

# Cricket

## THEME

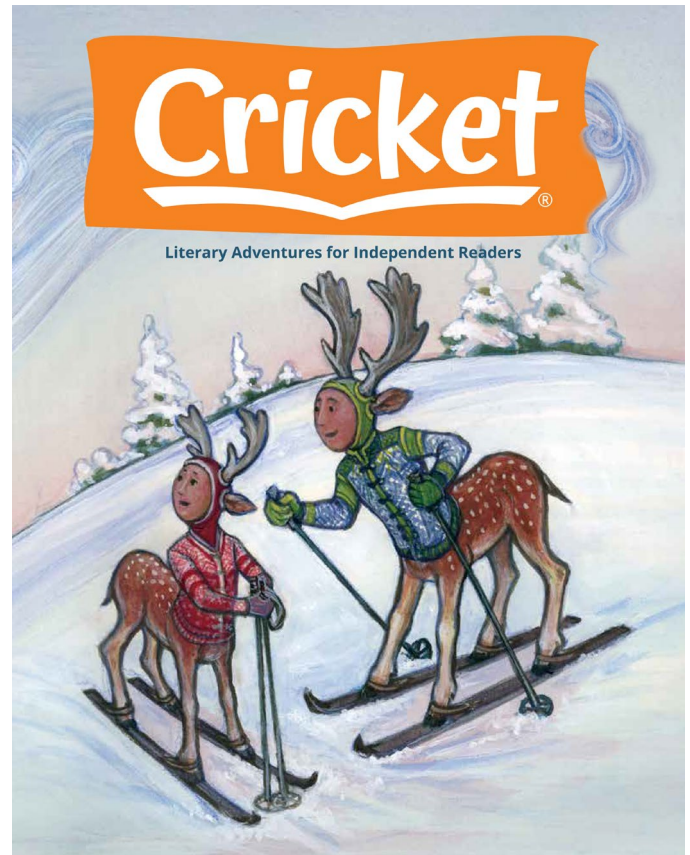
In each text covered by this teacher guide, people and animals—both real and imaginary—find themselves in places where they may or may not belong. Use the lessons and activities to explore ideas about belonging.

## CONVERSATION QUESTION

When do we experience a sense of belonging?

## TEACHING OBJECTIVES

- Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Students will write narratives to develop real or imagined events.
- Students will investigate animals.
- Students will conduct a short research project.
- 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

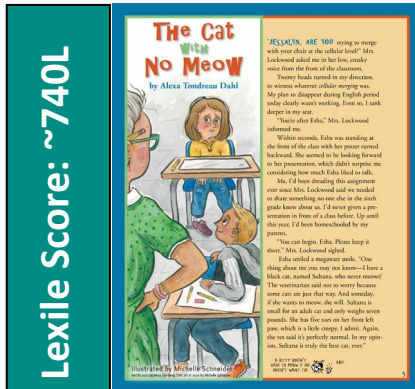
- **The Cat with No Meow**  
Contemporary Realistic Fiction, ~740L
- **Once Upon a Time in a Deep, Dark Mine**  
Memoir Essay, ~1030L
- **A Man Cloth'd in Goat Skins**  
Narrative Nonfiction, ~930L

# Cricket® Teacher Guide: January 2021

## The Cat with No Meow

pp. 5–10, Contemporary Realistic Fiction

Use this story about two girls who share a pet cat to give students practice with comparing and contrasting characters.



### OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Students will investigate animals.

### KEY VOCABULARY

- **flourish** (p. 6) a dramatic or fancy way of doing something
- **smattering** (p. 6) a small amount of something
- **intricate** (p. 6) having many parts

### ENGAGE

**Conversation Question:** When do we experience a sense of belonging?

Ask students what *belonging* means. Help them understand that belonging means feeling like an accepted and valued member of a group. Point out that belonging is a need, like food and water, not a want, like fancy cars or expensive clothing. Share with students a time when you experienced a sense of belonging in a group. Then ask students to share their own experiences. Finally, tell students to notice when characters in this story feel like they do or do not belong.

### INTRODUCE VOCABULARY

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

1. The terrible comedian got only a \_\_\_ of laughter from the audience.
2. I removed the cap from my pen and signed my name with a \_\_\_.
3. The \_\_\_ jigsaw puzzle has over 1,000 pieces.

### READ & DISCUSS

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

1. What does Mrs. Lockwood mean when she asks if Jessica is trying to merge with her chair "at the cellular level?"
2. Why is Jessica nervous about giving her presentation?
3. Why does Mrs. Lockwood think one girl plagiarized the other?
4. How are Jessica's and Esha's homes similar and different?
5. How has Shadow/Sultana been living two lives?
6. How do the girls feel at the end of the story?

### SKILL FOCUS: Compare Characters

**INSTRUCT:** Point out that the author of "The Cat with No Meow" reveals many similarities and differences between Jessica and Esha. Continue by explaining that the author reveals these by describing characters' families, homes, actions, speech, values, beliefs, ideas, and reactions. Ask volunteers to identify a few similarities and differences. Have student pairs highlight story details about these characters using two different colored highlighters. Finally, have partners create a Venn diagram to record the characters' similarities and differences.

**ASSESS:** Display this quote from the story: "I realized Esha and I might be really different, but neither of us fit into our families very well. Which made us sort of the same." Point out the three key ideas in these sentences (underlined). Have students work in small discussion groups to use the story details in their Venn diagrams to support the key ideas.

### EXTEND

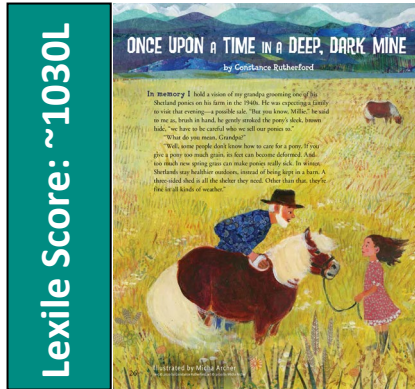
**Science** Have students conduct research to answer the question "Do animals have personalities?" Tell students to identify facts that support their answer to this question and invite students to share their answers.

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## Once Upon a Time in a Deep, Dark Mine

pp. 26–29, Memoir Essay

Use this short memoir as a model for students to use as they write their own memoir essays.



## RESOURCES

- **Memoir Essay**

## OBJECTIVES

- Students will read and analyze a memoir.
- Students will write narratives to develop real or imagined events.
- Students will conduct a short research project.

## KEY VOCABULARY

- **sleek (p. 26)** smooth and shiny
- **intention (p. 27)** the thing that you plan to do or achieve
- **longstanding (p. 27)** existing for a long time
- **agony (p. 29)** extreme mental or physical pain

## ENGAGE

**Conversation Question:** When do we experience a sense of belonging?

Point out to students that a feeling of belonging can relate to places as well as people. Explain that we all have places where we feel a sense of belonging. These might be our town, our neighborhood, our homes, our rooms, or even a country or an area in nature. Share with students places where you feel a sense of belonging and then ask students to share their places. Have students consider the phrase "feeling like a fish out of water." Discuss the feeling people might have when they are in a place where they don't have a sense of belonging. Explain that this essay describes animals who are in the wrong place.

## 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 brushed my dog's dull, tangled coat to make it look sleek.
2. My intention is to read three novels over vacation.
3. My longstanding love of horses began when I was a little girl.
4. My sister was in agony when she broke her arm.

## READ & DISCUSS

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

1. What memory does the author share at the beginning of the essay?
2. What do you learn about the author's grandfather?
3. Describe 2-3 of the grandfather's traits.
4. How does the author feel about her grandfather?
5. Read the text on pp. 27-28 ("Shetland ponies come from ... and bellies.") and in the last paragraph on p. 28. How are these sections different from the rest of the text? Why do you think the author included them?
6. Find 2-3 examples of transitions that the author uses.

## SKILL FOCUS: Write a Memoir Essay

**INSTRUCT:** Distribute the *Memoir Essay* handout and go over the characteristics of memoir. Work with the class to identify these characteristics in "Once Upon a Time in a Deep, Dark Mine."

**ASSESS:** Have students write their own memoir essays. Invite students to read their essays to the class.

## EXTEND

**Social Studies/Science** Brainstorm with students a list of research topics from the article. These could include Shetland ponies, pit ponies, child labor in coal mines, and the Detroit salt mines. Have students work in pairs to pick a topic, create a short set of research questions and then research and report on the topic.

## Memoir Essay

### Characteristics of Memoir Essay: A memoir ...

- is a truthful story based on a memory.
- is written in a first-person voice.
- tells about something important to the writer—a person, place, animal, or thing.
- includes the writer's reflections on the subject's importance and/or what it taught the writer.
- shares the writer's thoughts, feelings, reactions, and reflections.
- gives background information as needed.
- includes sensory details and figurative language to help readers imagine people, places, and situations.
- uses dialogue that sounds natural and feels realistic.

**NOTE:** You may have forgotten some of the details of an event that happened in your past. That's ok. As long as the event is truthful, you can make up some of the minor details about, for example, weather, clothing, food, or exact words that were said.

### Ideas for Memoir Essays

- A favorite photo—What does it show? Why is it important to you?
- A favorite place—Why is it special? What does it reveal about you?
- An important person in your life—Why is this person special to you?
- A difficult experience—What happened? How did it make you feel?
- A time of transition or change—Was it a good change or a difficult one? Why?
- A favorite song, movie, game, or animal—What makes it a favorite?

### Ideas for Beginnings

- One of the strangest things that ever happened to me ...
- When I was a little kid ...
- I'll never forget the time ...
- I was listening to my favorite song on the morning that ...
- Every time I put on the sweater my grandmother knit for me ...

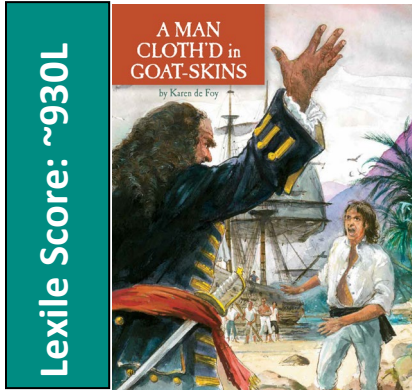


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## A Man Cloth'd in Goat Skins

pp. 40–44, Narrative Nonfiction

Use this true story about a stranded sailor to have students analyze character development.



## RESOURCES

- **Stop-and-Think worksheet**

## OBJECTIVES

- Students will read and analyze narrative nonfiction.
- Students will analyze how and why individuals, events, and ideas develop over the course of a text.
- Students will analyze places, including their physical, cultural, and environmental characteristics.

## KEY VOCABULARY

- **plundered (p. 41)** stole things from a place by force
- **abundant (p. 41)** existing in large amounts
- **marooned (p. 42)** left someone in a place, such as an island, that is difficult or impossible to get away from
- **melancholy (p. 41)** a sad mood or feeling

## ENGAGE

**Conversation Question:** When do we experience a sense of belonging?

Discuss books and movies that center on characters who are shipwrecked in an unfamiliar place, such as *The Swiss Family Robinson*; *Hatchet*, by Gary Paulsen; *Robinson Crusoe*; and *Shipwrecked*. Discuss how characters feel when they first arrive in an unfamiliar place and how their feelings do or don't change over time. Then tell students to think about how the key figure in this story relates to his island setting.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Then challenge small groups of students to write a very short pirate story using all of the vocabulary words correctly. Give groups 5 minutes to write. Then have groups share their stories. Remind students to look for these words as they read the narrative.

## READ & DISCUSS

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

1. What impression of Selkirk do you get in the first four paragraphs?
2. What kind of person was Selkirk in 1703? Describe 2-3 traits.
3. What do you learn about the island from the description on p. 41?
4. Why did the captain leave Selkirk behind?
5. Why do you think Selkirk felt overwhelmed with horror when he realized that he would be alone on the island?
6. Describe two things Selkirk did to improve his life on the island.
7. Do you think Selkirk was glad to be rescued? Explain.

## SKILL FOCUS: Analyze Character Development

**INSTRUCT:** Point out to students that this narrative unfolds in a series of episodes or events that the main character—Alexander Selkirk—deals with and reacts to. Ask volunteers to identify some of these events. Then briefly discuss how Selkirk reacts to the events. Next, distribute the *Stop and Think* worksheet. Review the directions with students. Then have students work in pairs to reread the story and complete the chart.

**ASSESS:** Have students work in small groups to discuss changes in Selkirk's attitude toward life and toward the island over the course of the story. Invite one person from each group to share the group's ideas.

## EXTEND

**Social Studies** Have students create a travel brochure for Chile's Isla de Robinson Crusoe. Tell students to include color photos and interesting details to draw readers in. Share a list of elements to include in their brochures: a map showing where the island is located; a map of the island showing major towns and well-known sites; landmarks; information about the island's history; recreational activities.

## Stop-and-Think

The chart below shows the places where you should stop reading and think. At each stop, think about key events in the story and about Selkirk's response to the events. Note your ideas in the chart. Also note any details about character or setting that seem significant.

<b>Stop 1:</b> Read to the end of page 41.	
<b>Stop 2:</b> Read page 42 up to "After 18 months ...."	
<b>Stop 3:</b> Read page 42 from "After 18 months..." to end of page 43.	
<b>Stop 4:</b> Read to the end of page 44.	