CRICKET MARCH 2018

From the time we wake up in the morning until we go to bed at night, we spend a great deal of time communicating. How we do it and why we do it are questions that you and your students can consider together using this teacher guide to help you.

CONVERSATION QUESTION

Why do we communicate?

TEACHING OBJECTIVES

- **Students will analyze how individuals, events, and ideas develop and interact**
- **Students will analyze how specific word choices shape meaning**
- **Students will ask questions and define problems**
- **Students will analyze and interpret data**
- **Students will understand relationships among historical events or developments**

In addition to supplemental materials focused on core English Language Arts skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **The Girl Who Codes**
  Contemporary Realistic Fiction, 950L
- **Blue**
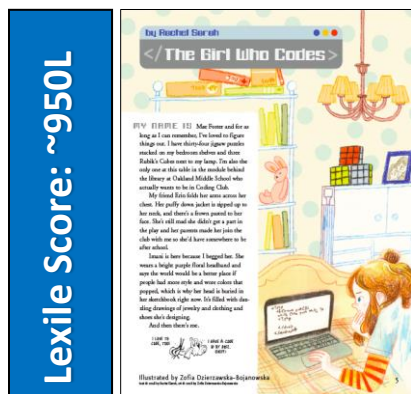 Poem, N/A
- **Number, Please?**
  Expository Nonfiction, 1150L

The Girl Who Codes

pp. 5–10, Contemporary Realistic Fiction

Use this story about a girl who loves computers and coding to teach students about characterization.

Lexile Score: ~950L

RESOURCES

- Characterization Worksheet

OBJECTIVES

- Students will read and analyze a short story
- Students will analyze how individuals, events, and ideas develop and interact
- Students will ask questions and define problems

KEY VOCABULARY

- *designing* **(p. 5)** planning and making decisions about something
- *coding* **(p. 6)** changing information into a set of numbers, letters, or symbols so it can be read by a computer
- *app* **(p. 7)** a computer program that performs a special function
- *tech startup* **(p. 8)** a new business focused on technology
- *brainstorm* **(p. 8)** to discuss a problem and come up with solutions or ideas

ENGAGE

Conversation Question: Why do we communicate?

Have students give examples of the different ways they communicate with others, such as through words, body language, facial expressions, gestures, phone calls, texts, and email. List responses on the board and have students discuss why they use these different methods of communication. Then tell students to notice the different ways characters communicate in "The Girl Who Codes."

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and read the definitions aloud. Next, have students work in pairs to make predictions about what the article is about. Invite pairs to share their word groups and predictions. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

After all students have read the story independently, have them check their predictions. Then use the questions below to discuss the story.

- Describe Mae's personality.
- Compare Mae and her friends. How are the girls similar and different? Who do you think is Mae's best friend? Explain.
- In what ways has her mother's cancer affected Mae's life?
- Why does Mae feel conflicted about attending a hackathon? How is this conflict resolved?

SKILL FOCUS: Characterization

INSTRUCT: Write the statement "Mae is selfish" on the board. Ask students to agree or disagree with this statement and to back up their opinions with story details. Explain that students can learn about a character by paying attention to her words, thoughts, actions, and relationships. Read aloud paragraph 5 on page 7 ("I almost raised my hand . . ."). Have students turn and talk to a partner to identify Mae's thoughts and actions in the excerpt and what they reveal about her. Invite students to share their ideas with the class.

ASSESS: Distribute a copy of the *Characterization* worksheet to each student. Have students work independently to complete the worksheet and then compare responses with a partner.

EXTEND

Science Have student groups brainstorm ideas for apps and then choose one to be the focus of a proposal. (Suggest groups nominate a note-taker.) Explain that proposals should use words and images to describe the app concept and what the app can do, and to identify the target audience. Then have groups present their proposal to the class.

Name_____

Characterization

Find examples that support each detail and explain what they tell you about Mae.

Details	Examples from the Story	What I Learned about Mae
Things in her rooms		
Her friendships		
Her family relationships		
The things she thinks are important		
Her ideas about rules and breaking rules		
Her feelings and reactions		
How others treat her		

Write Did anything about Mae surprise you or seem out of character? Write one or two paragraphs to explain your ideas.

Blue

p. 11, Poem

Use this poem about the color blue to teach students to analyze imagery.

RESOURCES

- Poem Analysis Worksheet

OBJECTIVES

- Students will read and analyze a poem
- Students will analyze how specific word choices shape meaning
- Students will analyze and interpret data

KEY VOCABULARY

- *feathers* **(p. 11)** covers in feathers
- *brash* **(p. 11)** very strong or harsh
- *tang* **(p. 11)** a strong, sharp taste
- *shawling* **(p. 11)** wrapping in a shawl

ENGAGE

Conversation Question: Why do we communicate?

Tell students that one reason we communicate is to express creative ideas. Ask students to name different methods people use to express creativity. Push students to think of both traditional (painting, sculpture, poetry, dance, knitting, collage, murals, cooking) and nontraditional expressions of creativity (tattoos, yarn bombing, graffiti). Tell students that poetry is another way people express creativity.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and read the definitions aloud. Next, have students group the words and then use them to write sentences. Invite students to share their sentences. Then tell them to look for these words in the poem.

READ & DISCUSS

Have students listen closely as you read the poem aloud. Then have students work in pairs to take turns reading the poem to each other. Use the following questions to discuss the poem:

- What words or ideas stood out to you in the poem?
- What question does this poem answer?
- What blue things does the poet describe?
- To which of your senses does the poem appeal?

SKILL FOCUS: Analyze a Poem

INSTRUCT: Explain that every word, sound, and line break in a poem is the result of choices made by the poet. When students read a poem, they should ask themselves why the poet made these choices. Tell students they will be analyzing "Blue" by looking closely at some of the elements in it and holding group discussions. Distribute the *Poem Analysis* worksheet to all students and go over definitions of imagery, repetition, rhyme, and form. Have students find examples of each element in the poem.

ASSESS: Have students work in small groups to discuss the poem using the prompts and questions on the *Poem Analysis* worksheet.

EXTEND

Science Ask students what region of the country the poem might be set in. Have students work in pairs to use field guides and species distribution maps to figure out where the birds and plants mentioned in the poem are located in the US. Then challenge students to identify the region or regions in which all the birds and plants are located.

Name_____

Poem Analysis Worksheet

Thinking about these elements will help you analyze the poem.

- **Imagery:** words and phrases that appeal to a reader's five senses.
- **Repetition:** using a word, phrase, or line more than once.
- **Rhyme** is the repetition of syllable sounds at the ends of words.
- The **form** of a poem is the way it is laid out on the page and the way lines are broken.

Use these questions to help you think about and discuss the poem.

Questions about content	1. What is the poem about? 2. What is the speaker describing?
Questions about structure	3. Are the lines long or short? 4. What effect does this have on the way you read and hear them?
Questions about imagery	5. What images has the poet created? 6. What senses do they appeal to? 7. What pictures did they create in your mind?
Questions about sound devices	8. Where does the poem rhyme? 9. What does the rhyme bring to the sound or meaning of the poem? 10. Do you hear other sound patterns in the poem?
Questions about repetition	11. Which words and lines are repeated? 12. What does this add to the sound or meaning of the poem?
Questions about word choice	13. What other words seem interesting, unusual, or important? Why?
Questions about meaning	14. What overall mood, or feeling, does this poem convey? 15. Does the mood change in the poem or stay the same?
Questions to help you evaluate	16. Did this poem change your thinking about color? Why or why not? 17. What is your opinion of this poem and the way it's written?

Number, Please?

pp. 12–15, Expository Nonfiction

Use this article about switchboard operators in WWI to help students consider how individuals, events, and ideas are connected.
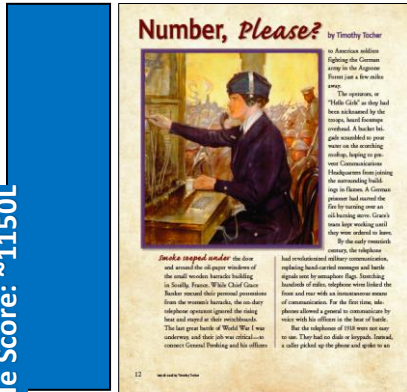
Lexile Score: ~1150L

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will analyze how individuals, events, and ideas interact
- Students will understand relationships among historical events or developments

KEY VOCABULARY

- *barracks* **(p. 12)** buildings in which soldiers live
- *switchboard* **(p. 12)** a system used to connect telephone calls with many separate phone lines in a building
- *instantaneous* **(p. 12)** happening very quickly
- *recruited* **(p. 13)** got someone to join the army
- *network* **(p. 13)** a system of lines and wires that are connected to each other
- *discharge* **(p. 12)** to end the service of a person in a formal or official way

ENGAGE

Conversation Question: Why do we communicate?

Ask students how communication might be affected by emergencies, storms, war, and disasters. Discuss why people need to communicate in these scenarios and what information might need to be communicated. Then discuss how people might have communicated in these same scenarios 100 years ago. Tell students they will learn more about this as they read "Number, Please?"

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and read the definitions aloud. Have students group these words into categories and then explain their groups to a partner.

READ & DISCUSS

After all students have read the article independently, use the questions below to discuss it.

- Why were women chosen to be switchboard operators?
- Compare the way the women and the male soldiers were treated. Describe similarities and differences.
- Why were the Hello Girls treated differently from the soldiers after the war? Was this justifiable? Explain.
- How did the Hello Girls influence women's rights?

SKILL FOCUS: Analyze People, Events, Ideas

INSTRUCT: Display a three-column chart with the headings "People and Groups," "Events," and "Ideas." Ask students to identify key individuals/groups, ideas, and events in this article. Note these in the chart. (Include President Wilson, Hello Girls, Merle Egan, women's rights, WWI, telephone, General Pershing.) Choose two entries from different columns and ask volunteers to describe the relationship between them. Ask the rest of the class if they agree. If they don't, have them look through the article to come up with the correct answer.

ASSESS: Have students continue this activity in small groups. Each group should copy the chart entries from the board onto strips of paper and put them in a bag or box. Then group members can take turns pulling out two strips and describing the relationship. Other group members should listen, agree or disagree, and return to the text if necessary.

EXTEND

Social Studies Have students choose one person, group, event, or idea from the article and conduct research to learn more about it. Students can write an article or create a short presentation to share with the class.