

# Cricket

## THEME

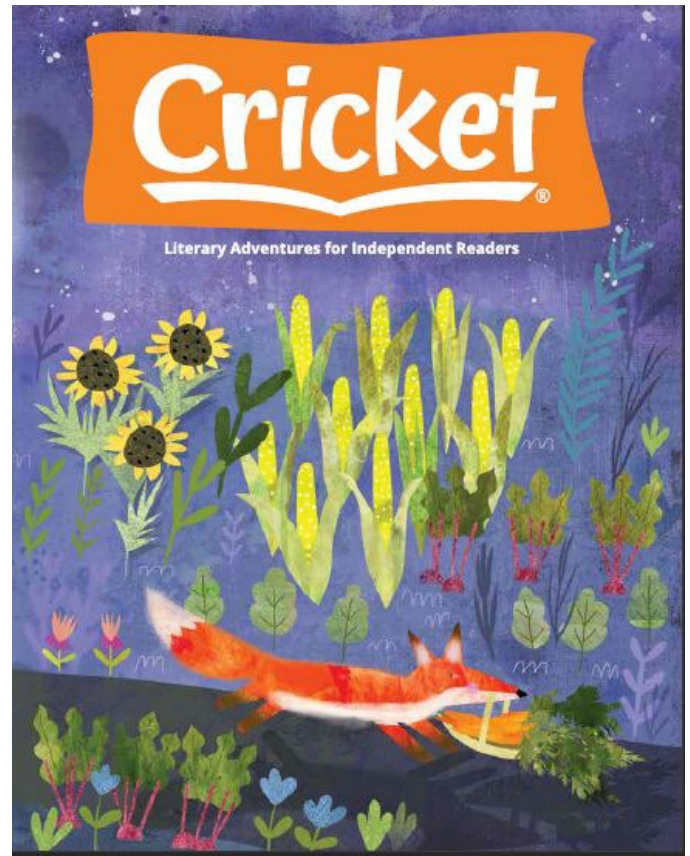
Finding solutions to problems can be the cause of creative breakthroughs. Use the texts covered by this Teacher Guide to discuss problem-solving in fiction, nonfiction, and poetry.

## CONVERSATION QUESTION

How do characters solve problems?

## TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact.
- Students will analyze the structure of texts.
- Students will recognize genre, key elements, and characteristics of a literary text.
- Students will conduct short research projects.
- 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

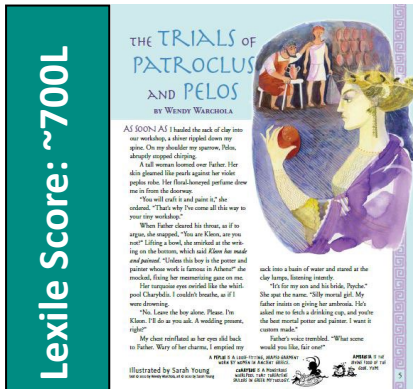
- **The Trials of Patroclus and Pelos**  
Fantasy/Myth, ~700L
- **The Bow Maker**  
Expository Nonfiction, ~1170L
- **We Are the Geese**  
Poem, N/A

# Cricket® Teacher Guide: September 2022

## The Trials of Patroclus and Pelos

pp. 5–11, Fantasy/Myth

Use this story set in Ancient Greece to review analyzing character traits with your students.



### OBJECTIVES

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

### KEY VOCABULARY

- **decisive (p. 8)** able to make choices quickly and confidently
- **majestic (p. 11)** impressive and beautiful
- **best (p. 11)** to do better than someone or something

### ENGAGE

**Conversation Question:** How do characters solve problems?

Remind students that most stories tell about a problem characters face and how they solve the problem. Discuss favorite book and movie characters, the problems they face, and how they solve those problems. Then tell students to note characters' problems in this story.

### 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.

1. At restaurants, my brother is decisive when he orders a meal, but I am never sure what I want to order.
2. The artist made a majestic marble sculpture of a crashing wave.
3. My sister always thinks she will best me when we play chess, but I am usually the winner.

### READ & DISCUSS

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

1. Why does Aphrodite come to Kleon's workshop?
2. Why is Patroclus surprised to see Aphrodite?
3. What problems do characters face? How are problems resolved?
4. How do Aphrodite's feelings about mortals change in the story?

### SKILL FOCUS: Review Analyzing Characters

**INSTRUCT:** Remind students that they learn a story character's traits or qualities by paying attention to these different types of details:

- the narrator's statements about the character
- the character's own words, thoughts, feelings, and actions
- the words, thoughts, feelings, and actions of other characters

Read aloud paragraphs 1–3 on page 5 of the story. Have students identify Aphrodite's traits by underlining the details in the text and jotting down the trait revealed by the details. Discuss as a class what types of details are used in the paragraphs to reveal Aphrodite's traits.

**ASSESS:** Have students choose one character from the story and create a small character poster that includes a drawing of the character, 3–5 of the character's traits, and quotes from the story that show each trait.

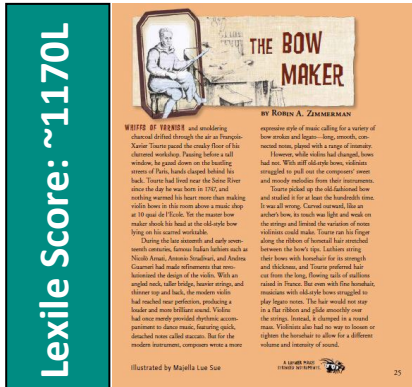
### EXTEND

**Social Studies** Share images of typical Greek urns, such as those on the website of the Metropolitan Museum of Art. Explore the types of images shown on the urns—battle scenes, bridal processions, women doing domestic chores, boys walking to school, etc. Have each student choose an urn to draw. After outlining the urn, students should decorate it with a modern version of the original image. Students should add a caption that explains their modern image.

## The Bow Maker

pp. 25–28, Expository Nonfiction

Use this article about one man’s quest to improve the way violin bows were made to teach students how to recognize and analyze problem/solution text structure.



## RESOURCES

- Problem/Solution

## OBJECTIVES

- Students will read and analyze a nonfiction text.
- Students will analyze the structure of texts.
- Students will conduct short research projects.

## KEY VOCABULARY

- **refinements (p. 25)** small changes that improve something
- **expressive (p. 25)** openly showing emotions and feelings
- **intensity (p. 25)** the amount of strength or force something has
- **elation (p. 28)** great happiness

## ENGAGE

**Conversation Question:** How do characters solve problems?

Point out that many history articles describe problems from the past and how they were solved. Have students preview the article title and its images and diagrams. Then have them predict what problems and solutions might be covered in this article. Remind them to check their predictions after they read the article.

## INTRODUCE VOCABULARY

Display the vocabulary words and definitions and read them aloud. Have students work in groups of four to write sentences using these words, with each group member responsible for a different word. Have groups review their 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 the article.

## READ & DISCUSS

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

1. Why do you think violins changed but bows did not?
2. How did changes to violins affect the way composers used the instruments and the kinds of music they wrote?
3. How did François-Xavier’s experiences as a clockmaker probably help him improve bows?
4. Why do you think François-Xavier was able to improve the bow when others hadn’t? What does this reveal about him?

## SKILL FOCUS: Problem/Solution Text Structure

**INSTRUCT:** Point out that the author of “The Bow Maker” uses a problem/solution structure to describe the problems with bows and how François-Xavier solved these problems. Show students a list of key words that are commonly used with this text structure (see internet) and have them read through the article to highlight key words and phrases. Next, display and distribute the *Problem/Solution* worksheet and work with students to fill out the first half. Help students define the problem by reading the article aloud up through the line “and moody melodies from their instruments,” page 25. (*Old bows were difficult for musicians to use, especially when playing new compositions.*) Use this process to help students identify the causes and effects of the problem.

**ASSESS:** Have students work in small groups to identify the solutions to the individual problems and the reasons why each solution worked. Then discuss ideas as a class.

## EXTEND

**Social Studies/Science** Have students find two images and two articles that show why Brazil’s national tree, the pau-brasil, is endangered and what people are doing to preserve this resource. Students should write a short description of each item they included in their collection.

## Problem/Solution

<b>What is the problem?</b>	
<b>Causes</b>	<b>Effects</b>

<b>Solutions to the problem</b>	<b>Reasons why each solution helped</b>

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## We Are the Geese

pp. 36–37, Poem

Discuss elements of a poem with your students using this poem about geese.



## RESOURCES

- Poem Analysis

## OBJECTIVES

- Students will read and analyze a poem.
- Students will recognize genre, key elements, and characteristics of a literary text.
- Students will compare texts.

## KEY VOCABULARY

- **navigate (p. 36)** to find the way to get to a place
- **calibrate (p. 36)** to measure in an exact way
- **orchestrate (p. 36)** to plan or organize
- **collaborate (p. 36)** to work together
- **congregate (p. 36)** to gather
- **contemplate (p. 36)** to think about

## ENGAGE

**Conversation Question:** How do characters solve problems?

Discuss whether animals have to solve problems and what kinds of problems animals might solve. Then ask how birds solve the problem of knowing when it's time to fly south for winter. Explain that this poem describes a possible solution to this problem.

## INTRODUCE VOCABULARY

Read aloud the words and definitions. Ask students what they notice about these words. (verbs, rhyme) Then ask students to give specific examples of times when they have navigated, calibrated, orchestrated, and so on. Finally, remind students to notice these words in the poem.

## READ & DISCUSS

Have the class 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:

1. What words or ideas stood out to you in the poem?
2. Did anything about the poem confuse you? Explain.
3. What does the first stanza explain?
4. What does the third stanza describe?
5. What overall feeling do you get from this poem? Is it a gentle, quiet poem, a strong, serious poem, or something else? Explain.

## 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 “We Are the Geese” by looking closely at some of the elements in it and holding group discussions. Distribute the *Poem Analysis* worksheet to all students and go over the definitions at the top of the page. Discuss examples of these elements in the poem.

**ASSESS:** Have students work in small groups to discuss the poem using the prompts and questions on the *Poem Analysis* worksheet. (Adapt the worksheet to fit your time frame and needs. For example, use only some of the questions or have students write responses.)

## EXTEND

**Comparing Literature** Provide students with a copy of “Something Told the Wild Geese” by Rachel Field, which is available on the internet. Have students work in small groups to read the poem aloud several times and then compare it to “We Are the Geese.” Students can use the questions on the *Poem Analysis* worksheet to help them think about “Something Told the Wild Geese.” After groups have held their discussions, bring the class together to share and compare ideas.

## Poem Analysis

Thinking about these elements will help you analyze the poem:

- **speaker:** the voice that speaks in a poem; the voice may be the poet or a character the poet has created
- **imagery:** words and phrases that appeal to a reader’s five senses
- **repetition:** using a word, phrase, or line more than once
- **rhyme:** the repetition of syllable sounds at the ends of words
- **form:** the way a poem is laid out on the page and the way its lines are broken and gathered into stanzas

Use the questions below 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> </ol>
<b>Questions about structure</b>	<ol style="list-style-type: none"> <li>3. Are the lines long or short?</li> <li>4. What effect does this have on the way you read and hear them?</li> </ol>
<b>Questions about imagery</b>	<ol style="list-style-type: none"> <li>5. What images has the poet created?</li> <li>6. What senses do they appeal to?</li> <li>7. What pictures did they create in your mind?</li> </ol>
<b>Questions about sound devices</b>	<ol style="list-style-type: none"> <li>8. Where does the poem rhyme?</li> <li>9. What does the rhyme bring to the sound or meaning of the poem?</li> <li>10. Do you hear other sound patterns in the poem?</li> </ol>
<b>Questions about repetition</b>	<ol style="list-style-type: none"> <li>11. Which words and lines are repeated?</li> <li>12. What does this add to the sound or meaning of the poem?</li> </ol>
<b>Questions about word choice</b>	<ol style="list-style-type: none"> <li>13. What other words seem interesting, unusual, or important? Why?</li> </ol>
<b>Questions about meaning</b>	<ol style="list-style-type: none"> <li>14. What overall mood, or feeling, does this poem convey?</li> <li>15. 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>16. Did this poem change your thinking about geese? Explain.</li> <li>17. What is your opinion of this poem and the way it’s written?</li> </ol>