

Cricket

THEME

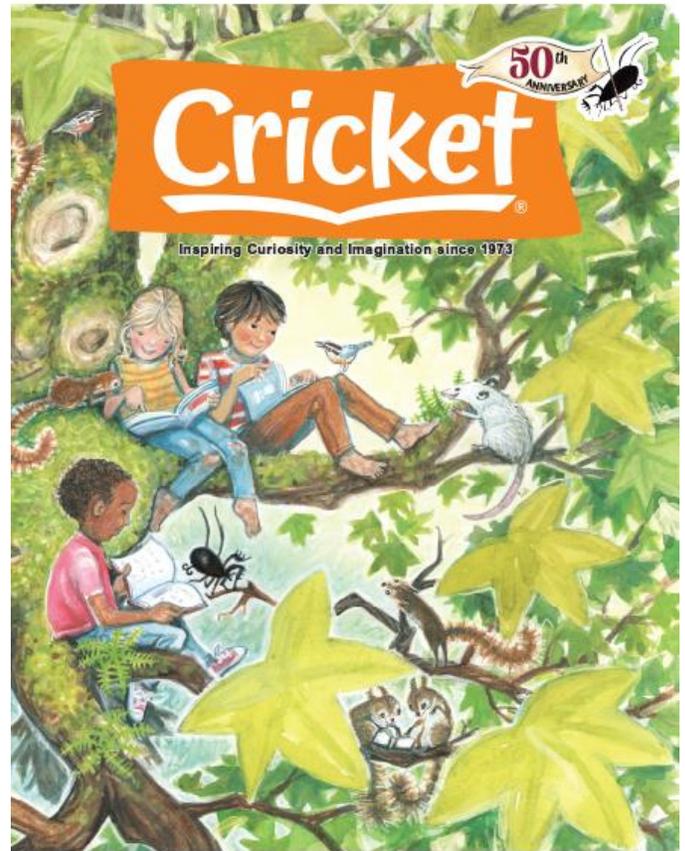
The skies are filled with wondrous things in this issue of *Cricket*. Use the stories, lessons, and activities in this teacher guide to reinforce reading strategies and literary analysis skills while exploring real and imaginary examples of flight.

CONVERSATION QUESTION

Look! Up in the sky! What is that?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact.
- Students will read and analyze stories.
- Students will read closely to determine what the text says explicitly and to make logical inferences from it.
- Students will cite specific textual evidence to support conclusions drawn from a text.
- Students will learn about wildlife rehabilitation.
- Students will create presentations that include information about the forces of flight.
- Students will write narratives to develop imagined experiences and events.



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.

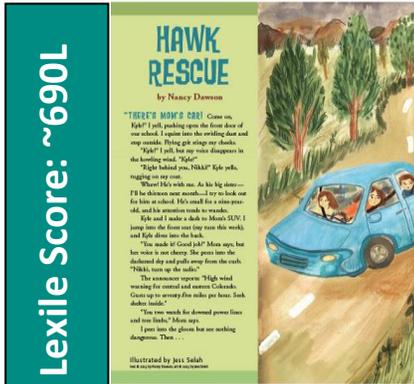
SELECTIONS

- **Hawk Rescue**
Contemporary Realistic Fiction, ~690L
- **The Borealis Eclipse**
Fantasy, ~700L
- **Wings**
Fantasy, ~620L

Hawk Rescue

pp. 5–11, Contemporary Realistic Fiction

Use this story about a family that rescues a wounded hawk to help your students analyze the stages of plot.



RESOURCES

- Stages of Plot

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will learn about wildlife rehabilitation.

KEY VOCABULARY

- **gust (p. 5)** a sudden strong wind
- **mangled (p. 8)** damaged by tearing or cutting
- **native (p. 10)** living or existing naturally in a particular region

ENGAGE

Conversation Question: Look! Up in the sky! What is that?

Have students preview the illustrations and then work in pairs or small groups to respond to these prompts: *What do people see up in the sky in this story? Make a prediction about what will happen to this object/animal in the story.* Have groups/pairs share their responses. Remind students to check their predictions after they read the story.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Have students write sentences that use the words correctly, and then exchange sentences with a partner to check each other's work. Finally, remind students to look for the vocabulary words as they read the story.

READ & DISCUSS

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

1. What makes the setting dangerous at the beginning of the story?
2. How does Nikki feel about her little brother Kyle?
3. Why does Mom cry when she realizes she has hit the hawk?
4. How does Kyle feel about Nikki?
5. Why does the family need to sleep away from windows?
6. Summarize Stormy's recovery process at the raptor center.
7. How do you think Kyle and Nikki feel at the end of the story?

SKILL FOCUS: Analyze the Stages of Plot

INSTRUCT: Remind students that the series of events in a story is called the plot and that the plot usually centers around a conflict or difficult situation faced by the main character. Explain that the conflict usually becomes more complicated before it is resolved. On the board, display the plot diagram from the *Stages of Plot* worksheet and go over the different plot stages. Then discuss the conflict and plot events in a familiar story or movie. Record plot details in the diagram on the board. Point out the conflict and how it becomes more complicated before it is resolved. Next, ask students to identify the conflict in "Hawk Rescue" and describe how it becomes more complicated as the story continues.

ASSESS: Distribute the *Stages of Plot* worksheet and have students work in pairs to identify and record story details to show the plot stages in "Hawk Rescue." Have pairs discuss how the setting influences the plot.

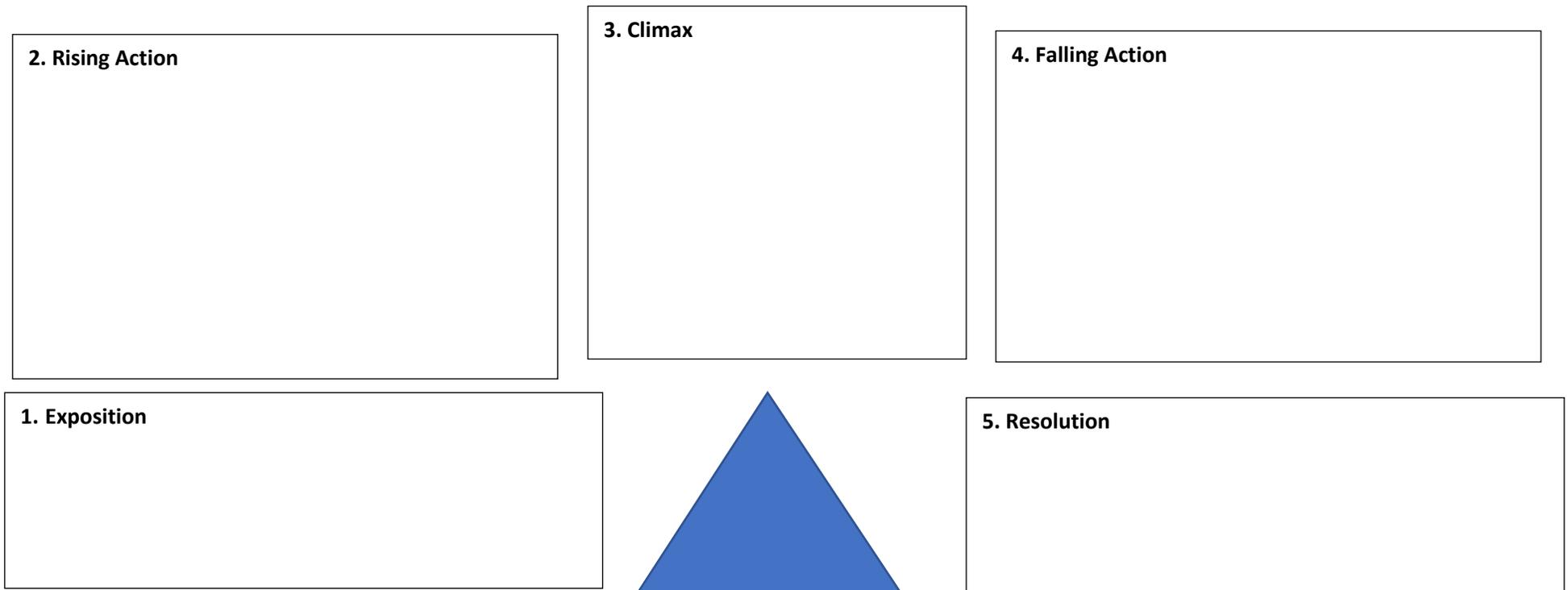
EXTEND

Science: Have students learn about wildlife rehabilitation centers or animal shelters in your areas. If possible, invite a representative from one of these places to give a presentation to your class. Have students work in groups to find ways they can help animals in shelters or rehab centers. Encourage interested students to find out how to become a certified wildlife rehabilitator.

Stages of Plot

In the chart below, note events and details from “Hawk Rescue” to describe the story’s plot.

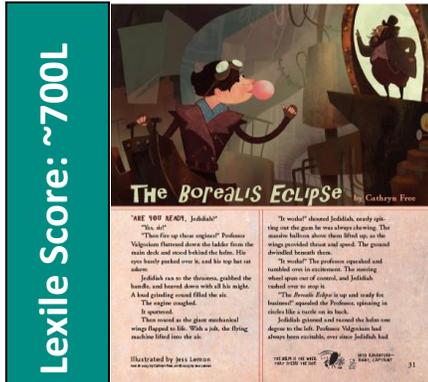
- **Exposition:** Characters, setting, and conflict are introduced.
- **Rising Action:** Story events make the conflict more complicated.
- **Climax:** The story reaches a turning point when the main character makes an important choice or takes an action.
- **Falling Action:** The conflict is resolved.
- **Resolution:** The final events at the end of the story tie up loose ends.



The Borealis Eclipse

pp. 31–34, Fantasy

Have students practice using the visualizing strategy as they read this story about a fantastic airship that gets into trouble.



RESOURCES

- Visualizing

OBJECTIVES

- Students will read and analyze a science fiction story.
- Students will read closely to determine what the text says explicitly and to make logical inferences from it.
- Students will create presentations that include information about the forces of flight.

KEY VOCABULARY

- **dwindled** (p. 31) gradually became smaller
- **salvaged** (p. 32) saved from destruction or loss
- **retired** (p. 32) taken out of use, service, or production
- **ward** (p. 32) a person, such as a child, who is protected and cared for by a court or guardian

ENGAGE

Conversation Question: Look! Up in the sky! What is that?

Discuss amazing things students have seen in the sky, such as northern lights, shooting stars, drones, UFOs, skydivers, hot air balloons, birds with huge wingspans, and insect swarms. Then type the phrase “airships and flying machines” in a search engine to find images of real and imagined devices. Ask students to share examples of real and imagined airships and flying machines from books and movies. Then tell students to pay attention to story details that explain how the airship in “The Borealis Eclipse” was built and what it looks like.

INTRODUCE VOCABULARY

Display the vocabulary words and read them and the definitions aloud. Have students work in small groups to write a context sentence for each word, leaving a blank where the word should be. Then have groups exchange and complete sentences. Finally, remind students to look for these words as they read.

READ & DISCUSS

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

1. What is your impression of Professor Valgorium?
2. How do Professor Valgorium and Jedidiah know each other?
3. Does this story take place in the past, present, or future? Explain.
4. On page 32, Professor Valgorium exclaims, “What a time to be alive!” Jedidiah says these same words at the end of the story. What causes each character to say these words? Do the characters feel the same way when they say them? Explain.

SKILL FOCUS: Visualizing

INSTRUCT: Remind students that when they visualize, they form pictures in their minds of the things they read about. Students can visualize as they read by paying attention to the details of sight, sound, taste, touch, and feeling an author uses to describe story elements. Explain that taking the time to imagine characters, settings, and scenes will help students enjoy and remember what they read. Have students reread the first seven lines of the story, “Are You Ready, Jedidiah?” to “...askew.” Tell students to highlight details in this section that helped them visualize Dr. Valgorium. Invite volunteers to share their details and identify the senses they appeal to. Then ask students to describe the mental pictures they imagined.

ASSESS: Distribute the *Visualizing* worksheet and have students complete it as they reread the story.

EXTEND

Science: Have students research new and experimental devices people are using to fly (drones, jetpacks, etc.) and choose one to report on. Reports should include images or videos and information about how each device achieves lift (the force that hold the device in the air) and thrust (the force that moves the device forwards/backwards).

Visualizing

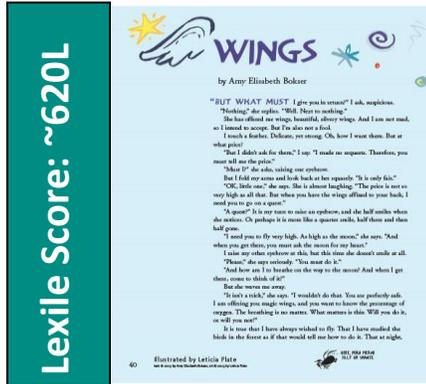
Find images in the story that interested you and write them in the spaces in the first column. Also note the sense or senses each image appeals to. In the second column, describe the mental picture each image helped you imagine.

Image from Story	My Mental Picture

Wings

pp. 40–44, Fantasy

Use this story about a girl who is given wings and asked to fly to the moon to teach students the strategy of asking questions when reading.



OBJECTIVES

- Students will read and analyze a short story.
- Students will cite specific textual evidence to support conclusions drawn from a text.
- Students will write narratives to develop imagined experiences and events.

KEY VOCABULARY

- **quest** (p. 40) a journey made in search of something
- **assent** (p. 41) an act of agreeing to something
- **cunning** (p. 42) cleverness or skill at tricking people in order to get something

ENGAGE

Conversation Question: Look! Up in the sky! What is that?

Point out to students that humans have always wished they could fly naturally, like birds. Discuss why this might be so. Ask students to imagine they wake up one morning with the ability to fly, but only for 24 hours. Have students work in groups to brainstorm what they would do with this new ability. Then ask students to share their thoughts.

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. Dad asked me to clean my room, and I gave a thumbs-up to show my ___.
2. Cybercriminals use ___ to steal people's data.
3. The scientist joined the ___ in search of rare and endangered frogs.

READ & DISCUSS

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

1. Why does the old lady offer to give the narrator wings?
2. Find details that reveal that the narrator is lonely and alone in the world.
3. The narrator remembers a kind voice, a sweet drink, and a warm hug. What events and/or people do you think she is remembering?
4. What does the narrator mean when she says she has lost so much?
5. What do you learn about the old lady in the story?
6. What makes this story seem mysterious?

SKILL FOCUS: Questioning Strategy

INSTRUCT: Explain that some stories present characters, settings, and events in unusual or mysterious ways. When this happens, readers may need support to understand what they read. Pausing to ask questions while reading will help students better understand a story. Display a three-column chart with these headings: "Characters," "Setting," "Events." Model asking questions as you read aloud the first eight lines of "Wings." List your questions in the columns. Sample questions: *Who is speaking here? Why is the narrator suspicious? Do the characters have special powers? Are the characters on earth or another planet?*

ASSESS: Have students work independently to make and label their own three-column charts. Then have them reread the story, pausing to note questions that occur to them. Finally, have them work in small groups to go over their questions and figure out which ones are answered in the story. For questions not answered in the story, discuss ways students might find answers to these questions, or if this is even possible.

EXTEND

Writing: Have students write a story, poem, comic strip, play, or mock TV interview based on this prompt: *Imagine you can fly, either with wings or special powers. Tell how you discovered you could fly and how you reacted. Describe the experience of flying and what you see, hear, feel, and smell as you fly. Also describe where you would go.*