

Cricket

THEME

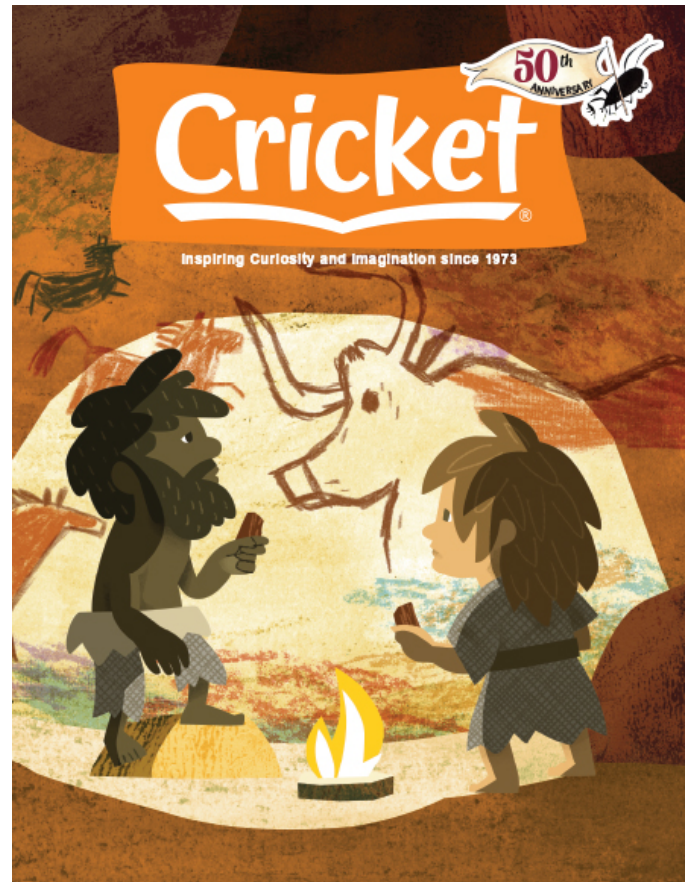
The three selections addressed in this Teacher Guide—a biography, a poem, and a historical fiction story—use different techniques to recreate the past. Use the texts, lessons, and activities to help students explore how and why different authors write about the past.

CONVERSATION QUESTION

Why do authors write about the past?

TEACHING OBJECTIVES

- Students will read and analyze elements of a biographical text.
- Students will review a poem.
- Students will write a poem about a memory.
- Students will analyze the elements of historical fiction.
- 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

- **With Just One Hand**
Expository Nonfiction, ~1080L
- **On a Winter's Midnight**
Poem, N/A
- **Base Ball on Ice**
Historical Fiction, ~800L

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With Just One Hand

pp. 13–16, Expository Nonfiction

Use this biography of Austrian-American concert pianist Paul Wittgenstein to give students practice in close reading and elements of a biography.



RESOURCES

- Biography Annotation Guide
- Elements of Biography

OBJECTIVES

- Students will read and analyze a biographical text.
- Students will analyze the elements of biography.
- Students will conduct short research projects.

KEY VOCABULARY

- **tutelage** (p. 13) the teaching of an individual student by a teacher
- **astounded** (p. 14) feeling or showing great surprise or wonder
- **acclaim** (p. 15) strong approval or praise

ENGAGE

Conversation Question: Why do authors write about the past?

Point out that authors of a biography often write about people from the past whose lives continue to fascinate or inspire us. Ask students to describe biographical books and movies they have enjoyed. Discuss what it is about the subjects that interested students.

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. My blueberry pie won first prize and the _____ of the judges.
2. I learned to paint under the _____ of a famous artist.
3. Visitors were _____ by the beauty of the castle gardens.

READ & DISCUSS

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

1. What facts do you learn about Wittgenstein in the first paragraph? List at least two.
2. How would you describe Wittgenstein?
3. What do you think would have happened to Wittgenstein if he had not been injured in the war?
4. What effect did Wittgenstein have on the composers of his day?
5. How did Wittgenstein show courage and persistence?

SKILL FOCUS: Elements of Biography

INSTRUCT: Remind students that a biography is a form of nonfiction in which the author communicates ideas about another person's life. Explain that biographers use facts, anecdotes, and quotes to convey information about their subjects. Distribute the *Biography Annotation Guide* and have students follow it as they reread "Just One Hand." Then have students work in groups to share the quote they chose and explain why it stood out to them.



ASSESS: Have students work in pairs to fill in the chart on the *Elements of Biography* worksheet. Then divide the class into groups to discuss the question at the bottom of the worksheet.

EXTEND

Music Play a video of Wittgenstein performing Ravel's *Concerto for the Left Hand*. Then have students work in groups to research adaptive musical instruments, or musical instruments that have been altered so that they may be played by people with special needs. You might have each group choose a different adaptive instrument and explain how and why it was adapted.

Biography Annotation Guide

Annotate the Biography As you reread the biography, annotate the text using the guide below.

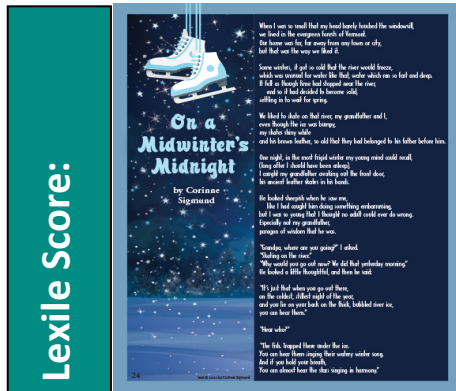
BLUE highlighter	Highlight details that help you identify and understand the time period in which Wittgenstein lived.
GREEN highlighter	Highlight details about Wittgenstein's childhood.
YELLOW highlighter	Highlight details about setbacks in Wittgenstein's life.
PURPLE highlighter	Highlight information about Wittgenstein's career and successes.
ORANGE highlighter	Highlight information about people who influenced Wittgenstein's life.
	Draw an exclamation mark next to something Wittgenstein did or said that reveals a character trait. Note the trait revealed.
	Choose one quote from Wittgenstein that stands out to you. Note why the quote impressed you.

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On a Winter's Midnight

p. 24, Poem

Use this poem about a childhood memory as a model for students to use as they write about their own memories.



RESOURCES

- Writing a Memory Poem

OBJECTIVES

- Students will read and analyze a poem.
- Students will write a poem about a memory.
- Students will conduct short research projects.

KEY VOCABULARY

- **frigid** (p. 24) very cold
- **paragon** (p. 24) a person or thing that is perfect or excellent in some way

ENGAGE

Conversation Question: Why do authors write about the past?

Explain that a memoir is a form of writing that focuses on personal experience from the past. Authors write memoirs for different reasons, such as to preserve a special memory, relationship, or experience or to share a difficult experience. Point out that memoirs are written about real people and events, so they are nonfiction. Invite students to share memoirs they have read or movies they've watched that are based on memoirs. Then tell students to notice how the poem they are about to read is a type of memoir.

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 poem.

READ & DISCUSS

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

1. What words or ideas stood out to you in the poem?
2. Who is the speaker in the poem?
3. What memory is the speaker describing?
4. What do you learn about the speaker's and grandfather's personality traits from their words and actions?
5. What do you think about the last stanza? How does this stanza affect the rest of the poem?

SKILL FOCUS: Write a Memory Poem

INSTRUCT: Distribute the *Writing a Memory Poem* handout and go over the steps and instructions with students.

ASSESS: Have students write their own memory poems. Invite students to read their poems to the class.

EXTEND

Science Remind students that the last stanza describes fish under the frozen river "singing their wintery water song." Have students conduct research to find out what really happens to fish in a frozen lake and how they survive. Have students take notes on their research and include a short bibliography of the sources used.

Writing a Memory Poem

1. **Choose a Memory** Focus on a single memory. Begin by brainstorming a list of memories. Then choose the one memory that feels most important to you. Here are some prompts to get you started:

- *A memory of a place*—Why is it special? What important events happened there?
- *A difficult or important experience*—What happened? How did it make you feel?
- *A relationship with an important person*—Who is the person? How did the person affect you?
- *A special photo*—Where is it taken? What event does it show? How does each person in the photo feel?

2. **Collect Details** Once you've chosen a memory to focus on, list all the details you remember about it. Use your five senses to help you remember what you saw, heard, felt, smelled, and tasted. Here are some examples:

- *Saw*: a hawk soaring overhead
- *Heard*: ocean waves crashing on the beach
- *Felt*: raindrops tapping on my arms
- *Smelled*: sharp woodsmoke from a cooking fire
- *Tasted*: salty ocean water on my lips

3. **Start Writing** If you are not sure how to structure your poem, you can use the phrase "I remember..." to begin each line or each stanza, for example:

I remember the red-tailed hawk that soared above my head
as ocean waves gently pulled at my feet and chilled my toes.

I remember how you helped me dig for the small, shy crabs
that blew bubbles as they sank deeper in the sand.

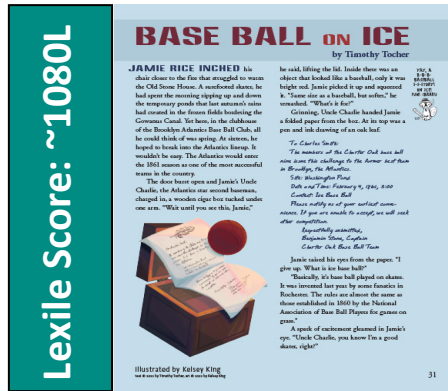
Record your ideas on paper and don't worry about how they sound. Try to write without stopping to revise or change your ideas. You can always go back and make changes later.

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Base Ball on Ice

pp. 31–36, Historical Fiction

Use this story based on a real baseball game played on ice to teach students about historical fiction.



RESOURCES

- Elements of Historical Fiction

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the elements of historical fiction.
- Students will conduct short research projects.

KEY VOCABULARY

- **surefooted** (p. 31) not likely to slip or fall when walking, climbing, or running
- **fanatic** (p. 31) a person who is very enthusiastic about something
- **roster** (p. 32) a list of the people or things that belong to a particular team or group
- **reverberate** (p. 33) to continue in a series of quickly repeated sounds that bounce off a surface

ENGAGE

Conversation Question: Why do authors write about the past?

Explain that another way authors help readers explore the past is through historical fiction, or fiction that blends facts and made-up details. Invite students to share historical fiction novels and stories they have enjoyed. Discuss differences between reading an article and reading a story about a historical person or event. How are the authors' purposes similar and different? Tell students to notice time period details in this story.

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 story.

READ & DISCUSS

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

1. Do you think Jamie Rice is a realistic character? Support your answer with story evidence.
2. Why do you think so many people attended the game?
3. Identify and explain two of Uncle Charlie's character traits.
4. How is Jamie treated by the other members of the team?
5. What springtime adventures might Jamie be wondering about at the end of the story?

SKILL FOCUS: Elements of Historical Fiction

INSTRUCT: Remind students that a work of historical fiction is based on real people and events from the past, which are blended with made-up characters, events, and dialogue. This mix of facts and made-up details allows readers to imagine what life was like during a particular time in the past. Tell students that this story is set in 1861. Have students identify factual information and made-up details that help them imagine the setting. Then ask volunteers to share something they learned about the time period from the story.

ASSESS: Distribute a copy of the *Elements of Historical Fiction* worksheet to each student and have students work in pairs to complete it. Then have students share their responses with the class.

EXTEND

Social Studies Explain that while the real ice baseball game was going on in Brooklyn, important events were taking place about 1,000 miles away in the southern United States. Have students conduct research to learn what happened on February 4, 1861. Discuss how knowing this information about the date affects students' ideas about the story.

Elements of Historical Fiction

Complete the chart with story details that illustrate the different elements of historical fiction.

The setting is an authentic period in history in a real historical place.	
The main character is involved in a conflict that is realistic for the time and place of the setting.	
The plot is based on real and made-up events.	
Characters behave, relate, and dress in ways that are realistic for the time period.	
The characters' dialogue reflects the knowledge and attitudes of the people living in that time and place.	