

# Teacher's Guide

## Cricket

the realm of imagination

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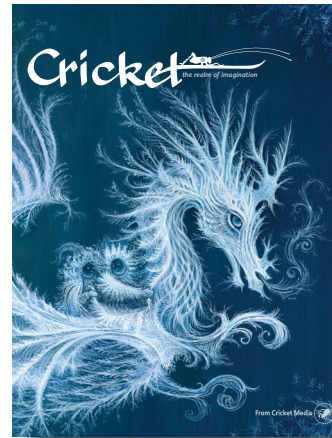
From Cricket Media





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## **OVERVIEW**

*In this magazine, readers will learn about a variety of brave, determined, headstrong characters and the challenges they face and overcome.*

**Cricket: January 2017** includes information about real and imagined animals, Old Norse myths and customs, and wartime bravery.

## **ESSENTIAL QUESTION:**

**How do characters face challenges and solve problems?**





We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as 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.

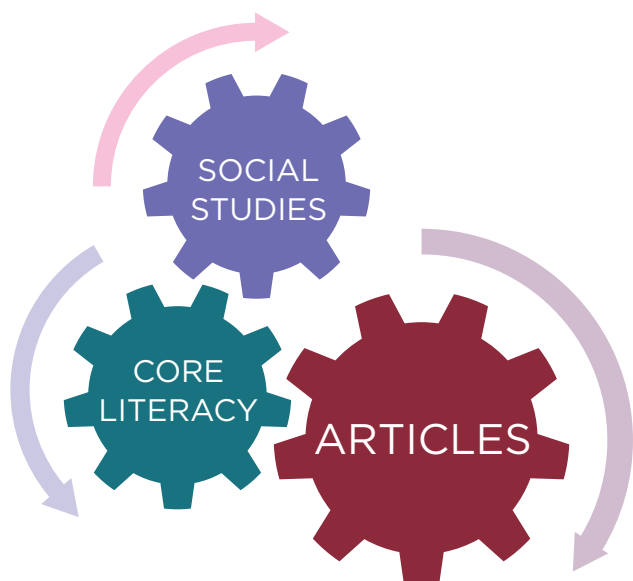
## READ INDIVIDUAL ARTICLES PAGES 4 - 14

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



## TEACH A MINI-UNIT PAGES 16 - 18

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).

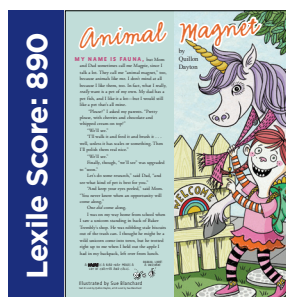


## Essential Question: How do characters face challenges and solve problems?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
<b>Animal Magnet</b> Fantasy	Events in a story build to a climax, or most exciting moment. At the climax, something happens to resolve a character's conflict.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Fantasy</li> <li>Analyze Text Structure</li> <li>Write a Narrative</li> </ul>	<i>Reading 3 &amp; 5</i> <i>Writing 3</i>
<b>Winter Landscape</b> Free Verse Poem	The voice that talks to the reader in a poem is called the speaker. The speaker may be the poet or a character that the poet has created.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Imagery</li> <li>Analyze Sound Devices</li> <li>Hold a Group Poetry Reading</li> </ul>	<i>Reading 1, 3 &amp; 4</i> <i>Speaking &amp; Listening 1 &amp; 6</i>
<b>Aino, Child of the Sea</b> Folktale	A traditional epic is a long poem that tells the story of a hero's adventures. Authors may write stories about the characters and events from an epic poem.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze an Epic</li> <li>Analyze Perspectives</li> <li>Create an Epic Comic Strip</li> </ul>	<i>Reading 1, 3, 5 &amp; 6</i> <i>Writing 3</i>
<b>Polar Bear</b> Free Verse Poem	An epithet is a descriptive phrase that expresses a quality or characteristic of a character.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Word Choice</li> <li>Analyze Mood</li> <li>Write an Epithet Poem</li> </ul>	<i>Reading 1, 2 &amp; 4</i> <i>Writing 3</i>
<b>Thor, the Frost King's Bride</b> Folktale	Many tales derived from mythology tell about the life of a hero.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Humor</li> <li>Compare Texts</li> <li>Write a Humorous Scene</li> </ul>	<i>Reading 1, 2, 3, 4 &amp; 9</i> <i>Speaking &amp; Listening 1 &amp; 6</i>
<b>Vanished Letters</b> Expository Nonfiction	The main idea is the key idea of a paragraph, section, or entire work of nonfiction. Identifying the main idea helps readers understand what a work is about.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Analyze Text Features</li> <li>Research and Write a Report</li> </ul>	<i>Reading 2 &amp; 5</i> <i>Writing 2 &amp; 7</i>
<b>Carve a Runestone</b> Procedural Text	Authors often combine pictures and words to make procedural directions as clear as possible.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Analyze Visual Information</li> <li>Create a Rune Stone</li> </ul>	<i>Reading 1, 2, 5 &amp; 7</i> <i>Writing 2 &amp; 7</i>
<b>Nobody's Cat</b> Contemporary Realistic Fiction	The theme of a story is its underlying message or big idea. Thinking about the lessons a character learns can help you determine theme.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Point of View</li> <li>Analyze Text Structure</li> <li>Present a Monologue</li> </ul>	<i>Reading 1, 2, 3, 5 &amp; 6</i> <i>Speaking &amp; Listening 1, 4 &amp; 6</i>
<b>Iron Cross</b> Historical Fiction	Readers can learn about characters by paying attention to their actions, words, thoughts, and relationships.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Imagery</li> <li>Analyze Mood</li> <li>Write an Argument</li> </ul>	<i>Reading 1, 2, 3 &amp; 4</i> <i>Writing 1</i>
<b>The Magician, the Spy, and the Mosquito</b> Expository Nonfiction	An adventure story may focus on events in which a person shows heroic qualities and effort.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Adventure</li> <li>Compare Texts</li> <li>Write a Letter</li> </ul>	<i>Reading 1, 2, 5 &amp; 9</i> <i>Writing 3</i>

**Comparing Texts:** *Reading 9*

**Mini-Unit:** *Reading 1, 2 & 3; Writing 3*



Fauna loves animals and they love her. What she really wants is a pet of her own to take care of. Her dad has a fish, but she wants something different—maybe a unicorn.

## ESSENTIAL QUESTION

**How do characters face challenges and solve problems?**

## CORE CONTENT CONCEPT

**Language Arts** Events in a story build to a climax, or most exciting moment. At the climax, something happens to resolve a character's conflict.

## CROSS-CURRICULAR EXTENSION

**Languages** The illustration on page 7 of this story includes a speech balloon containing the phrase "Hic sunt Dracones!" Use the internet to research the meaning and history of this phrase. Share your findings with the class.

## KEY VOCABULARY

**upgraded (p. 6)** made better

**nudged (p. 9)** touched or pushed gently

**approval (p. 11)** the belief that something or someone is good or acceptable

## PREPARE TO READ

Invite students to tell about the different kinds of pets they have. Then ask students to explain how they came to own these pets. For example, did they adopt them from a shelter, find them, or receive them as gifts? Discuss the best and worst things about pet ownership.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

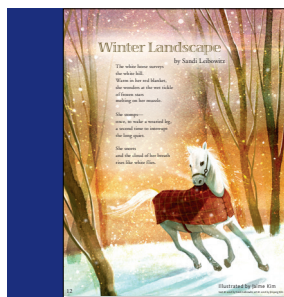
- Fauna's parents call her "animal magnet." Find examples in the story that show why this is a very appropriate name for her. *CCSS Reading 3*
- What problems does Fauna encounter as she tries to get a pet? How does she deal with these problems? Use text details to support your response. *CCSS Reading 3*
- What lessons does Fauna learn as she tries to find a pet? Support your response with details from the text. *CCSS Reading 3*

### Craft and Structure

- **Analyze Fantasy** Stories that are set in unreal worlds are called fantasy. What details in this story make it a fantasy? If these details were replaced with realistic ones, would the story still work? *CCSS Reading 5*
- **Analyze Text Structure** What is the climax of this story? What happens after the climax? Work with a partner to answer these questions. *CCSS Reading 6*

## WRITING

**Write a Narrative** Describe a time when you wanted something very badly, such as a pet, a piece of clothing, or a trip to a special place. What made the object or event so important to you? What did you do to try to get it? Tell whether or not you were successful and what you learned from the experience.



The speaker in this poem describes a beautiful snowy scene using words and details that appeal to the senses.

## ESSENTIAL QUESTION

**How do characters face challenges and solve problems?**

## CORE CONTENT CONCEPT

**Language Arts** The voice that talks to the reader in a poem is called the speaker. The speaker may be the poet or a character that the poet has created.

## CROSS-CURRICULAR EXTENSION

**Writing** Write a description of an outdoor scene where you live. Find a quiet place to sit and observe your surroundings. Make notes about what you detect with your senses. Then use these notes to write a poem or paragraph.

## KEY VOCABULARY

**muzzle** (p. 12) the usually long nose and mouth of an animal, such as a horse

**wearied** (p. 12) lacking strength or energy, tired

## PREPARE TO READ

Write the word *winter* on the board. Then ask students to use their senses to describe winter. How does it look, sound, taste, feel, and smell? Write their ideas on the board. Brainstorm and add other winter words and ideas. Then tell students to pay attention to the images of winter in the next poem.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What ideas and images stood out to you in this poem? What did you think about them? *CCSS Reading 1*
- How do you think the speaker feels about the horse and the winter day? Support your ideas with details from the poem. *CCSS Reading 1*
- Describe the poem's setting. Include details about weather, temperature, sights, and sounds. Cite text details to support your response. *CCSS Reading 3*

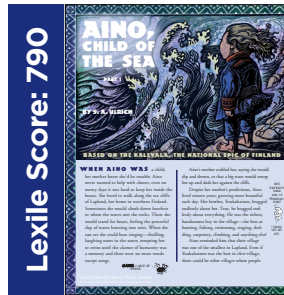
### Craft and Structure

- **Analyze Imagery** Describe what you imagined when you read these images: "the wet tickle of frozen stars melting on her muzzle" and "the cloud of her breath rises like white flies." Discuss your ideas in a group. *CCSS Reading 4*
- **Analyze Sound Devices** The repetition of consonant sounds at the beginnings of words is called *alliteration* (*falling flakes*). Find one example of alliteration in each stanza. *CCSS Reading 4*

## SPEAKING AND LISTENING

**Hold a Group Poetry Reading** Group members should choose poems to read aloud and then practice reading using these tips:

- Read slowly in a voice that's loud enough to be heard.
- Read in a normal tone of voice.
- Pause for punctuation only—not for line breaks.
- After all members are ready, decide on the order of readers. Then read for your class or another class.



This story from Norse folklore tells about a young woman who treasures her freedom and independence more than anything else.

## ESSENTIAL QUESTION

**How do characters face challenges and solve problems?**

## CORE CONTENT CONCEPT

**Language Arts** A traditional epic is a long poem that tells the story of a hero's adventures. Authors may write stories about the characters and events from an epic poem.

## CROSS-CURRICULAR EXTENSION

**Literature** Ask your school librarian to help you find an appropriate translation of another well-known epic poem, such as *Beowulf* or *The Odyssey*. Try reading a chapter or section. If you like it, keep going.

## KEY VOCABULARY

**inwardly (p. 14)** in a way that is not openly shown or stated

**braggart (p. 14)** a person who brags a lot

**scoundrel (p. 14)** a person who is cruel or dishonest

**mire (p. 14)** thick and deep mud

## PREPARE TO READ

Preview the title and illustrations. Discuss with students what they notice and what seems to be happening in each picture. Then read aloud the first sentence. Have students predict what will happen in the story. Record predictions on the board for students to check as they read.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

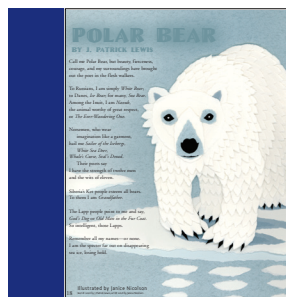
- Match each trait with a different character from the story: judgmental, arrogant, independent, powerful. Support your ideas with text details. *CCSS Reading 3*
- Compare how Aino's mother feels about her and her brother. Cite details from the text to support your response. *CCSS Reading 3*
- What do you think will happen next in this story? Support your prediction with details from the story. *CCSS Reading 1*

### Craft and Structure

- **Analyze an Epic** An epic poem describes the adventures of a hero, who may be a god or a wizard. Often the hero has magical powers. Who is the hero in this story? Explain your ideas to a partner. *CCSS Reading 5*
- **Analyze Perspectives** Youkahainen and Vainamoinen tell different stories about what happened when they met. Use a Venn diagram (p. 20) to compare their stories. What do their stories reveal about them? *CCSS Reading 6*

## WRITING

**Create an Epic Comic Strip** Choose one scene from this story to turn into a comic strip. First, plan out the pictures you will draw and the text you will include in each box. Next, make revisions to your ideas. Finally, create your finished strip. Post your comic strip in the classroom or submit it to your school newspaper.



The speaker in this poem is a polar bear who lists the many names he has been given. Although he looms large in people's imaginations, in reality, he may be fading away.

## ESSENTIAL QUESTION

**How do characters face challenges and solve problems?**

## CORE CONTENT CONCEPT

**Language Arts** An epithet is a descriptive phrase that expresses a quality or characteristic of a character.

## CROSS-CURRICULAR EXTENSION

**Science** Conduct research to learn where polar bears live and why sea ice is important for their survival. Find out how global warming is affecting polar bear habitats. Share your findings with your classmates.

## KEY VOCABULARY

**garment (p. 18)** a piece of clothing

**esteem (p. 18)** to think very highly or favorably of someone or something

**specter (p. 18)** a ghost or spirit of a dead person

## PREPARE TO READ

Display photos of polar bears and invite students to share anything they know or have heard about them. Discuss why people might have great respect for polar bears. Then display a map of the Arctic and explain that the places mentioned in the poem are all in this region.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Who is the speaker in this poem? Support your response with details from the poem. *CCSS Reading 1*
- Who are the flesh walkers? Cite details from the poem to explain who they are. *CCSS Reading 1*
- Choose two groups mentioned in the poem and describe their attitudes toward polar bears. Cite details from the poem to support your ideas. *CCSS Reading 2*

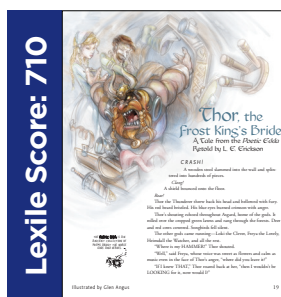
### Craft and Structure

- Analyze Word Choice** People give the polar bear names based on his beauty, fierceness, courage, and surroundings. Create a chart with these words as the headings. Fill in the columns with the different epithets. *CCSS Reading 4*
- Analyze Mood** Which words and phrases in the last stanza create a sad and serious feeling? How is this different from the mood in the rest of the poem? *CCSS Reading 4*

## WRITING

**Write an Epithet Poem** Write your own epithet poem about an animal, person, or thing. After you choose your subject, list words and phrases to describe it. For example, if your subject is a turtle, you might write "house on legs" or "slow-moving cereal bowl." Write down all your ideas. Then choose the ones you like best and use them in a poem or simply list your epithets. Don't forget to add a title. Read your poem to the class.





Thor's mighty hammer has been stolen by the king of the giants. To get it back, Thor must use trickery instead of brute strength.

## ESSENTIAL QUESTION

**How do characters face challenges and solve problems?**

## CORE CONTENT CONCEPT

**Language Arts** Many tales derived from mythology tell about the life of a hero.

## CROSS-CURRICULAR EXTENSION

**History** Find out more about the Vikings. Conduct research to learn how they lived, traveled, traded, and fought. Look for information on their stories, beliefs, and traditions. Prepare an oral report with pictures.

## KEY VOCABULARY

**tartly (p. 20)** in a sharp and unkind way

**placating (p. 22)** intended to make someone feel less angry

**cunning (p. 22)** clever and deceptive

## PREPARE TO READ

Ask students if they have read books or watched movies that tell about the character Thor. Explain that although he is originally a god from Viking folklore, Thor appears in contemporary comic books, children's stories, and movies. Invite students to share what they know about Thor.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

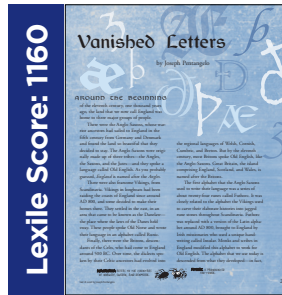
- Identify details in the story that support the idea that Loki is clever, Freya is lovely, and Heimdall is observant. *CCSS Reading 1*
- What is the theme of this folktale? Cite story details to support your answer. *CCSS Reading 2*
- Compare Thor and Thrym. How are these characters similar and different? Support your ideas with details from the story. *CCSS Reading 3*

### Craft and Structure

- Analyze Humor** Reread the scene in which Thor, dressed as a bride, and Thrym are seated together at the feast. Discuss with a partner the details that make the scene humorous. Identify other humorous scenes. *CCSS Reading 4*
- Compare Texts** With a partner, read the poem titled "Eruption" on page 23. In what way does Thor erupt like the volcano described in the poem? What is Thor like just before he erupts? *CCSS Reading 9*

## SPEAKING AND LISTENING

**Present a Humorous Scene** Work with a small group to act out the scene in which Thor the bride, Thrym, and Loki are seated at the feast table. After choosing roles, each actor should highlight his or her own lines. Find any props you need, such as a table and chairs. Then practice reading the dialogue aloud and acting out the actions, emphasizing the humor in the scene. Present your scene to the class.



This article describes the ancient origins of the alphabet we use today.

## ESSENTIAL QUESTION

**How do characters face challenges and solve problems?**

## CORE CONTENT CONCEPT

**Language Arts** The main idea is the key idea of a paragraph, section, or entire work of nonfiction. Identifying the main idea helps readers understand what a work is about.

## CROSS-CURRICULAR EXTENSION

**Geography** On a map of northern Europe, locate and label the places mentioned in the article. Then trace the routes various groups might have taken to get to England.

## KEY VOCABULARY

**descendants (p. 25)** people who are related to a person or group of people who lived in the past

**modification (p. 26)** a change

**off-kilter (p. 26)** not perfectly balanced or even

## PREPARE TO READ

List the following words: Anglo Saxon—*cheese, thorn, greedy*; Old Norse—*bug, cake, rotten*; Celtic—*seagull, beet, clock*. Explain that although these words are English, they originally came from other languages. Tell students that this article tells about the history of English and the cultures these words came from.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- How did migration, or people moving from one place to another, affect the English language? Cite text details to support your response. *CCSS Reading 2*
- Summarize how the English alphabet has changed from its beginnings. Use details from the text to support your ideas. *CCSS Reading 2*
- What is the author's main idea about how the alphabet developed? Support your response with details from the text. *CCSS Reading 2*

### Craft and Structure

- Analyze Text Structure** Create a timeline for 5 events. Draw a line with 5 dots for the events. Label each dot with a date and a short description of the event. Begin with the earliest date on the left side of the line. *CCSS Reading 5*
- Analyze Text Features** Add 2-3 subheadings to this article that would help readers understand what each section is about before reading. Compare your subheadings to a classmates'. *CCSS Reading 5*

## WRITING

**Research and Write a Report** Choose another language and research its origins. Use the library or the internet to find facts about how the language developed. Then write a short report about what you learn. Share your report with classmates.



Looking for a unique way to pay tribute to a special person? This article tells you how to make a rune stone at home and inscribe it with your thoughts.

## ESSENTIAL QUESTION

**How do characters face challenges and solve problems?**

## CORE CONTENT CONCEPT

**Language Arts** Authors often combine pictures and words to make procedural directions as clear as possible.

## CROSS-CURRICULAR EXTENSION

**Language** Design a set of runes. First, doodle different lines and shapes to help you plan what your runes will look like. Keep the shapes simple—2-4 pen strokes at most. List the letters of the Roman alphabet and write your runes next to them.

## KEY VOCABULARY

**commemorate (p. 28)** to exist in order to remind people of an important event or person from the past

**inscribe (p. 28)** to write or cut words, a name, or images on something

## PREPARE TO READ

Explain that in most cultures, people who have done important or remarkable things—for example, U. S. presidents—are honored by others. Discuss different ways presidents are honored (monuments, holidays, pictures on money). Then explain that the next article describes how ancient Vikings paid tribute to people.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

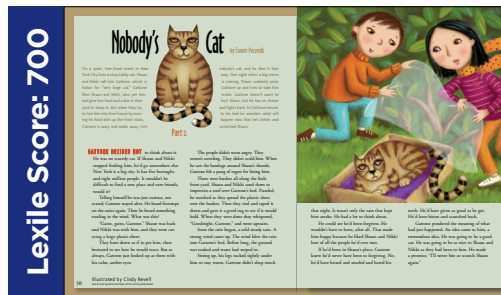
- Why did the Norsemen create rune stones? Support your response with details from the text. *CCSS Reading 1*
- Use the alphabet at the top of the article to decode the rune stone at the bottom of page 29. *CCSS Reading 1*
- What kinds of information and images are typically found on rune stones? Use information from the text to support your response. *CCSS Reading 2*

### Craft and Structure

- **Analyze Text Structure** Identify the three sections of this article and describe the purpose of each section. *CCSS Reading 5*
- **Analyze Visual Information** Which steps in the “What to Do” section do the visuals help you understand? How can you tell? Would the steps be as clear without these visuals? Discuss with a partner. *CCSS Reading 7*

## WRITING

**Create a Rune Stone** Celebrate Martin Luther King Jr. Day (January 16) by creating a paper rune stone to commemorate the efforts and achievements of this civil rights leader. First, conduct research to find out about 3-4 of his ideas and achievements. Then outline your rune stone on a large piece of paper. Write King’s name and achievements around the edges of the stone, and fill in the center with drawings that connect to him and his work.



Gatto the cat lives outside and that's the way he likes it. When Shaun, a well-meaning neighbor, tries to bring him inside, Gatto bites him. Later, Gatto is amazed to realize that Shaun has forgiven him. Gatto vows to be better.

## ESSENTIAL QUESTION

**How do characters face challenges and solve problems?**

## CORE CONTENT CONCEPT

**Language Arts** The theme of a story is its underlying message or big idea. Thinking about the lessons a character learns can help you determine theme.

## CROSS-CURRICULAR EXTENSION

**Science** Gatto lives in a city full of wild animals, including skunks, coyotes, and opossum. Find out why the wild animal population is on the increase in many cities.

## KEY VOCABULARY

**borough (p. 30)** a part of a large city that has its own government

**improvise (p. 30)** to make or create something by using whatever is available

**pondered (p. 31)** thought about or considered carefully

## PREPARE TO READ

Discuss with students the meaning of the word *forgiveness*. Invite students to describe situations in which they have forgiven someone or been forgiven by someone. Ask students to talk about what happens if people don't forgive each other. Then explain that the next story is about forgiveness.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What will Gatto do next in the story? How will he react to the visitor with the green eyes? Support your prediction with text information. *CCSS Reading 1*
- The lesson Gatto learns in this story is also the theme. What is this theme? Use information from the story to support your ideas. *CCSS Reading 2*
- What makes Gatto become an extraordinary cat? Cite details from the story to support your ideas. *CCSS Reading 3*

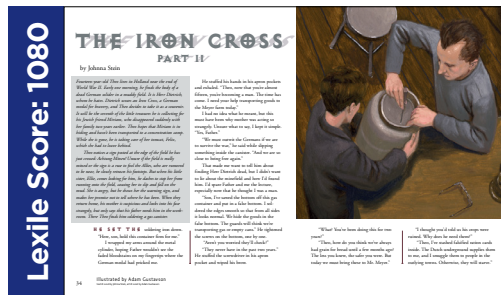
### Craft and Structure

- Analyze Point of View** Rewrite a scene from the story in the first person point of view. Choose Nikki or Shaun to be the narrator. Include the narrator's thoughts and feelings about Gatto. *CCSS Reading 6*
- Analyze Text Structure** Gatto's decision to be a nice cat is a turning point. What happens in the story as a result of his decision? How might a different decision affect the outcome of the story? *CCSS Reading 5*

## SPEAKING AND LISTENING

**Present a Monologue** A monologue is a speech given by a character. In a monologue, the character describes his or her thoughts and feelings. Write a monologue in which Gatto describes what he has learned about forgiveness, how he feels about Nikki and Shaun, and how he has changed. Practice performing the monologue using facial expressions and your voice to express feelings. When you are ready, perform your monologue for the class.





It's WWII and Theo's father is helping the Dutch resistance by smuggling food and rations past the Nazi soldiers. It's an extremely dangerous mission and he has just enlisted Theo to help him.

## ESSENTIAL QUESTION

**How do characters face challenges and solve problems?**

## CORE CONTENT CONCEPT

**Language Arts** Readers can learn about characters by paying attention to their actions, words, thoughts, and relationships.

## CROSS-CURRICULAR EXTENSION

**History** During WWII, resistance movements existed in every occupied country. Conduct online and library research to learn about these movements. Find out about their methods and the results. Share what you learn with classmates.

## KEY VOCABULARY

**ration (p. 35)** a particular amount of something, such as gasoline or food, that the government allows you to have when there is not enough of it

**accomplice (p. 37)** a person who works with or helps someone who is doing something wrong or illegal

**guttural (p. 37)** formed or pronounced in the throat

## PREPARE TO READ

Show students a map of German-occupied territories during WWII (available on the internet). Explain that during the war, Germany invaded other countries and occupied, or took over, all aspects of life. Continue by telling students that in response to this, citizens resisted, or fought back, in a variety of ways.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What does Theo's father reveal to Theo about what he's been doing for two years? Support your response with details from the story. *CCSS Reading 1*
- What do you learn about Theo's father from his actions and words? How do his actions affect others? Cite story details in your response. *CCSS Reading 3*
- What theme, or message, about life and how to live is conveyed by the actions of Theo's father? Support your response with story details. *CCSS Reading 2*

### Craft and Structure

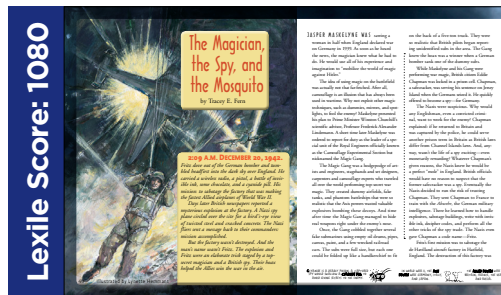
- Analyze Imagery** Find 4-5 examples of imagery, or descriptive language, that conveys Theo's feelings of fear. How do these feelings contrast with Theo's actions? What senses does the imagery appeal to? *CCSS Reading 4*
- Analyze Mood** The mood of a story is the feeling it creates in the reader. What feelings did this story create in you? How did these feelings change at the very end of the story? Discuss your ideas with a partner. *CCSS Reading 4*

## WRITING

**Write an Argument** By working for the Dutch resistance, Theo's father was able to help many people, including his own family. However, his actions put him and his family in great danger. Was Theo's father foolish or brave for what he chose to do? Write an argument defending your position and explaining why counterarguments are not supported. Be sure to support your argument with reasons and details from the story.

# ARTICLE: The Magician, the Spy, and the Mosquito

Magazine pages 40 - 44, True Adventure Story



The Magic Gang helped England fight against Germany during WWII. Composed of actors, engineers, set designers and at least one magician, this unusual group fooled the enemy in a variety of creative and amazing ways.

## ESSENTIAL QUESTION

**How do characters face challenges and solve problems?**

## CORE CONTENT CONCEPT

**Language Arts** An adventure story may focus on events in which a person shows heroic qualities and effort.

## CROSS-CURRICULAR EXTENSION

**History** Learn more about spies during WWII. Why were they important? Why did people want to become spies? What did spies do? Use the library and internet to find answers to these and other questions you have about spies.

## KEY VOCABULARY

**mobilize (p. 41)** to make ready for war

**intelligence (p. 41)** a government organization that collects information about an enemy or possible enemy

**sabotage (p. 41)** to destroy or damage something deliberately so that it does not work correctly

**versatile (p. 42)** able to do many different things

## PREPARE TO READ

Display these words from the article: *camouflage*, *dummy*, *decoy*. Discuss the meaning of these words and how they are related. Explain that these words have to do with deception, or making others believe something that isn't true. Tell students to notice the uses of deception in this article.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Explain what the magician, spy, and mosquito in the title are and why they are significant. Support your response with details from the text. *CCSS Reading 1*
- In what ways is deception important in this story? Cite details from the text to support your response. *CCSS Reading 2*
- Who was in the Magic Gang and what was its mission? Use information from the text to support your response. *CCSS Reading 1*

### Craft and Structure

- Analyze Adventure** An adventure story contains moments of suspense, or growing tension, when the reader wonders what will happen next. What events create suspense in this story? *CCSS Reading 5*
- Compare Texts** What do you learn about Chapman's traits, or qualities, in the article? Do you learn anything new about him from the text box on page 44 or does this information confirm what you already know? *CCSS Reading 9*

## WRITING

**Write a Letter** Imagine you are Chapman. Write a letter to your old safecracking friends in which you brag about what you did to help the British army. Include details about your adventures, how you felt at the time, and how you feel now.

## CROSS-TEXT CONNECTIONS

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

- What do you learn about the ancient Vikings in “Vanished Letters,” “Carve a Rune Stone,” and “Thor, the Frost King’s Bride”? Use facts and details from these articles to write a short informative essay about them.
- Compare Aino in “Aino, Child of the Sea” and Freya in “Thor, the Frost King’s Bride.” How are these characters similar and different in terms of their traits, situations, and reactions? Write 1-2 paragraphs to describe your ideas.
- How are the two poems in this magazine—“Winter Landscape” and “Polar Bear”—similar and different? Use the Venn diagram on page 20 to compare the settings, speaker, and mood. Also note what stood out to you the most in each poem.
- Both “The Iron Cross” and “The Magician, the Spy, and the Mosquito” tell about World War II. What do you learn from these texts about life under enemy rule and the uses of deception to fight an enemy? How are Theo’s father and Eddie Chapman similar and different? Which piece did you enjoy more? Write a letter to your teacher to answer these questions.
- The articles in this magazine are full of heroes and villains of one kind or another. Identify three good guys and three bad guys. Write an essay to explain why you chose them. Support your ideas with details from the different texts.



## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

### ENGAGE

### READ FOR A PURPOSE

### APPLY

This mini-unit offers students an opportunity for an in-depth analysis of characters from the magazine texts. Students will discuss the challenges characters face and actions they take as a result. Then they will choose one adult character to focus on and make up details about that character's childhood.

**ENGAGE:** Engage students in the topic of characters' challenges by first reviewing the **Essential Question: How do characters face challenges and solve problems?** The chart below shows some of the characters from the magazine articles. Discuss the challenges these characters face and the actions they take to deal with them. Fill in the chart with students' ideas. You may wish to choose other characters from the articles instead of those shown below. After finishing the chart, ask students to name the characters they admire most and explain why.

Character	Challenge or Problem	Actions Taken
Fauna "Animal Magnet"	She wants a pet very badly.	Fauna finds a unicorn but it belongs to another girl. Fauna goes to the pet store but doesn't find a pet she wants. She finds a dragon but must wait to see if she can keep it.
Thor "Thor, the Frost King's Bride"	The giant king stole his hammer and Thor wants to get it back.	Thor tries to make Freya marry the giant king. When she refuses, he dresses like a bride and pretends to be Freya.
Aino "Aino, Child of the Sea"	Her brother promises that she will marry Vainamoinen and she does not want to marry anyone.	She runs away and jumps into the ocean.
Chapman "The Magician, the Spy, and the Mosquito"	He was serving a prison sentence on Jersey Island when the Germans invaded.	He volunteers to spy for the Germans and then spies for the British instead. He helps the British and fools the Germans.
Theo's father "Iron Cross"	He needs to get the food rations to his friend's house without being caught. A German soldier demands he fix a motorcycle.	Theo's father behaves calmly. He fixes the bike. At the checkpoint, he whistles so he seems relaxed and not worried or guilty.





**READ FOR A PURPOSE**

**INTRODUCE THE ACTIVITY: A CHARACTER'S CHILDHOOD** Explain to students that they will choose one adult character from the magazine and make up a story about that character's childhood. Continue by explaining that they will use their own imagination and what they know about the character to make up details about his or her past. Briefly discuss with students the kinds of things they might want to write about a character's childhood, such as where the character lived, what his or her parents were like, and if the character was good in school.

Help students understand that the childhoods they create should foreshadow, or hint at, the way the adult character behaves. For example, if they are writing about Eddie Chapman, the spy and safecracker from "The Magician, the Spy, and the Mosquito," they might describe that he was a risk-taker as a child or that he was poor and had to steal to help his family.

Now, have students choose a character to write about.

**RETURN TO THE TEXT:** Explain to students that before they can create childhoods, they need to go back to the magazine to gather details about their characters. These details will help them plan their characters' childhoods. Distribute a copy of the Character Childhood graphic organizer (p. 19) to all students. Tell students to reread the story in which their character appears and fill in the top section of the organizer with details about the character. Suggest students use the back of the sheet if they need more room for details.

**CHARACTER CHILDHOOD**

Personality	Behavior	Decisions	Actions/Events	Hopes/Fears





**APPLY: A CHARACTER'S CHILDHOOD:** Students have gone back to the stories to find information about their characters. Now they are ready to create their characters' childhoods. Students should work independently on this activity.

**Materials**

- writing and drawing paper
- pencils
- colored pencils
- students' partially-completed Character Childhood graphic organizers

**STEP 1: Build Background** Remind students that they are going to make up a character's childhood. Explain that they will

1. Use the notes they made about their adult characters to help them make up childhood details.
2. Choose a format for presenting their character's childhood and develop their ideas.

**STEP 2: Generate Childhood Details**

Have students fill out the bottom section of their Character Childhood graphic organizers. Remind them that the details they create should connect to the way their characters behave as adults. Tell students to add more details and information if they need or want to.

**STEP 3: Choose What to Write**

Explain that students may choose how to use the details they generated to tell about their characters' childhoods:

1. Make up a story using a first- or third-person narrator.
2. Create a comic strip.
3. Write interview questions and answers.
4. Write a letter.

**STEP 4: Draft** Allow time for students to create a first draft of their character childhoods, in whatever format they have chosen. Comic strip creators should also sketch out ideas for illustrations now.

**STEP 5: Revise & Rewrite**

Students should

- exchange work with a partner.
- use the feedback to help them revise their work.
- create their final versions.

**Step 6: Share**

Option 1: Have students pass around their comic strips, read aloud their stories and letters, and perform their interviews.

Option 2: Create a dedicated space in the classroom for the projects so students may look at them when time allows.



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

## CHARACTER CHILDHOOD

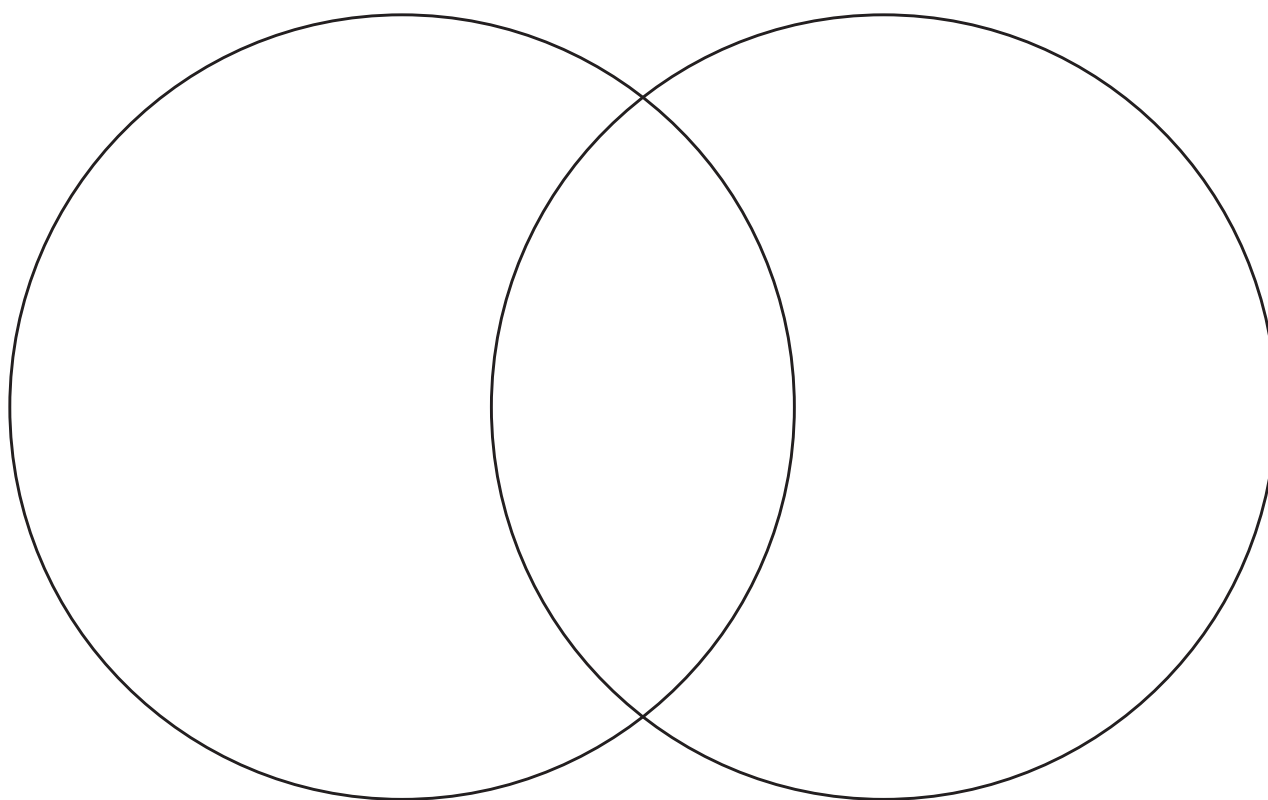
Character Name: \_\_\_\_\_ Story: \_\_\_\_\_

Personality	Behavior	Decisions	Actions/Events	Hopes/Fears

What kind of neighborhood and house did your character live in?	What important events might have happened to your character as a child?
What were your character's parents, brothers, and sisters like?	What important world events might have happened when your character was a child?
Who were your character's friends?	What special talents or abilities did your character have?

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

## VENN DIAGRAM







## Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

### USING THE STANDARDS CHARTS

#### ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

#### SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

#### SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

#### MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

# CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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## KEY IDEAS AND DETAILS

<b>Read closely to determine what a text says explicitly.</b>	Reading 1	
<b>Make logical inferences</b> to determine what the text communicates implicitly.	Reading 1	
<b>Cite specific textual evidence to support conclusions</b> drawn from the text.	Reading 1	
<b>Determine central ideas or themes</b> of a text and analyze their development.	Reading 2	
<b>Summarize key supporting details and ideas.</b>	Reading 2	
Analyze how <b>individuals, events, and ideas develop and interact</b> over the course of a text.	Reading 3	

## CRAFT AND STRUCTURE

<b>Interpret words and phrases</b> as they are used in a text.	Reading 4	
<b>Determine technical, connotative, and figurative meanings.</b>	Reading 4	
Analyze how specific <b>word choices</b> shape meaning or tone.	Reading 4	
Analyze the <b>structure of texts</b> (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the <b>genre, key elements, and characteristics</b> of literary texts.	Reading 5	
Assess how <b>point of view or purpose</b> shapes the content and style of a text.	Reading 6	
Analyze how an <b>author's style and tone</b> affects meaning.	Reading 6	

## INTEGRATION OF KNOWLEDGE AND IDEAS

<b>Integrate and evaluate content</b> presented in diverse media and formats.	Reading 7	
<b>Identify and evaluate the argument and claims</b> in a text.	Reading 8	
<b>Analyze how two or more texts address similar themes or topics.</b>	Reading 9	

## WRITING

Write <b>arguments</b> to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write <b>informative/explanatory texts</b> to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write <b>narratives</b> to develop real or imagined experiences or events.	Writing 3	
<b>Draw evidence</b> from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained <b>research projects.</b>	Writing 10	



# CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

## C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

## STATE OR DISTRICT STANDARD

### CIVICS

Analyze the <b>origins, functions, and structure of different governments</b> and the <b>origins and purposes of laws</b> and key constitutional provisions.	
Summarize core <b>civic virtues and democratic principles</b> .	
Evaluate <b>policies</b> intended to address social issues.	

### ECONOMICS

Evaluate the <b>benefits and costs of individual economic choices</b> .	
Analyze <b>economic incentives</b> , including those that cause people and businesses to specialize and trade.	
Explain the <b>importance of resources</b> (i.e. labor, human capital, physical capital, natural resources) in <b>methods of economic production</b> .	
<b>Explain</b> the <b>functions of money</b> in a market economy.	
<b>Explain</b> the importance of <b>competition</b> in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of <b>how individual and government actions affect the production of goods and services</b> .	
<b>Analyze economic patterns</b> , including activity and interactions between and within nations.	

### GEOGRAPHY

<b>Construct and use maps</b> and other graphic representations (i.e. images, photographs, etc.) of different places.	
<b>Explain cultural influences</b> on the way people live and modify and adapt to their environments.	
<b>Analyze places, including their physical, cultural and environmental characteristics</b> and how they change over time.	
Analyze <b>movement of people, goods, and ideas</b> .	
<b>Analyze regions, including how they relate to one another</b> and the world as a whole from a political, economic, historical, and geographic perspective.	

### HISTORY

Interpret historical context to <b>understand relationships among historical events or developments</b> .	
Evaluate historical events and developments to identify them as <b>examples of historical change and/or continuity</b> .	
<b>Analyze perspectives</b> , including factors that influence why and how individuals and groups develop different ones.	
<b>Evaluate historical sources</b> , including their reliability, relevancy, utility, and limitations.	
<b>Analyze causes and effects</b> , both intended and unintended, of historical developments.	



# CORE INSTRUCTIONAL CONCEPTS: SCIENCE

## DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

## DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

## DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

LIFE SCIENCE	PHYSICAL SCIENCE	EARTH SCIENCE	SPACE SYSTEMS
<ul style="list-style-type: none"><li>• Structure and Function of Living Things</li><li>• Life Cycles and Stages</li><li>• Reproduction &amp; Inherited Traits</li><li>• Animals</li><li>• Plants</li></ul>	<ul style="list-style-type: none"><li>• Forces and Interactions</li><li>• Energy</li><li>• Light</li><li>• Sound</li><li>• Electricity/ Magnetism</li><li>• Matter</li><li>• Waves</li><li>• Heat</li><li>• Chemistry</li><li>• Information Processing</li></ul>	<ul style="list-style-type: none"><li>• Weather</li><li>• Climate</li><li>• Rocks &amp; Soil</li><li>• Erosion and Weathering</li><li>• Landforms</li><li>• Water</li><li>• Oceans</li><li>• History of Earth</li><li>• Plate Tectonics</li><li>• Volcanoes, Earthquakes, and Tsunamis</li></ul>	<ul style="list-style-type: none"><li>• Solar System</li><li>• Planets</li><li>• Moon</li><li>• Sun</li></ul>

