

# Cricket

## THEME

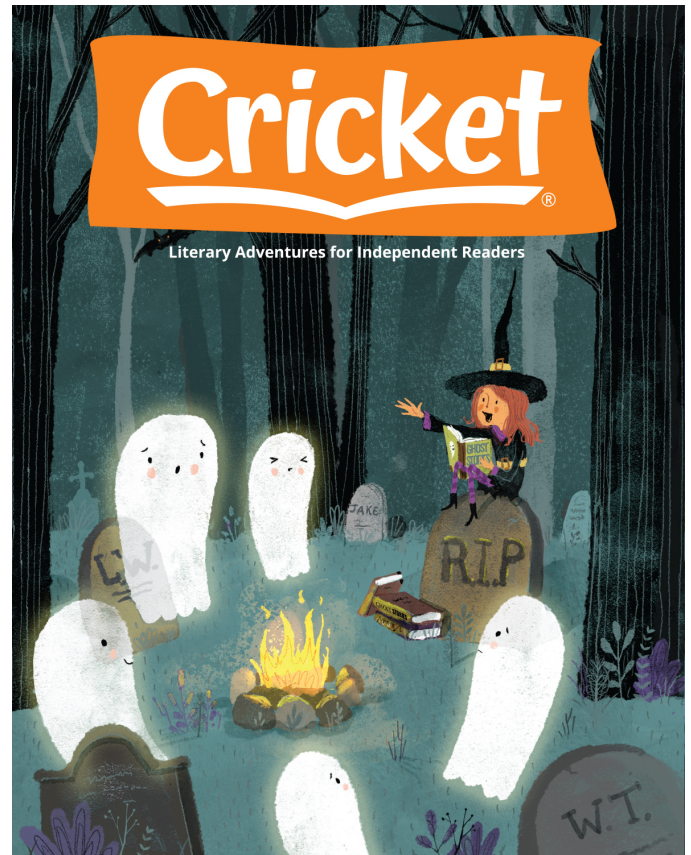
Empathy helps relationships grow by giving us a better understanding of people and their perceptions. Use the texts presented in this teacher guide to get your students thinking and talking about empathy and how it affects people's lives.

## CONVERSATION QUESTION

How do characters show empathy?

## TEACHING OBJECTIVES

- Students will assess how point of view shapes the content and style of a text.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will write informative texts.
- Students will analyze economic patterns.
- Students will conduct short research projects.



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 Traveler**  
Science Fiction, ~1305L
- **Stork Time**  
Contemporary Realistic Fiction, ~750L
- **Foiled**  
Expository Nonfiction, ~750L

# Cricket® Teacher Guide: October 2020

## The Traveler

pp. 12–17, Science Fiction

Use this story about a girl who meets a time-traveler to review character perspectives.



## RESOURCES

- Compare Perspectives

## OBJECTIVES

- Students will read and analyze a short story.
- Students will assess how point of view shapes the content and style of a text.
- Students will write informative texts.

## KEY VOCABULARY

- **entombed** (p. 12) buried or trapped inside
- **plush** (p. 12) made of thick, soft fabric
- **intently** (p. 14) with concentration or great attention

## ENGAGE

**Conversation Question:** How do characters show empathy?

Ask students what the word *empathy* means. Make sure they understand that empathy is the feeling that you understand and share another person's experiences and emotions. Invite students to share ways they have shown or experienced empathy. Then explain that the two main characters in "The Traveler" are different ages—one is very old and the other is a teenager. Tell students to note how these characters show empathy for each other.

## INTRODUCE VOCABULARY

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

1. The dog stared \_\_\_\_\_ at the squirrel on the tree branch.
2. I fell asleep in the big, comfy chair covered in \_\_\_\_\_ fabric.
3. Scientists found a 100-million-year-old spider \_\_\_\_\_ in amber.

## READ & DISCUSS

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

1. Why do you think Jamie goes back to the house to visit Eddy?
2. How does the front room look "both filthier and finer" in daylight?
3. Describe Eddy and what you learn about him in the story.
4. Describe Jamie and what you learn about her in the story.
5. What similarities do you notice in these characters?
6. How do the characters show empathy for each other?

## SKILL FOCUS: Compare Characters' Perspectives

**INSTRUCT:** Remind students that a character's perspective is his or her attitude toward events, ideas, and other characters in a story. Point out that two characters may have very different perspectives. Next, explain that the question—"Is the glass half full or half empty?"—is used to illustrate the idea that a situation may be viewed through two very different perspectives: a pessimistic perspective (half empty) and an optimistic perspective (half full). Have students work in pairs to discuss whether Jamie and Eddy have half-full or half-empty perspectives on life. Invite pairs to share their ideas and support them with story information.

**ASSESS:** Distribute the *Characters' Perspectives* worksheet and have students work in pairs to complete it. Invite volunteers to share their responses.

## EXTEND

**Social Studies** Have students imagine they could go back in time. Help them brainstorm where they would go and what they would do. Then have them conduct research to create a travel brochure for the time and place they chose.

Name \_\_\_\_\_

## Compare Perspectives

Character	What problem does the character have?	What does the character want?	How does the character feel about the past?	How does the character feel about the present?	How does the character feel about the future?
Jamie					
Eddy					

**DISCUSS:** How did this activity help you to understand each character's perspective? Which character's perspective do you like better? Why? What advice about life might the characters give each other? Work with a group or a partner to discuss your ideas.

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## Stork Time

pp. 24–28, Contemporary Realistic Fiction

Use this story about a family living in a small town in Romania to review setting and its influence on plot.



## ENGAGE

**Conversation Question:** How do characters show empathy?

Point out that children often learn about empathy from their older siblings and their parents. Discuss with students how they could help a younger sibling learn to have empathy for others. Then tell students to think about the way the brothers in this story interact.

## 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 wasn't at home when my friend made an unannounced visit, so I did not get to see her.
2. The old wardrobe was filled with my grandmother's fancy dresses.
3. The class guinea pig caused a hullabaloo when it escaped from its cage and ran under students' desks.

## RESOURCES

- Analyze Setting and Plot

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will analyze economic patterns.

## KEY VOCABULARY

- **unannounced** (p. 24) not having been announced or spoken about before
- **wardrobe** (p. 25) a tall cabinet in which clothes are hung or stored
- **hullabaloo** (p. 28) a state of noisy excitement and confusion

## READ & DISCUSS

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

1. Why is Pavel's family worried about him?
2. When does stork time occur? What happens during stork time?
3. How do the villagers feel about stork time?
4. How does Ana help Costi and Pavel?
5. What does Costi think the old stork had been waiting for?
6. What examples of empathy can you find in this story?

## SKILL FOCUS: Analyze Setting and Plot

**INSTRUCT:** Use the box below to review setting details with students, and then have students briefly identify examples of these setting details in the story.

Aspect of Setting	Examples of Details
Time	season; time of day; past, present, future; day or night
Place	city, country, or planet; desert or farm; indoors or outdoors
Environment	weather, animals, plants, buildings, landscape, economic situation

Remind students that setting may be just a backdrop to a story or it may be very important. For example, it may influence the events in a story. Ask students if they think the setting in this story is important.

**ASSESS:** Distribute the *Analyze Setting and Plot* worksheet to students. Have students work individually to complete the worksheet. Then hold a class discussion on the questions at the bottom of the worksheet.

## EXTEND

**Social Studies** Have students work in groups to learn more about Romania and the economic situation in its big cities and small towns. Have groups learn about the causes of economic disparity in Romania and how people there are dealing with this problem.

Name \_\_\_\_\_

**Analyze Setting and Plot**

Identify setting details in “Stork Time.” Add these details to the correct section of the chart below. Then discuss the questions at the bottom of the page with your classmates.

Aspect of Setting	Examples of Setting Details	Setting Details from “Stork Time”
time	season; time of day; past, present, future; day or night	
place	city, country, or planet; desert or farm; indoors or outdoors	
environment	weather, noises, animals, plants, buildings, landscape, economic situation	

**DISCUSS:** How did the setting influence the events in this story? How would the events change if the story were set in your town or city instead of a small town in Romania?

## Foiled

### pp. 29–32, Expository Nonfiction

Use this article about two brave doctors who saved many lives during World War II by creating a fake typhus epidemic.



## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will conduct short research projects.

## KEY VOCABULARY

- delirium** (p. 29) a mental state in which you are confused and not able to think or speak clearly, usually because of illness
- spare** (p. 32) to prevent someone from experiencing something unpleasant or harmful
- transfer** (p. 32) to cause a disease to move from one living thing to another

## ENGAGE

**Conversation Question:** How do characters show empathy?

Point out that the opposite of empathy is intolerance, which leads to conflicts of all sizes. Brainstorm with students a list of conflicts occurring in your town, state, region, the United States, and the world. The conflicts might include racism, sexism, war, bullying, and/or income inequality. Discuss how these conflicts are a result of intolerance and how empathy might help resolve the conflicts.

## 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 groups of three to write sentences using these words, with each group member responsible for a different word. Have groups review the sentences and confirm that the words are used correctly. Invite students to share their sentences. Then tell students to look for these words as they read.

## READ & DISCUSS

After students read the article, use these questions for discussion:

- What was happening in Poland between 1939 and 1942?
- Why do you think typhus was sometimes called “war fever”?
- Why was *Proteus OX-19* used by the Germans to test for typhus?
- How did Dr. Matulewicz use *Proteus OX-19* to help his friend?
- List three things the doctors did to keep the Nazis from becoming aware of their scheme.
- Why couldn’t the doctors use the fake pandemic to help Jews?
- What happened to cause the end of the doctors’ scheme?

## SKILL FOCUS: Characterization in Nonfiction

**INSTRUCT:** Point out that nonfiction authors use characterization to reveal personality by

- Making statements about their subject’s personality
- Describing the subject’s appearance and actions
- Directly quoting the subject
- Showing what others say about the subject
- Showing how others react to the subject

Tell students to underline details the author uses to help readers understand what Dr. Matulewicz was like. Instruct students to work in groups to identify the methods of characterization used in the article. **ASSESS:** Have students write three words or phrases they would use to describe Dr. Matulewicz. Then have them note details from the article that reveal these traits.

## EXTEND

**Social Studies** Have students conduct research to learn what Dr. Matulewicz and Dr. Lazowski did after the war. Invite students to share what they have learned.