

Cricket

ISSUE THEME

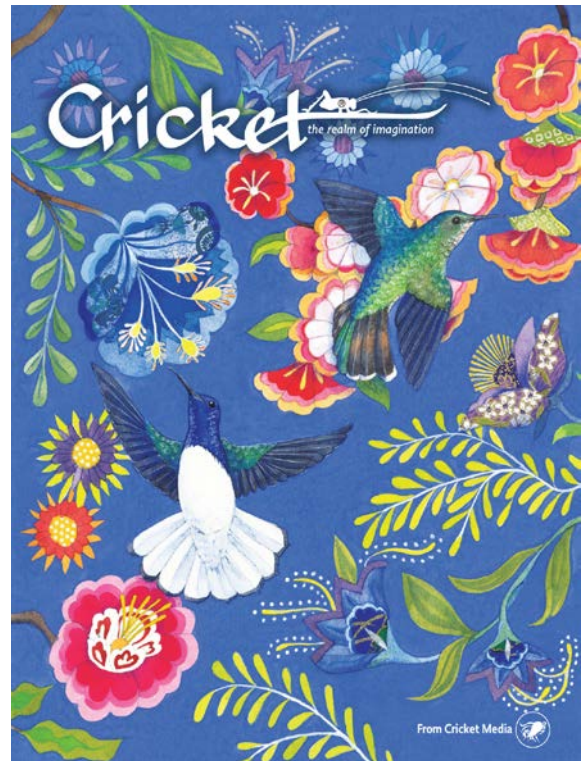
Help your students explore how people—and animals—acquire the characteristics that make them who they are.

CONVERSATION QUESTION

What makes us who we are?

TEACHING OBJECTIVES

- Students will summarize key supporting details and ideas
- Students will determine the themes of a text
- Students will analyze how two texts address similar topics
- Students will design solutions for improving memory
- Students will explain cultural influences on the way people live
- Students will explain cultural influences



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.

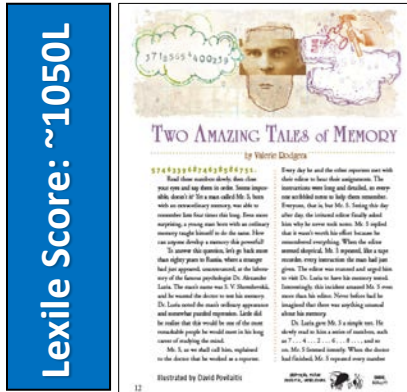
SELECTIONS

- **Two Amazing Tales of Memory**
Expository Nonfiction, ~1050L
- **The Pearl Inside**
Contemporary Realistic Fiction, ~950L
- **Jewel in the Air**
Expository Nonfiction/Myth, ~1050L

Two Amazing Tales of Memory

pp. 12–15, Expository Nonfiction

Use this article about memory to give students practice with summarizing.



RESOURCES

- Summarizing Worksheet

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will summarize key supporting details and ideas
- Students will design solutions for remembering a list of items

KEY VOCABULARY

- **psychologist** (p. 12) a scientist who specializes in the study and treatment of the mind and behavior
- **strategy** (p. 13) a careful plan or method for achieving a goal
- **devised** (p. 13) invented or planned
- **orators** (p. 13) people who are very good at making speeches

ENGAGE

Conversation Question: What makes us who we are?

Explain that everyone is made up of a collection of characteristics. Some are inherited, such as hair and eye color. Others are learned, such as being a reader, a soccer player, or a bike rider. Invite students to share some of their learned or inherited characteristics. Explain that this article is about a characteristic that is both inherited and learned.

INTRODUCE VOCABULARY

Display the vocabulary words and read them and the definitions aloud. Have students work in pairs to write sentences using the vocabulary words. Invite pairs to share their sentences. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

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

- What is amazing about Mr. S's memory?
- How did Mr. S get his amazing memory?
- What are the two mnemonic strategies Mr. S used? How do they work?
- Overall, was Mr. S's memory mainly a positive or a negative trait?

SKILL FOCUS: Summarizing

INSTRUCT: Ask students what they notice about the author's use of questions in this article. (Many sections begin with a question.) Explain to students that they will use these questions to help them summarize the sections of the article. Have students follow these steps.

1. Write down the question in your section. (Example: *Why was Mr. S's memory so powerful?*)
2. Turn the question into the beginning of a statement. (Example: *Mr. S's memory was so powerful because . . .*)
3. Identify the key ideas in the section that help answer the question.
4. Use these ideas to summarize the section and complete the statement.

ASSESS: Distribute the *Summarizing* worksheet to all students and have them work in pairs to complete it.

EXTEND

Science Have students work in pairs to create mnemonics that could be used to remember a list of items, such as planets, classmates' names, or neighborhood streets. The mnemonic could be a statement, a song, or a phrase that uses the first letter of each item in the list.

Name _____

Summarizing

Use the chart below to take notes for your summary. Then use the notes to write your summary on another piece of paper.

Article section, page _____

Question from the text	
Statement created from question	
Key ideas for my summary	

The Pearl Inside

pp. 16–21, Contemporary Realistic Fiction

Use this story about a Japanese girl who wants to become a diver to give students practice with identifying theme.



ENGAGE

Conversation Question: What makes us who we are?

Tell students that traditions help make us who we are. Explain that a tradition is a way of doing something that has been used by the people in a particular group for a long time. Ask students to share family, neighborhood, friendship, or other traditions in their lives. Then explain that this story is about a tradition in Japan.

INTRODUCE VOCABULARY

Display the vocabulary words and read them and the definitions aloud. Have students complete the sentences below using vocabulary words. Finally, tell students to look for these words as they read the story.

A plastic ball is _____ but a stone is not.

I _____ my red hair from my mother's side of the family.

The old maple tree has a _____ trunk.

RESOURCES

- Analyze Theme

OBJECTIVES

- Students will read and analyze a short story
- Students will determine the themes of a text
- Students will explain cultural influences on the way people live

KEY VOCABULARY

- inherited** (p. 16) had a characteristic because of the genes that you get from your parents when you are born
- buoyant** (p. 18) able to float
- gnarly** (p. 19) bumpy

READ & DISCUSS

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

- Compare the way Nami, Ba-ba, and Nami's mother think about being an ama diver. How are their thoughts similar and different?
- In what ways does Nami show poor judgment?
- What happens as a result of her poor judgment?
- How does Ba-ba feel toward Nami at the end of the story?

SKILL FOCUS: Analyze Theme

INSTRUCT: Remind students that the theme of a work is its central message about life or human nature. Continue by explaining that usually themes are not stated directly but can be inferred from events and details in a story. Next, distribute the *Analyze Theme* worksheet to all students and go over the list of clues to theme. Have students work independently to find clues on pages 16–17 of the story and add information to their worksheets. Briefly discuss the details students found. Then have them review the rest of the story and add more details to their worksheets.

ASSESS: Have students pair up to compare the details they recorded on worksheets. Then have them complete the worksheet by writing and supporting one or more themes for the story.

EXTEND

Science/Social Studies Have students work in pairs to brainstorm questions they have about ama divers. Then have them conduct research to answer their questions. Invite students to share their questions and answers with the class.

Name _____

Analyze Theme

Clues to a story's theme can be found in story details, such as the ones listed in the chart below. Look for examples of these clues in "The Pearl Inside." Record the details in the chart.

Clues	Details from the Story
Conflicts in the story	
Characters' thoughts and feelings	
Characters' words	
Characters' actions	
Important events	
How characters change	
Lessons characters learn	

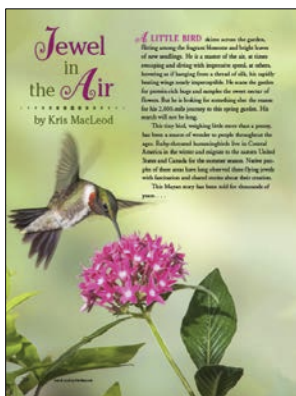
Put It All Together: What is the theme of this story? Is there more than one theme? Support your ideas with details from the chart.

Jewel in the Air

pp. 28–30, Expository Nonfiction

Have students compare information about hummingbirds in a myth and an informational article.

Lexile Score: ~1050L



RESOURCES

- Venn Diagram

OBJECTIVES

- Students will read and analyze a myth and a nonfiction article
- Students will analyze how two texts address similar topics
- Students will explain cultural influences

KEY VOCABULARY

- **flitting (p. 28)** flying quickly from one place or thing to another
- **agility (p. 29)** the ability to move quickly and easily
- **aerobatic (p. 30)** having to do with flying maneuvers, such as spins, dives, and flips, performed by a plane

ENGAGE

Conversation Question: What makes us who we are?

Discuss what makes animals behave in certain ways, such as mating, migrating, and hibernating. Ask students if they think this is learned behavior or instinct. Then explain that this article contains two very different explanations for hummingbird traits and behavior.

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 work in pairs to decide how the meanings of these words are related.

READ & DISCUSS

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

- Why does the author refer to hummingbirds as “masters of the air” and “flying jewels”?
- According to the myth, what were hummingbirds created from?
- What qualities of hummingbirds does the myth explain?
- Compare information about spider webs in the myth and the nonfiction article.

SKILL FOCUS: Compare Texts

INSTRUCT: Briefly compare the features and characteristics of the two texts that make up this piece—the science article and the myth. Point out the informational sidebars throughout the text. Ask students why the author decided to include the myth and discuss what it adds to their understanding of hummingbirds. Briefly discuss similarities between the details in the myth and the facts in the article.

ASSESS: Distribute the *Venn Diagram* to students and have them work in pairs to compare and contrast information about hummingbirds in the myth and the article. When students are finished, display a blank Venn diagram. As students share their responses, add them to the diagram.

EXTEND

Social Studies Have pairs of students locate hummingbird or bird-related myths from two different cultures. Tell partners to compare the myths to find shared elements and themes. Invite students to share their ideas with the class.

Name _____

Compare Texts

ARTICLE

BOTH

MYTH

