

Cricket

THEME

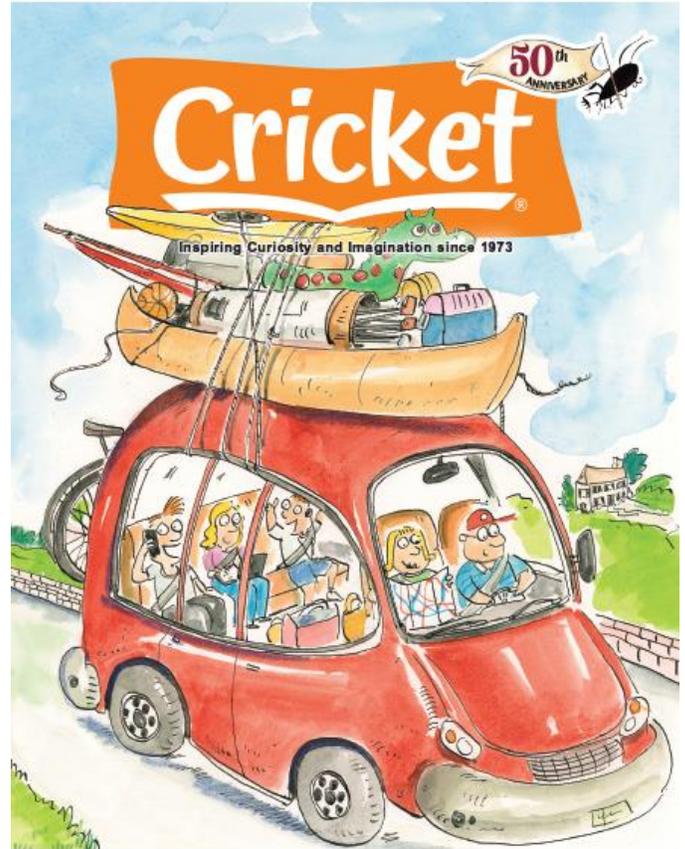
“The sea has many voices,” wrote poet T.S. Eliot. Use the stories, lessons, and activities covered by this Teacher Guide to explore with your students how different authors voice their ideas about the sea.

CONVERSATION QUESTION

How do different authors portray the sea?

TEACHING OBJECTIVES

- Students will read and analyze a short story, poem, and a non-fiction article.
- Students will recognize the key elements and characteristics of literary texts.
- Students will read and analyze the tone of a poem.
- Students will identify an author’s purpose and explain how the author’s point of view is conveyed.
- Students will write narratives to develop imagined experiences.
- Students will use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Students will conduct interviews.



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.

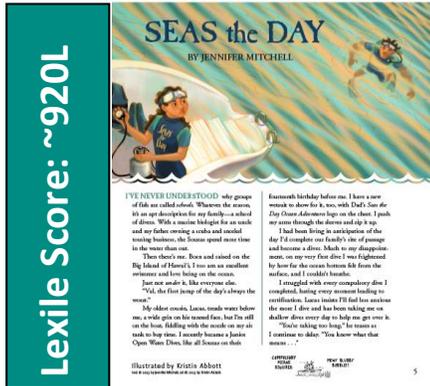
SELECTIONS

- **Seas the Day**
Contemporary Realistic Fiction, ~920L
- **Off to the Sea**
Poem, N/A
- **Lifeguard Dogs Dig In!**
Expository Nonfiction, ~920L

Seas the Day

pp. 5–10, Contemporary
Realistic Fiction

Give students practice in analyzing internal and external conflicts using this story about a family of divers.



ENGAGE

Conversation Question: How do different authors portray the sea?

Display the quotes below and have students work in small groups to discuss how the ocean is characterized in each. Does it seem mysterious, friendly, threatening, etc.? Invite groups to share their ideas. Then tell students to note how the ocean is described in “Seas the Day.”

- “When beholding the tranquil beauty and brilliancy of the ocean’s skin, one forgets the tiger heart that pants beneath it.” (Herman Melville, *Moby Dick*)
- “Far out in the ocean, where the water is as blue as the prettiest cornflower, and as clear as crystal, it is very, very deep.” (Hans Christian Andersen, “The Little Mermaid”)

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.

OBJECTIVES

- Students will read and analyze a short story.
- Students will recognize the key elements and characteristics of literary texts.
- Students will write narratives to develop imagined experiences.

KEY VOCABULARY

- **curbs** (p. 6) controls or limits something
- **undulating** (p. 6) moving smoothly up and down in waves
- **hindering** (p. 8) holding something back

READ & DISCUSS

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

1. Why does Valentina describe her family as “a school of divers”?
2. How is Valentina different from the other members of her family?
3. Highlight three places where the narrator describes her fear of diving.
4. What is Valentina’s role during the scuba dive tour?
5. What motivates Valentina to dive into the dark ocean?
6. What does Valentina learn about the other members of her family?
7. Highlight two images of the ocean that show it in two different ways.

SKILL FOCUS: Identify Internal & External Conflicts

INSTRUCT: Explain that story characters face two types of conflicts. An **internal conflict** is a struggle that takes place in a character’s mind. For example, a character may feel afraid to do something or may wrestle with a difficult choice. An **external conflict** is a struggle that takes place between a character and an outside force, such as another character, a natural disaster, or an animal. Discuss examples of internal and external conflicts in books and movies. Then have students work in pairs to list the conflicts in “Seas the Day.” Work with the class to create a master list of conflicts on the board.

ASSESS: Have pairs record the conflicts in a T-chart with the headings “internal conflicts” and “external conflicts.” Discuss responses.

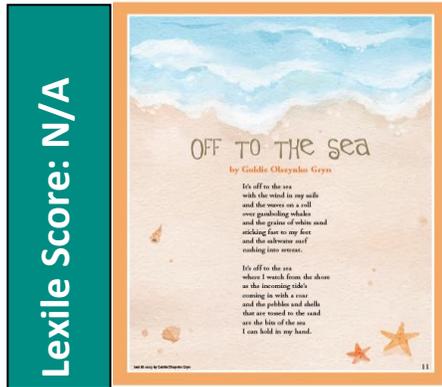
EXTEND

Writing: Have students create a comic strip that tells the story “Seas the Day” from the dolphin’s perspective. The strips should begin with the dolphin getting caught in the fishing line and end with the dolphin circling the divers and swimming away.

Off to the Sea

p. 11, Poem

Use this poem about the seashore to give students an opportunity to analyze the tone of a poem.



RESOURCES

- Analyze Tone

OBJECTIVES

- Students will read and analyze a poem.
- Students will analyze the tone of a poem.
- Students will use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

KEY VOCABULARY

- gamboling*** (p. 11) playfully running and jumping around
- fast*** (p. 11) adhering firmly

ENGAGE

Conversation Question: How do different authors portray the sea?

Show students a short video of ocean waves breaking on a beach. Tell them to notice the way the ocean looks—its colors and forms, the way it moves, and the sounds it makes. Then have students work in pairs to come up with three to five words that describe the ocean. Invite students to share their lists. Then tell students to think about the way the sights and sounds of the ocean are conveyed in “Off to the Sea.”

INTRODUCE VOCABULARY

Display the following context sentences and underline the vocabulary words. Have students work in pairs to infer the definition of each vocabulary word, based on the sentence context. Then reveal the definitions and have students check their inferred definitions.

- The puppies were gamboling in the yard and rolling over each other.
- The photo I glued to my door is stuck fast and now I can't get it off.

READ & DISCUSS

Have the class listen closely as you read the poem aloud. Then have students work in pairs to take turns reading the poem to each other. Use the following questions to discuss the poem:

- What words or images stood out to you in the poem?
- How does the poem rhyme? Is there a pattern to the rhyme?
- Did anything about the poem surprise you? Explain.
- What comparison does the speaker make in the first stanza with the phrase “wind in my sails”?
- What is your impression of the speaker in this poem?
- What overall feeling do you get from this poem? Is it a gentle and quiet poem, a strong and serious poem, or something else? Explain.

SKILL FOCUS: Analyze Tone

INSTRUCT: Explain that the tone of a poem is the speaker’s attitude toward the subject of the poem. Tell students that the tone of a poem isn’t directly stated. Instead, the tone is conveyed to readers through the words, details, and images in the poem. The tone of a poem might be humorous, proud, bitter, or playful, among many other possibilities. Have students work in groups to discuss the subject of the poem and their impressions of the speaker. Ask groups to share their ideas. Then distribute the *Analyze Tone* worksheet.

ASSESS: Have students work in pairs to complete the worksheet. When all students have finished, discuss the tone of the poem as a class.

EXTEND

Writing Suggest students write their own “off to” poems—off to the lake, off to the city, off to the woods, off to the moon, etc. Tell them to begin each stanza of their poem with the phrase “It’s off to the ____.” Invite students to share their poems with classmates.

Analyze Tone

Complete the chart below to identify the tone of the poem and explain which words and details convey this tone.

1. What is the subject of the poem?

2. How does the speaker seem to think and feel about the subject?

3. Highlight words and details in the poem that you think are important or meaningful.

4. Circle the word (or words) below that best describes the tone in this poem. (Use a dictionary to look up any unfamiliar words.)

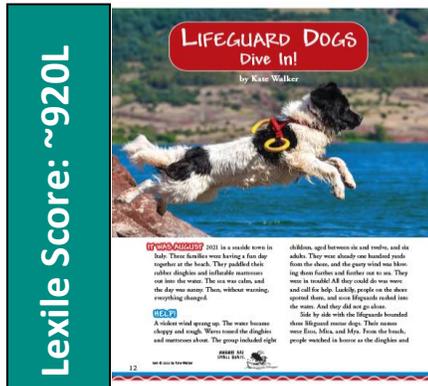
- | | | |
|--------------|--------------|----------|
| • humorous | • mocking | • gloomy |
| • thoughtful | • reflective | • solemn |
| • sarcastic | • irreverent | • joyful |

5. Which specific words and details in the poem convey this tone?

Lifeguard Dogs Dig In!

pp. 12–14, Expository Nonfiction

Use this article about lifeguard dogs in Italy to help students identify an author’s purpose and perspective.



RESOURCES

- Author’s Purpose and Perspective

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will identify an author’s purpose and explain how the author’s point of view is conveyed.
- Students will conduct interviews.

KEY VOCABULARY

- **bounded (p. 12)** ran or walked with long, energetic steps
- **instinct (p. 13)** a natural tendency that makes a person or animal want to act in a particular way
- **distressed (p. 14)** feeling or showing extreme anxiety, fear, or pain

ENGAGE

Conversation Question: How do different authors portray the sea?

Explain that “Lifeguard Dogs Dig In!” begins with a description of the sea and an event that occurred at sea. Read aloud the first page of the article up through the line “All they could do was wave and call for help.” Then have students turn and talk to a partner to discuss how the author portrays the sea. Invite students to share ideas. Then have students use the title, photos, and excerpt they read to predict what the article will be about.

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. My _____ dog shook with fear during the loud thunderstorm.
2. We _____ across the beach and dove into the ocean.
3. Cats have a/an _____ for stalking and hunting small animals.

READ & DISCUSS

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

1. What started the idea for water rescue dogs?
2. What makes Newfoundlands and retrievers the most successful water rescue dogs?
3. What do you think would be the most difficult part of training a water rescue dog?
4. Why do you think water rescue dogs are not used in more places?

SKILL FOCUS: Author’s Purpose and Perspective

INSTRUCT: Review author’s purpose and have students identify the author’s purpose for writing the article. Then explain that an author’s perspective is the way the author thinks and feels about a topic. Sometimes an author will tell readers what he or she thinks about a topic. If the author doesn’t do this, readers need to infer the perspective by looking closely at the author’s language to see if it conveys a negative or positive feeling about the topic. Have students read the first page of the article “I Know What You Bit Last Summer,” magazine page 23, and work in small groups to analyze the author’s perspective on deer flies. Have groups share their ideas and the details that led them to understand the author’s perspective.

ASSESS: Distribute the *Author’s Purpose and Perspective* worksheet and have students work in pairs to complete it.

EXTEND

Speaking and Listening: Have students interview a person who works with animals for a living, such as a K–9 police officer, an animal shelter employee, or a veterinarian. Students should request the interview and set up a time and place to hold it, prepare their questions, and then record their interview. Have students present their interviews in written or recorded form.

Author's Purpose and Perspective

Identify the topic of the article and the author's purpose for writing about it. Then reread the article and underline details that reveal a negative or positive perspective on the topic. Finally, write a paragraph that states the author's perspective on the topic. Support your idea with details from the article.

Topic of the article:

Author's purpose for writing about the topic:

Author's perspective on the topic: