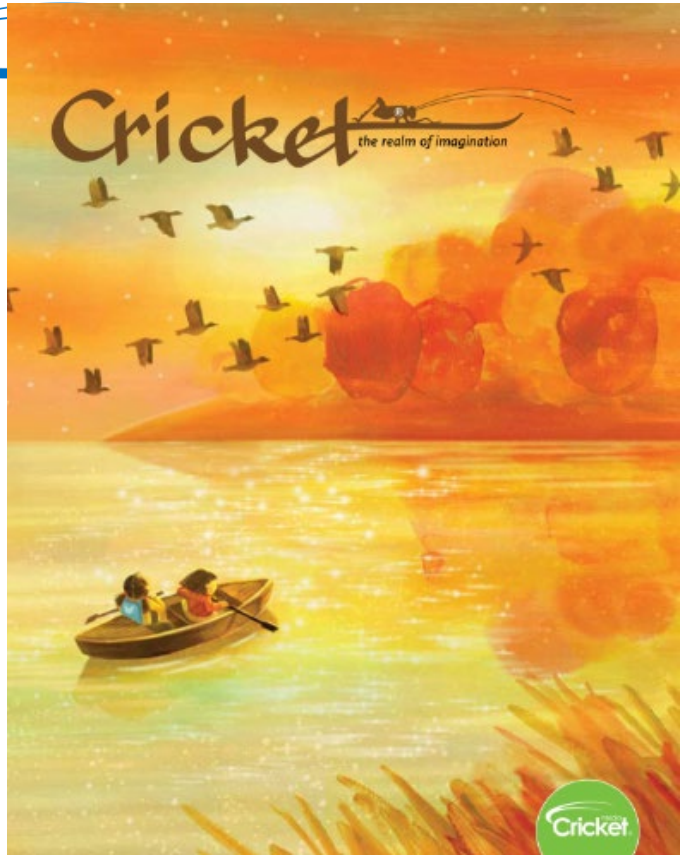


Cricket



THEME

Help your students examine real and pretend relationships by using the stories in this month's issue of Cricket magazine. This teacher guide will invite your students to contemplate deep connections and to think critically.

CONVERSATION QUESTION

What can you learn about characters from their relationships with others?

TEACHING OBJECTIVES

- Students will analyze how individuals develop and interact over the course of a text.
- Students will make logical inferences.
- Students will recognize the genres and the key elements of literary texts.
- Students will write narratives to develop real or imagined experiences or events.
- Students will obtain, evaluate, and communicate information.
- Students will analyze places, including their physical, cultural, and environmental characteristics.

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 Kind of Girl Donuts Talk To**
Fantasy, ~650L
- **The Goose and the Swan**
Fantasy, ~950L
- **Mercury's Sandals**
Historical Fiction, ~750L

Cricket® Teacher Guide: September 2020

The Kind of Girl Donuts Talk To pp. 5–11, Fantasy

Teach students to analyze characterization through character relationships using this story about a talking donut that helps a girl.



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 write narratives to develop real or imagined experiences or events.

KEY VOCABULARY

- **cut-rate** (p. 5) of inferior quality
- **borderline** (p. 7) almost or nearly
- **inadvertently** (p. 7) done by mistake or without intention

ENGAGE

Conversation Question: What can you learn about characters from their relationships with others?

Point out that, just like real people, story characters have both positive and negative relationships. Have students work in pairs to come up with three examples of actions and behaviors that are part of a positive relationship and three that are part of a negative relationship. Have pairs share their lists with another pair. Then create a T-chart on the board and list responses. Finally, tell students to think about what makes the main character's relationships positive or negative.

INTRODUCE VOCABULARY

Display the following context sentences and underline the vocabulary words. Have students work in pairs to infer the meaning of each vocabulary word based on the sentence context. Then reveal the definitions and have students check their inferences.

1. I inadvertently dialed my friend as I was putting my phone away.
2. The roofer did a cut-rate repair job and the roof continued to leak.
3. Hiking up the steep mountain seemed fun but also borderline crazy.

READ & DISCUSS

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

1. What words would you use to describe Elizabeth? Explain.
2. What words would you use to describe Callie? Explain.
3. Which relationships in the story are positive? Which are negative?
4. How and why do Elizabeth's relationships change in the story?
5. In what ways is the donut like a fairy godmother in a fairy tale?

SKILL FOCUS: Characterization

INSTRUCT: Remind students that authors use different methods of characterization to reveal a character's personality. Point out that a character's personality can be revealed through his or her relationships with other characters. Ask volunteers to identify the characters Elizabeth has relationships with in the story. (donut, Callie, John) Have students work in pairs to highlight in different colors information about how Elizabeth interacts with and thinks about each character.

ASSESS: Have pairs use their highlighted information to answer these two questions for each relationship: 1. What is the nature of Elizabeth's relationship with the character? 2. What do you learn about Elizabeth and the other character from their relationship?

EXTEND

Writing Have students continue the story of Elizabeth and the talking donut. Suggest they write about Elizabeth and John having pizza—will the pizza talk? Or about Elizabeth and Callie—will a donut talk to Callie? Challenge students to create a comic strip, write a dramatic scene to act out, or write a story containing dialogue. Invite students to share stories.

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The Goose and the Swan

pp. 26–30, Fantasy

Have students practice making predictions using this story about two wild birds. Discover how a brother and sister help them, and why trust is a key element in this story.



RESOURCES

- Make Predictions

OBJECTIVES

- Students will read and analyze a short story.
- Students will make logical inferences.
- Students will obtain, evaluate, and communicate information.

KEY VOCABULARY

- **transfixed (p. 28)** caused someone to sit or stand without moving because of surprise, shock, or interest
- **vigilantly (p. 28)** carefully noticing problems or signs of danger
- **surveying (p. 28)** to look at and examine all parts of something

ENGAGE

Conversation Question: What can you learn about characters from their relationships with others?

Have students work in pairs to write a definition for the word *trust*. Invite students to share definitions. Then discuss how trust is important in different kinds of relationships. Ask students to describe behaviors that help build trust and behaviors that can break trust. Invite students to describe examples of trust in stories and movies. Finally, tell students to think about the importance of trust in this story.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions with students. Then have students work in pairs to discuss how the words are similar and how they are different. Invite pairs to share their ideas with the class.

Remind students to look for the vocabulary words as they read.

READ & DISCUSS

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

1. Compare how the goose and swan each feel about being left behind on the lake.
2. How do the two birds feel about each other at first? In what ways do their perceptions of each other change? Why does this happen?
3. How would you describe the birds' personalities?
4. Compare how the girl and boy each feel about the birds.
5. How do the birds react to the hutch?
6. How is trust important in this story? Write a theme for the story related to the idea of trust.

SKILL FOCUS: Make Predictions

INSTRUCT: Remind students that when they make predictions about a story, they are making logical guesses about what will happen next with the plot, characters, and setting. Continue by explaining that predictions are logical when they are based on story details and the reader’s own knowledge. Point out that “The Goose and the Swan” ends with the words *to be continued*. Ask volunteers to predict something that might happen in the next part of the story and explain their thinking.

ASSESS: Distribute the *Make Predictions* worksheet to students. Have pairs reread the story and use the worksheet to make and support their predictions. Invite students to share predictions and explain how they made them. Have students check their predictions when the next part of the story becomes available in the October 2020 issue of *Cricket*.

EXTEND

Biology Have interested students conduct research to learn how geese and swans are similar and different in terms of classification, appearance, habitat, diet, breeding, population, and predators. Ask students to create a presentation to share what they learn.

Make Predictions

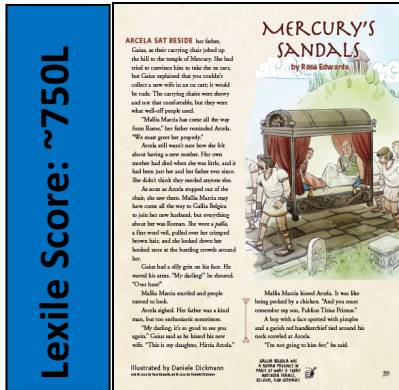
In the chart below, answer each question to make predictions about “The Goose and the Swan.” Record the story details and personal experiences that you used to make your predictions. You can check your predictions when the October 2020 issue of *Cricket* becomes available.

Question	My Prediction	Story details/experiences that helped me make my prediction	What actually happened in the story?
What will the goose and the swan do with the hutch?			
What will the girl and boy do to the goose and the swan?			
What will happen if the flocks of geese and swans return to the lake?			
How will the boy's feelings about the birds change?			

Mercury's Sandals

pp. 39–44, Historical Fiction

Use this story set during the Roman Empire to teach students about historical fiction.



ENGAGE

Conversation Question: What can you learn about characters from their relationships with others?

Display a Venn diagram labeled “Family Relationships” and “Friend Relationships.” Have students work in small groups to brainstorm similarities and differences between these two types of relationships. Invite groups to share their responses and add these to the diagram. Discuss the importance of each relationship. Have students think about whether the siblings in this story can ever be friends.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Remind students that words have denotations, or dictionary definitions, and connotations, or subtle shades of meaning. These shades of meaning may be negative or positive. Have students work in pairs to decide whether the connotation of each vocabulary word is negative, positive, or neutral. Invite volunteers to share their designations. Then remind students to look for these words as they read.

RESOURCES

- Historical Fiction

OBJECTIVES

- Students will read and analyze a short story.
- Students will recognize the genres and key elements of literary texts.
- Students will analyze places, including their physical, cultural, and environmental characteristics.

KEY VOCABULARY

- **showy (p. 39)** having an appearance that attracts attention
- **garish (p. 39)** too bright or colorful
- **dashing (p. 40)** attractive and impressive in a way that shows confidence

READ & DISCUSS

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

1. How are Rome and Augusta Treverorum similar and different?
2. What do you learn about the characters from the way they react to each other on pages 39–40?
3. How do you think Arcela and Primus feel about becoming brother and sister? Are their feelings similar or different?
4. Why is Visucius upset?
5. What advice does Arcela give Visucius? Why is this a turning point in the story?

SKILL FOCUS: Analyze Historical Fiction

INSTRUCT: Explain that historical fiction contains a mix of facts and made-up details that allow readers to imagine what it was like to live during a time in the past. Tell students that this story is set almost 2,000 years ago, during the time of the Roman Empire. Invite students to identify factual information and made-up details that help them imagine the setting. Then ask volunteers to name something they learned about the historical period from the story.

ASSESS: Distribute a copy of the *Historical Fiction* worksheet to all students and have them work in pairs to complete it. Then have students share their responses with the class.

EXTEND

Social Studies Have small groups conduct research about the people and places that are mentioned in the article and the Author’s Note, such as the Treveri, Gallia Belgica, Augusta Treverorum, the Mosella River, and the Circus Maximus. Invite students to share what they learn.

Name _____

Elements of Historical Fiction

Complete the chart with story details that illustrate the different elements of historical fiction.

Story Element	Historical Fiction Story Details
The setting is an authentic period in history in a real historical place.	
The main character is involved in a conflict that is realistic for the time and place of the setting.	
The plot is based on real and made-up events.	
Characters behave, relate, and dress in ways that are realistic for the time period.	
The characters' dialogue reflects the knowledge and attitudes of the people living in that time and place.	