

Teacher's Guide

Cricket

the realm of imagination



MAGAZINE ARTICLES

The Inside Name	5
Historical Fiction 900L	
Venice at Sunset	12
Lyrical Poem	
Murik and the Magic Sack	13
Folktale 900L	
The Great Grasshopper Mystery	17
Narrative Nonfiction 1040L	
Fried Crickets, Anyone?	22
Expository Nonfiction 1170L	
Bugalicious Party Recipes	26
Procedure	
Ahimsa	27
Contemporary Realistic Fiction 720L	
Percy Plumb, Cowboy	34
Contemporary Realistic Fiction 850L	
April Rose in Charge	40
Contemporary Realistic Fiction 970L	

From Cricket Media



Teacher’s Guide for Cricket:
April 2017

Using This Guide **2**

Skills and Standards Overview **3**

Article Guides **4**

Cross-Text Connections **13**

Mini-Unit **14**

Graphic Organizers **17**

Appendix: Meeting State and
National Standards **21**



OVERVIEW

*In this magazine, readers will learn about different beliefs and values and how they influence the way characters and people behave. **Cricket:***

April 2017 includes information about the experiences of a Jewish family living in Portugal during the Spanish Inquisition, the beauty of the setting sun in Venice, the benefits and drawbacks of sharing the planet with insects, and relationships between humans and animals.

ESSENTIAL QUESTION:

How do beliefs and values influence the way characters behave?



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:

The image 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" section with a callout: "Prepare to Read CCSS Speaking and Listening 1, 2, 4"
- Close Reading and Text Analysis:** "CLOSE READING AND TEXT ANALYSIS" section with a callout: "Close Reading and Text Analysis CCSS Reading 1-10"
- Writing/Speaking and Listening:** "WRITING" section with a callout: "Writing/Speaking and Listening CCSS Writing 1, 2, 3 & 6 CCSS Speaking and Listening 1, 2, 4"

The diagram features 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 red and labeled "ARTICLES". Curved arrows indicate a clockwise flow between the gears, suggesting integration and connection between these subjects.

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: How do beliefs and values influence the way characters behave?

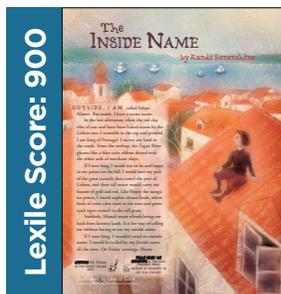
MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
The Inside Name Historical Fiction	Characters' beliefs and attitudes may be affected by the time and place in which they live.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Analyze Historical Fiction Collaborate 	<i>Reading 3, 4 & 5</i> <i>Speaking & Listening 1 & 6</i>
Venice at Sunset Lyrical Poem	Poets create imagery by describing details a person might see while looking at a scene. The words the poet chooses help readers imagine the scene.	<ul style="list-style-type: none"> Close Reading Analyze Imagery Analyze Tone Write a Poem 	<i>Reading 1, 3 & 4</i> <i>Writing 3</i>
Murik and the Magic Sack Folktale	In many folktales, magic is an important element that helps to move the plot forward.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Analyze Point of View Write a Personal Narrative 	<i>Reading 1, 3, 5 & 6</i> <i>Writing 3</i>
The Great Grasshopper Mystery Narrative Nonfiction	Science articles often describe cause-effect relationships in nature. An effect tells what happens. A cause explains why something happens.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Analyze Perspectives Write a Diary Entry 	<i>Reading 1, 2, 5 & 6</i> <i>Writing 3</i>
Fried Crickets, Anyone? Expository Nonfiction	Information used to support an author's claims is called evidence. Evidence may be facts, figures, details, quotations, or other sources of information.	<ul style="list-style-type: none"> Close Reading Analyze Author's Purpose Evaluate Evidence Give an Entomophagy Fair Presentation 	<i>Reading 1, 6 & 8</i> <i>Speaking & Listening 4 & 6</i>
Bugalicious Party Recipes Procedure	A procedure text explains how to complete a specific task and usually includes numbered steps. A recipe is a type of procedure text.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Compare Texts Write a Recipe 	<i>Reading 1, 4 & 9</i> <i>Writing 2</i>
Ahimsa Contemporary Realistic Fiction	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"> Close Reading Analyze Perspectives Compare Texts Research and Write a Persuasive Speech 	<i>Reading 1, 3, 6 & 9</i> <i>Writing 1 & 7</i> <i>Speaking & Listening 4</i>
Percy Plumb, Cowboy Contemporary Realistic Fiction	The climax of a story is the point of greatest interest or excitement. At the climax, something important happens and the outcome of the story becomes clear.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Analyze Text Structure Create a Comic Strip Story 	<i>Reading 2, 3, 4 & 5</i> <i>Writing 3</i>
April Rose in Charge Contemporary Realistic Fiction	Story events and conflicts can cause characters to change and grow.	<ul style="list-style-type: none"> Close Reading Analyze Plot Analyze Point of View Judge a Character 	<i>Reading 3, 5 & 6</i> <i>Speaking & Listening 1 & 6</i>

Comparing Texts: *Reading 9*

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

ARTICLE: The Inside Name

Magazine pages 5 - 11, Historical Fiction



In 1497, the king of Portugal forced all Jews in his kingdom to convert to Christianity and take on Christian names. Many of the Jews who converted continued to practice Judaism in secret. This story describes the experiences of a Jewish family in Portugal during this period.

ESSENTIAL QUESTION

How do beliefs and values influence the way characters behave?

CORE CONTENT CONCEPT

Language Arts Characters' beliefs and attitudes may be affected by the time and place in which they live.

CROSS-CURRICULAR EXTENSION

History The Jews of Spain and Portugal and their descendants are known as Sephardic Jews. Conduct research to learn about Sephardic culture, history and traditions. Work in a group to create a presentation.

KEY VOCABULARY

survey (p. 5) to look at and examine all parts of something

monastery (p. 6) a place where monks live and work together

vestry (p. 6) a small room in a church where a priest dresses for the services and where holy items used during services are kept

empire (p. 10) a very large business or group of businesses under the control of one person or company

PREPARE TO READ

Point out Lisbon, Portugal, on a world map and explain that this story is set in Lisbon almost 500 years ago. Read aloud the historical note on pages 10-11. Stop on page 11 after the sentence that begins, "As conditions worsened...." Discuss students' thoughts and reactions. Then have them read the story.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Which characters in this story show bravery? How do they show it? Support your response with details from the text. *CCSS Reading 3*
- How can you tell that Samuel and his family feel strongly about their religion? Use details from the text to support your response. *CCSS Reading 3*
- How does Samuel react when Diego calls him a name? Why does he react this way? Cite details from the story to support your response. *CCSS Reading 3*

Craft and Structure

- **Analyze Word Choice** Papa explains that La Senora helps Jews escape "the claws of the Inquisition." What do you visualize when you read this phrase? What ideas about the Inquisition does it convey? *CCSS Reading 4*
- **Analyze Historical Fiction** Historical fiction is based on facts about a certain time in history. This story tells about Portugal during the Inquisition. What do you learn about this period from the story? *CCSS Reading 5*

SPEAKING AND LISTENING

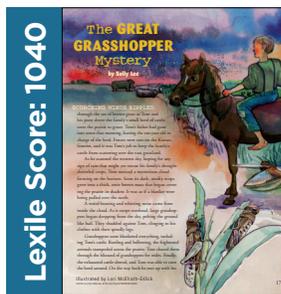
Collaborate Just before Samuel gets on the ship, he cuts a small stem from his grandfather's lemon tree. Samuel wants to plant it in his new home. Get together with a small group of classmates to discuss these questions:

- Why does Samuel want to grow a new lemon tree?
- Why are family traditions important?

Take turns speaking and listening.

ARTICLE: The Great Grasshopper Mystery

Magazine pages 17 - 21, Narrative Nonfiction



Through narrative and factual information, this article describes the terrible locust plagues endured by settlers living on the Great Plains in the late 1870s. In 1875, the locusts became suddenly and mysteriously extinct. Over 100 years later, this mystery was finally solved.

ESSENTIAL QUESTION

How do beliefs and values influence the way characters behave?

CORE CONTENT CONCEPT

Language Arts Science articles often describe cause-effect relationships in nature. An effect tells what happens. A cause explains why something happens.

CROSS-CURRICULAR EXTENSION

Science Use a Venn diagram (p. 20) to compare and contrast locusts and grasshoppers. Conduct research to find out how these two insects are similar and different. Record information in the diagram. Share your work with the class.

KEY VOCABULARY

droughts (p. 18) periods of time during which there is little or no rain

plague (p. 18) a large number of harmful or annoying things

sacrificed (p. 18) gave something up in order to get something else

gorging (p. 20) eating large amounts of food

entomologist (p. 21) a scientist who studies insects

PREPARE TO READ

Explain that locusts are grasshopper-like insects that can form massive groups, called swarms. Show a short video of a locust swarm from the internet. Explain that swarms can eat up to 400 million pounds of plants each day. Discuss how locust swarms probably affect farming areas and the people who live in them.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What mystery does this article explain? Cite details from the text to support your response. *CCSS Reading 1*
- What causes locust plagues? Use information from the text to support your response. *CCSS Reading 1*
- How did Jeffrey Lockwood solve the great grasshopper mystery? Support your answer with details from the text. *CCSS Reading 2*

Craft and Structure

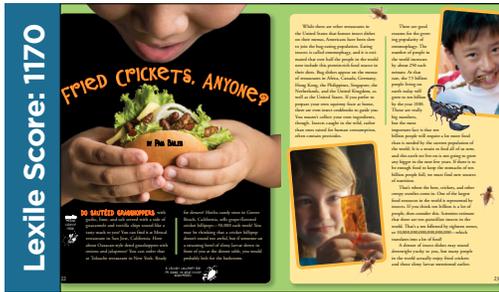
- **Analyze Text Structure** This article uses a cause-and-effect text structure to describe locust plagues on the Great Plains in the 1870s. Use the Cause-Effect graphic organizer (p. 19) to analyze information in this article. *CCSS Reading 5*
- **Analyze Perspectives** Settlers valued hard work and strength. They relied on themselves during tough times and refused to give up. How did these values influence the way the settlers reacted to locust swarms? *CCSS Reading 6*

SPEAKING AND LISTENING

Write a Diary Entry: The Pioneer Life Write about daily life as if you were a settler—a father, husband, worker, mother, wife, or child. First conduct research to find out more about the daily lives of settlers on the American frontier. Then write from the first-person point of view, using *I* and *me*. Include lots of specific details about daily life to make up the story of your settler. Then read your writing to the class. Use gestures and the tone of your voice to make your presentation interesting.

ARTICLE: Fried Crickets, Anyone?

Magazine pages 22 - 25, Expository Nonfiction



Insects are a protein-rich food source that people around the world include in their diets. So why hasn't the United States embraced entomophagy, or eating insects? The author describes nutritional, economic, and environmental advantages to adding bugs to our daily diet.

ESSENTIAL QUESTION

How do beliefs and values influence the way characters behave?

CORE CONTENT CONCEPT

Language Arts Information used to support an author's claims is called evidence. Evidence may be facts, figures, details, quotations, or other sources of information.

CROSS-CURRICULAR EXTENSION

Social Studies Find out if you can buy insect products at nearby supermarkets. Interview a store manager to find out how long the store has been selling insect products and how well they sell. If possible, try some of the products.

KEY VOCABULARY

larvae (p. 22) a very young form of an insect that looks like a worm

consumption (p. 23) the act of eating or drinking something

mindset (p. 24) a person's attitude or set of opinions about something

delicacy (p. 24) a food that people like to eat because it is special or rare

PREPARE TO READ

Ask if students have ever eaten insects and if they would. Discuss different ways of eating insects, such as ground up into flour for baking, mixed in a sauce with more common ingredients, deep-fried whole, or chocolate covered. Explain that the next article may persuade students to eat more bugs.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

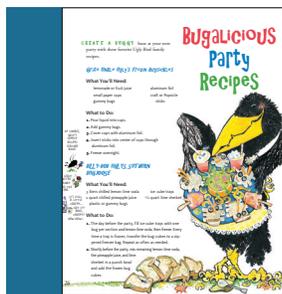
- How have Americans' beliefs about insects influenced the use of insects as food here? Use details from the text to support your response. *CCSS Reading 1*
- What are the economic benefits of eating insects? Cite details from the text to support your answer. *CCSS Reading 1*
- How might bugs be an important source of food in the future? Support your response with details from the text. *CCSS Reading 1*

Craft and Structure

- **Analyze Author's Purpose** Authors write to inform, persuade, or entertain readers. Sometimes an author has more than one purpose for writing. Why did this author write about eating insects? Support your ideas. *CCSS Reading 6*
- **Evaluate Evidence** The author states that Americans will probably change their minds about eating insects. How does she support this idea? Was the evidence sufficient to convince you? *CCSS Reading 8*

SPEAKING AND LISTENING

Give an Entomophagy Fair Presentation Work with a partner or small group to create a presentation about entomophagy. Here are a few ideas: create and present a poster showing the health and environmental benefits of eating insects, demonstrate an insect recipe, make an advertisement for a restaurant that specializes in insect dishes, or design a special dinner menu full of insect dishes. Use the internet to find information for your presentation. Then present your project to the class.



If eating real insects isn't something you're ready for, try these two recipes. Yes, they do include bugs, but only the plastic and gummy variety.

ESSENTIAL QUESTION

How do beliefs and values influence the way characters behave?

CORE CONTENT CONCEPT

Language Arts A procedure text explains how to complete a specific task and usually includes numbered steps. A recipe is a type of procedure text.

CROSS-CURRICULAR EXTENSION

Social Studies The United States is made up of different regions, each with its own special dishes. Work in a group to research at least 5 regional dishes. Find out why they are popular in these regions.

KEY VOCABULARY

contribute (p. 26) to give something, such as money, goods, or time, to help a person, group, cause, or organization

sherbet (p. 26) a frozen sweet dessert made from fruit or fruit juices

PREPARE TO READ

Tell students to listen for verbs as you read aloud these sentences: *Stir the sauce. Chop the onion. Slice the ham.* Ask volunteers to identify the verbs and describe what they have in common. Explain that the verbs are in the imperative or command form (i.e. they're directions), often used in recipes.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

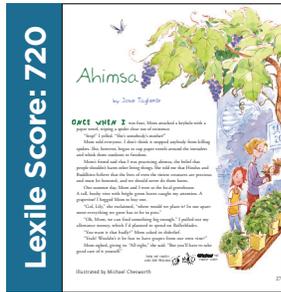
- What is the goal of this article? Support your response with details from the text. *CCSS Reading 1*
- What would happen if you tried to make these recipes just before your guests arrived? Cite details from the text to support your response. *CCSS Reading 1*
- How do you think party guests would react if they were offered these two dishes? Use details from the text to support your response. *CCSS Reading 1*

Craft and Structure

- **Analyze Word Choice** Verbs in recipes are often in the imperative form. With a partner, find and list the imperative verbs in the recipes. Then find and list words that tell when to do something, such as *after* or *before*. *CCSS Reading 4*
- **Compare Texts** Compare the bugsickle and bugjooze recipes. Look closely at the recipe titles and the "What You'll Need" and "What to Do" sections. Use a Venn diagram (p. 20) to record the similarities and differences. *CCSS Reading 9*

WRITING

Write a Recipe Many families have recipes that they serve on birthdays, holidays or other special occasions. Create a recipe article using one of your family's favorite recipes. First, copy the recipe on a piece of paper. Then write an introduction for the recipe that describes why it is special to your family or tells a story about it. Create a title for the recipe if it doesn't have one already. Then add illustrations. Share your article with the class.



Lily loves all creatures great and small, including spiders, and believes that all lives are precious. When caterpillars begin to destroy the leaves of her beloved grapevine, Lily must figure out how to save her plant without hurting the insects that are eating it.

ESSENTIAL QUESTION

How do beliefs and values influence the way characters behave?

CORE CONTENT CONCEPT

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 Write a story that conveys the theme “be kind to others.” In your story, describe a character who must make a choice to be kind. Use dialogue, character interactions, and description.

KEY VOCABULARY

Hinduism (p. 27) the main religion of India which includes the worship of many gods and the belief that after you die you return to life in a different form

Buddhism (p. 27) a religion of eastern and central Asia

trellis (p. 27) a wooden frame used as a support for climbing plants

spiritual (p. 27) of or relating to religion or religious beliefs

PREPARE TO READ

Discuss how students feel about bugs and insects. Then use the following questions to prompt discussion: Can bugs be cute? Should people feel guilty for killing insects? Are there times when we shouldn't kill bugs? After the discussion, explain that the girl in this story does not believe in killing bugs.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

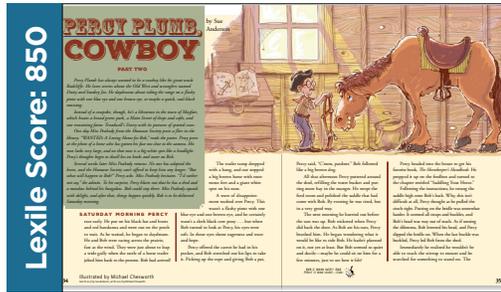
- What is ahimsa? Cite details from the text to support your response. *CCSS Reading 1*
- What does Lily believe about how living things should be treated? Cite details from the text to support your response. *CCSS Reading 3*
- How do Lily's beliefs affect her actions and behavior? Support your ideas with details from the text. *CCSS Reading 3*

Craft and Structure

- **Analyze Perspectives** What is Lily's attitude toward the moths and caterpillars on her grapevine? Compare this with the attitudes expressed by the man at the greenhouse and the internet article Lily reads. *CCSS Reading 6*
- **Compare Texts** Read the poem on page 32. How are the ideas in this poem connected to the ideas and events in the story? How do you think Lily would feel about this poem? Discuss your ideas with a partner. *CCSS Reading 9*

WRITING

Research and Write a Persuasive Speech Conduct research to learn more about nonviolence, the practice of using peaceful means to bring about different types of change. What are some examples of nonviolence? Why did civil rights leaders like Martin Luther King Jr. in the United States use nonviolence? What other leaders have used nonviolence? Write a one-minute speech where you argue whether nonviolence is successful. Give your speech to the class.



Percy Plumb is a librarian who dreams of being a cowboy. When Percy adopts a kind, slow-moving horse named Bob, he realizes his cowboy dreams may not come true. One day when a farmer's cows get loose in the town, Bob and Percy come to the rescue.

ESSENTIAL QUESTION

How do beliefs and values influence the way characters behave?

CORE CONTENT CONCEPT

Language Arts The climax of a story is the point of greatest interest or excitement. At the climax, something important happens and the outcome of the story becomes clear.

CROSS-CURRICULAR EXTENSION

Physical Education Conduct research to learn about youth rodeo competitions. Find out where these rodeos are popular, how kids learn rodeo skills, and what competitors win. Create a presentation with videos or pictures.

KEY VOCABULARY

sleek (p. 34) smooth and shiny

docile (p. 35) easily taught, led, or controlled

cinch (p. 35) to fasten something, such as a belt or strap, tightly around someone or something

swagger (p. 36) a way of walking or behaving that shows you have a lot of confidence

formidable (p. 38) very powerful or strong

PREPARE TO READ

Preview the illustrations with students and discuss what students infer from them. Then have students make and write predictions about what will happen in this story. Invite students to share predictions. Then tell them to check their predictions as they read the story.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- How does Percy's desire to be a real cowboy affect his actions and behavior? Support your response with details from the story. *CCSS Reading 3*
- How does Percy change over the course of the story? Are the changes positive or negative? Use details from the text to support your answer. *CCSS Reading 3*
- Use story details to explain how the story shows this theme: "Sometimes life doesn't turn out the way you thought it would, and that's OK." *CCSS Reading 2*

Craft and Structure

- **Analyze Word Choice** Go back through the story to find details about Bob. What ideas about Bob do you get from these details? How do these details make the climax surprising? *CCSS Reading 4*
- **Analyze Text Structure** What is the climax, or point of greatest excitement, in this story? Why is it positioned where it is in the text? How might your understanding of the story change if its position changed? *CCSS Reading 5*

WRITING

Create a Comic Strip Story Choose one scene from the story and turn it into a comic strip. First, plan out the pictures you will draw and the text you will include in each box. Next, make revisions to your ideas. Finally, create your finished strip. Post your comic strip in the classroom or submit it to your school newspaper.

ARTICLE: April Rose in Charge

Magazine pages 40 - 44, Contemporary Realistic Fiction



A storm is about to break as April Rose struggles to move her family's flock of sheep from the meadow into the barn. With the help of her dogs, she manages to get them to safety. Just when April Rose is about to head home, she begins to worry that one of the sheep is still outside in the storm.

ESSENTIAL QUESTION

How do beliefs and values influence the way characters behave?

CORE CONTENT CONCEPT

Language Arts Story events and conflicts can cause characters to change and grow.

CROSS-CURRICULAR EXTENSION

Language Arts The English language is full of expressions that use the word "sheep." Use the internet or library to create a list of sheep expressions. For each expression, write its meaning and a sentence that uses it. Share your work.

KEY VOCABULARY

straddle (p. 40) to sit or ride with a leg on either side of something

crest (p. 42) the highest part or point of something, such as a hill or wave

loped (p. 44) ran in a relaxed way with long strides

feinting (p. 44) pretending to make an attack as a trick to fool your opponent

PREPARE TO READ

Explain to students that April Rose is responsible for getting her family's flock of sheep into the barn. Ask students if they think this is too much responsibility for a 12-year-old. Then invite students to name some of their responsibilities. Finally, have students read the story.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- April Rose wants to prove she can take care of the sheep. How do her actions show this? Support your response with details from the text. *CCSS Reading 3*
- Early in the story, April Rose had a hard time making decisions. Has she changed? If so, how? Support your response with story details. *CCSS Reading 3*
- How does the setting present challenges for April Rose and the animals? Use details from the story to support your response. *CCSS Reading 3*

Craft and Structure

- **Analyze Plot** When you analyze a plot, ask yourself why the author included each event. Why do you think the author included the information on page 40 about how April Rose got Ma into the barn? *CCSS Reading 5*
- **Analyze Point of View** Rewrite a story scene in the first-person point of view from the perspective of an animal in the scene. Include the animal's thoughts and feelings. How does this change the scene? *CCSS Reading 6*

SPEAKING AND LISTENING

Judge a Character Is April Rose doing a good job so far taking care of the sheep on her farm? Work in a group to discuss this question. Rate April Rose's performance as Fantastic, Fair, or Not Good. Then get together with other groups to compare and discuss your ratings.

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).

- What did you learn about the different religions described in “The Inside Name” and “Ahimsa”? Create a chart and write the names of the religions as column heads. Then list information about the customs, history, and beliefs of each religion in the appropriate columns. When you are finished, get together with one or two classmates and discuss the ways in which these religions seem similar and different.
- In this issue of *Cricket*, you read and thought about different values and beliefs. What values and beliefs are conveyed by the different texts in the magazine? Create a four-column chart. Use the following value words as column heads: *kindness*, *freedom*, *hard work*, *usefulness*. Match each text from the magazine to one of these values and write the titles in the appropriate columns. Do any texts fit into more than one column? Are there any texts that don’t seem to fit into any column? Identify the values conveyed by these and create new columns for them. Finally, discuss your ideas with classmates.
- Compare ideas about bugs in “The Great Grasshopper Mystery,” “Bugalicious Party Recipes,” and “Fried Crickets, Anyone?” Write a short essay to describe how the ideas are similar and different. Identify the form or genre of each article and explain how this might influence the way the ideas are presented.
- Compare the main characters in “Ahimsa” and “April Rose in Charge.” How are Lily and April Rose similar and different? Discuss the problem each girl faces and how she tries to solve the problem. Use a Venn diagram (p. 20) to record your ideas. Then write a short paragraph to answer this question: Could Lily and April Rose be friends? Support your response with details from the stories.
- There are many different verbs that describe how a person or animal moves. *Ran*, *slithered*, and *skipped* are three examples. Look through “The Great Grasshopper Mystery,” “Percy Plumb, Cowboy,” and “April Rose in Charge” for words and phrases that describe how animals and people move. Make a list and compare it with classmates to see if they found the same words. Then take turns making up sentences using these words and phrases.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

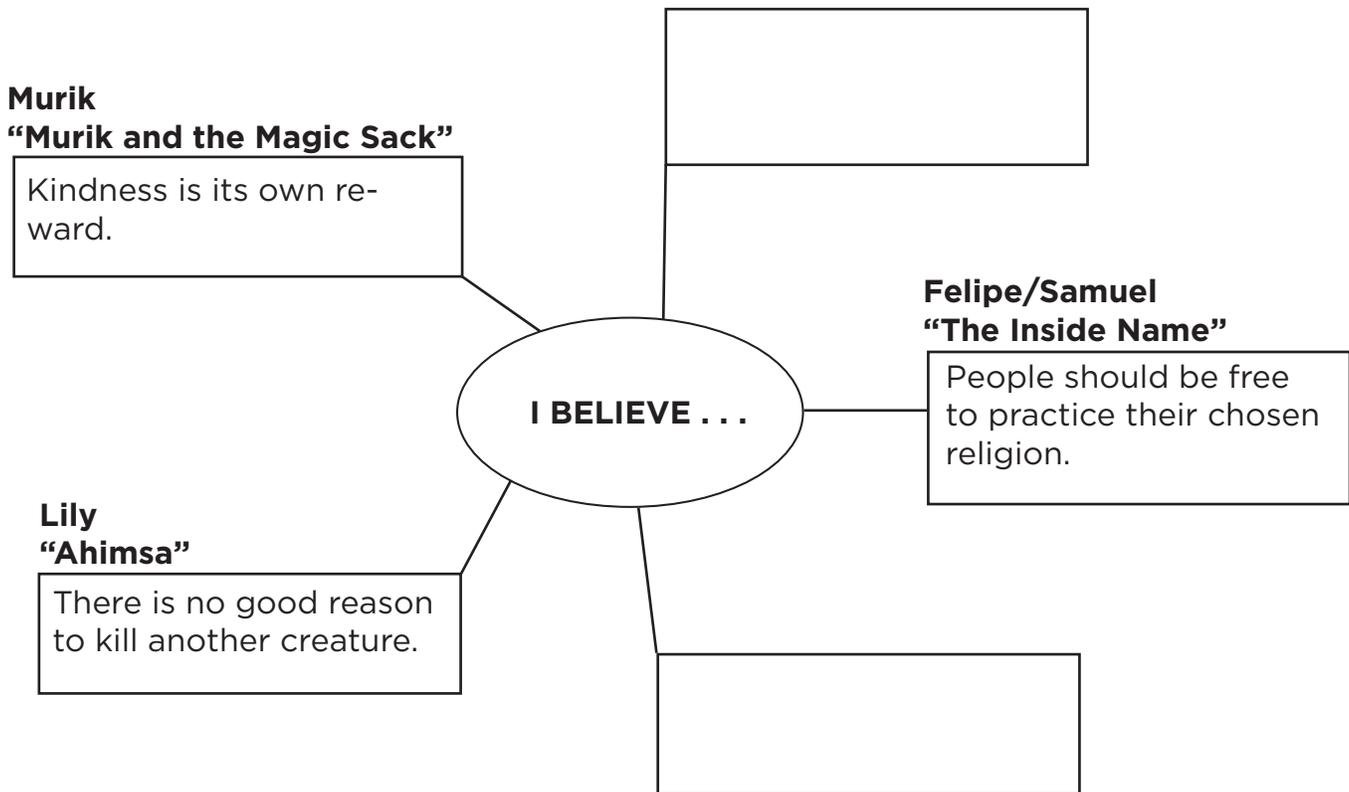
ENGAGE

READ FOR A PURPOSE

APPLY

This mini-unit offers students an opportunity for an in-depth analysis of characters’ traits, beliefs, and values. Students will identify and discuss the beliefs of different characters from the magazine. Then they will go back into the texts to help them write questions for some of the magazine characters. Finally, they will engage in a hot seat activity using the questions they wrote.

ENGAGE: Engage students in the topic of what characters believe by first reviewing the Essential Question: How do beliefs and values influence the way characters behave? Work with students to identify the beliefs of different characters in the magazine texts and record them in a chart like the one below. Create a similar chart for characters’ values. Discuss how the characters show their beliefs and values through their behavior.



READ FOR A PURPOSE

INTRODUCE THE ACTIVITY: CHARACTER HOT SEAT Tell students that they are going to work in groups to take part in an activity called Hot Seat. Explain that group members will be assigned a character from the magazine to impersonate. Continue by explaining that each group member will take a turn sitting in the hot seat chair and being interviewed by the other members of his or her group. Make sure students understand that the person in the hot seat must answer the questions from their assigned character's perspective. List the three parts of this activity on the board:

1. Get to know your assigned character by reviewing the story.
2. Write 2-3 interview questions for each of the characters in your group.
3. Take part in Hot Seat.

With a student volunteer, quickly model the hot seat procedure. Then create groups and assign characters in each group.

Activity Tips

- Choose four texts from the magazine to use for this activity and focus on the main character in each text.
- Organize the class into groups of four. In each group, assign a different character to each student.
- If you have extra students, create groups of five and allow two students to play the same character so that all four characters are represented in each group and no one is left out.

RETURN TO THE TEXT: Explain to students that before they can take part in the Hot Seat, they need to get to know the characters they will be impersonating in the activity. Distribute a copy of the My Character graphic organizer (p. 17) to each student. Have students reread the story their character appears in and take notes about their character using the organizer.

When all students have finished, allow students impersonating the same character to get together and share notes and ideas about the questions they might be asked.



APPLY: CHARACTER HOT SEAT Now that students have studied their assigned characters, they are ready to write interview questions for the other characters in their groups and play Hot Seat.

Materials

- completed My Character graphic organizers
- Hot Seat Questions graphic organizer (p. 18), one per student
- a bell or timer
- a hot seat chair, stool, or pillow for each group

STEP 1: Build Background Remind students that they will be working independently to write 2-3 questions for each character in the group, including their own character. Explain that questions should be open-ended and should not be able to be answered with a simple yes or no or with simple details from the story. Go over the following question types and examples with students:

- **Background questions:** What kinds of magazines do you like to read?
- **Specific questions:** How did you feel about your decision to . . . ?
- **Questions about story events:** Why didn't you change your name permanently?
- **Questions beyond the story:** Do you think breaking the law is ever justified?

STEP 2: Write Questions Have students refer to the magazine stories and use the question stems in the Hot Seat Questions graphic organizer to help them write their 2-3 questions for each character. Remind students that questions can ask why characters did or said certain things and how characters felt about events or other characters, or their questions can go beyond the story. Have students reread their questions and think about how the characters might answer them. It is okay for students to draw inferences about how characters might respond as long as their inferences are based on evidence in the text. Tell students to revise questions that are too simple or that can be answered with a yes or no.

STEP 3: Get in the Hot Seat Have students assemble in their groups and make sure each group has a hot seat. Remind students that the answers they give when they are on the hot seat should be based on their understanding of the character. Announce which character in each group will take the hot seat ("For the next seven minutes, all April Roses will be in the hot seat!") Then walk around the classroom and provide guidance and encouragement as necessary. Use a timer or bell to signal when to stop. Announce the next character to take the hot seat. Continue until all group members have had a spot in the hot seat. (NOTE: If two group members are impersonating the same character, have them take turns answering different questions from their group members.) Variation: Hold a whole class hot seat activity by having one character or a panel of characters sit in front of the class and answer questions.

NAME: _____

MY CHARACTER GRAPHIC ORGANIZER

Beliefs/Values	Traits	Likes/Dislikes
Conflicts	Important Events	Key Relationships

NAME: _____

HOT SEAT QUESTIONS GRAPHIC ORGANIZER

Character:

1. How did you feel when ... ?
2. Why did you ... ?
3. What do you think about ... ?

Character:

- 1.
- 2.
- 3.

Character:

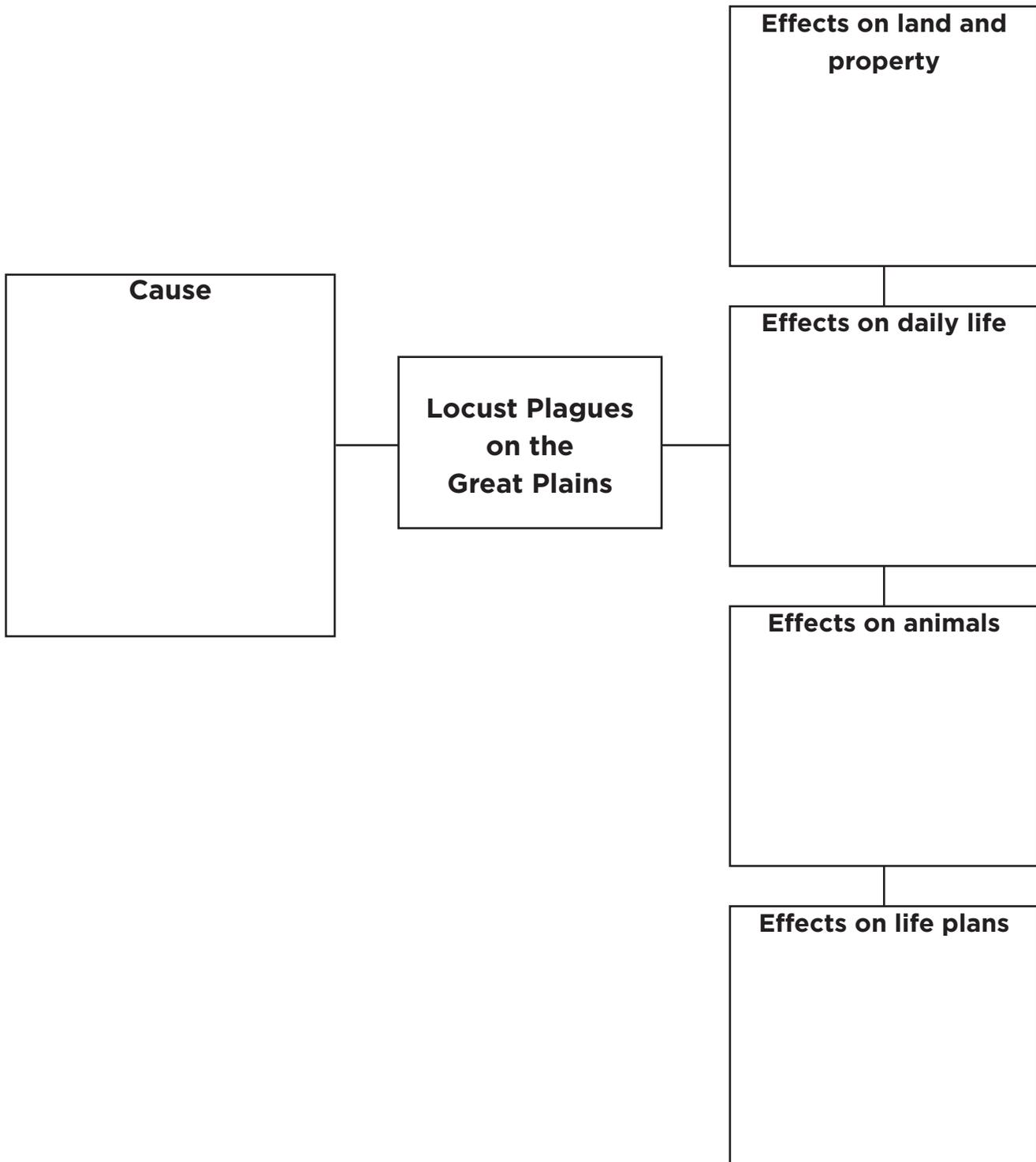
- 1.
- 2.
- 3.

Character:

- 1.
- 2.
- 3.

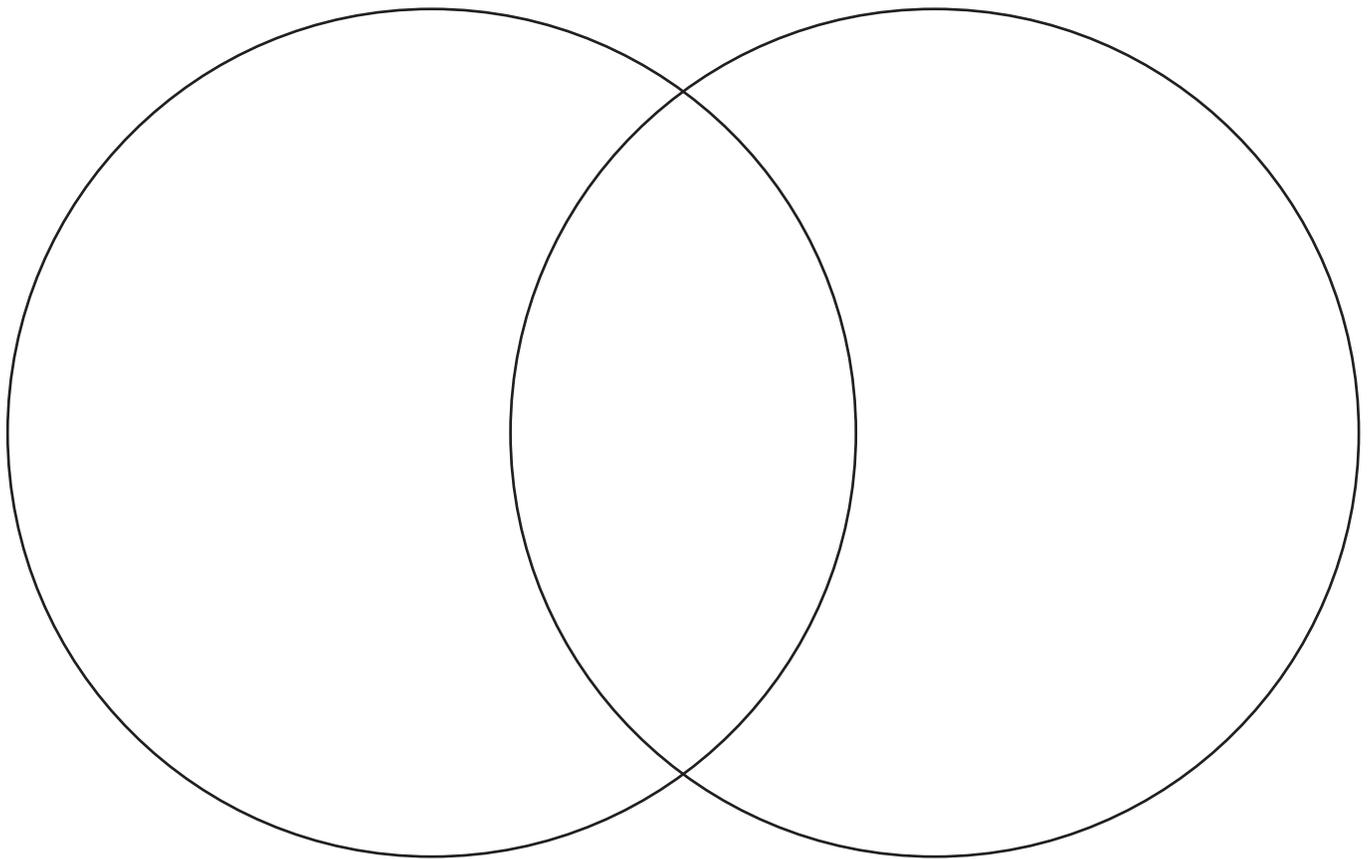
NAME: _____

CAUSE-EFFECT GRAPHIC ORGANIZER



NAME: _____

VENN DIAGRAM



Meeting State and National Standards: Core Instructional Concepts

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

USING THE STANDARDS CHARTS

ELA

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

SOCIAL STUDIES

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

SCIENCE

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

MATH

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

CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

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

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

CRAFT AND STRUCTURE

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

INTEGRATION OF KNOWLEDGE AND IDEAS

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

WRITING

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



CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

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

**STATE OR
DISTRICT
STANDARD**

CIVICS

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

ECONOMICS

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

GEOGRAPHY

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

HISTORY

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



CORE INSTRUCTIONAL CONCEPTS: SCIENCE

DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

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

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

DIMENSION 2: CROSSCUTTING CONCEPTS

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

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

DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

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

LIFE SCIENCE

- 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

