

Teacher's Supplement

Cricket

the realm of imagination



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OVERVIEW

In this magazine, readers will learn about story characters and real people through dialogue, description, events, and other details provided

*by the authors. **Cricket: April 2016** includes information about exciting, dangerous adventures and individuals who find themselves in unexpected situations.*

ESSENTIAL QUESTION:

What types of detail do authors include in their writing and what do readers learn from them?



We invite you to use this magazine as a flexible teaching tool that is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

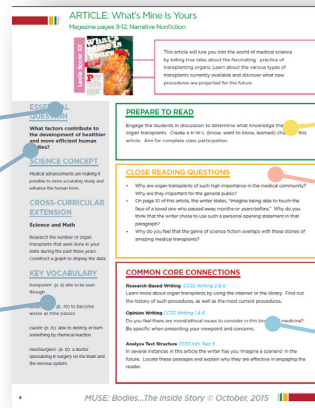
READ MULTIPLE ARTICLES PAGES 4 - 10

Each text in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual text page in this guide, you'll find the following:

Essential Question

Content Concepts
Common Core Standards

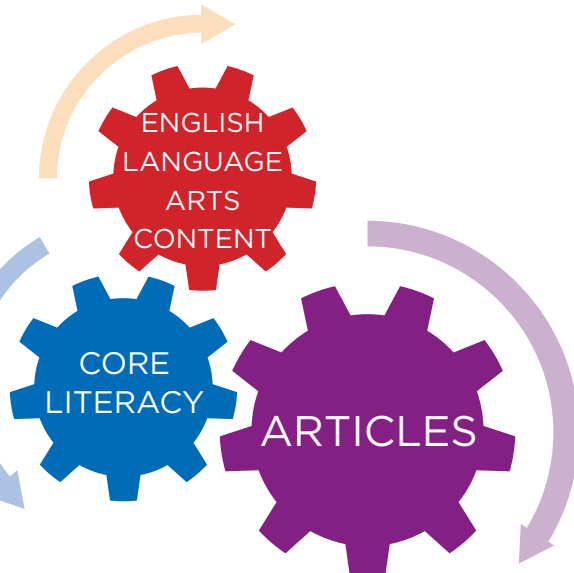
Key Vocabulary
CCSS.Reading.4



Prepare to Read
CCSS.SpeakListen.1, 2, 4

Close Reading Questions
CCSS.Reading.1-10

Common Core Connections to teach
reading and writing standards
CCSS.Writing.1, 2, 3 & 6



TEACH A MINI-UNIT PAGES 12 - 14

Magazine articles can be easily grouped to make cross-text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information (CCSS.ReadingInfoText.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write informational texts to share and publish in a variety of ways (CCSS.Writing.2).

READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (*CCSS.InfoText.1*)

Describe Relationships (*CCSS.InfoText.3*)

Analyze Text Structure (*CCSS.InfoText.5*)

Interpret Visual Information (*CCSS.InfoText.7*)

Summarize (*CCSS.InfoText.2*)

Determine Word Meaning (*CCSS.InfoText.4*)

Understand Author's Point of View (*CCSS.InfoText.6*)

Explain Reasons and Evidence (*CCSS.InfoText.8*)

FOCUS STANDARD: CCSS.InfoText.9: Integrate Ideas and Information

Have students read multiple texts on the same topic from this magazine to build knowledge and make cross-text comparisons.

SPEAKING AND LISTENING

Use the texts in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts (*CCSS.SpeakListen.1, 2, 4*).

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Article Clubs: Form small reading groups of students reading the same text. Have students discuss the events, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* texts. Invite students to share and compare information about characters, events, and conflicts in each story.

Whole Class: Launch with the essential question. Encourage students to find and share evidence from different articles to build a greater understanding of the question.

WRITING

Use the texts in this magazine to prompt **informative/explanatory writing** (*CCSS.Writing.2*). Have students use evidence from the texts to share information about social studies, language arts, or science content. See the **Mini-Unit** section of this guide (pgs. 12 – 14) as well as the **Text Pages** (pgs. 4 – 10) for ways to incorporate writing into your instruction.



Mariel's family comes from Cuba, but she was born in China and adopted by Cuban-American parents. Some classmates make judgments about her because of the way she looks, and sometimes Mariel wonders who she really is. Mariel's parents take her on a journey to help her figure this out.

ESSENTIAL QUESTION

What types of detail do authors include in their writing and what do readers learn from them?

LANGUAGE ARTS CONCEPT

When authors tell a story from a character's perspective, they can include details about the character's thoughts and feelings.

CROSS-CURRICULAR EXTENSION

Cuisine

Research traditional dishes from Cuba and China. Then, design a menu for a Cuban-Chinese restaurant.

KEY VOCABULARY

lured (p. 6) persuaded a person or animal to go somewhere

fragrant (p. 6) having a pleasant smell

institute (p. 7) an organization created for a specific purpose, such as education or child welfare

PREPARE TO READ

Share with students a tradition you observe with your family, such as a special meal or dish you make, a place you visit, or a song you sing together. Then invite students to share their traditions. Tell students that this story is about a girl who adds something new to her family's traditions.

CLOSE READING QUESTIONS

- Stereotyping happens when a person unfairly judges that all people with a particular characteristic are the same. In this story, some of Mariel's classmates have stereotyped ideas about her. How do they judge her unfairly? Cite evidence from the text to support your answer.
- What is Mariel's relationship with her family like? Underline details in the text that support your answer.

COMMON CORE CONNECTIONS

Narrative Writing *CCSS Writing 3*

How would you describe Mariel to a friend? What qualities would you say she has? Write a letter that describes Mariel. Be sure to cite details from the story to support your ideas. Then exchange letters with a partner and compare your descriptions.

Analyze Point of View *CCSS Reading 6*

How would the information about Mariel's visit to the orphanage be different if Mei Jing was the narrator? Rewrite the visit from Mei Jing's perspective. Include her thoughts and feelings.

Interpret Theme *CCSS Reading 2*

With a partner, discuss what Mariel learns in the story. Consider the advice she might have for a friend who says, "sometimes I wonder who I really am." Then use this information to write the theme of this story. Support your thinking with details from the text.

TEXT: The Terrible Kites of Len Yo

Magazine pages 11 - 15, Folktale



Two ancient Chinese rulers govern their kingdoms in very different ways. Wu Ti is kind and his kingdom is peaceful. Jen Fu is greedy and wages war to get what he wants. When Jen Fu attacks with brute force, Wu Ti fights back with cleverness. Who will win?

ESSENTIAL QUESTION

What types of detail do authors include in their writing and what can readers learn from them?

LANGUAGE ARTS CONCEPT

Authors may reveal information about a character by describing their physical or psychological characteristics.

CROSS-CURRICULAR EXTENSION

Social Studies

Research the history of kites in China. Are kites still popular there? Make a poster detailing their history and showing some of the traditional designs.

KEY VOCABULARY

sage (p. 11) a person who is very wise

prosperous (p. 12) having success, usually by making lots of money

contemplation (p. 12) the act of thinking deeply about something

savored (p. 12) enjoyed something for as long as possible

PREPARE TO READ

This story includes quotes from Lau Tzu, an ancient Chinese writer and philosopher. Lau Tzu believed the universe was made up of opposites, such as light and dark, death and birth, man and woman. As you read this story, look for opposing forces.

CLOSE READING QUESTIONS

- Explain how Wu Ti and Jen Fu are different. Underline supporting details in the text.
- Why does Jen Fu believe Wu Ti has a powerful army?
- Explain what Han Chen means in this poem: "Where the love of peace lives / There will thrive intelligence, wit, and good purpose." Cite evidence to support your answer.

COMMON CORE CONNECTIONS

Interpret Figurative Language *CCSS Language 5*

Personification is a kind of description in which authors give human qualities to an object, animal, or idea. (Example: The sun smiled down on us.) Find two examples of personification. What did they help you imagine? Can you find other examples of figurative language in this story?

Analyze Theme *CCSS Reading 2*

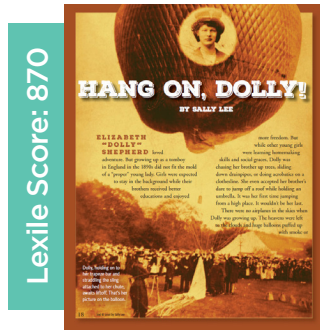
The theme of a folktale is often a lesson about human nature. What themes can you find in this story? In a small group, discuss the plot. Then make a list of themes and note details and events that support each one.

Opinion Writing *CCSS Writing 1*

At the end of the story, Jen Fu writes a poem about the battle. The narrator observes, "Perhaps Jen had grown wiser." Do you think Jen has grown wiser? Has he learned a lesson or is he still greedy? Write to explain your opinion.

TEXT: Hang On, Dolly!

Magazine pages 18 - 22, Biography



As a child in the 1890s, Elizabeth “Dolly” Shepherd was a daredevil who loved to run free. Dolly never outgrew her love of adventure. This independent, courageous woman had many amazing experiences in her life and became a role model for women.

ESSENTIAL QUESTION

What types of detail do authors include in their writing and what can readers learn from them?

LANGUAGE ARTS CONCEPT

Biographers reveal the lives and personalities of real people through the facts and details they choose to include.

CROSS-CURRICULAR EXTENSION

Biographical Research

Steve Fossett was called an “adventurer’s adventurer” because of his many feats: mountain climbing, car racing, distance swimming, and sled-dog racing, to name a few. He was also a record-breaking aviator. Research his life and create a presentation for classmates.

KEY VOCABULARY

hobbyists (p. 19) people who engage in an activity for fun, not as a profession

billowed (p. 20) pushed outward by air

ascent (p. 20) the act of rising

PREPARE TO READ

Have students name adventurers from books, movies, and real life (for example, Amelia Earhart, Neil Armstrong, Christopher Columbus, Robin Hood, Harry Potter, and Pocahontas.) Discuss the traits these characters/people share (brave, curious, risk-taker). Invite students to name people they know who are adventurous.

CLOSE READING QUESTIONS

- In what ways did Dolly not “fit the mold” for girls of her time? Underline details that support your answer.
- What effect did Dolly’s first parachute jump have on her? Cite text evidence to support your answer.
- Why might Dolly have been a role model for women?

COMMON CORE CONNECTIONS

Analyzing Character *CCSS Writing 1*

Using the Prepare to Read activity as a starting point, list the qualities of an adventurer. Then write down text details that support the claim that Dolly has these qualities. Finally, use this information to write a paragraph about Dolly’s qualities.

Analyze Text Structure *CCSS Reading 5*

This biography is written in chronological order. Find clues in the text that indicate this order. Then create a timeline to show all the important events in the story. Put a dot on the timeline for each important event and briefly describe it. Conduct research to find and add three other dates to your timeline.

Present Ideas *CCSS Speaking & Listening 4*

Work with a partner to “interview” Dolly. Brainstorm a list of questions a reporter writing Dolly’s life story might ask in an interview. Use details from the text to write the answers Dolly might give. Create a script and practice the interview. Then perform the interview for the class.

TEXT: An Amazing Airy Adventure

Magazine pages 24 - 27, Expository Nonfiction



Riding in a hot air balloon may look peaceful and effortless, but it takes planning, teamwork and a bit of luck to get off the ground. Find out what it's like to ride in a hot air balloon, from inflating the balloon before the ride to packing it up after the flight is over.

ESSENTIAL QUESTION

What types of detail do authors include in their writing and what can readers learn from them?

LANGUAGE ARTS CONCEPT

Tone, the way an author feels about their subject, is revealed through the author's choice of words and details.

CROSS-CURRICULAR EXTENSION

Science & History

In 1783, the first hot air balloon lifted off in France. Research ballooning to discover how this technology has evolved over time.

KEY VOCABULARY

cane (p. 24) the hard hollow stem of a plant that is used to make baskets

elevation (p. 26) height

obstruction (p. 26) an object that makes it difficult for things to move in a certain way

impact (p. 26) the force of one thing hitting another

PREPARE TO READ

Invite students to share what they know about hot air ballooning. If available, play a short video of a hot air balloon festival. Finally, brainstorm the steps involved in ballooning from launch to landing.

CLOSE READING QUESTIONS

- Underline words and details that show the author feels enthusiastic and positive about ballooning.
- In what ways does wind influence a balloon pilot's actions? Highlight details that support your answer.
- Nonfiction authors may use comparisons to describe concepts such as size or appearance. What comparisons do you find in this article? What do they help you understand?

COMMON CORE CONNECTIONS

Analyze Relationships *CCSS Reading 3*

The section on inflating the balloon and taking off—pages 24-25—is organized chronologically. Look for clue words such as first and next to help you outline the steps in this section. Then go back and reread this section to find the cause-and-effect relationships within it. Note these in your outline.

Clarify Technical Terms *CCSS Language 4*

The author includes information and terms related to special instruments and equipment. Find as many of these terms as possible and create a Ballooning Glossary. Use clues from the text and print and electronic dictionaries to define the terms.

Analyze Text Structure *CCSS Reading 6*

This article tells about the different stages of a balloon ride. With a partner, create subheads for each part of the text to identify these stages. Write each subhead where you think it should go in the article.



What is the opposite of exercise? of snow? of room and flying? The four short poems offer one poet's answers to these questions.

ESSENTIAL QUESTION

What types of detail do authors include in their writing and what can readers learn from them?

LANGUAGE ARTS CONCEPT

Poets select words and phrases for their meaning, for the feelings they connote, and also for their sounds.

CROSS-CURRICULAR EXTENSION

Writing

Write your own opposite poem. First, choose something you like to do. Then, brainstorm a list of opposite activities to include in your poem. Next, decide what type of poem you wish to write. Last, write your poem and share it with the class.

KEY VOCABULARY

moor (p. 29) a wide area of open land

boggy (p. 29) soft and wet, marsh-like

PREPARE TO READ

Brainstorm with students a short list of “likes”—activities, food, clothing, music, places, or anything else students think of—and write the items on the board. Discuss what is likeable about each item. Then help students think creatively to name an opposite for each item.

CLOSE READING QUESTIONS

- How does the speaker, or narrator, feel about exercise and snow? Underline details that support your answer.
- What are things that “crawl quickly” in “Fly”? Highlight details from the poem that support your answer.
- Why does the speaker sometimes need more room? Underline supporting details.

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Reading 5*

Rewrite one of the poems in paragraph form by running the lines together. With a partner, discuss how the paragraph is different from the poem. What does the poem have that the paragraph does not? What makes the poem look and sound different?

Adapt Speech *CCSS Speaking & Listening 6*

The rhythm of a poem is the pattern of beats. Read one of the poems aloud to a partner, emphasizing the beat. Then switch roles and listen. Take turns reading aloud a second time so the listening partner can put a dot above each syllable. Read aloud a final time, and underline the syllables that are stressed. Is the rhythm regular or does it change over the course of the poem? What effect does the rhythm have on the poem?

Interpret Meaning *CCSS Language 5*

Alliteration is the repetition of consonant sounds at the beginning of words in a line of poetry (Example: feathered friends). Read the poems aloud and circle examples of alliteration. What effect does the alliteration have? Does it highlight something?



Life has been hard for Lacey and her family since her father left. Even though money is tight and the rent is past due, Mama believes there is always hope, but Lacey isn't so sure. To her, life seems pretty scary sometimes.

ESSENTIAL QUESTION

What types of detail do authors include in their writing and what can readers learn from them?

LANGUAGE ARTS CONCEPT

Authors can reveal information about a character describing how the character deals with problems.

CROSS-CURRICULAR EXTENSION

Civics

Work with classmates to organize a school-wide food drive.

KEY VOCABULARY

superintendent (p. 30) an administrator in charge of multiple schools in a district

uncertainty (p. 32) doubt

eerie (p. 32) strange and mysterious

pry (p. 34) to try to find out about other people's private lives

PREPARE TO READ

Have students look at the picture on page 30 and predict what kind of conversation the people might be having—one that's joking, serious, angry? Tell students to write a prediction at the bottom of the page and to continue to make and record predictions as they read. Remind students to go back and revise their predictions as they get new information. (Good prediction spots: end of page 31, before each subheading on page 33, bottom of left column on page 35.)

CLOSE READING QUESTIONS

- What does Lacey mean when she says, "I cried for all those days when I hadn't cried"?
- How do Lacey and her family live after they leave home? Support your answer with evidence from the text.
- How does Mr. Thompson know that something is wrong? Underline text details that support your answer.

COMMON CORE CONNECTIONS

Narrative Writing *CCSS Writing 3*

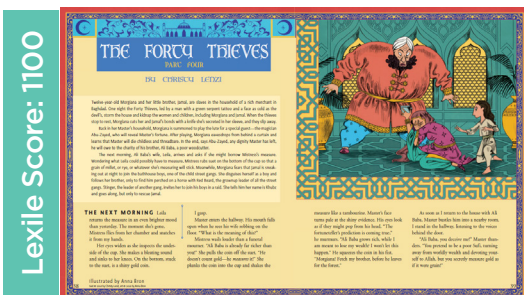
Lacey sees her mother in conversation with Mr. Harper and with Mr. Thompson, but she doesn't hear what they say. Choose one of these scenes and write the dialogue between the two characters.

Understand Idioms *CCSS Language 5*

With a partner, reread page 31 and underline the figurative expressions Lacey uses (for example: "Mama wasn't one to let life pull her down.") Make notes in the margins about what these expressions mean.

Interpret Theme *CCSS Reading 2*

Sometimes you can find the theme of a story by thinking about the lesson a character has learned. Think about the lesson Lacey learns and write the theme of the story. Support ideas with details from the text.



When Ali Baba reveals his newfound wealth to his brother, Master fears that the fortune-teller's prediction is beginning to come true—perhaps he will die penniless. Unable to bear this idea, Master goes in search of the source of Ali Baba's riches.

ESSENTIAL QUESTION

What types of detail do authors include in their writing and what can readers learn from them?

LANGUAGE ARTS CONCEPT

Folktale characters are usually described very briefly, with few details.

CROSS-CURRICULAR EXTENSION

Literature

This story is from a much longer work titled *One Thousand and One Nights*. Find and read several other stories from this longer work.

KEY VOCABULARY

bleating (p. 38) wailing or whining

Sufi (p. 39) a person who follows a mystic sect of Islam

elaborate (p. 41) made with great care or with much detail

remains (p. 43) the dead body of a person or animal

imam (p. 43) a Muslim religious leader

PREPARE TO READ

List the following character descriptions: good, evil, clever, foolish, lazy, spoiled. Explain that these are some common traits of characters from folktales. Invite volunteers to name characters from folktales that match these descriptions. Students might name characters from *Cinderella*, *Little Red Riding Hood*, *The Tortoise and the Hare* and others. Tell students to think about these descriptions as they read about the characters in this story.

CLOSE READING QUESTIONS

- How does Mistress know Ali Baba is richer than Master? Underline details in the text that support your answer.
- Highlight details in the text that suggest the fortune-teller's prediction was accurate.
- In what ways is Morgiana important in this story?

COMMON CORE CONNECTIONS

Analyze Characters *CCSS Reading 6*

Which characters in this story show the following traits: cleverness, cruelty, loyalty, kindness, selfishness? Do any of the characters' traits evolve over the course of the story? If so, how? Cite evidence from the text to support your answers.

Write a Graphic Folktale *CCSS Writing 4*

Write a graphic story based on "The Forty Thieves." First, list the scenes you will include. For each scene, make a rough plan for the words and drawings you will show in each panel. When you are happy with the plan, create a final draft.

Interpret Dialogue *CCSS Reading 4*

Reread the last 5 lines of this story, where Stinger and Morgiana are speaking. What does Morgiana mean when she tells Stinger, "You're absolutely right. . . . We definitely can't let that happen"? With a partner, discuss what Morgiana might do next.

CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

COMPARE TEXTS

SYNTHESIZE: Guide students to compare the texts they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*).

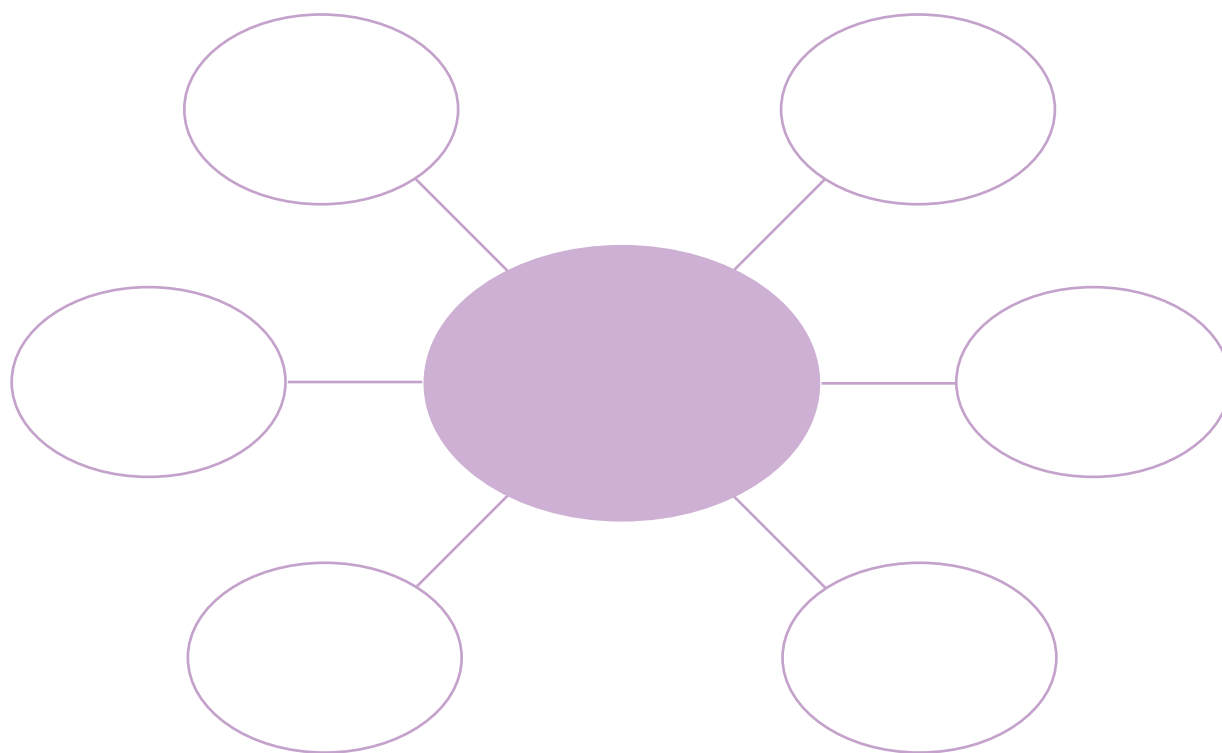
- Identify three or more texts in which a character acts independently or in an unexpected way. Describe how these characters show independence and the effect this has on their lives.
- Compare the two nonfiction selections—“Hang On, Dolly!” and “An Amazing Airy Adventure.” How are they similar and different in terms of topic and tone? Which selection did you enjoy more?
- Choose one character or person from each selection to receive a “Courage Award.” Identify the characters and explain what each has done to deserve the award.
- How do the main characters in “Hang On, Dolly!” and “Miami by Fujian” defy expectations or “break the mold”? Are the expectations fair or unfair? Support your opinions.
- Refer to “The Terrible Kites of Len Yo” and “The Forty Thieves” to compare folktale elements. Describe the similarities and differences in the stories by focusing on these elements:
 - Characters and their traits
 - Important events
 - Themes or moral lessons

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

This mini-unit provides students with a variety of options for in-depth analysis of the magazine texts, with a focus on character traits. Begin with the Engage activity and then move on to the next sections in the sequence that works best for your instructional goals.

ENGAGE
**READ AND
COMPARE**
APPLY

ENGAGE: Remind students that they learn about the characters in texts through details and information the author includes. Discuss memorable story characters from this issue of *Cricket* with students. Then, help students recall the name of a story character that they know well and record the name in the center of a chart like the one below. Have students add information about the character's traits and achievements in the outer circles.



Share the essential question:

What types of detail do authors include in their writing and what can readers learn from them?



READ AND COMPARE TEXTS: Begin with a focus text as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use “Miami by Fujian” (pgs. 5-10) as a focus text, or choose a different text that works well for your teaching goals. Share the article summary on page 4 of this guide. Students can read their own copies of the text and use sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE ARTICLE: After reading, guide students to talk about the article. Encourage students to consider the characters’ traits and how they learned about them. Invite volunteers to share their ideas about traits. See the Article Pages for Close Reading Questions.

3) READ NEW ARTICLES: Help students choose additional texts to read based on their inquiry questions or what they find interesting. Refer to the Text Pages for summaries of each article within *Cricket: April 2016*.

4) COMPARE ARTICLES: After students have read multiple texts, guide them to make cross-text connections. Refer to page 10 to Compare Texts using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

ANALYZE CHARACTERS *CCSS Reading 3* Determine character traits by analyzing a character’s words and actions and how the other characters react to him or her.

ANALYZE SETTING *CCSS Reading 3* Determine the setting of a text and analyze how the time and place affects characters and story outcome.

INTERPRET LANGUAGE *CCSS Reading 4* Mark the text when you come across technical terms, descriptive details or figurative language. Make sure you understand what the terms and language mean and think about how they add to the meaning of the text.



APPLY: JOB OPENING—ONLY CHARACTERS NEED APPLY

Students work individually or in pairs to create a resume for a character from one of the magazine texts.

Build Background

Explain that a resume is a short document describing a person's education, work experience, and achievements and that it is given to an employer when applying for a job. Share examples of resumes with students and point out that information in each section is usually bulleted. Explain that neatness and correct spelling are very important.

Introduce the Activity

Tell students to choose a character or real person from one of the texts they've read and create a resume for that character. Their resumes should include the following sections:

- **Character's name and address:** You might only be able to write a city or country as the address.
- **Job objective:** What kind of job is the character looking for? Be sure to choose a job the character is well-suited for.
- **Education:** Where did the character go to school, or who taught the character something important?
- **Experience:** What kinds of jobs and experiences has the character had? Use lots of detail here.
- **Achievements and Awards:** Has the character won any awards or set any records?
- **Hobbies and Interests:** List any activities the character enjoys.
- **References:** Name one or two other characters from the same text or another text who you believe would recommend this character for the job.

SAMPLE RESUME

Superman (A.K.A Clark Kent) Metropolis, USA

Job Objective: To use my super abilities to keep the world safe

Education: Metropolis University

Experience

- Faster than a speeding bullet
- More powerful than a locomotive
- Able to leap tall buildings in a single bound
- Top reporter for the *Daily Planet*

Achievement & Awards

- Pictured on the cover of *Time* magazine, 1988
- Destroyed a Kryptonian Dragon

Hobbies & Interests

- Fighting villains

References

- Batman
- Perry White, Editor-in-Chief, the *Daily Planet*

Get Started

Have students brainstorm resume information and take notes on a piece of paper. Then have them use the Resume Outline on page 15 to create the final version. Students should carefully proofread their resumes. Finally, have students exchange resumes and decide if they would hire the characters. Discuss these decisions as a class.

NAME: _____

Mini-Unit Graphic Organizer

Name: _____

Address: _____

Job Objective: _____

Education: _____

Experience

Achievements and Awards

Hobbies and Interests

References

NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:

ARTICLE 2:

ARTICLE 3:

ascent the act of rising

*She finally proved to Gaudron that she had enough strength, courage, and good judgement to make a solo **ascent**.* (p. 20)

billowed pushed outward by air

*Moments later Dolly felt a reassuring tug on her arms as her parachute **billowed** to life.* (p. 20)

bleating wailing or whining

*She makes a **bleating** sound and sinks to her knees.* (p. 38)

boggy soft and wet, marsh-like

*...Sherlock Holmes might chase a hound / through mist across the **boggy** ground* (p. 29)

cane the hard hollow stem of a plant that is used to make baskets

*The basket is made of woven **cane** that is extremely sturdy but flexible and relatively lightweight.* (p. 24)

contemplation the act of thinking deeply about something

*Sometimes, deep in **contemplation**, he caught a glimpse of something that lay beyond the veil of the world.* (p. 12)

eerie strange and mysterious

*The **eerie** light of the storm was gone, and the sky was growing brighter every minute.* (p. 32)

elaborate made with great care or with much detail

*Heaps of gold coins covered the cave floor, and in the center, a great table was set with an **elaborate** feast of steaming roasted meats, sparkling goblets of drink, jewel-like fruits, and delicate pastries.* (p. 41)

elevation height

*At different **elevations**, the wind moves in different directions and at different speeds.* (p. 26)

fragrant having a pleasant smell

*A low buzz and **fragrant** smells filled the air.* (p. 6)

hobbyists people who engage in an activity for fun, not as a profession

*People were fascinated to see the enormous balloons floating overhead, piloted by daring sportsmen or wealthy **hobbyists**, but few felt brave enough to ride in one.* (p. 19)

imam a Muslim religious leader

*The **imam** promises to help him turn it into a shelter for homeless street children.* (p. 43)

impact the force of one thing hitting another

*As the wicker material flexes, it absorbs some of the **impact** with the ground, making for a softer landing.* (p. 26)

institute an organization created for a specific purpose, such as education or child welfare

*The nursery's white walls announced "**institute**."* (p. 7)

lured persuaded a person or animal to go somewhere

*She **lured** a little bird out of its cage with a nut.* (p. 6)

moor a wide area of open land

*Spell "room" backward and you'll find / it turns to "**moor**," which brings to mind / the opposite of room, a place / of mossy land and open space....*(p. 29)

obstruction an object that makes it difficult for things to move in a certain way

*The site has to be free of **obstructions**, such as trees and telephone wires, and big enough to lay out the enormous balloon.* (p. 26)

prosperous having success, usually by making lots of money

*How else could he be so **prosperous**?* (p. 12)

pry to try to find out about other people's private lives

*"Now I'm not trying to **pry**, but is everything all right?"* (p. 34)

remains the dead body or a person or animal

*"I need your help with my brother's **remains**."* (p. 43)

sage a person who is very wise

*The ancient **sage**, Lao Tzu, said that. (p. 11)*

savored enjoyed something for as long as possible

*While Wu Ti's people **savored** spring blossoms, summer's fruit, harvest moons, and winter's snows, envy chased its tail in Jen Fu's heart. (p. 12)*

Sufi a person who follows a mystic sect of Islam

*"You pretend to be a poor **Sufi**, turning away from worldly wealth and devoting yourself to Allah, but you secretly measure gold as if it were grain!" (p. 39)*

superintendent an administrator in charge of multiple schools in a district.

*Standing in the middle of the living room with Mama was Mr. Harper, who is the **superintendent** of our building. (p. 30)*

uncertainty doubt

*All I could see was that world of **uncertainty**. (p. 32)*

“Miami by Fujian”

- <http://www.foodbycountry.com/>

Learn about historical, cultural, and environmental influences on foods in different countries, and find recipes for popular dishes.

“The Terrible Kites of Len Yo”

- <http://kite.org/>

Find out all about kite-flying on the American Kitefliers Association (AKA) website.

- <http://www.chinahighlights.com/travelguide/culture/kites.htm>

Read about China’s fascination with kites.

“Hang On, Dolly!”

- <http://www.iwm.org.uk/collections/item/object/80000575>

Listen to the Imperial War Museum’s recorded interviews with Dolly Shepherd.

“An Amazing Airy Adventure”

- <http://www.pbs.org/wgbh/nova/space/short-history-of-ballooning.html>

Read about some of the important milestones in the history of ballooning.

- <http://www.fun-flying.com/become-a-pilot.htm>

Read about what it takes to become a balloon pilot.

- <https://www.youtube.com/watch?v=e6EVBm68jXQ>

Watch a beautiful video of a balloon ride over Napa Valley, California.

“Opposite Poems”

- <https://www.youtube.com/watch?v=VFdkS4gV3QIhtml>

Listen to poet Richard Wilbur read aloud one of his opposite poems.

“The Secret”

- <https://www.ptotoday.com/pto-today-articles/article/1343-school-food-drive-tips-for-success>

Find good advice for organizing a school food drive on this website.

“The Forty Thieves”

- <http://creativekidseducationfoundation.org/kids/sche/base.htm>

Learn the story of *One Thousand and One Nights* and listen to the musical suite it inspired on this interactive website.

- <http://www.storynory.com/category/fairy-tales/1001-nights/>

Listen to audio recordings of stories from *One Thousand and One Nights*.