

Cricket

ISSUE THEME

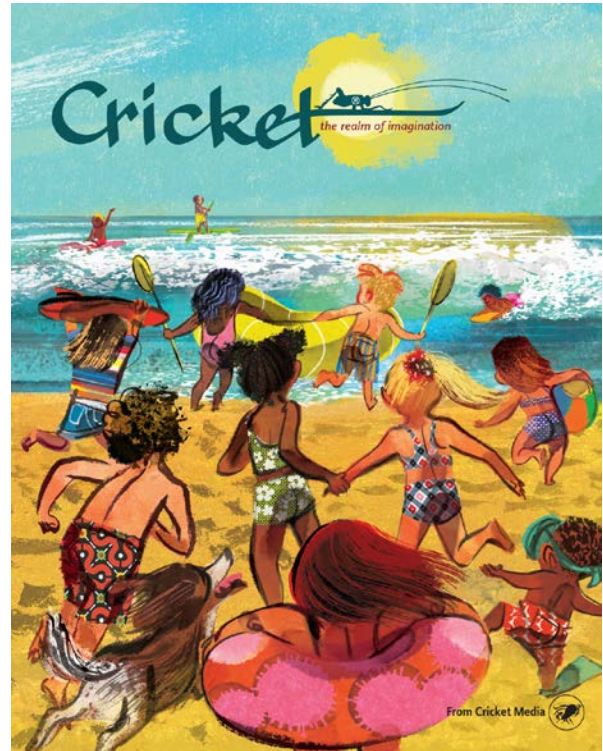
Humans and animals interact in many different ways and the connections between them runs deep. Explore these connections through the stories and articles in this issue of Cricket Magazine.

CONVERSATION QUESTION

What relationships do humans have with animals?

TEACHING OBJECTIVES

- Students will analyze how two texts address similar topics
- Students will analyze how characters, events, and ideas develop and interact
- Students will assess how point of view shapes the content of a text
- Students will analyze life cycles and stages
- Students will plan and carry out investigations
- Students will obtain, evaluate, and communicate information



In addition to supplemental materials focused on core English Language Arts skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

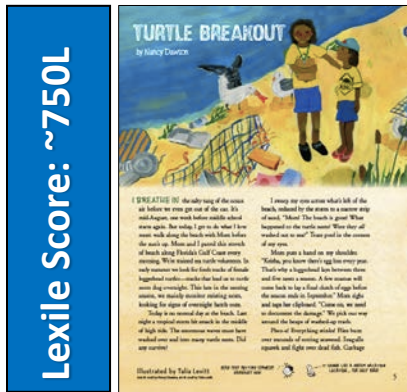
- **Turtle Breakout**
Contemporary Realistic Fiction, ~650L
- **Scaredy Dog and Me**
Contemporary Realistic Fiction, ~750L
- **Carrots for Ranger**
Contemporary Realistic Fiction, ~1150L

Cricket® Teacher Guide: July/August 2018

Turtle Breakout

pp. 5–11, Contemporary Realistic Fiction

Use this story and accompanying article to help students compare fiction and nonfiction texts on the same topic.



RESOURCES

- Compare Texts Worksheet

OBJECTIVES

- Students will read and analyze a short story
- Students will analyze how two texts address similar topics
- Students will analyze life cycles and stages

KEY VOCABULARY

- **patrol (p. 5)** to walk around an area to make sure it is safe
- **monitor (p. 5)** to watch, observe, or check something for a purpose
- **document (p. 5)** to create a record of something through writing, film, photography, etc.
- **cavity (p. 6)** a hole or space inside something
- **depression (p. 5)** an area on a surface that is lower than other parts

ENGAGE

Conversation Question: What relationships do humans have with animals?

Ask students to cite situations in which they have encountered wild animals, such as on a hike, in their backyard, or at the zoo. Have students brainstorm ways that humans both help and harm wild animals. Then tell students to pay attention to the way humans and animals interact in this story.

INTRODUCE VOCABULARY

Display the vocabulary words and ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and read the definitions aloud. Next, have students work in pairs to make predictions about what they will learn about turtles in this story. Invite pairs to share their predictions.

READ & DISCUSS

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

- Why does Keisha say it's not a normal day at the beach? Why does this upset her?
- How do Keisha's feelings change in the story?
- What tasks do Keisha and her mom perform as volunteers?
- What dangers do the turtles face from humans and from nature?
- Compare Ryan's feelings about his brother and Keisha's feelings about the turtles. How are these feelings similar and different?

SKILL FOCUS: Compare Texts

INSTRUCT: Draw a T-chart on the board with the headings "Fiction Features" and "Nonfiction Features." Then review the features of fiction and nonfiction with students. (Fiction features: a made-up story; written to entertain mainly; characters may or may not be like real people; settings and events may be realistic or unrealistic; includes drawings and illustrations. Nonfiction features: contains facts that can be verified; written primarily to inform; contains photographs of real things; the people and situations are real.)

ASSESS: Have students read "A Sea Turtle's Journey" on page 11. Discuss and clarify ideas in this article. Distribute the *Compare Texts* worksheet and have students complete it independently. Discuss responses.

EXTEND

Science Have students conduct research to learn about the life cycle of a sea turtle and then create a diagram to show and describe this cycle. Suggest students add information about dangers that turtles face at each stage in the cycle. Invite students to share their work.

Name _____

Comparing Texts

Write the titles of the story and the article in the chart below. Describe their similarities and differences, citing specific details from each text.

Title:

Title:

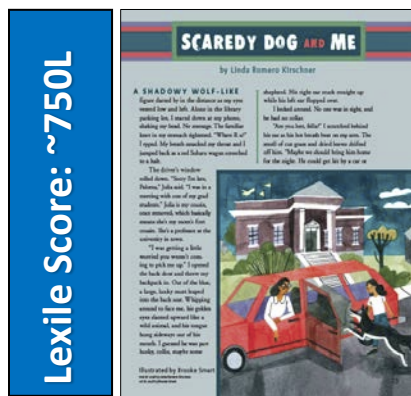
How are these texts similar?

How are these texts different?

Cricket® Teacher Guide: July/August 2018

Scaredy Dog and Me pp. 23–39, Contemporary Realistic Fiction

Analyze how characters change using this story about a girl and a dog who need each other.



RESOURCES

- Character Change Worksheet

OBJECTIVES

- Students will read and analyze a short story
- Students will analyze how characters, events, and ideas develop and interact
- Students will plan and carry out investigations

KEY VOCABULARY

- **veered (p. 23)** changed direction
- **warily (p. 24)** in a cautious or watchful manner
- **careened (p. 24)** moved quickly in an uncontrolled way
- **deployed (p. 25)** moved into position for military action
- **covered (p. 23)** crouched or cringed in fear

ENGAGE

Conversation Question: What relationships do humans have with animals?

Help students brainstorm a list of the qualities of a good friend (kind, honest, loyal, trustworthy, etc.). Then share a few stories of unusual human-animal friendships (available online) with the students. Discuss whether the qualities of a good friend are the same for animals and humans.

INTRODUCE VOCABULARY

Display the vocabulary words and read them and the definitions aloud. Have students work in groups to write sentences that use these words and show their meanings. Invite groups to share their sentences by reading them aloud without the vocabulary words to another group. Other groups should guess which words belong in the sentences.

READ & DISCUSS

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

1. Why does Paloma live with her cousin, not with her parents?
2. Compare Paloma and Chester. Discuss the similarities and differences between the characters.
3. What do you learn about Paloma's feelings from her dream?
4. The last sentence of the story states the theme. Explain how the story shows this theme.

SKILL FOCUS: Character Change

INSTRUCT: Tell students that the main character in a story may seem one way at the beginning of a story and another way at the end. Explain that they can analyze the ways a story character changes by using the steps below.

1. Identify the character's traits at the beginning of the story.
2. Identify the character's traits at the end of the story.
3. Note the events that led to a change in the character's traits.

On page 23, read aloud the first two paragraphs and the sentence that begins "I was getting a little worried . . ." Invite students to describe Paloma's traits at this point in the story.

ASSESS: Distribute a copy of the *Character Change* worksheet to all students and have them work in pairs to complete it. Invite the pairs to present their ideas to the class.

EXTEND

Science Have students go to a local zoo or animal shelter to observe the behavior of an animal for at least one hour. Tell students to take notes or photographs to record what they notice. Then have them conduct research or ask a zoo attendant to help them interpret this behavior. Have students present their work to the class.

Carrots for Ranger

pp. 32–37, Realistic Fiction

Use this story about a boy who gentles a wild horse to give students an opportunity to explore point of view.

Lexile Score: ~1150L



OBJECTIVES

- Students will read and analyze a short story
- Students will assess how point of view shapes the content of a text
- Students will obtain, evaluate, and communicate information

KEY VOCABULARY

- **stamina** (p. 33) great strength that allows you to continue doing something for a long time
- **corral** (p. 33) an area surrounded by a fence and used for holding animals, such as horses, on a farm
- **bales** (p. 34) tightly wrapped bundles of material, such as hay
- **skeptical** (p. 35) having or expressing doubt about something
- **escapades** (p. 35) exciting, dangerous, or foolish adventures
- **nickered** (p. 35) softly neighed

ENGAGE

Conversation Question: What relationships do humans have with animals?

Ask students if they have any experience in or knowledge of taming wild animals. Discuss the kind of wild animals that people might tame and how a person could earn a wild animal's trust. Finally, tell students to focus on the human-animal relationship in this story.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud along with their definitions. Tell students that they will work in small groups to write a very short story—silly or serious—that includes all of the vocabulary words and involves a horse. Give groups ten minutes to write their stories. Then have them share their work with the class. Finally, tell students to look for the vocabulary words as they read the story.

READ & DISCUSS

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

1. Why did the BLM capture Ranger?
2. What does Lacey think about Ranger when he jumps out of his pen?
3. How does Ranger react when he is afraid?
4. How does Lacey try to win Ranger's trust?
5. Choose three adjectives to describe Ranger's personality. Explain your word choices.
6. Why do you think the author chose the title "Carrots for Ranger"?

SKILL FOCUS: Analyze Point of View

INSTRUCT: Explain that in a story told from the first-person point of view, the narrator is a story character who participates in the events that he or she describes. Readers are limited to knowing only as much as the narrator knows and sees. A first-person narrator usually reveals his or her thoughts and feelings about other characters and events. Ask students to identify the narrator in "Carrots for Ranger." Discuss what Lacey reveals about other characters and events and about himself. Then briefly discuss how the story would be different if it were narrated by a different character.

ASSESS: Have students choose another character from the story, horse or human, and rewrite a scene from that character's point of view. Remind them to include the character's thoughts and feelings.

EXTEND

Science Remind students that Ranger comes to Lacey through the Bureau of Land Management. Have students learn more about what the BLM does by researching in the library and online. Have groups of students find five to ten interesting facts to share with the class.