

# Cricket

## ISSUE THEME

Explore significant events, actions, decisions, and relationships that shape the lives of characters and real people in this issue of *Cricket Magazine*.

## CONVERSATION QUESTION

What are some milestones on the road to growing up?

## TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact
- Students will read closely to make logical inferences
- Students will plan and carry out investigations
- Students will interpret historical context to 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

- **Smooth Sailing**  
Contemporary Realistic Fiction, 850L
- **Two Violins**  
Historical Fiction, 750L
- **What It Was Like to Be a Musical Prodigy Eighty Years Ago in Hungary**  
Autobiography, 1050L

## Smooth Sailing

pp. 17–21, Contemporary Realistic Fiction

Use this story about a troubled relationship between a father and son to teach your students to analyze plot.



## RESOURCES

- Plot Worksheet

## OBJECTIVES

- Students will read and analyze a short story
- Students will analyze how individuals, events, and ideas develop and interact
- Students will plan and carry out investigations

## KEY VOCABULARY

- **come about (p. 17)** to turn a ship or boat so that the wind is coming at it from the opposite side
- **helm (p. 17)** a handle or wheel that is used to steer a ship or boat
- **boom (p. 18)** a long pole attached to the bottom of a sailboat's sail
- **capsized (p. 18)** turned over so that the bottom of the boat is on top
- **whitecaps (p. 19)** waves that break into small white bubbles at their highest point
- **heeled (p. 19)** leaned to one side

## ENGAGE

**Conversation Question:** What are some milestones on the road to growing up?

Explain that milestones are important events or experiences that mark the beginning of a new stage in life. Offer examples such as going on sleepovers, entering middle school, and getting a driver's license. Explain that milestones also include difficult challenges, such as dealing with a loss. Invite students to name other milestones. Then explain that this story tells about a milestone in a difficult father-son relationship.

## INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Go over the definitions with students. Then have them work in pairs to find examples of the words in the illustrations. Have pairs share their results with other pairs and identify any words not found in the illustrations. Tell students to look for the vocabulary words as they read this 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.

1. Describe the relationship between Sean and his father at the beginning of the story.
2. In what ways are Sean and his father different?
3. Why does Sean think he has disappointed his father?
4. How does Sean change when his father falls overboard?
5. How does the relationship between Sean and his father change?

## SKILL FOCUS: Analyze the Stages of Plot

**INSTRUCT:** Remind students that the series of events in a story is called the plot and that the plot usually centers around a problem faced by the main character. Distribute the *Plot Worksheet* to all students and go over the different plot stages. Re-create the diagram on the board and discuss and record the plot events in a familiar story or movie. Then read aloud the text on page 17 of the story and have students fill in the exposition box on their worksheets. Ask volunteers to share responses.

**ASSESS:** Have students work in pairs to continue to fill out the plot diagram and discuss the questions at the bottom of the sheet. Finally, bring the class together for a group discussion of these questions.

## EXTEND

**Science** Have students work in pairs to experiment with buoyancy (the ability to float on water). Give each pair a 5 × 6 square of foil. Have them fold it into a boat that floats and place pennies in the boat to find out how much it will hold without sinking. Challenge students to experiment with the shape of the boat. Have students share their results and any conclusions they draw about buoyancy.

Name \_\_\_\_\_

## Analyze the Stages of Plot

In the chart below, note events and details from “Smooth Sailing” to describe the story’s plot.

- **Exposition:** Characters, setting, and problem are introduced.
- **Rising Action:** Story events make the conflict more complicated.
- **Climax:** The main character makes an important choice or takes an action, and the outcome of the conflict is clear.
- **Falling Action:** The conflict is resolved.
- **Resolution:** The final events at the end of the story tie up loose ends.

2. Rising Action

3. Climax

4. Falling Action

1. Exposition

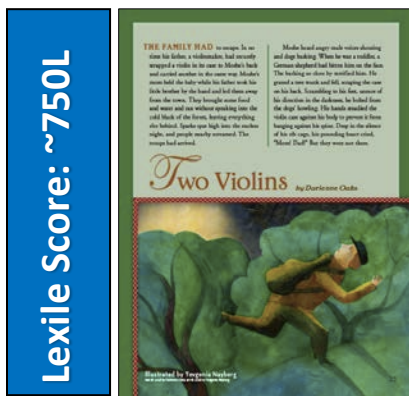
5. Resolution

**THINK ABOUT IT** Compare the situations in which a character says, “Prepare to come about!” How are the situations similar and different? Why do you think the author chose to begin and end the story this way?

## Two Violins

pp. 25–32, Historical Fiction

Use this survival story about a young Jewish boy in WWII Germany to give students an opportunity to read closely.



## ENGAGE

**Conversation Question:** What are some milestones on the road to growing up?

Explain that historical events can affect people’s lives in positive or negative ways. Discuss general and specific events, such as war, the development of the internet, and 9/11. Invite students to discuss how these and other events could be life-changing. Then explain that this story is about a young Jewish boy escaping Germany during WWII.

## INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Go over the definitions with students. Then have students work in pairs to use the words to make predictions about story events. Invite volunteers to share predictions. Tell students to look for these words as they read.

## READ & DISCUSS

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

- What were Moshe and his family escaping from when they went into the woods? How did Moshe become separated from his family?
- This story contains several situations in which characters communicate without words. Describe three examples.
- A bittersweet story is one that combines sadness and happiness. What makes “Two Violins” a bittersweet story?
- Why is the story titled “Two Violins”? Is this a good title?

## OBJECTIVES

- Students will read and analyze a short story
- Students will read closely to make logical inferences
- Students will interpret historical context to understand relationships among historical events or developments

## KEY VOCABULARY

- **bowing (p. 27)** playing an instrument with a bow
- **inlaid (p. 28)** set into the surface of something in a decorative pattern
- **ear for music (p. 28)** natural ability to play music
- **ramshackle (p. 28)** in a very bad condition and needing to be repaired
- **liberated (p. 28)** freed from being controlled by another person or group

## SKILL FOCUS: Close Reading

**INSTRUCT:** Tell students that they will be doing a close reading of “Two Violins” to analyze the story. Explain that reading a text closely means paying attention to details, making connections between details, and thinking about their significance. Point out that there is no right way to identify, connect, or think about significant details. Students should trust their own ideas and reactions. Display the following topics from the story: the violin, dogs, the kind woman. Tell students to choose one of the topics and find all the details in the story related to it. If possible, allow students to mark up copies of the story. Otherwise, have them take notes and use sticky notes.

**ASSESS:** Divide the class into groups or pairs based on the story element they chose. Have them discuss these questions: How are the details connected? Why do they seem important? How do they help you understand Moshe?

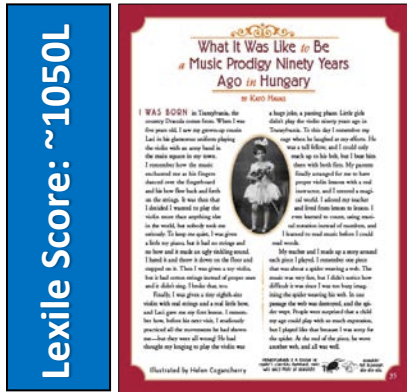
## EXTEND

**Social Studies** Tell students to choose a place, time, or topic mentioned in the story, notes, or sidebar and conduct research to learn about it. Have them present their findings to the class.

## What It Was Like to Be a Musical Prodigy . . .

pp. 35–39, Autobiography

Teach your students about autobiography using this example written by a famous violinist and teacher.



## ENGAGE

**Conversation Question:** What are some milestones on the road to growing up?

Invite students to share events or experiences that caused them to grow or change. These might include learning a musical instrument, playing a sport, losing someone special, or even failing at something. Explain that we may not know what our milestones are until we are older and can look back on our lives. Then tell students that the next selection is about a woman looking back at milestone experiences in her life as a musician.

## 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 story independently, use the questions below to discuss the story.

- What inspired Kató Havas to begin playing the violin?
- A person who is persistent continues to do something even though it is difficult, or people want her to stop. Describe three actions that show Kató is persistent.
- How does the gypsy violinist change the direction of Kató's life?
- What caused Kató to become a teacher?

## OBJECTIVES

- Students will read and analyze an autobiography
- Students will analyze how individuals, events, and ideas develop and interact
- Students will interpret historical context to understand relationships among historical events or developments

## KEY VOCABULARY

- **hallowed** (p. 36) highly respected
- **distinguished** (p. 37) important, worthy of respect
- **competitive** (p. 37) relating to a situation in which people are trying to be more successful than others
- **revelation** (p. 37) something that surprises you
- **vagabond** (p. 38) a person who travels from place to place and doesn't have a home or much money
- **disheveled** (p. 36) not neat or tidy

## SKILL FOCUS: Analyze an Autobiography

**INSTRUCT:** Explain to students that autobiographers often describe people who were important to them and the way these important people influenced their lives. Invite students to identify the important people in Kató Havas's life. Write these names on the board. Then discuss how Kató's cousin Laci influenced her life. Point out that influences can be either negative or positive.

**ASSESS:** Have students choose two other people mentioned in the autobiography and explain in writing how the relationship influenced Kató's life. Tell students to include their ideas about how Kató's life might have been different if she hadn't had this relationship.

## EXTEND

**Social Studies** Have students create a timeline of their lives that identifies and describes significant events and experiences. Then have them create a parallel timeline showing important events all around the world from this same period. Have students share their timelines. If possible, create a class timeline that combines information from each student's individual timeline.