

Cricket®

THEME

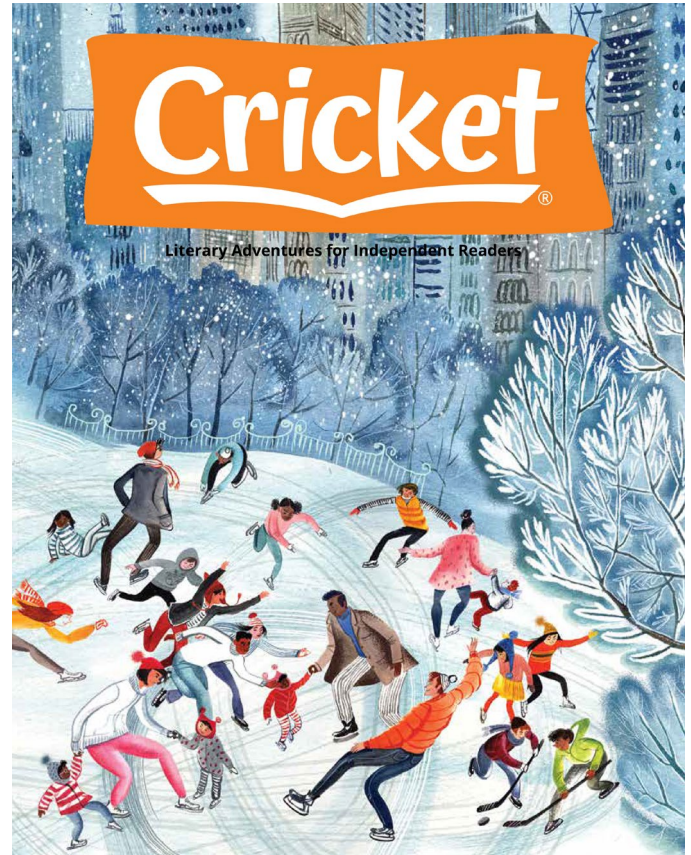
People measure time in many ways. Usually, we measure it by the clock or the calendar. Sometimes, we measure it through our feelings. Use the texts covered in this teacher guide to explore different ways characters and real people think about time.

CONVERSATION QUESTION

How do people think about time?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact.
- Students will summarize key ideas and supporting details.
- Students will assess how point of view shapes the content and style of a text.
- Students will write informative/explanatory texts.
- Students will create a time-measuring device.
- Students will compare texts.



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

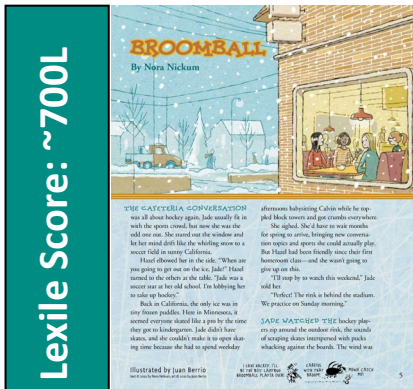
- **Broomball**
Contemporary Realistic Fiction, ~700L
- **The Nutty Numbers of Time**
Expository Nonfiction, ~890L
- **A Boy Called Everest**
Contemporary Realistic Fiction, ~840L

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Broomball

pp. 5–10, Contemporary Realistic Fiction

Use this story about a girl who moves from sunny California to snowy Minnesota 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 write informative/explanatory texts.

KEY VOCABULARY

lobbying (p. 5) trying to get something you want by talking to the people who make decisions

circuit (p. 6) a path or trip around something

aimless (p. 6) not having a goal or purpose

ENGAGE

Conversation Question: How do people think about time?

Discuss how students measure time during the school day. For example, do they measure it by thinking about the amount of time until lunch or dismissal? Do they measure it in terms of the number of class periods? Then display these close sentences and invite students to share how they would complete them: *Time seems to pass quickly when _____. Time seems to pass slowly when _____.* Finally, tell students to notice when time passes slowly and quickly for the main character in this story.

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 track team ran a/an _____ around the school.
2. Lisa spent a/an _____ afternoon doing nothing in particular.
3. I have been _____ my parents to take me camping.

READ & DISCUSS

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

1. How does Jade feel as she is sitting with her friends in the cafeteria?
2. How are sports important to the story's conflict and resolution?
3. Compare Jade and Hazel. How are they similar and different?
4. The narrator says that winter makes Jade feel "as aimless as a soccer ball without a goal." What does she mean by this?
5. What messages does this story convey about having goals?

SKILL FOCUS: Analyze Setting and Character

INSTRUCT: Use the box below to review the three different aspects of setting. Then have students work in pairs to underline setting details in the story. Discuss which aspects of setting the details represent.

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.

Next, point out that setting can influence a story in different ways. It may bring characters together who might not otherwise meet or create challenges and opportunities for story characters. Discuss how setting influences characters and events in "Broomball."

ASSESS: Distribute the *Setting and Character Worksheet*. Have students complete the activity and compare responses with a partner.

EXTEND

Writing Have students compare broomball, hockey, and soccer using the following criteria: number of players, equipment, sports field, rules, and techniques. Students can write a 2-3 paragraph comparison or use visuals, such as a Venn diagram, to show similarities and differences.

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		

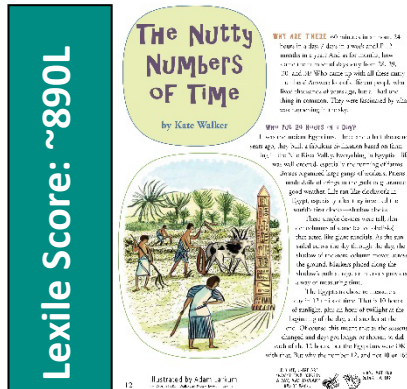
Discuss: Which aspect of setting is most important in this story? Explain your ideas.

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The Nutty Numbers of Time

pp. 12–17, Expository Nonfiction

Use this article about the history of time measurement to give students practice in summarizing a text.



RESOURCES

- Summarizing Worksheet

OBJECTIVES

- Students will read and analyze expository nonfiction.
- Students will summarize key ideas and supporting details.
- Students will create a time-measuring device.

KEY VOCABULARY

- consisted** (p. 13) formed or made up of specified things or people
- vessels** (p. 13) hollow containers for holding liquids
- notion** (p. 15) an idea or opinion

ENGAGE

Conversation Question: How do people think about time?

Brainstorm with students a list of ways people measure time (seconds, minutes, hours, days, etc.) and instruments used to measure time, such as a clock or a calendar. Ask students if they know why there are 60 minutes in an hour, 24 hours in a day, 7 days in a week, or 12 months in a year. Then explain that the next article asks and answers several questions about the history and development of time measurement.

INTRODUCE VOCABULARY

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

- Dad's notion to add curry powder to the soup was a good one.
- Eons ago, people used hollow animal horns as drinking vessels.
- The school orchestra consisted of students from all grade levels.

READ & DISCUSS

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

- Why do you think the author included so many questions in the text? How do these questions affect the tone of the article?
- Why did the Egyptians use the number 12 to measure a day?
- How did the sky help Egyptians measure time?
- How did the moon help primitive people measure time?
- How did money and power in ancient Rome influence the calendar?

SKILL FOCUS: Summarizing

INSTRUCT: Review these steps for summarizing:

- Reread the text and highlight key ideas from each page.
- Make a list of key ideas and edit it to eliminate less important ideas.
- Use these details to write the main idea of the text.
- Find details in the article that support the main idea.
- Use these details and main idea sentence to write your summary.

Have students work in pairs to complete steps 1 and 2 for the article section titled “Who Put 12 Hours in a Day?” Then have students share their key ideas with the class. Create a class list of key ideas and edit it to eliminate less important ideas. Next, have partners use the list to write a main idea for the article section. Have students share main ideas and work with them to develop one concise main idea. Display the *Summarizing Worksheet* and add this to it. Then have partners find text details that support the main idea. Add details to the worksheet.

ASSESS: Have students write a summary of “Who Put 12 Hours in a Day?” You could have students summarize another article section.

EXTEND

Science Challenge students to work in pairs to develop a time measuring device. Have them begin by researching different types of clocks (examples: hour glass, sundial, water clock, candle clock). Then have pairs create a time measuring device and present it to the class.

Summarizing

Write the main idea of the text in the top section of the chart. Write supporting details underneath. Use the information from this chart to write a summary of the text.

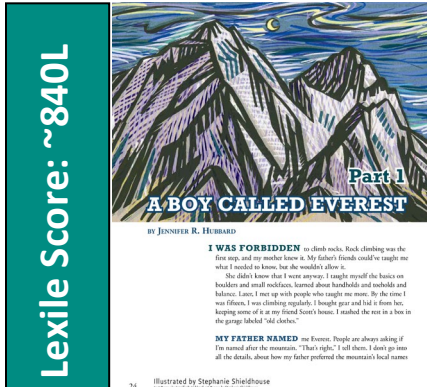
Main Idea:		
Supporting Detail	Supporting Detail	Supporting Detail
Supporting Detail	Supporting Detail	Supporting Detail

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A Boy Called Everest

pp. 24–28, Contemporary Realistic Fiction

Help students analyze point of view using this story about a boy who wants to climb the same mountains his late father climbed.



RESOURCES

- **Point of View Worksheet**

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 compare texts.

KEY VOCABULARY

- **summitted (p. 25)** reached the highest point of a mountain
- **mountaineer (p. 25)** a mountain climber
- **trekked (p. 27)** traveled by walking through an area with many mountains or rivers for pleasure and adventure
- **balked (p. 25)** suddenly showed that you do not want to do something

ENGAGE

Conversation Question: How do people think about time?

Point out that sometimes an important or unusual event creates a dividing line in the way we think about time. We think of time in terms of before and after the event. Suggest a few examples that will be familiar to students, such as 9/11. Then suggest a few personal events, such as going to high school or getting a driver's license. Invite students to suggest other events that create a before-and-after divide. Then tell students to look for events that divide time in this story.

INTRODUCE VOCABULARY

Display the vocabulary words and definitions. Then challenge pairs of students to write a very short story using all of the vocabulary words correctly. Give pairs five minutes to write. Then have them share stories. 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. Why is the main character named Everest?
2. Why do you think Everest wants to learn to climb?
3. How has Everest's mother changed since her husband died?
4. Describe three of Everest's traits.
5. What do you think will happen in part 2 of the story?

SKILL FOCUS: Analyze Point of View

INSTRUCT: Point out that most stories are told from a first-person or a third-person point of view. Review the information below.

- **first-person point of view:** The narrator is a story character who uses the pronouns *I* and *me* to tell the story.
- **third-person point of view:** The narrator is an outside voice who doesn't participate in the story; the narrator uses third-person pronouns, such as *he* and *she* to tell about characters' actions.

Explain that readers can only know what the narrator tells them. A third-person narrator can reveal the thoughts and feelings of one or more characters. A first-person narrator can only tell what he or she thinks and feels. Have students review "Broomball" on magazine pp. 5–10. Discuss which point of view the story is written in and how students know this. Then discuss whether the narrator reveals the thoughts and feelings of one or more characters.

ASSESS: *Distribute the Point of View Worksheet.* Have students complete it and then compare answers with a partner.

EXTEND

Social Studies Have students read the novel *Banner in the Sky* by James Ramsey Ullman or a biography of Tenzing Norgay, the famous Sherpa guide. Then have them compare the novel or biography to "A Boy Called Everest." How are details, descriptions, characters, and events similar? Have students write 2–3 paragraphs describing the similarities.

Point of View

Refer to the information in the chart to help you answer the questions below about “A Boy Called Everest.”

First-Person Point of View	Third-Person Point of View
<ul style="list-style-type: none">• The narrator is a character in the story.• The narrator uses the pronouns <i>I</i> and <i>me</i> to tell the story.• The narrator can only tell what he or she thinks and feels.	<ul style="list-style-type: none">• The narrator is an outside voice who doesn't participate in the story.• The narrator uses third-person pronouns, such as <i>he</i> and <i>she</i> to tell about characters' actions.• The narrator can reveal the thoughts and feelings of one or more characters.

1. Which point of view is used to tell this story? How do you know?
2. Does the narrator reveal the thoughts and feelings of one character or more than one character?
3. What is something the narrator reveals about himself? Quote details from the story in your response.
4. On another piece of paper, rewrite a scene from the story from the point of view of Everest's mother.