

# Cricket

## THEME

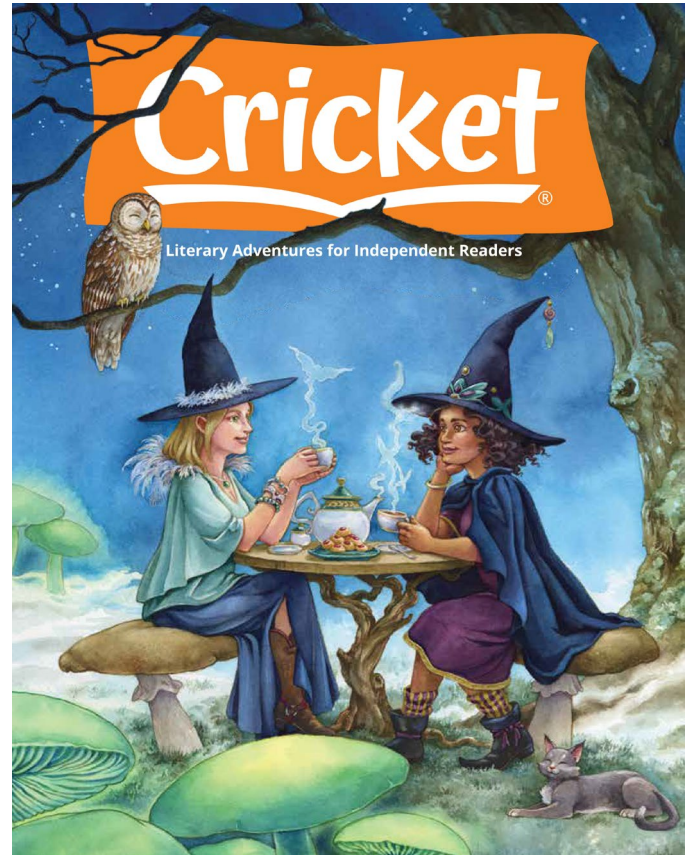
The stories and poem covered by this Teacher Guide are full of emotions. Explore the techniques different authors use to convey emotions to readers.

## CONVERSATION QUESTION

How do different authors convey emotions?

## TEACHING OBJECTIVES

- Students will make logical inferences.
- Students will analyze text structure.
- Students will analyze how specific word choices shape meaning.
- Students will conduct short research projects.
- Students will analyze the cultural characteristics of places.



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.

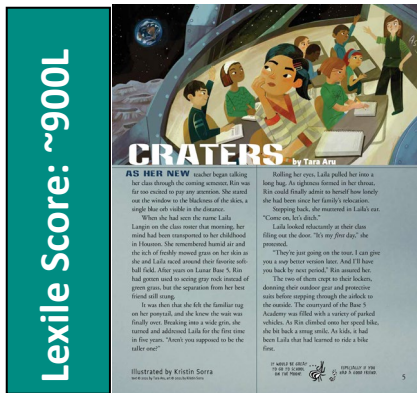
## SELECTIONS

- **Craters**  
Science Fiction, ~900L
- **Ghost in the House**  
Ghost Story, ~700L
- **Wolf's Nocturne**  
Poem, N/A

## Craters

pp. 5–10, Science Fiction

Give students practice in making inferences about characters using this story about two friends living on a space station.



## RESOURCES

- Making Inferences

## OBJECTIVES

- Students will read and analyze a short story.
- Students will make logical inferences.
- Students will conduct short research projects.

## KEY VOCABULARY

- **orb** (p. 5) something, such as a planet or the moon, that is shaped like a ball
- **demarcating** (p. 6) showing the limits or edges of something
- **fissure** (p. 7) a narrow opening or crack

## ENGAGE

**Conversation Question:** How do different authors convey feelings?

Have students work in pairs to brainstorm answers to this question: *How do we know what people are feeling?* Then bring the class together to discuss ideas. Students might mention facial expressions, tone of voice, body language, or other clues. Point out that sometimes students have to infer a story character's feelings, just as they sometimes must infer the feelings of real people. Tell students to look for places in this story where they need to use story details to infer feelings.

## 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. Weeds grew up through the \_\_\_\_\_ in the sidewalk.
2. The sun was a golden \_\_\_\_\_ in the blue sky.
3. My neighbor is \_\_\_\_\_ his property by building a fence around it.

## READ & DISCUSS

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

1. Why were Rin and Laila separated for five years?
2. Why are Rin and Laila upset when they find the green sludge?
3. Has the friendship between Rin and Laila changed since the time they both lived on Earth? Explain.
4. What makes Rin decide to report the green sludge?
5. What are the effects of Rin's decision to report the sludge?
6. Do you think the girls' friendship can survive?

## SKILL FOCUS: Making Inferences

**INSTRUCT:** Remind students that when they read stories, they often need to make inferences about characters. To make inferences, readers combine story details with what they already know from their own experiences to figure out why characters act, think, and feel the way they do. Distribute the *Making Inferences* worksheet and have students work in pairs to complete the first item. Have students share their ideas with the class.

**ASSESS:** Have partners complete the worksheet and then get together in small groups to compare ideas.

## EXTEND

**Science** Ask students to consider how many electronic devices they have ever had in their homes, including cell phones, computers, televisions, gaming devices, MP3 players, and remote-control toys. Point out that almost every home in their town probably has at least two to ten electronic devices. Tell students that electronic waste, or e-waste, is the result of discarded electronic devices. Have students conduct research to learn how their town disposes of e-waste.

**Making Inferences** Read each passage from the story and answer the questions by making logical inferences based on story details and your own knowledge. Support your answers.

Boosted by the low gravity, they soared over the ledge, then careened toward the rocky ground. Rin stuck the landing, but Laila overshot and went flying headfirst into another crater. Rin dived in after her, and the two proceeded to chase each other from hole to hole, their laughter echoing across the radio line.

**1. How do Rin and Laila feel as they jump into the different craters?**

As she took her bike out on the barren roads, her mind filled with a series of unwanted images. She imagined streams of sludge bubbling from the ground, kids her age tracking it into their homes. The bike came to a stop. Her communicator felt heavy as lead in her palm.

When the call connected, her voice was quiet, but firm.

“My name is Ahrinia Duprey. I have something to report.”

**2. How does Rin feel as she calls to report the sludge?**

As she stepped onto the loading deck, Laila glanced backward, taking a final look at the rocky landscape she had expected to become her new home. It was then that her eyes locked with Rin's. For a long moment, she hesitated. Then she raised her hand in a short, tentative wave.

Buried under a mound of raw emotion lay pieces of a friendship, pieces that could be brought back to life one day.

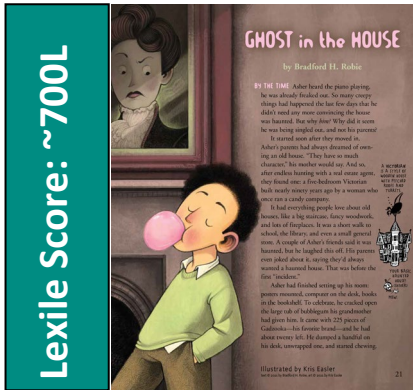
**3. How does Laila feel as she is boarding the shuttle?**

# Cricket® Teacher Guide: October 2021

## Ghost in the House

pp. 21–26, Ghost Story

Teach students to analyze a story plot using this short story about a boy who moves into a haunted house.



### OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze text structure.
- Students will analyze the cultural characteristics of places.

### KEY VOCABULARY

- **incident (p. 21)** an unexpected and usually unpleasant thing that happens
- **dumbfounded (p. 22)** very shocked or surprised
- **maintained (p. 26)** said something was true

### ENGAGE

**Conversation Question:** How do different authors convey feelings?

List the following phrases on the board: feeling chills, frozen in place, racing heart, shuddering, sweating, trembling, hair standing on end. Ask what emotion a character probably feels if he or she is experiencing these reactions to something. (fear) Remind students that the story they are about to read is about a haunted house. Tell them to look for descriptions of characters' reactions to events in the 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. What was the first strange incident Asher experienced in the house?
2. Why does Asher think his mother has arranged the pieces of gum?
3. How would you describe Asher's mother?
4. Why does Asher begin to believe there is a ghost in his house?
5. Why does Asher talk to Corby about his house?
6. How does Theodora show she is unhappy with Asher?
7. How does she show she is happy with Asher?

### SKILL FOCUS: Rising Action

**INSTRUCT:** Remind students that the rising action of a story is the part of the story where most of the action happens. Explain that the rising action begins with an inciting incident or event that creates a conflict or problem for the main character. The events that occur during the rising action complicate the problem and make tension grow. The rising action ends at the climax, or point of greatest tension. Have students work in pairs to identify the inciting incident in "Ghost in the House" (the gum pieces are arranged in a frowny face). Have students share ideas with the class. Make sure students clearly understand the inciting incident.

**ASSESS:** Have partners work together to list the rest of the events in the rising action. Tell them to identify the event that is the climax of the story. Discuss ideas as a class.

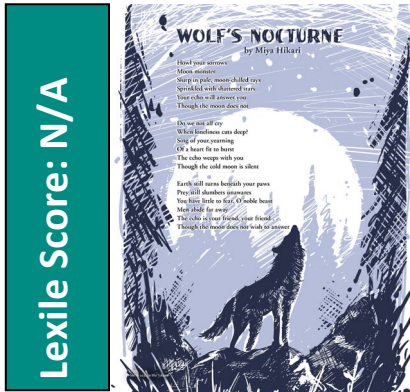
### EXTEND

**Social Studies** Have students work in pairs or small groups to research ghost stories from around the world. Each pair or group should choose one story to read and analyze. Have students read their stories aloud to the class and point out the rising action, as well as details that they find especially chilling.

## Wolf's Nocturne

p. 37, Poem

Use this poem about a wolf's lonely howl to teach students to look closely at a poet's choices.



Lexile Score: N/A

## RESOURCES

- Poem Analysis

## OBJECTIVES

- Students will read and analyze a poem.
- Students will analyze how specific word choices shape meaning.
- Students will conduct short research projects.

## KEY VOCABULARY

- nocturne (p. 37)** a piece of music that has a soft and sad melody
- yearning (p. 37)** feeling a strong desire or wish for something
- unawares (p. 37)** without warning—used to describe something that happens without being expected
- abide (p. 37)** to accept someone or something

## ENGAGE

**Conversation Question:** How do different authors convey feelings?

Tell students that the famous English poet William Wordsworth described poetry as an “overflow of emotions.” Ask students what this phrase might mean. Then point out that poets use language and imagery to convey feelings and emotions in their poem. Read aloud the poem “Since Hannah Moved Away” by Judith Viorst and discuss the feelings that the poem conveys. Point out that these feelings are suggested by the words and images in the poem. Tell students to think about the feelings conveyed in “Wolf’s Nocturne.”

## 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.

- On our hike, the rain storm caught us \_\_\_\_\_ and soaked us through.
- My dog is \_\_\_\_\_ for a bite of my hamburger.
- The pianist played a \_\_\_\_\_ and then a fast jig for the audience.
- I cannot \_\_\_\_\_ my sister’s grumpy attitude toward chores.

## READ & DISCUSS

Have students listen closely as you read the poem aloud. Then have students work in pairs to take turns reading the poem to each other. Use the following questions to discuss the poem:

- What words or ideas stood out to you in the poem?
- A nocturne is a soft, sad melody. What is the wolf’s nocturne?
- What objects and living things are included in the poem?
- What feelings do you detect in the poem?

## SKILL FOCUS: Analyze a Poem

**INSTRUCT:** Explain that everything in a poem—every word, sound, and line break—is the result of choices made by the poet. When students read a poem, they should ask themselves why the poet made these choices—what effect is he or she trying to achieve? Tell students they will be analyzing “Wolf’s Nocturne” by looking closely at some of the elements in it and holding group discussions. Distribute the *Poem Analysis* worksheet and go over the definitions of *imagery* and *form*. Have students find an example of imagery in the poem.

**ASSESS:** Have students work in small groups to discuss the poem using the prompts and questions on the *Poem Analysis* worksheet.

## EXTEND

**Science** Have students conduct research to learn about wolves, including where in the United States wolves are found and how the wolf population has changed over time in the United States.

## Poem Analysis

Thinking about these elements will help you analyze the poem.

- **Imagery:** words and phrases that appeal to a reader's five senses.
- The **form** of a poem is the way it is laid out on the page and the way lines are broken.

Use these questions to help you think about and discuss the poem.

<b>Questions about content</b>	<ol style="list-style-type: none"> <li>1. What is the poem about?</li> <li>2. What is the speaker describing?</li> <li>3. Which ideas are repeated?</li> </ol>
<b>Questions about structure</b>	<ol style="list-style-type: none"> <li>4. Are the lines long or short?</li> <li>5. What effect does this have on the way you read and hear the lines?</li> </ol>
<b>Questions about imagery</b>	<ol style="list-style-type: none"> <li>6. What images has the poet created?</li> <li>7. What senses do they appeal to?</li> <li>8. What pictures did these images create in your mind?</li> </ol>
<b>Questions about sound devices</b>	<ol style="list-style-type: none"> <li>9. Do you hear any sound patterns in the poem?</li> </ol>
<b>Questions about repetition</b>	<ol style="list-style-type: none"> <li>10. Which words are repeated?</li> <li>11. What does this add to the meaning of the poem?</li> </ol>
<b>Questions about word choice</b>	<ol style="list-style-type: none"> <li>12. What words seem interesting, unusual, or important? Why?</li> </ol>
<b>Questions about meaning</b>	<ol style="list-style-type: none"> <li>13. What overall mood, or feeling, does this poem convey?</li> <li>14. Does the mood change in the poem or stay the same?</li> </ol>
<b>Questions to help you evaluate</b>	<ol style="list-style-type: none"> <li>15. What is your opinion of this poem and the way it's written?</li> </ol>