



THEME

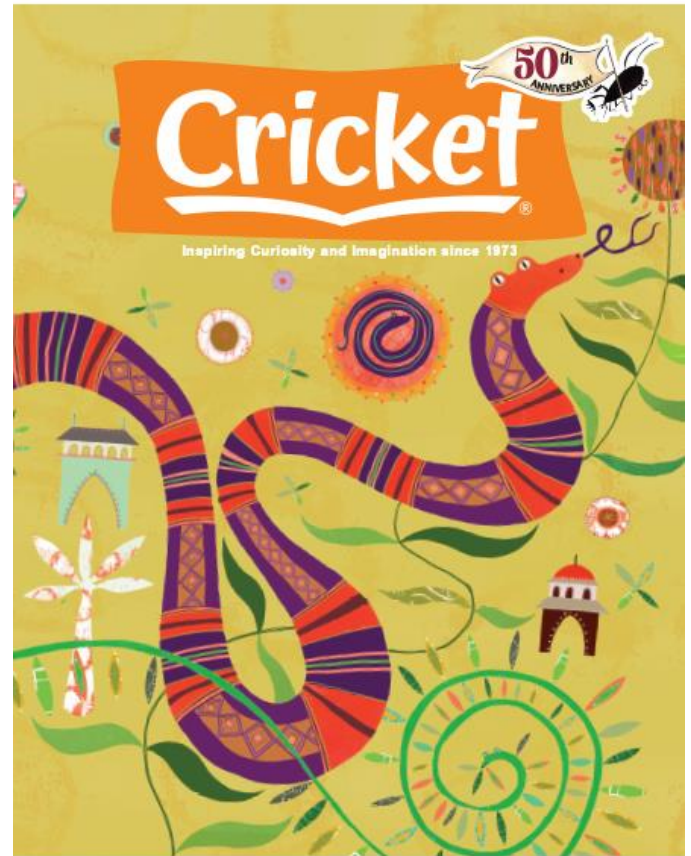
Many authors include elements of fiction in their nonfiction writing, and most use elements of nonfiction in their fiction writing. Explore the ways authors combine fiction and nonfiction using the activities and lessons in this teacher guide.

CONVERSATION QUESTION

How do authors combine fiction and nonfiction?

TEACHING OBJECTIVES

- Students will read and analyze short stories.
- Students will determine figurative meanings and analyze how specific word choices shape meaning.
- Students will analyze the key elements and characteristics of literary texts.
- Students will analyze point of view.
- Students will observe and identify birds in their region.
- Students will create a game to be played in PE.
- Students will conduct short research projects.



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

SELECTIONS

- **Dove Watch**
Contemporary Realistic Fiction, ~610L
- **Professor Naismith's New Game**
Narrative Nonfiction, ~390L
- **The Galápagos Mermaid**
Fantasy, ~850L

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Dove Watch

pp. 5–11, Contemporary Realistic Fiction

Use this diary-form story about a boy who watches a nest of dove eggs to help students analyze imagery and figurative language.



RESOURCES

- Imagery and Figurative Language

OBJECTIVES

- Students will read and analyze a short story.
- Students will determine figurative meanings and analyze how specific word choices shape meaning.
- Students will observe and identify birds in their region.

KEY VOCABULARY

- ***mourning* (p. 6)** feeling or showing great sadness because someone has died
- ***flinch* (p. 7)** to move suddenly because you are afraid of being hit or hurt
- ***threatened* (p. 8)** caused something to be at risk
- ***natural* (p. 10)** usual or expected

ENGAGE

Conversation Question: How do authors combine fiction and nonfiction?

Discuss with students the differences between fiction and nonfiction. Jot down students' ideas on the board in a two-column chart. Then explain that fiction authors may include facts in their stories. Review the definition of *fact*. Discuss why authors might include facts in their stories. Then tell students to look for facts in "Dove Watch."

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. It is _____ to feel nervous about speaking in front of a crowd.
2. A bee flew toward my face, which caused me to _____.
3. The rising river _____ the houses that sat along its banks.
4. The whole country was _____ after the death of the president.

READ & DISCUSS

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

1. Identify four facts from the story and the diary entry each appears in.
2. What traits does the boy in the story show?
3. Describe an internal conflict the boy faces in the story.
4. Describe an external conflict in the story.
5. Identify two examples of mourning in this story.
6. Summarize what happens to Scott over the course of the story.
7. How do the boy's feelings change over the course of the story?
8. What might happen next if the story continued?

SKILL FOCUS: Imagery and Figurative Language

INSTRUCT: Explain that authors use imagery and figurative language to help readers visualize characters and settings and understand characters’ feelings. Distribute the *Imagery and Figurative Language* worksheet. Use the table at the top to review imagery, simile, and personification. Have students work in pairs to identify the two examples of figurative language in the first diary entry (“shiny patch...like soap bubbles”/ simile; “grabbed my eye”/ personification). Then have them identify the example of imagery in paragraph two of the second diary entry (“a black puff of fur the size of...”). After pairs complete the worksheet, discuss answers. Then ask students to describe what the figurative language helped them visualize or understand.

ASSESS: Have students work in pairs to find other examples of imagery, simile, and personification in the story. Tell them to use a sheet of paper and the practice activity directions to write about and discuss each example.

EXTEND

Science: Use suggestions from the National Audubon Society website to encourage students to go birding. The site offers a free bird identification app that can help students identify birds in their region.

Imagery and Figurative Language

Literary Element	Definition	Example
imagery	words and phrases that appeal to readers' senses	We sat in the warmth of the glowing fire and listened to it crackle.
simile	a comparison of two things that have some similar qualities; the comparison contains the word <i>like</i> or <i>as</i> .	<ul style="list-style-type: none"> When Ernie was sick, his voice sounded like a croaking frog. The clouds were as big as mountains.
personification	a figure of speech in which an animal, object, or idea is given human characteristics	<ul style="list-style-type: none"> dancing leaves the sun's warm smile

Practice Activity

Simile: Underline the simile in the sentence and circle the two objects that are compared. Explain how these objects are alike.

"A shiny patch on its neck like soap bubble rainbows grabbed my eye."

Personification: In the sentence below, underline the object that is given human characteristics. Then write the human characteristic the object is given.

"A shiny patch on its neck like soap bubble rainbows grabbed my eye."

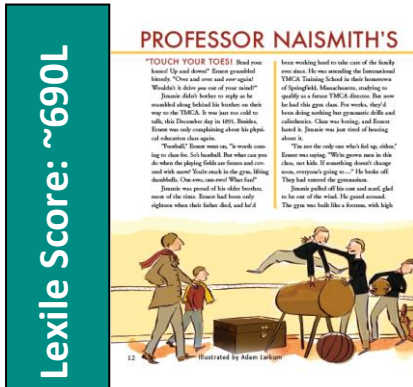
Imagery: Underline the sensory details in the sentence below. Then write the sense each detail appeals to.

"I'm pre-pre-K and smiling, with a black puff of fur the size of a grapefruit in my lap."

Professor Naismith's New Game

pp. 12–17, Narrative Nonfiction

Use this story about the invention of basketball to help students analyze characteristics of narrative nonfiction.



RESOURCES

- Narrative Nonfiction

OBJECTIVES

- Students will read and analyze a nonfiction story.
- Students will analyze the key elements and characteristics of literary texts.
- Students will create a game to be played in PE.

KEY VOCABULARY

- **tackling** (p. 14) forcing the player with the ball to fall to the ground
- **intercept** (p. 15) to catch or receive a ball passed by an opponent
- **dodge** (p. 16) to get away from or avoid something
- **lobbing** (p. 16) throwing, hitting, or kicking a ball so it goes through the air in a high curving path

ENGAGE

Conversation Question: How do authors combine fiction and nonfiction?

Ask students to explain what the term “narrative nonfiction” means. Help them understand that narrative nonfiction is a story that contains facts about a person or event. Display this list of author’s purposes: to persuade, to entertain, to describe, to inform. Have students turn and talk to identify a narrative nonfiction author’s main purpose or purposes. Have students share their ideas and the reasons behind them. Then tell them to think about the author’s purposes in this narrative.

INTRODUCE VOCABULARY

Display the vocabulary words and definitions and read them aloud. Have students work in groups of four to write sentences about playing sports using these words. Have groups review their sentences and confirm that the words are used correctly. Invite groups to share their sentences. Then tell students to look for these words as they read.

READ & DISCUSS

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

1. Why is Ernest at the YMCA? How would you describe him?
2. How would you describe Professor Naismith? Identify his traits.
3. Whose thoughts and feelings do the narrator reveal in the story?
4. What led Professor Naismith to invent the game of basketball?
5. What role did the students play in developing the game?
6. What does the professor mean when he says, “This will be a game of skill rather than strength”?

SKILL FOCUS: Narrative Nonfiction

INSTRUCT: Discuss with students how this narrative is like a fiction story. (It includes characters, dialogue, setting, conflict, and plot events.) Then discuss the nonfiction elements in the narrative (facts about the invention of basketball). Work with students to create a list of the important events in this story. Have students work in pairs to decide if anything is missing from the list or if any events should be combined. Once the list is finalized, distribute the *Narrative Nonfiction* worksheet to students. Go over the different plot stages and the activity directions.

ASSESS: Have students work in pairs to complete the activity and then discuss responses in small groups. Then, as a class, discuss this question: In your opinion, is this story an effective way to inform readers about the invention of basketball? Why or why not?

EXTEND

Physical Education Have students work in small groups to create a game of skill for PE class using this rubric: the whole class can play, it can be played outdoors or in the gym, it uses equipment available at school. Groups should list rules and equipment, explain how to win, and draw a diagram of the area of play. Have groups present their games to the class. Then have students vote on which game they would like to play.

Narrative Nonfiction Note the characters and setting. Then note events and facts in each plot stage.

Characters	Setting

Story Events

Facts About Basketball

Exposition		
Rising Action		
Climax		
Falling Action		
Resolution		

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The Galápagos Mermaid

pp. 37–44, Fantasy

Use this fictionalized journal based on the real-life experiences of Syms Covington, Charles Darwin's assistant, to give students practice in analyzing point of view.



RESOURCES

- Point of View

OBJECTIVES

- Students will read and analyze a fantasy story.
- Students will analyze point of view.
- Students will conduct short research projects.

KEY VOCABULARY

- windward (p. 37)** the direction the wind is blowing from
- arid (p. 38)** having very little rain or water
- outcropping (p. 39)** a large area of rock that sticks out of the ground
- merfolk (p. 39)** mythical creatures that are human from the waist up and fish from the waist down

ENGAGE

Conversation Question: How do authors combine fiction and nonfiction?

Display this phrase: “based on a true story.” Discuss what it means when a movie or story is “based on a true story.” Is the story made-up, true, or a combination? Then discuss why an author or filmmaker might want to base a story on something that is true but also add made-up details to the story. Tell students to think about how much of “The Galápagos Mermaid” is based on a true story and how much is fiction.

INTRODUCE VOCABULARY

Go over vocabulary words and definitions. Then challenge students to write a very short story that is based on truth, using all the vocabulary words correctly. Students should begin their stories with this phrase to establish the “truth” part of their narrative: *On the way to school this morning....* Then stories may go in any direction. Allow students five minutes to write. Then have them share their stories. Remind students to look for the vocabulary words as they read “The Galápagos Mermaid.”

READ & DISCUSS

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

- Who was Syms Covington and why might people know about him?
- What inspired the author to write this story?
- Which facts from the introduction also appear in the story?
- What does Syms mean when he writes, “The island did not seem to welcome us”?
- Why doesn’t Syms tell the others about the mermaid?
- What do the other characters in the story believe about mermaids?
- What does Syms wonder about aquatic lizards and mermaids?

SKILL FOCUS: Analyze Point of View

INSTRUCT: Review first-person and third-person point of view. Then ask students to identify the point of view of “The Galápagos Mermaid.”

Point out that the first-person point of view allows readers to experience characters, settings, and events through Syms’s eyes. It also gives them insights into Syms’s thoughts and feelings. Distribute the *Point of View* worksheet to students and review the directions. Have students work in pairs to discuss what they learn about Syms’s thoughts and feelings from the excerpt in the chart. Discuss responses.

ASSESS: Have partners complete the worksheet. Then, as a class, discuss whether Syms is a reliable or an unreliable narrator. Tell students to support opinions with story details.

EXTEND

Science: Assign a different Galápagos Islands animal to pairs of students. Have them research the animal and create a presentation to deliver to the class. If possible, screen the 1999 Smithsonian documentary *Galápagos* for the class first.

Point of View

Describe what you learn about Syms's thoughts and feelings from the story quote below. Then find two other story quotes that reveal something about Syms's thoughts and feelings. Copy the quotes into the left-side column of the chart. Be sure to add quotation marks. Write your ideas in the right-side column.

Story Excerpt	Narrator's Thoughts and Feelings
<p>"I have been afraid for weeks to tell about the events which happened during our recent voyage through the Galápagos Islands. They will call me insane and declare me unfit to be Mr. Darwin's assistant. But staying quiet will drive me to true madness. And so, I will set my account here as faithfully and truly as I can, come what may."</p>	