

# Teacher's Supplement

## Cricket

the realm of imagination

### MAGAZINE TEXTS

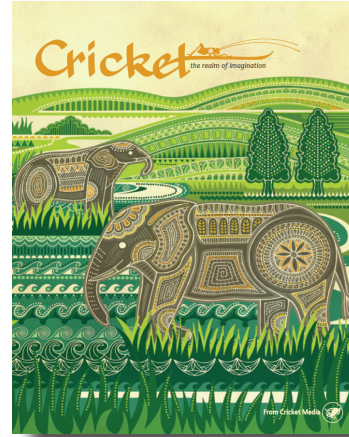
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From Cricket Media



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## OVERVIEW

*In this magazine, readers will learn about the techniques authors use to communicate themes and main ideas. **Cricket: May/June 2016***

*includes stories and poems with themes about many subjects, including love, family, greed, loyalty, war, and self-expression.*

## ESSENTIAL QUESTION:

***What is the theme of a text and what techniques does the author use to convey it?***

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 TEXTS PAGES 4 - 12

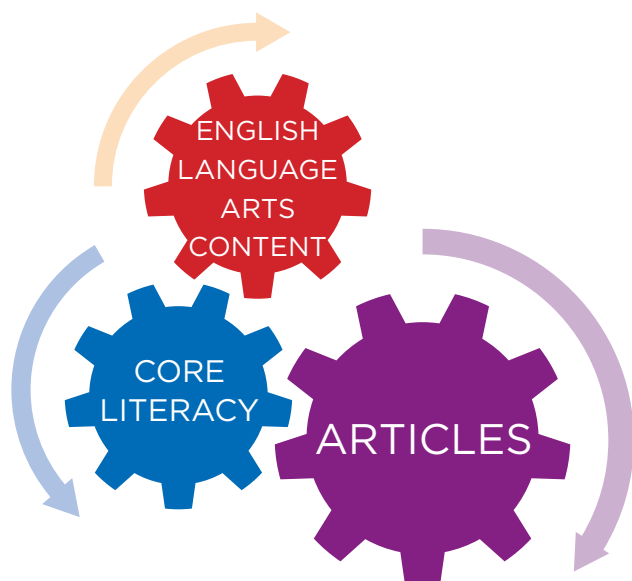
Each text in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual text page in this guide, you'll find the following:

The diagram shows a sample magazine page titled "ARTICLE: What's Mine Is Yours" with callouts pointing to specific sections:

- Essential Question**: Points to the "ESSENTIAL QUESTION" section.
- Content Concepts Common Core Standards**: Points to the "SCIENCE CONCEPT" and "CROSS-CURRICULAR EXTENSION" sections.
- Key Vocabulary CCSS.Reading.4**: Points to the "KEY VOCABULARY" section.
- Prepare to Read CCSS.SpeakListen.1, 2, 4**: Points to the "PREPARE TO READ" section.
- Close Reading Questions CCSS.Reading.1-10**: Points to the "CLOSE READING QUESTIONS" section.
- Common Core Connections to teach reading and writing standards CCSS.Writing.1, 2, 3 & 6**: Points to the "COMMON CORE CONNECTIONS" section.

## TEACH A MINI-UNIT PAGES 14 - 16

Magazine texts can be easily grouped to make cross-text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple texts 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 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. 14 – 16) as well as the **Text Pages** (pgs. 4 – 12) for ways to incorporate writing into your instruction.





Niccolo's parents are professional musicians who play with a symphony orchestra. Even though Niccolo enjoys classical music, he also likes Celtic rock and tap dancing. His parents want him to spend the summer playing his violin with the youth symphony orchestra, but Niccolo wants to try something different.

### ESSENTIAL QUESTION

**What is the theme of a text and what techniques does the author use to convey it?**

### LANGUAGE ARTS CONCEPT

The theme of a story is the author's message or big idea about a subject, such as war, love, or family.

### CROSS-CURRICULAR EXTENSION

#### World Music

Conduct research to find out about, and listen to, traditional music played in countries around the world. Then create a world music playlist to share with classmates.

### KEY VOCABULARY

**replica** (p. 5) an exact or very close copy of something

**inspiring** (p. 6) causing people to want to do or create something

**constricted** (p. 6) controlled, limited, not free

### PREPARE TO READ

Share with students the kinds of music you listen to. Then ask students about the music they like. Ask students if they share musical tastes with their parents. Invite students to tell about times when they listen to music with their parents, such as in the car. Whose music is playing?

### CLOSE READING QUESTIONS

- How do Niccolo's parents feel about his musical interests outside the symphony? Underline details in the story that support your answer.
- Why does Niccolo's mom think the DVD puts ideas in Niccolo's head? Cite details that support your answer.
- What does Niccolo's dad mean when he says, "Music shouldn't be a prison"?

### COMMON CORE CONNECTIONS

#### Interpret Theme *CCSS Reading 1 & 2*

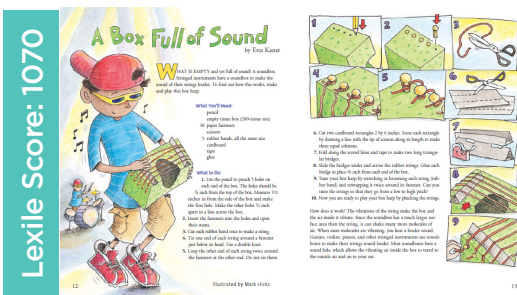
In a small group, review the conflict and how Niccolo resolves it. Then list the messages or themes suggested by this. Under each theme statement, note the story details that convey it.

#### Compare Characters *CCSS Reading 3*

Compare how the two families in this story think about music and musical instruments. How are their ideas similar and different? Work with a partner to put your ideas into a Venn diagram.

#### Persuasive Letter *CCSS Writing 1*

What would Niccolo have done if his parents had not agreed to let him study ethnic music with Jeremy's family? Write a letter from Niccolo to his parents persuading them to let him spend the summer with Jeremy's family instead of in the youth symphony. Include story details in your letter.



A famous physicist named Richard Feynman once wrote, “what I cannot create, I do not understand.” By this he meant that one of the best ways to understand something is to try to build it or make it yourself. This article gives directions for building a musical instrument to help you understand how it produces sound.

### ESSENTIAL QUESTION

**What is the theme or main idea of a text and what techniques does the author use to convey it?**

### LANGUAGE ARTS CONCEPT

In a nonfiction text, the author’s message about the subject is called the main idea.

### CROSS-CURRICULAR EXTENSION

#### Make a Soundbox

With a partner, follow the directions for making a soundbox. Were the directions easy to follow?

### KEY VOCABULARY

**vibrations** (p. 13) slight, continuous shaking movements

**surface area** (p. 13) the amount of area covered by the surface of something

**molecules** (p. 13) the smallest possible amount of a particular substance, such as air or water

### PREPARE TO READ

Ask students to name directions they have followed recently. Possible examples: a cookie recipe or instructions for putting together a model. Tell students that this article explains how to make a musical instrument using household items. Have students brainstorm how they might go about doing this. Then tell them to check these ideas as they read the text.

### CLOSE READING QUESTIONS

- What is the author’s purpose, or reason, for having readers make a soundbox? Underline supporting details in the text.
- Were the visuals necessary to help you understand? Which ones were most helpful?

### COMMON CORE CONNECTIONS

#### Analyze Tone *CCSS Reading 1*

Remember that the tone of a text is the author’s attitude about the subject. How do you think this author feels about stringed instruments and sound? Sarcastic? Serious? Interested? Something else? Underline details that support your answer.

#### Identify Main Idea *CCSS Reading 2*

What is the author’s main idea about stringed instruments and sound? Work with a partner to write a main idea statement and list details that support the main idea.

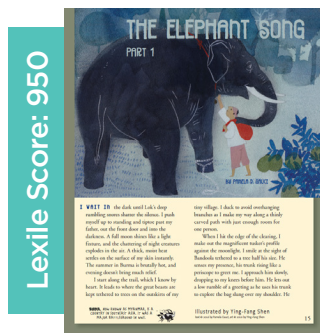
#### Write a How-To Article *CCSS Writing 3*

Write directions telling how to do an activity you know well. Create a materials list and write down the steps you follow. Make sure your steps are clear. Create an engaging introduction and conclusion that will make your directions fun to read. Add pictures or diagrams if it will help readers. Exchange directions with a partner and critique each other’s work.



# TEXT: The Elephant Song

Magazine pages 15 - 20, Historical Fiction



Aung lives in a small village in the southeast Asian country of Burma (now Myanmar) and spends his free time tending to the village elephants he loves. Beyond his village, the world is at war. Some villagers believe Japanese troops are on their way to help Burma become an independent nation. Others are afraid of what will happen when these troops arrive.

## ESSENTIAL QUESTION

**What is the theme or main idea of a text and what techniques does the author use to convey it?**

## LANGUAGE ARTS CONCEPT

A flashback is an event that happened before a story's beginning. Authors use flashbacks to give readers background information.

## CROSS-CURRICULAR EXTENSION

### Research and Report

Research one of the following topics from the story: Burma, mahout, elephants, Burma campaign. Create a presentation with text and illustrations.

## KEY VOCABULARY

**tethered** (p. 15) tied to something with a rope or chain in order to keep it in a particular area

**calling** (p. 17) the work a person does

**intently** (p. 17) in a way that shows concentration

## PREPARE TO READ

Write Burma 1942 on the board and show students a map of Asia from this time that includes both Burma and Japan. Explain that this story is an example of historical fiction—the story is mainly made up, but the setting is based on a real time and place from history. Tell students to think about which details are facts.

## CLOSE READING QUESTIONS

- Underline the factual details in the story.
- What are three conflicts in this story? Highlight details that support your answer.
- What does the narrator mean on page 20 when he says he tries to “rattle the image loose”? Underline details that support your answer.

## COMMON CORE CONNECTIONS

### Analyze Setting *CCSS Reading 1*

Highlight an example of flashback in the story. Then list the important information you learn in this section. What does this information help you understand about Aung and his family?

### Make Predictions *CCSS Reading 1*

What will happen to Aung and his family in the next part of the story? What actions will the Japanese soldiers take? How will Bandoola be important? Work with a partner to make predictions. Be sure to explain your thinking.

### Interpret Themes *CCSS Reading 2*

Write a paragraph that identifies a theme from the story and explains how the story expresses that theme. Choose one of these subjects as the basis of your theme: war, courage, family, sacrifice.





Here's a riddle: how does a poet capture an elephant? With words! Poet Sandi Leibowitz used words and details to capture the idea of an elephant and create a vivid picture in readers' minds.

## ESSENTIAL QUESTION

**What is the theme or main idea of a text and what techniques does the author use to convey it?**

## LANGUAGE ARTS CONCEPT

The voice in a poem is called the speaker. The speaker may or may not be the poet.

## CROSS-CURRICULAR EXTENSION

### Compare Elephants

Locate a folktale about an elephant and compare it to the poem. How does each piece present elephants? Are the presentations similar or different?

## KEY VOCABULARY

**barnacled** (p. 21) covered with something, as if with a shellfish called a barnacle

**furrowed** (p. 21) wrinkled or covered with lines

**venerable** (p. 21) old and respected

**inquisitive** (p. 21) curious

## PREPARE TO READ

With students, brainstorm words and phrases that describe elephants. Before students read the poem to themselves, use a dictation exercise to help them actively listen to the poem and begin to think about the words and images. Tell students to listen closely as you read. Then slowly dictate the poem one line at a time and have them copy each line.

## CLOSE READING QUESTIONS

- Underline words and images that stood out to you.
- Does the poem change at any point? Draw an arrow to point out where this occurs and explain the change.

## COMMON CORE CONNECTIONS

### Analyze an Image *CCSS Language 5*

Choose one image from the poem. Write a paragraph that explains the feelings and ideas the image suggests to you. Is the image effective? Explain why or why not.

### Evaluate Language *CCSS Language 3*

Alliteration is the repetition of consonant sounds at the beginning of words in a line of poetry (example: silver sea). Read the poem aloud and underline the examples of alliteration. Is the alliteration pleasant or harsh? What ideas does the alliteration emphasize?

### Infer Theme *CCSS Reading 2*

With a partner, go over the poem and discuss how the speaker feels about the elephant. Use this information to write the theme of the poem. Do you think the speaker's ideas about the elephant are simple or complex? Support your ideas with text details.

# TEXT: The Return of Sal Caputo

Magazine pages 23 - 27, First Person Narrative



After Lou's dad gets drafted to fight in World War II, father and son write many letters to each other—mainly about their favorite sport, baseball. Lou worries when those letters suddenly stop coming. When his dad finally comes home, he isn't the same person he was before the war.

## ESSENTIAL QUESTION

**What is the theme or main idea of a text and what techniques does the author use to convey it?**

## LANGUAGE ARTS CONCEPT

The way story characters face their conflicts can help convey the theme.

## CROSS-CURRICULAR EXTENSION

### Interview

Find out what it was like to be a kid during WWII by interviewing an adult who experienced it. Prepare questions in advance. Record your subject's answers and write up the interview.

## KEY VOCABULARY

**speculated (p. 23)** thought about something and made guesses about it

**reference (p. 24)** something brought up or mentioned

**assurance (p. 27)** a feeling of confidence

**distinguished (p. 27)** made (someone) different or special in some way

## PREPARE TO READ

Survey students about their favorite baseball teams and players and ask students to name baseball heroes. Discuss what makes a sports figure a hero. Then tell students that the story they are about to read includes information about some real-life baseball heroes.

## CLOSE READING QUESTIONS

- What does the narrator mean when he says his father “lost more than his hand” in the explosion? What else did he lose? Support your answer with story details.
- How would you describe Lou Caputo? Underline words and phrases that reveal his traits and identify each trait in the margins.

## COMMON CORE CONNECTIONS

### Analyze Text Features *CCSS Reading 1*

Think about the title of the story and why it might be important. How many times does Sal Caputo return home and in what ways does he return? Use story details to support your thinking.

### Writing Dialogue *CCSS Writing 3*

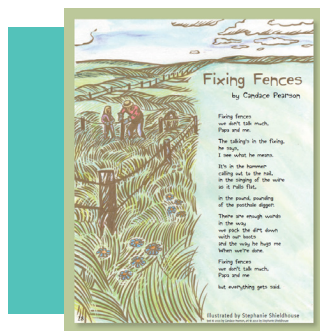
Read the information about Pete Gray on page 27. Then imagine that after watching the game, Lou and his father get a chance to meet Pete Gray. What would they talk about? What questions would Sal Caputo have? What advice would Pete Gray offer? With a partner, write this conversation.

### Interpret Theme *CCSS Reading 2*

“Never give up” is one theme from this story. How do Lou, his father, and Pete Gray help convey this theme? Work with two other classmates. Each person can choose one of these characters and write a paragraph to answer the question.

# TEXT: Fixing Fences

Magazine page 28, Poem



Sometimes words aren't necessary—just being with a loved one is enough. The speaker in this poem describes time spent fixing fences with her father and how they communicate without words.

## ESSENTIAL QUESTION

**What is the theme or main idea of a text and what techniques does the author use to convey it?**

## LANGUAGE ARTS CONCEPT

Poets use repetition to emphasize ideas and feelings.

## CROSS-CURRICULAR EXTENSION

### Art and Poetry Gallery

Look for other poems about farm life. Choose one that you especially like and find or create pictures, photos, and illustrations to go with it. Make a poster with the poem and pictures and create a classroom gallery.

## KEY VOCABULARY

**posthole** (p. 28) a hole dug in the earth to hold the end of a fence post

## PREPARE TO READ

Discuss with the class the different ways people can communicate without speaking. Students might mention body language, eye contact, gestures, facial expressions, music or art. Tell students to think about how the father and child in this poem communicate. Before students read on their own, have them take a few deep breaths, relax, and listen as you read the poem aloud.

## CLOSE READING QUESTIONS

- Underline the parts of the poem that stood out to you.
- What message does this poem convey to you? Cite details to support your ideas.

## COMMON CORE CONNECTIONS

### Analyze Poems *CCSS Reading 5*

What ideas or feelings are emphasized by the repetition in this poem? If the poem consisted only of the first 10 lines, would the feelings and meaning change? Write a paragraph to explain your ideas. Be sure to support them with details from the poem.

### Write Poems *CCSS Writing 3*

Write your own version of “Fixing Fences.” You might call your poem “Washing Dishes,” “Raking Leaves,” or “Playing Catch.” Instead of “Papa,” include someone you do the activity with. Replace the images in lines 5-10 with ones that fit your poem. For example: “It’s in the dishtowel calling out to the tea cup.” Use repetition. When you are finished, read your poem to the class.

### Analyze Theme *CCSS Reading 2*

In a small group, go over the poem and discuss how the speaker feels about the silence she and her father share. Designate one person to be the secretary who will record ideas. Then use these ideas to write the theme of “Fixing Fences.” Support your ideas with details from the poem.



Omid is lucky to have an older brother like Farzin to protect him from bullies. Sometimes, though, getting Omid out of trouble is just the beginning of trouble for Farzin.

### ESSENTIAL QUESTION

**What is the theme or main idea of a text and what techniques does the author use to convey it?**

### LANGUAGE ARTS CONCEPT

Story events and problems that make the conflict even more difficult are called complications.

### CROSS-CURRICULAR EXTENSION

#### Favorite Foods Survey

Create a survey about favorite snacks, lunches, or desserts. Type 4-5 multiple choice questions. Then survey your classmates or students in another classroom.

### KEY VOCABULARY

**barrage (p. 30)** a heavy and continuous firing of weapons during a battle

**emanating (p. 30)** coming out from a source

**indignant (p. 32)** feeling angry because of something that is unfair or wrong

### PREPARE TO READ

Display this sentence: "Somebody left a yo-yo on the cafeteria floor." Have students take turns coming up with a chain of events that result from this first event. ("I slipped on the yo-yo." "I dropped my lunch tray on the floor." "Milk spilled on the principal's shoes." "The principal called my mother.") Tell students to look for a chain of events in "Omid and Me."

### CLOSE READING QUESTIONS

- How does Farzin try to be a good older brother? Underline examples in the story.
- How does Omid feel about his brother's helpfulness? Highlight details from the text that support your answer.

### COMMON CORE CONNECTIONS

#### Write Narratives *CCSS Writing 3*

Write a story called "Farzin and Me." Choose an event or section in "Omid and Me" and rewrite it from Omid's point of view. Be sure to include details about how Omid feels about the situation and about his brother.

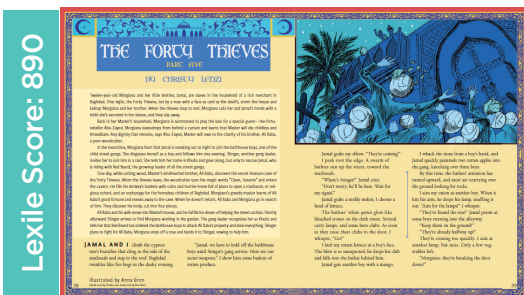
#### Analyze Relationships *CCSS Reading 3*

What happened after Reza took Omid's slingshot? With a partner, list the chain of events in this story. Then take turns changing an event and explaining how this would change the story. For example, what would have happened if Farzin hadn't slugged Reza?

#### Analyze Theme *CCSS Reading 2*

What message about brotherhood, forgiveness, or family is the author trying to share in this story? Brainstorm ideas with a group of classmates and list details that support them.





Ali Baba's new wealth makes him a target for Red Beard and the Bath House boys, but Morgiana is prepared to go to any lengths to protect him. The reward she receives for her loyalty is far more precious than a magic cave full of gold.

## ESSENTIAL QUESTION

**What is the theme or main idea of a text and what techniques does the author use to convey it?**

## LANGUAGE ARTS CONCEPT

The climax of a story is a decisive moment that is of maximum intensity or is a major turning point in a plot.

## CROSS-CURRICULAR EXTENSION

### A Matter of Manners

Conduct research to find out about manners around the world. Choose two countries to focus on and create a presentation for the class.

## KEY VOCABULARY

**pierces** (p. 40) goes through or into in a forceful way

**obligates** (p. 40) makes a person do something because it's the right thing to do

**lacing** (p. 41) adding a small amount of a powerful substance to something, such as food or drink

## PREPARE TO READ

Ask students to give examples of loyalty. Possible examples: sticking up for a friend, rooting for a favorite team even when they're losing, eating your mother's casserole even though you don't like it. Tell students to look for examples of loyalty in this story.

## CLOSE READING QUESTIONS

- What is suspicious about Ali Baba's guest? Underline details in the story.
- What does the captain do just before he dies? What does this reveal about him? Highlight details from the text that support your answer.

## COMMON CORE CONNECTIONS

### Interpret Theme *CCSS Reading 2*

With a partner, list the important story characters: Morgiana, Jamal, Ali Baba, Stinger, the bathies, the captain of the thieves. Next to each, jot down each character's loyalties. What happens to characters who are loyal to the wrong things or people? Use your ideas to write a theme for the story. Be sure to support your ideas.

### Compare Characters *CCSS Writing 2*

Both Morgiana and the captain of the thieves use deception, or trickery, to achieve their goals. How is each character deceptive? Does the deception work? Why or why not? Write a paragraph or two to explain your ideas. Be sure to use details to support them.

### Analyze Plot *CCSS Reading 3*

The events in a story build to an exciting and important point called the climax. What do you think is the climax of this story? Work in a small group to identify the climax of the story and list the important events that come before and after it.

## CROSS-TEXT CONNECTIONS WITH MULTIPLE TEXTS

### 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*).

- Compare the relationships between kids and parents in two or more texts. For each text, describe how one character's expectations conflict with the hopes or desires of the other character. Is the conflict resolved? If so, explain how.
- Compare the settings in "Elephant Song" and "The Return of Sal Caputo." How are the times and places similar? How are they different? How does the setting affect the characters in each story?
- Identify one character from each fiction selection who is a problem-solver. Describe the problem, how the character tries to solve it, and whether he or she is successful.
- Refer to "World Music," "Elephant Song," "Omid and Me," and "The Forty Thieves" to compare sibling relationships. How would you describe the relationships between the various brothers and sisters in these stories?
- What ideas about elephants are conveyed in "Elephant Music" and "Elephant"? Are the ideas similar or different? Describe these ideas and refer to the imagery, details, and description to support your answer.
- Consider how music is important in "World Music," "Box Full of Sound," and "What Am I?" What role does music play in each of the selections?
- Compare themes about loyalty in "Omid and Me," "Fixing Fences," "The Return of Sal Caputo," and "The Forty Thieves."
- The three poems in this magazine are very different from each other. What elements stand out the most in each poem? Which poem is your favorite? Why?
- Nominate a character from the texts in the magazine for "Father of the Year." Using story details, describe why this father deserves the title.

## 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 theme. Begin with the Engage activity and then move on to the other mini-unit sections in the sequence that works best for your instructional goals.

ENGAGE

READ AND  
COMPARE

APPLY

**ENGAGE:** In advance of this activity, create a deck of subject cards, with each card showing one of the following subjects from the texts in this issue of *Cricket*: love, family, self-expression, fear, music, individuality, greed, communication, war, choices, loyalty, creativity. Add other cards as needed.

Tell students you are going to play a game called “Name That Theme.” Explain that students will work in teams. Teams will take turns picking a subject card, identifying a story that connects to the subject, and stating the theme. Stories might be from this issue of *Cricket*, from popular movies, or from books and stories students have read. Each team should appoint a recorder to add the information to a chart like the one below. Allow each team time to huddle and come up with their answers.

Subject	Text	Theme

Share the essential question:

***What is the theme or main idea of a text and what techniques does the author use to convey it?***

**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 “The Return of Sal Caputo” (pgs. 23-27) as a focus text, or choose a different text that works well for your teaching goals. Share the text summary on page 9 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 text. Encourage them to discuss characters, relationships, and conflicts in the texts and how themes are conveyed by these elements. See the Text 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 text within *Cricket: May/June 2016*.

**4) COMPARE ARTICLES:** After students have read multiple texts, guide them to make cross-text connections. Refer to page 13 to compare texts using prompts that help students integrate ideas and information.

## CHOOSE A PURPOSE FOR READING

**INTERPRET THEME** *CCSS Reading 2* Determine the important ideas or themes in a text and note how these are similar to or different from the theme of the focus text.

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

**ANALYZE CHARACTERS** *CCSS Reading 3* Determine a character’s traits by analyzing how the character deals with and resolves conflicts.



## APPLY: PICTURING THEME

**Students will work individually to create a collage that illustrates a story theme. They will present their collages to the class.**

### Introduce the Activity

Tell students they are going to choose a text from this issue of *Cricket* and create a theme collage that uses words and images to illustrate or represent the text's theme. Explain that students will hang collages in a classroom gallery and present them to their classmates.

Posters must include:

- the story title and author
- the subject
- a theme statement
- 2-3 quotes from the text that support the theme
- carefully selected pictures and words that illustrate the theme or symbolize the subject

Posters should be:

- thoughtful
- creative
- neat

### Materials

- Poster board or construction paper
- Old magazines and newspapers
- Scissors
- Glue
- Markers, crayons, colored pencils

### Get Started

Have students choose a text they especially like for this project. Then have them use the top half of the Theme Collage Worksheet on page 17 to help them plan their posters.

### Teacher Check-in

Have students conference with you after they have filled in the top of the Theme Collage Worksheet and before they look for images to make sure their themes and supporting quotes are accurate.

### Present

After students have created their posters, have them use the Presentation Guidelines at the bottom of page 17 to prepare for their presentations.

**NAME:** \_\_\_\_\_

## Mini-Unit Graphic Organizer

### Theme Collage Worksheet

Story Title/Author:	Subject:
Theme:	
Quote #1	Quote #2

#### Presentation Guidelines

1. In your presentation, you need to

- identify title, author, subject and theme.
- read each quote aloud and explain why you chose it.
- choose three images and explain how they represent the theme.

2. Practice your presentation and be sure to

- stand up straight.
- look at the audience.
- use gestures and facial expressions.
- speak clearly and loudly so the audience can appreciate what you are saying.

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:**



**assurance** a feeling of confidence

*He wore his uniform with the **assurance** of a man who is comfortable in his work. (p. 27)*

**barnacled** covered with something, as if with a shellfish called a barnacle

*Your hide **barnacled** like an ancient ship, / furrowed as the well-worn trail you travel, / you seem as venerable as Earth. (p. 21)*

**barrage** a heavy and continuous firing of weapons during a battle

*The tallest held something in the air just beyond Omid's reach, using his other hand to hold off the **barrage** of Omid's furious fists. (p. 30)*

**calling** the work a person does

*He says I must become something more useful, that training elephants is no longer a practical **calling**. (p. 17)*

**constricted** controlled, limited, not free

*And the stuffy, cramped practice rooms and rundown auditoriums . . . it was all so—**constricted**. (p. 6)*

**distinguished** made (someone) different or special in some way

*But something **distinguished** Gray from his teammates, opponents, and any other man who had ever played in the major leagues. (p. 27)*

**emanating** coming out from a source

*"Is that your little brother?" my friends always ask, awed by the mighty sounds **emanating** from the slight body. (p. 30)*

**furrowed** wrinkled or covered with lines

*Your hide barnacled like an ancient ship, / **furrowed** as the well-worn trail you travel, / you seem as venerable as Earth. (p. 21)*

**indignant** feeling angry because of something that is unfair or wrong

*"Me?" Omid was **indignant**. "You're the one who slugged him." (p. 32)*

**inquisitive** curious

*But from the monument / of your granite face / winks the quick, / **inquisitive** / eye. (p. 21)*

**Inspiring** causing people to want to do or create something

*He didn't blame the classical music. It was beautiful, orderly, and **inspiring**. (p. 6)*

**intently** in a way that shows concentration

*His ears fan out, and he appears to be listening **intently**. (p. 17)*

**lacing** adding a small amount of a powerful substance to something, such as food or drink

*Returning to the kitchen, I tear bread loaves into thirty-nine pieces, **lacing** each with a drop of my old master's sleeping potion before putting them in a basket and tiptoeing across the yard. (p. 41)*

**molecules** the smallest possible amount of a particular substance, such as air or water

*Since the soundbox has a much larger surface area than the string, it can shake many more **molecules** of air. (p. 13)*

**obligates** makes a person do something because it's the right thing to do

*Everyone knows that sharing salt **obligates** a guest to behave honorably toward the host. (p. 40)*

**pierces** goes through or into in a forceful way

*At that moment, a wildcat's cry **pierces** the night. (p. 40)*

**posthole** a hole dug in the earth to hold the end of a fence post

*It's in the hammer calling out to the nail, / in the singing of the wire as it rolls flat, / in the pound, pounding of the **posthole** digger. (p. 28)*

**reel** a lively dance originally from Scotland and Ireland

*I will sing you a Butterscotch river, dance you a Root beer **reel**, croon you velvet lullabies. (p. 14)*

**reference** something brought up or mentioned

*If I made **reference** to baseball, he would wave his hand as if swatting away an annoying insect. (p. 24)*

**replica** an exact or very close copy of something

*Niccolo, playing his Strad **replica** as if it were an electric violin, kept up with his Celtic strings DVD, matching the rock style perfectly. (p. 5)*

**speculated** thought about something and made guesses about it

*I told him which major leaguers had joined up, and we **speculated** on who would win the pennant. (p. 23)*

**surface area** the amount of area covered by the surface of something

*Since the soundbox has a much larger **surface area** than the string, it can shake many more molecules of air. (p. 13)*

**tethered** tied to something with a rope or chain in order to keep it in a particular area

*It leads to where the great beasts are kept **tethered** to trees on the outskirts of my tiny village. (p. 15)*

**thrum** a low, steady sound

*I am the **thrum** of your heart. (p. 14)*

**venerable** old and respected

*Your hide barnacled like an ancient ship, / furrowed as the well-worn trail you travel, / you seem as **venerable** as Earth. (p. 21)*

**“World Music”**

- <http://www.folkways.si.edu/unesco>

Learn all about music from around the world on this Smithsonian Folkways website.

**“Box Full of Sound”**

- <http://wonderopolis.org/wonder/what-makes-sounds-louder/>

Learn more about how sound is created and many other science topics.

**“What Am I?”**

- [https://www.youtube.com/watch?v=PCicM6i59\\_I](https://www.youtube.com/watch?v=PCicM6i59_I)

Watch a short video of Yo-Yo Ma performing Bach’s Cello Suite #1, Prelude.

**“The Elephant Song”**

- <http://www.history.army.mil/brochures/burma42/burma42.htm>

View several maps of Asia during WWII in this military brochure about Burma in 1942.

**“Elephant”**

- <http://www.story-lovers.com/listselephantstories.html>

This web page from Story Lovers World contains all things elephant, including folktales.

**“The Return of Sal Caputo”**

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

Learn about legendary baseball hero Lou Gehrig on this comprehensive website.

**“Fixing Fences”**

- <http://www.poetryfoundation.org/poem/181826>

The posting of this poem on the Poetry Foundation website includes a recording, so students can listen and follow along with the text.

**“Fixing Fences”**

- <http://www.factmonster.com/ipka/A0932447.html>

Read a brief page of facts about kids and life in Iran.

**“The Forty Thieves, Part Four”**

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

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