

Cricket

ISSUE THEME

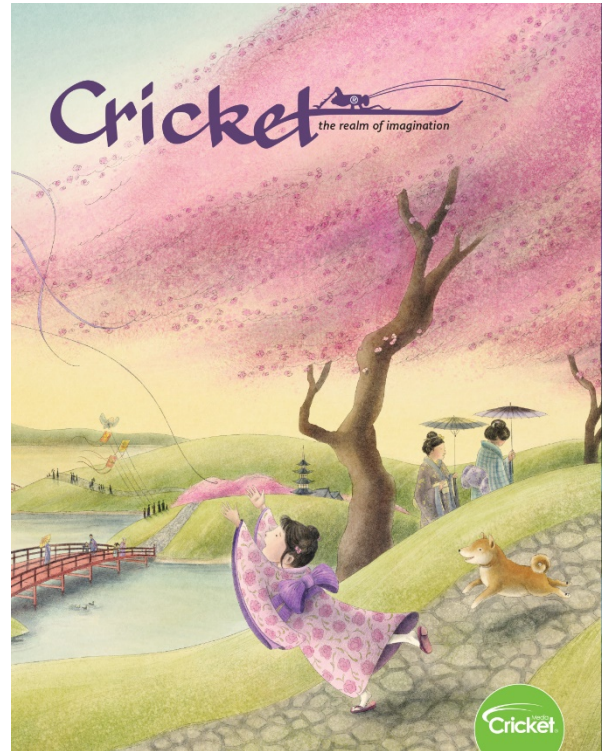
This issue of *Cricket* is full of stories about families who face challenges, overcome obstacles, and celebrate life together. Use the stories and the lessons in this Teacher Guide to start a conversation with your students about the importance of family.

CONVERSATION QUESTION

How does your family play an important role in your life?

TEACHING OBJECTIVES

- Students will analyze how individuals develop and interact over the course of a text.
- Students will interpret words and phrases as they are used in a text.
- Students will assess how point of view shapes the context and style of a text.
- Students will analyze places, including their physical, cultural, and environmental characteristics.
- Students will write narratives to develop real experiences.



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

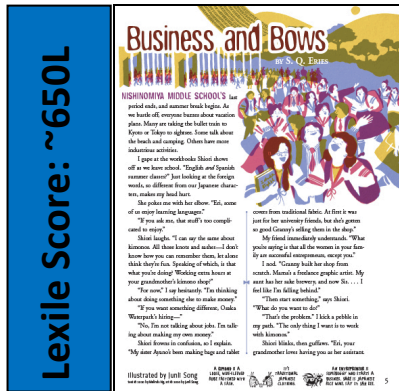
- **Business and Bows**
Contemporary Realistic Fiction, ~650L
- **A Wish for Kali**
Contemporary Realistic Fiction, ~1150L
- **Waiting for Elijah**
Historical Fiction, ~850L

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Business and Bows

pp. 5–10, Contemporary Realistic
Fiction

Teach students to analyze characterization using this story about a young girl who starts her own business.



ENGAGE

Conversation Question: How does your family play an important role in your life?

Discuss with students how family is important in their lives. Invite students to talk about ways they spend time with their different family members. Ask students about family businesses and important family traditions. Then tell students to note the ways that family is important to the main character in this story.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Go over responses. Finally, remind students to look for the vocabulary words as they read the story.

1. Kayla made posters to _____ her babysitting services.
2. My brother _____ his report card when he gets good grades.
3. I spent a long time trying to _____ my phone charging cord.
4. My sister and I usually _____ over who gets to sit in the front seat.

RESOURCES

- Characterization

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals develop and interact over the course of a text.
- Students will analyze places, including their physical, cultural, and environmental characteristics.

KEY VOCABULARY

- **promote (p. 6)** to make something more popular or well known
- **negotiate (p. 6)** to discuss something in order to make an agreement
- **disentangle (p. 7)** to remove the twists or knots in something
- **brandishes (p. 9)** waves or swings something in an excited or threatening manner

READ & DISCUSS

After students read the story, use these questions to prompt discussion:

1. What is the story's setting? Be specific about the time and place.
2. Why does Eri feel like she is falling behind in her family?
3. How would you describe the women in Eri's family?
4. How are kimonos important in the story?
5. How might the story have been different if Shiori had not invited the two tourists, Rachel and Malik, to the festival?
6. How do Eri's feelings about herself change in the story?

SKILL FOCUS: Characterization

INSTRUCT: Remind students that the way a writer creates a character's personality is called characterization. Explain that there are different methods of characterization. Often, a character's personality is revealed through his or her own words, thoughts, feelings, and actions and the words, thoughts, and reactions of other characters. Have students reread the first five paragraphs on page 5. Then have them turn and talk with a partner to identify what they learn about Eri. Discuss responses as a class. Then distribute the *Characterization* worksheet to all students and discuss which characterization methods are used on page 5.

ASSESS: Have students work independently to complete the worksheet and then gather in small groups to compare responses.

EXTEND

Social Studies Have students research the history and importance of kimonos, yukatas, and other traditional Japanese fashions. Students can create a poster with words and images to show what they learn.

Name_____

Characterization

As you read “Business and Bows,” notice how the author uses the techniques below to develop Eri’s personality. Note examples of each technique in the chart.

Eri's own words and actions	Words and actions of other characters
Eri's own thoughts and feelings	Thoughts and feelings of other characters

WRITE: How do you think that Eri's personality affected the events in the story? Answer this question on the back of this paper.

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A Wish for Kali

pp. 12–16, Contemporary Realistic Fiction

Use this story about a girl and her mother at a temple bazaar in India to teach students about imagery and mood.



RESOURCES

- Imagery and Mood

OBJECTIVES

- Students will read and analyze a short story.
- Students will interpret words and phrases as they are used in a text.
- Students will analyze places, including their physical, cultural, and environmental characteristics.

KEY VOCABULARY

- succulent** (p. 12) full of juice
- savoring** (p. 15) enjoying the taste of something for as long as possible
- nimbly** (p. 15) in a way that is quick and easy
- unceremoniously** (p. 15) happening or done very suddenly and quickly with no effort to be careful or polite

ENGAGE

Conversation Question: How does your family play an important role in your life?

Turn the Conversation Question around and ask students what important roles they play in the lives of their family. Talk with students about how their family roles have changed as they've grown up. Then tell students to think about how the main character's role changes in this story.

INTRODUCE VOCABULARY

Display the vocabulary words and ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Next, have students work in pairs to look for relationships between the words and put the words into groups. Invite pairs to share and explain how the words in each group are related. Remind students to look for these words as they read this article.

READ & DISCUSS

After students read the story, use these questions to prompt discussion:

- How would you describe the relationships in Raani's family?
- What was Mamma's promise to Raani?
- What is the setting for most of the story?
- How does the setting create a problem for Raani and her mother?
- How does Raani feel when she sees her mother cry?
- Why does Raani change her prayer to Kali?

SKILL FOCUS: Analyze Imagery and Mood

INSTRUCT: Remind students that words and phrases that appeal to a reader's five senses are called imagery. Point out that fiction writers use imagery to describe, and help readers imagine, settings, characters, and events. Read aloud the second column on page 12 as students follow along. Have students turn and talk to identify examples of imagery in this section. As a class, discuss the examples and identify the sense each example appeals to. Explain that the imagery an author uses also helps create the mood or feeling that the text conveys. Share examples of words that describe mood: light-hearted, peaceful, nervous, haunting, joyful. Discuss the mood created by the imagery on page 5.

ASSESS: Distribute the *Imagery and Mood* worksheet. Have students work in groups to complete it.

EXTEND

Social Studies Brainstorm with students a list of topics from the story that they could research. These include the Kalibari temple, the goddess Kali, the problem of monkey thieves, saris and clothing, foods. Have students work in pairs to prepare a short presentation on a topic.

Imagery and Mood

Identify four examples of imagery in the story. Write these in the chart and then identify the sense each example appeals to and what it describes.

Example of imagery	Senses it appeals to	What it describes
Page____		
Page____		
Page____		
Page____		

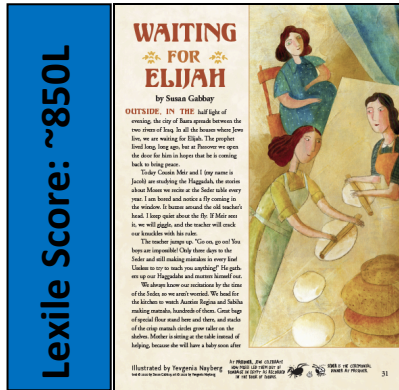
Mood Choose one scene in the story and reread it. Underline imagery in the scene. Then identify the mood of the scene and explain how the imagery helps create this mood.

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Waiting for Elijah

pp. 31–34, Historical Fiction

Use this story about a boy and his family celebrating Passover to help students analyze point of view.



OBJECTIVES

- Students will read and analyze a short story.
- Students will assess how point of view shapes the context and style of a text.
- Students will write narratives to develop real experiences.

KEY VOCABULARY

- **doorkeeper (p. 32)** someone who guards a door and checks people to see if they are allowed to enter the building
- **pantaloons (p. 32)** pants with wide legs that become narrow at the bottom
- **muss (p. 32)** to make something messy or untidy

ENGAGE

Conversation Question: How does your family play an important role in your life?

Talk with students about their extended families and the events and celebrations that bring them together. Then explain that the next story is about a boy and his family celebrating Passover together. Tell students to notice how family members work together and get along.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Then challenge small groups of students to write a very short story—serious or humorous—using all of the vocabulary words correctly. Give groups five minutes to write. Then have groups share their stories. Remind students to look for these words as they read “Waiting for Elijah.”

READ & DISCUSS

After students read the story, use these questions to prompt discussion:

1. What are Jacob and his family preparing for?
2. What are some of the family’s traditions?
3. How is the Seder different this year?
4. Describe the things people wait for in the story.

SKILL FOCUS: Analyze First-Person Point of View

INSTRUCT: Remind students that when a story is told from the first-person point of view, the narrator is a story character who participates in the story’s events and uses pronouns such as *I*, *me*, *my*, and *we*. When a story is told in the third-person point of view, the narrator is an outside voice who doesn’t participate in the story and who uses third-person pronouns, such as *he* and *she*. Ask students to identify the point of view of this story. Point out that readers learn about events and characters through Jacob’s eyes. Continue by explaining that readers learn about Jacob from his thoughts, feelings, and attitudes. Read aloud the text on page 31 as students follow along. Then discuss what students learn about Jacob from the details he shares on this page.

ASSESS: Have students work in pairs to note and describe four or five things they learn about Jacob from what he tells them about himself or from the thoughts, feelings, and attitudes he expresses.

EXTEND

Language Arts/Writing Share with students American food critic Mimi Sheraton’s wonderful article “Blessings of Food and Family: A Passover Memoir” (*The New York Times*, April 4, 1979). Be sure to review it first to make sure it is appropriate for your class. You could also share an excerpt from the article. Discuss the writer’s style. Then have students write their own memoirs about a family celebration.