

Cricket

THEME

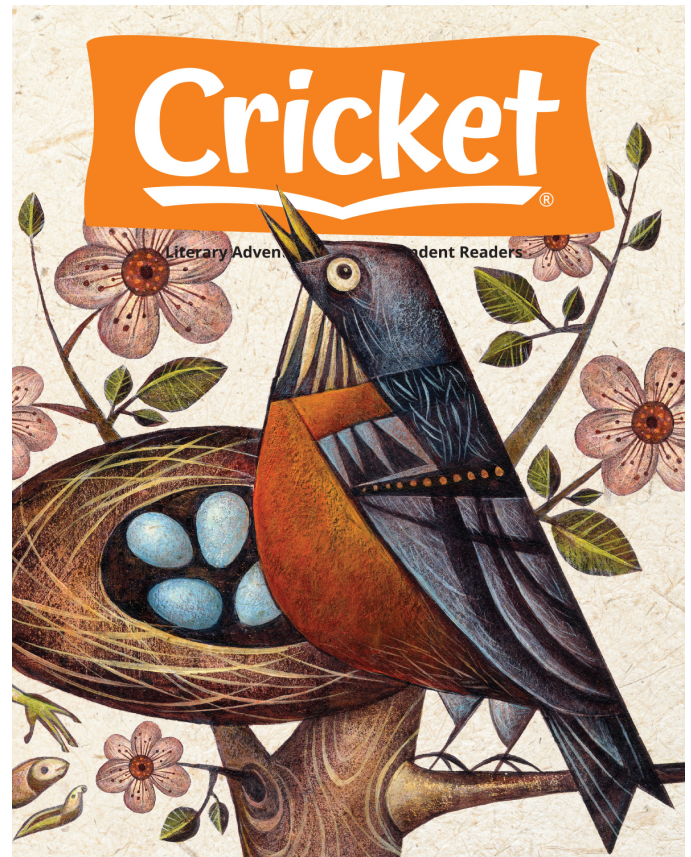
A story's setting can bring characters together, introduce conflicts, and cause characters to find creative solutions to their problems. Help your students explore the influence of setting in stories and in nonfiction using the lessons and activities in this teacher guide.

CONVERSATION QUESTION

How are characters affected by setting?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact.
- Students will summarize key supporting details and ideas.
- Students will write narratives to develop imagined experiences.
- Students will explain cultural influences.
- 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

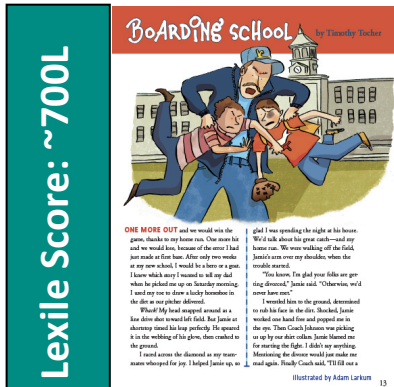
- **Boarding School**
Contemporary Realistic Fiction, ~700L
- **What the Angels Call Me**
Historical Fiction, ~900L
- **How to Disguise a Nobel Prize**
Narrative Nonfiction, ~1200L

Cricket® Teacher Guide: April 2021

Boarding School

pp. 13–18, Contemporary Realistic Fiction

Use this story about a student who spends the night in the school attic to help your students recognize the stages of plot.



RESOURCES

- **Plot Diagram**

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will write narratives to develop imagined experiences.

KEY VOCABULARY

- **tuneless** (p. 14) not having a pleasant musical sound
- **shiner** (p. 14) black eye
- **corroded** (p. 17) broken apart through a chemical process
- **snicked** (p. 17) made a sharp clicking sound

ENGAGE

Conversation Question: How are characters affected by setting?

Ask students to name movies and books in which characters are trapped in unusual settings. Students might mention the "Night at the Museum" movies or the book *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. Have students work in pairs to brainstorm three things they would do if they were locked in your school overnight and couldn't call anyone to get out. Have pairs share their ideas. Then tell students the next story is about a boy who has an unusual night at school.

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. At baseball practice a ball hit me in the eye and gave me a ____.
2. The factory's old water pipes were rusty and ____.
3. Dad can't carry a tune, so he sounds ____ when he sings.
4. As Ella walked into school, the doors ____ shut behind her.

READ & DISCUSS

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

1. Why do you think the story is called "Boarding School?"
2. What caused Jamie and Billy to get into a fight?
3. What led Billy to go up into the school attic?
4. How does Billy plan to spend his time at school overnight?
5. What problem does Billy face the next morning?
6. Do you think Billy got what he deserved at the end of the story?
7. How would this story be different if the door to Mr. Ames' closet was not locked when Billy tried to get out in the morning?

SKILL FOCUS: Analyze the Stages of Plot

INSTRUCT: Remind students that the series of events in a story is called the plot and that the plot usually centers around a problem faced by the main character. Distribute the *Plot Diagram* to all students and go over the different plot stages. Recreate the diagram on the board and discuss and record the plot events in a familiar story or movie. Have students work in pairs to identify the conflict in the story and how it is resolved. Invite volunteers to share their ideas.

ASSESS: Have students work in pairs to fill out the plot diagram using details from "Boarding School."


EXTEND

Write Have students write a story about a character who is stuck somewhere overnight—in a school, museum, zoo, movie theater, etc. Tell students to describe the adventures the character has in the setting. Remind students to use description and dialogue in their stories. Invite students to read their stories to the class.

Plot Diagram

In the chart below, note events and details from "Boarding School" to describe the story's plot.

- **Exposition:** Characters, setting, and problem are introduced.
- **Rising Action:** Story events make the conflict more complicated.
- **Climax:** The main character makes an important choice or takes an action and the outcome of the conflict is clear.
- **Falling Action:** The conflict is resolved.
- **Resolution:** The final events at the end of the story tie up loose ends.

2. Rising Action	3. Climax	4. Falling Action
1. Exposition		5. Resolution

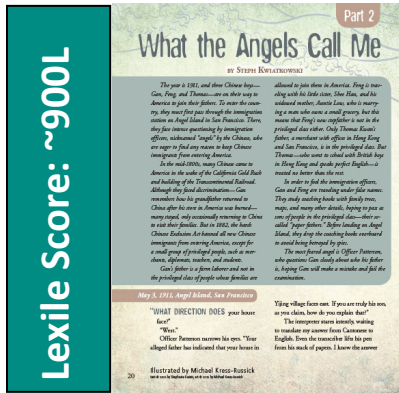
THEME On another sheet of paper, note one or more themes in "Boarding School." Support your ideas with details from the story.

Cricket® Teacher Guide: April 2021

What the Angels Call me

pp. 20–25, Historical Fiction

Use this story about young Chinese immigrants at Angel Island in 1911 to help students analyze how setting affects characters.



RESOURCES

- **Setting and Character**

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will explain cultural influences.

KEY VOCABULARY

- **alien** (p. 22) different from what you are used to
- **threadbare** (p. 22) very thin and in bad condition from too much use
- **tight-jawed** (p. 22) angry or tense
- **haughty** (p. 22) having or showing the insulting attitude of people who think that they are better, smarter, or more important than other people

ENGAGE

Conversation Question: How are characters affected by setting?

Remind students that historical fiction is fiction in which a story is made up but is set in a real time and place in the past. Work with students to brainstorm a list of books or movies that are set in the past. Discuss the way setting affects the characters and plot in these works. Then tell students to note how setting affects characters in this story.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. For each word, have students write a sentence that uses it correctly. Have students share their sentences with a partner. Then remind students to look for the vocabulary words as they read the article.

READ & DISCUSS

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

1. Why is Officer Patterson "the meanest angel on Angel Island"?
2. How was Angel Island like a prison?
3. Do you think the interview questions are fair? Explain.
4. What ideas and feelings might be expressed in the poems and messages on the wall of the men's dormitory?
5. How are Thomas and the narrator similar and different?
6. How are different groups of people segregated on Angel Island?
7. How does life in the barracks chip away at the boys' spirits?

SKILL FOCUS: Analyze Setting and Character

INSTRUCT: Use the box below to review the three aspects of setting with students. Have students work in pairs to underline setting details in the story.

Time: year, season; time of day, historic era; past, present, future, etc.
Place: city, country, or planet; desert or farm; indoors or outdoors, buildings, etc.
Social Environment: beliefs, customs, values, manners, attitudes, prejudices, etc.

Point out that setting may bring characters together who might not otherwise meet. Discuss characters in this story that are brought together because of the setting. Then discuss how the story setting affects the main characters.

ASSESS: Distribute the *Setting and Character Worksheet*. Review instructions and have students complete the activity. Then have students work in groups to compare and discuss ideas.

EXTEND

Social Studies Have students use library and online sources to find examples of poems written by Chinese immigrants on Angel Island. An online exhibition titled "Voices of Resilience" is one available source. Have students choose a poem to analyze and present. Then have them note the mood of the poem and what it reveals about the setting and the poet's feelings. Finally, have students present their poems and ideas to the class.

Setting and Character

Find three details from the story to show each aspect of setting. Describe the aspect and how it influences or impacts characters.

Aspect of Setting	Description of Aspect	Influence on Character
Place		
Time		
Social Environment		

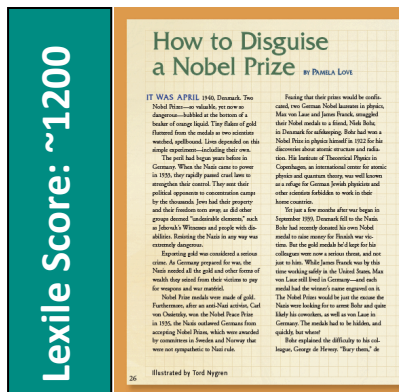
Discuss: Which aspect of setting is most important in this story? Explain your ideas.

Cricket® Teacher Guide: April 2021

How to Disguise a Nobel Prize

pp. 26–29, Narrative Nonfiction

Students can practice summarizing a text using this true story about two Nobel Prize-winning scientists who find a way to outfox Nazi soldiers.



RESOURCES

- **5Ws + How Summary Organizer**

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will summarize key supporting details and ideas
- Students will conduct short research projects.

KEY VOCABULARY

- **spellbound** (p. 26) held as if by a spell; entranced
- **undesirable** (p. 26) bad, harmful, or unpleasant
- **confiscated** (p. 26) to take something away from someone especially as punishment or to enforce the law or rules

ENGAGE

Conversation Question: How are characters affected by setting?

Tell students that real times and places—settings—can affect real people just as story settings can affect story characters. Have students work in pairs to brainstorm 2-3 times and places in history that would have been challenging to live through. Invite students to share ideas and describe the challenges of the settings. Then tell students to note how a real-life setting affects the people and events described in this article.

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 assigned 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:

1. Why did the Nazis outlaw Germans from accepting Nobel Prizes?
2. Why did the scientists need to hide their medals?
3. How did the scientists conceal their medals?
4. Why might people in the Middle Ages have confused chemistry with magic?
5. On p.29 the author states that when De Hevesy turned the green liquid back into gold, he "could watch the process with fascination instead of with fear." What does the author mean by this?

SKILL FOCUS: Summarize a Text

INSTRUCT: Tell students they will be learning about a method that they can use to quickly summarize a nonfiction text. Distribute the 5 Ws + How Organizer to all students. With students, brainstorm questions they could ask about "How to Disguise a Nobel Prize" that begin with the words in the organizer. Then have students work in pairs to use the organizer to write answers to the questions they brainstormed.

ASSESS: Have students work independently to use details from their chart to write a 2-4 sentence summary of the article.

EXTEND

Social Studies Build background on the Nobel Peace Prize using a video from the internet, such as the TED-Ed video "How Does the Nobel Peace Prize Work?" Then help students conduct research to identify the Peace Prize recipients in the last 10 years. Tell students to choose one prizewinner and create a short presentation about the person and why he or she won the prize. Explain that often the awarding of the Nobel Peace Prize sparks controversy. Students should explain why the recipient they are presenting was a controversial winner.

5 Ws + H Summary

Answer the questions in the chart below using details from the article. Then use these details to write a 2-4 sentence summary of the article.

Who?	
What?	
When?	
Where?	
How?	
Why?	