students and ask them what they know about these creatures. Discuss what students notice about them. Then write the words *gargoyle*, *grotesque*, and *chimera* on the board. Tell students to write these words down and read to find out what they mean.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

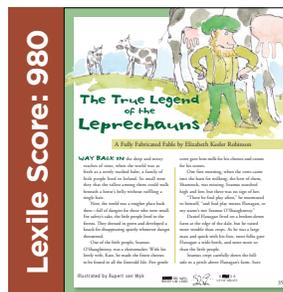
- What are the differences between gargoyles, grotesques, and chimeras? Support your response with details from the text. *CCSS Reading 1*
- Summarize the history and origins of gargoyles. Use details from the article to support your response. *CCSS Reading 2*
- Where can you see gargoyles today? Cite details from the text to support your response. *CCSS Reading 1*

### Craft and Structure

- **Analyze Text Structure** This article includes many different details about gargoyles. Use the Description graphic organizer (p. 21) to identify and record these details. *CCSS Reading 5*
- **Analyze Author's Tone** What is the author's tone, or attitude toward, gargoyles? Compare this tone with the way the gargoyles look. Does the tone match their appearance or is it different? Explain your ideas. *CCSS Reading 6*

## WRITING

**Write a Poem** This article contains many descriptive words and phrases that help readers visualize gargoyles. Here are just a few examples: *fantastical beasts*, *repulsive*, *bizarre*, *frightening*. Use words from the article and elsewhere to write a poem about gargoyles. If you have trouble getting started, borrow this line from Carl Sandburg's poem "Gargoyle" to use as your first line: "I saw a mouth jeering."



This story explains how stories about leprechauns—little men with pots of gold, who dressed in green and lived in the forest—first began to circulate.

## ESSENTIAL QUESTION

**How are animals important in texts?**

## CORE CONTENT CONCEPT

**English Language Arts** In some stories, characters speak in dialect—a form of language spoken in a particular area that uses some of its own words and phrases.

## CROSS-CURRICULAR EXTENSION

**Language Arts** Use the internet or the library to find out about other fantastic creatures, such as brownies, djinn, bogies, and elves. Create a short field guide to fantastic creatures that includes descriptions and pictures.

## KEY VOCABULARY

**foul play (p. 35)** unfair or dishonest acts

**pining (p. 36)** becoming thin and weak because of sadness or loss

**naught (p. 36)** nothing

**daft (p. 36)** crazy or foolish

**quarry (p. 39)** a place where large amounts of stone are dug out of the ground

## PREPARE TO READ

Ask students to share what they know about leprechauns. Show students a variety of leprechaun images from the internet and discuss what the images have in common. Then explain that a leprechaun is a creature from Irish folktales that plays tricks on people.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

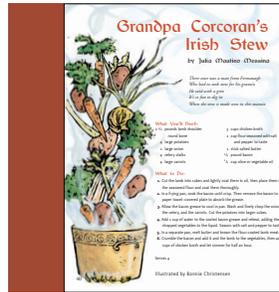
- How did the little people protect themselves from danger long ago? Cite details from the story to support your response. *CCSS Reading 3*
- Summarize the information about how people came to believe in leprechauns. Use details from the story to support your response. *CCSS Reading 2*
- Compare Seamus and Flanagan, based on how they treat Shamrock. Support your ideas with details from the text. *CCSS Reading 3*

### Craft and Structure

- **Analyze Word Choice** The characters in this story speak in an Irish dialect. With a partner, find five examples of dialect in this story. Why do you think the author uses dialect? What effect does it have on the story? *CCSS Reading 4*
- **Analyze Author's Tone** Compare the narrator's attitudes toward Seamus and Flanagan. How does she feel about each character? Which words and details in the text help you understand this? *CCSS Reading 6*

## SPEAKING AND LISTENING

**Present a Drama** Work with one or more classmates to act out a scene from the story. After you assign parts, create a script using dialogue and actions from the story. Distribute a copy to each group member and begin rehearsing your scene. Have fun with the dialect and use your body and the tone of your voice to make your performances entertaining and humorous. Present your scene to the class.



Irish stew is a traditional dish with many fans. Here is one version of this hearty food.

## ESSENTIAL QUESTION

**How are animals important in texts?**

## CORE CONTENT CONCEPT

**English Language Arts** Written procedures employ sequentially ordered, descriptive language to help readers understand directions.

## CROSS-CURRICULAR EXTENSION

**Writing** Learn about traditional stews from other countries around the world. Use the library or internet to find three different stew recipes. Write a limerick to go with each recipe.

## KEY VOCABULARY

**seasoned (p. 40)** to add salt, pepper, or spices to something to give it more flavor

**absorb (p. 40)** to take in something, such as a liquid, in a natural or gradual way

## PREPARE TO READ

Explain that making stew is a very old and traditional form of cooking that is used all around the world. Then tell students that the next recipe is for an Irish stew. Ask students to share any special recipes that are part of their family traditions. Share one from your family.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

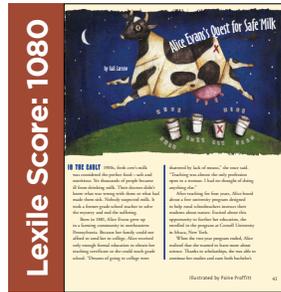
- What besides meat goes into Irish stew? Cite details from the text to support your response. *CCSS Reading 1*
- What do you think would be the hardest part about making this recipe? Support your response with details from the text. *CCSS Reading 3*
- Is this a recipe for a fancy occasion? Use details from the text and illustrations to support your opinion. *CCSS Reading 1*

### Craft and Structure

- **Analyze Word Choice** Create a three-column chart with the headings “Adjectives and Description,” “Cooking Verbs,” and “Cooking Tool Nouns.” With a partner, record examples from the recipe, such as *crisp*, *coat*, and *frying pan*. Compare charts with other pairs of classmates. *CCSS Reading 4*
- **Analyze Sound Devices** Read the limerick aloud with a partner. Which lines rhyme? Do the lines that rhyme also have the same rhythm? *CCSS Reading 4*

## WRITING

**Write a Limerick** Use the internet or the library to read more limericks. Then write your own. Write about something silly or fun. Use the same rhythm and rhyme patterns that you find in the limericks you read. Try to memorize your limerick and then recite it to the class.



In the early 1900s, Alice Evans realized that unpasteurized milk was making people sick. Scientists and doctors ignored Alice's research for years. Finally, they realized she was correct.

## ESSENTIAL QUESTION

**How are animals important in texts?**

## CORE CONTENT CONCEPT

**English Language Arts** Writers choose words for their denotative, or dictionary, meaning and for their connotative, or emotional, meaning.

## CROSS-CURRICULAR EXTENSION

**Science** Learn about Louis Pasteur, the scientist who discovered the process of pasteurization. Then connect this discovery to the work of Alice Evans. Present your information to the class.

## KEY VOCABULARY

**contaminated (p. 42)**  
dangerous, dirty, or impure

**undulating (p. 42)** moving like waves

**chronic (p. 43)** continuing or occurring again and again for a long time

**discrepancies (p. 44)**  
differences between things that should be the same

## PREPARE TO READ

Display the following statement: "Milk from healthy cows does not need to be pasteurized." Have students identify the statement as true or false. Invite students to explain their judgments. Then tell them to look for information in the article that supports or refutes the statement.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- How did Alice learn that unpasteurized milk could make people sick? Cite details from the text to support your answer. *CCSS Reading 1*
- Why did doctors, scientists, and dairy farmers ignore Alice's warnings? Support your response with details from the text. *CCSS Reading 1*
- How did errors made by doctors and scientists affect milk and the people who drank it? Use details from the texts to support your response. *CCSS Reading 1*

### Craft and Structure

- **Analyze Word Choice** In the quote on page 44, Alice uses the word *discrepancies*. How would the meaning of the quote change if she had used the word *mistake* instead? Consider the dictionary definitions of both words as well as the feelings and thoughts connected to each. *CCSS Reading 4*
- **Analyze Biography** What challenges did Alice face as a result of growing up poor and being female? How did she overcome them? *CCSS Reading 5*

## WRITING

**Write a Research Report** Alice Evans worked in the scientific field of germ theory. Read an encyclopedia article to learn about germ theory. Then choose a scientist, event, or discovery connected to germ theory and write a research report about it. Write questions about your topic using *who*, *what*, *when*, *where*, *why*, and *how* to guide your research. Include the answers in your report.

## 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*).

- Compare and contrast the relationships between humans and animals in “Percy Plumb, Cowboy,” “April Rose in Charge,” and one other magazine article. Describe similarities and differences in a short essay. Include examples of animals helping humans and humans helping animals.
- Consider how doubt—uncertainty about someone or something—is featured in “April Rose in Charge” and “Alice Evans’s Quest for Safe Milk.” For each article, identify who feels doubt and explain how doubt affects people or characters and events. Write a short essay to respond to this prompt.
- Compare and contrast the magical elements in “Wishin’ Impossible,” “Utrost, the Land Under Sea,” and “The True Legend of the Leprechauns.” How are these stories similar? In what ways are they different? Think about the genre of each story, the unusual, magical events, and things that happen in threes. For each story, decide whether it is mainly realistic with a little bit of magic, or mainly magical with a few realistic details mixed in. Work with a partner and record your ideas in a Venn diagram (p. 22).
- Are there any articles in this magazine in which you feel animals are not treated the way they should be? Write an opinion essay to express your ideas. Include a thesis statement that presents your opinion. Use details from the stories and your own thoughts and experiences to support your opinion.
- Compare “Wishin’ Impossible” and “April Rose in Charge.” How are Alex and April Rose similar and different? Think about their words, actions, and attitudes. How does setting influence events in each story? Write 2-3 paragraphs to describe your ideas.

## 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 role of animals in different magazine texts. Students will identify and discuss animals from the various texts. Then they will choose one text from the magazine and rewrite it from the perspective of the animal in it.

**ENGAGE:** Engage students in the topic of story animals by first reviewing the Essential Question: How are animals important in texts? Work with students to identify the different animals in the magazine texts and describe how they are important in the text. Use a chart like the one below to record ideas.

Animal/Story	How is the animal important?
dinosaur "Wishin' Impossible"	When the dinosaur appears, the characters realize that something strange is going on.
lion "March"	The speaker compares the wind to a lion roaring.
Bob the horse "Percy Plumb, Cowboy"	Percy Plumb is a quiet librarian who adopts a homeless horse. The horse changes Percy's life even before it gets to Percy's home.
horses "Born to Fight"	
cormorants "Utrost, the Land Under Sea"	

## READ FOR A PURPOSE

**INTRODUCE THE ACTIVITY: AN ANIMAL’S PERSPECTIVE** Remind students that when they read stories, they learn about events and characters from the perspective of the narrator. Then explain to students that they will choose one story or nonfiction article from the magazine and rewrite it from the perspective of the animal in the text. Continue by telling students that their animal narrators will use the first-person point of view and use the words I and me. In addition, they will be able to talk about their thoughts and feelings.

Quickly brainstorm with students how some of the animals in the magazine might think or feel. You might discuss the dinosaur in “Wishin’ Impossible,” Bob the horse in “Percy Plumb, Cowboy,” or the three cormorants in “Utrost, the Land Under Sea.”

Explain to students that if they choose to rewrite a nonfiction article, they will use the perspective of the animal described in the article. For example, they could rewrite “Born to Fight” from Rollo’s perspective, “Stony Faces” from the perspective of a gargoyle, or “Alice Evans’s Quest for Safe Milk” from the perspective of one of the cows she studied.

Now, have students choose the magazine text they will rewrite.

**RETURN TO THE TEXT:** Explain to students that before they can begin writing, they need to reread their magazine texts and make notes about characters, setting, and events. Tell students that this information will help them remember the details and important information they need to include in their stories. Distribute a copy of the Story Map (p. 18) to all students and have them use it to record information as they read.

After students have filled in their charts, allow time for them to gather with classmates who are rewriting the same story to compare notes and help each other fill in any blanks.

**APPLY: AN ANIMAL'S PERSPECTIVE** Now that students have gathered information from the texts, they are ready to begin planning and writing their stories. Students should work independently to complete this activity. You can simplify this activity by having students rewrite one scene from the magazine text instead of the entire text.

### Materials

- writing paper and pencils
- completed Story Maps

**STEP 1: Build Background** Remind students that they will be rewriting stories from an animal's perspective. Explain that they will need to tell about the setting, the problem, and the other characters from the animal's point of view. Brainstorm with students a list of techniques they can use in their stories, including dialogue, humor, and concrete details.

**STEP 2: Draft** Suggest to students that they may want to free write some ideas or make a list of the main events they will include in their stories before they begin drafting. Tell students to refer to their Story Maps to help them remember details and events from the original stories. Allow several writing sessions for students to finish their drafts.

**STEP 3: Review and Revise** Tell students to follow these steps to review and revise their stories:

1. Read through your draft again to add details and make necessary changes.
2. Exchange drafts with a peer reader for feedback.
3. After receiving feedback, decide which suggestions you want to incorporate in your story.
4. Create your final draft.

**STEP 4: Proofread** Have students use the following checklist to proofread their final drafts:

- My sentences express complete thoughts.
- I have corrected run-on sentences.
- My subjects and verbs agree.
- I have used punctuation correctly, including quotation marks.
- I have checked for spelling errors.

**STEP 5: Share** Gather students in a circle and have them take turns reading their stories aloud. Encourage students to give positive feedback after each story is read. Then gather the stories in a binder and create a cover and title. Display the binder in the classroom or school library.

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

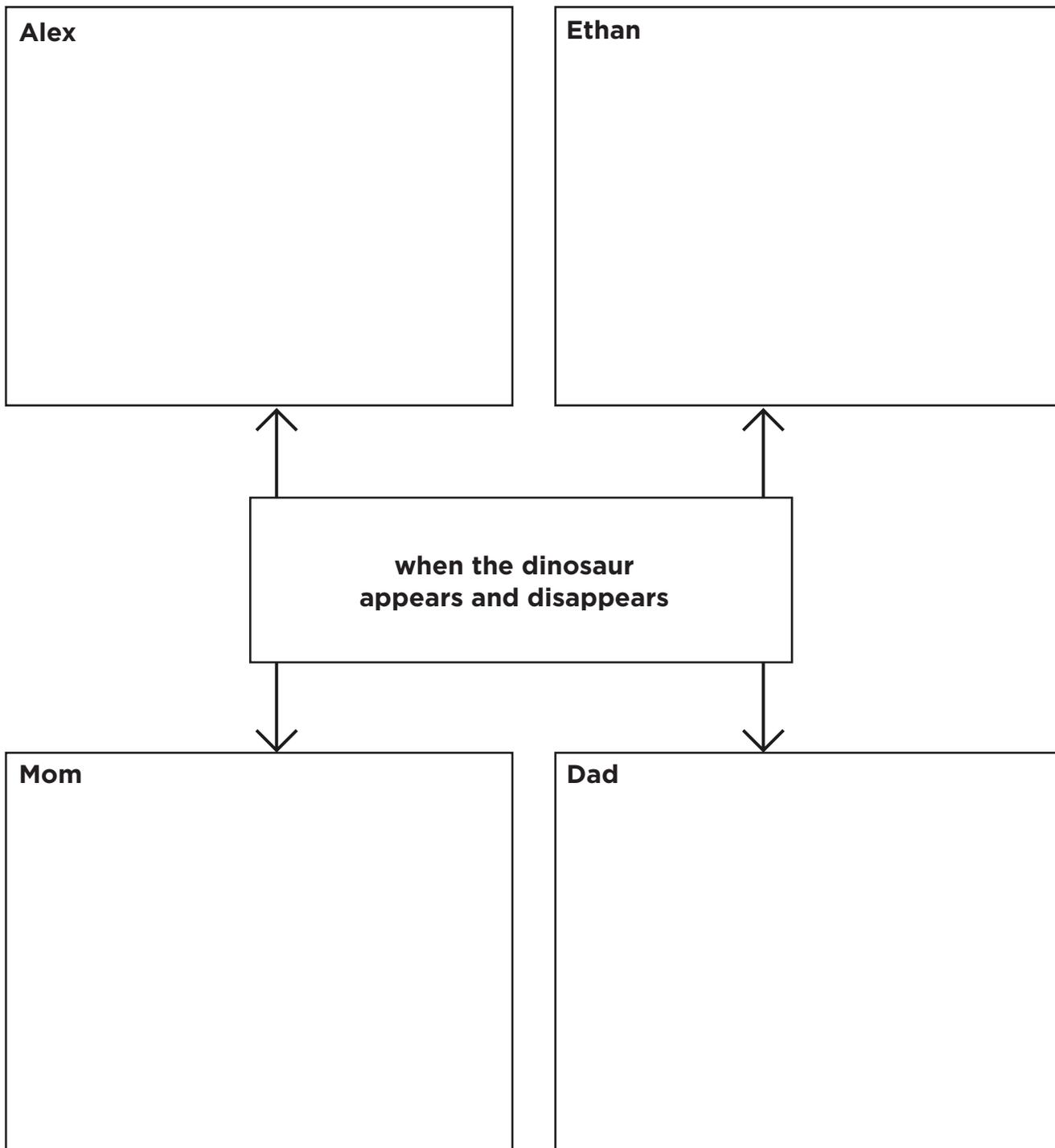
## STORY MAP

Magazine Text Title \_\_\_\_\_

<b>Human Characters</b> (list and describe)		<b>Animal Characters</b> (list and describe)	
<b>Problem or Conflict</b>		<b>Solution</b>	
<b>Setting</b> (time, place, weather)			
<b>Important Events</b>			
<b>Beginning</b>	<b>Middle</b>	<b>End</b>	
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	

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

## CHARACTER PERSPECTIVES



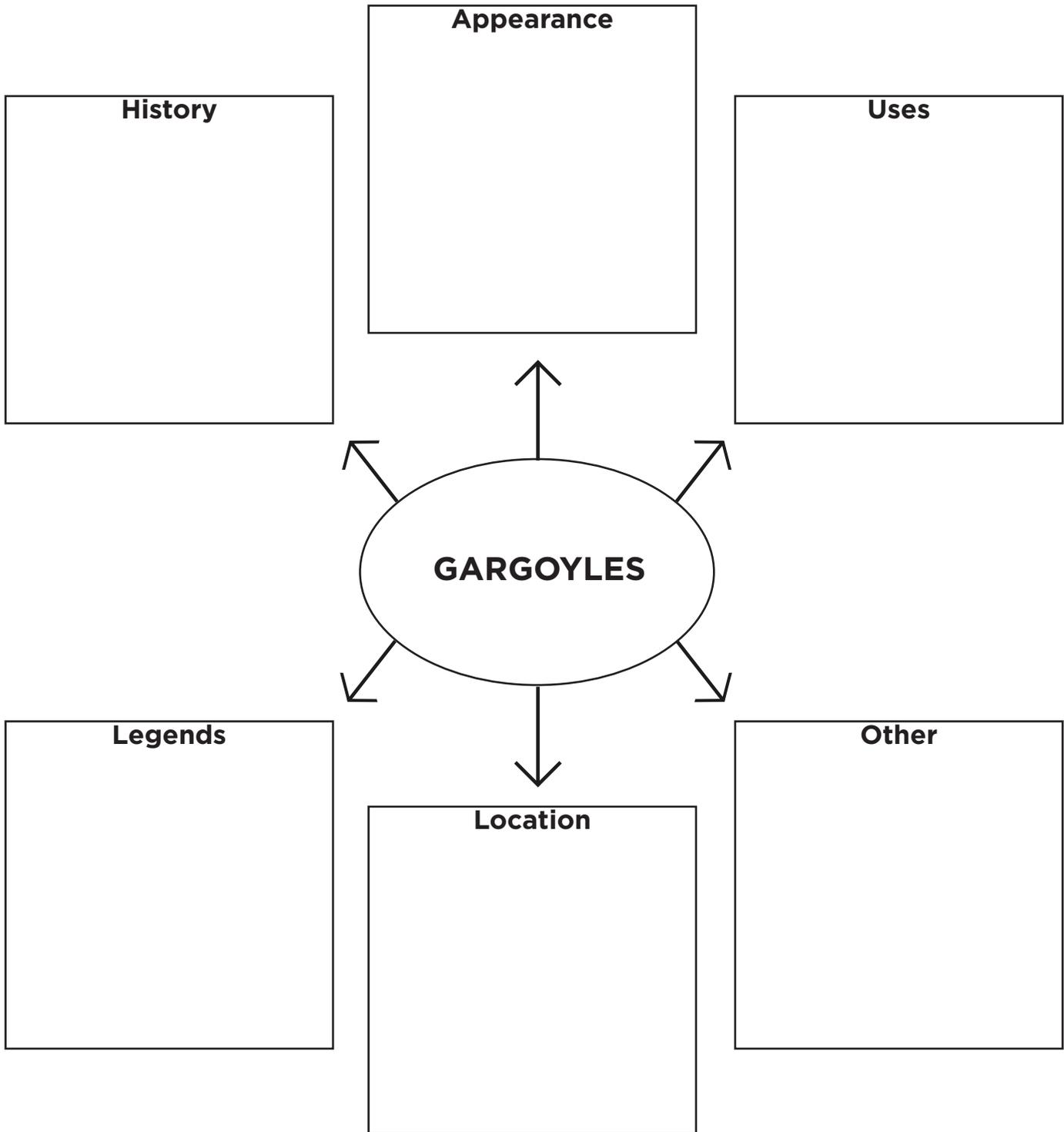
NAME: \_\_\_\_\_

## FOLKTALE CHARACTERISTICS

Characteristic	Example from "Utrost, the Land Under Sea"
Usually one character is evil or selfish and another character is good and kind.	
The setting, characters, or events may be magical.	
Things happen in threes.	
Good behavior is rewarded.	
The story presents a lesson or message about life.	

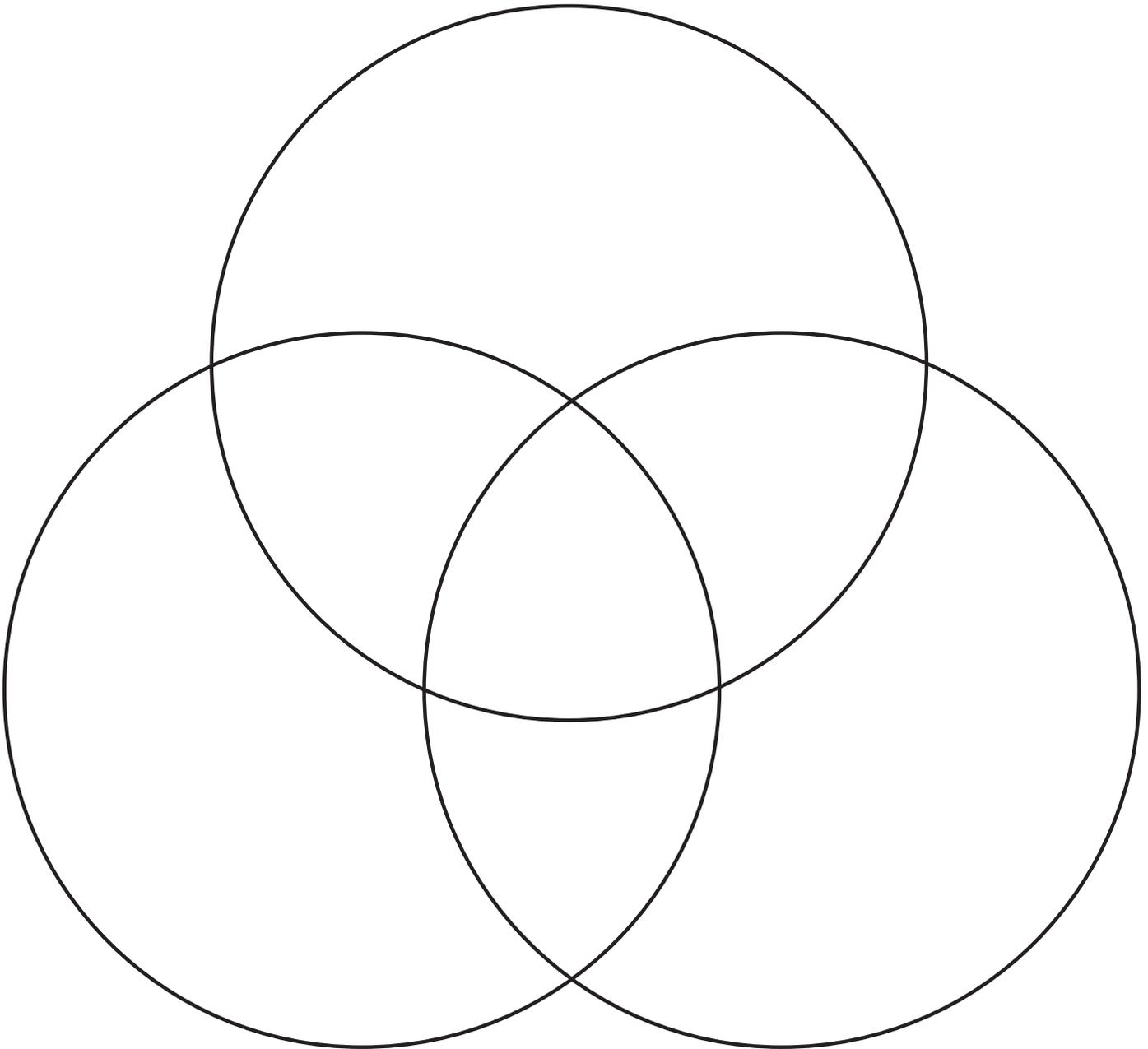
NAME: \_\_\_\_\_

## DESCRIPTION TEXT STRUCTURE



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

## VENN DIAGRAM WITH 3 CIRCLES



## 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 <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

