

Cricket

THEME

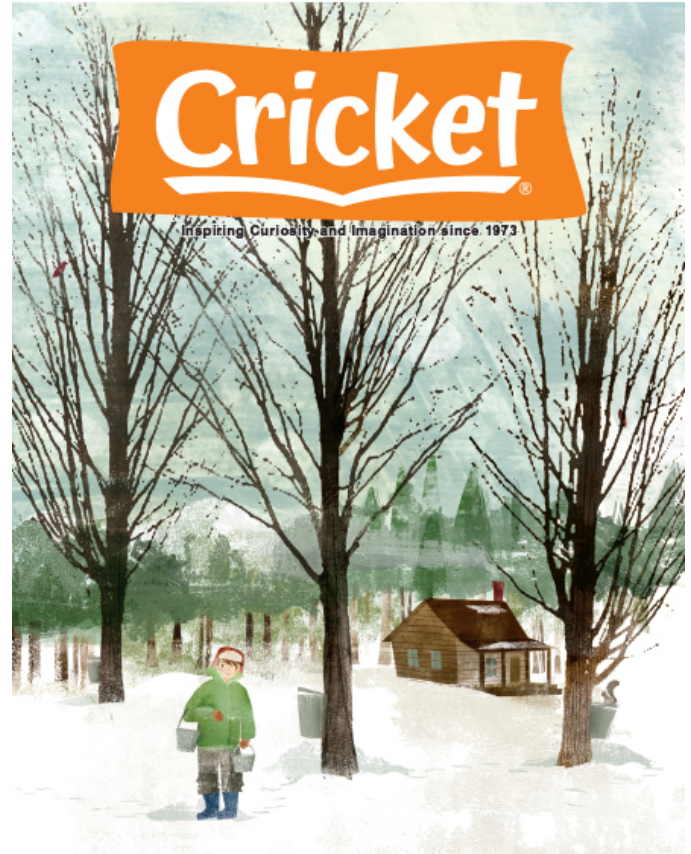
This issue of Cricket magazine takes the reader on a wild and quirky ride that explores children's imaginations. The creative and curious nature of children is examined, focusing on how different decisions will have different outcomes. This guide contains questions and activities that will keep students engaged while teaching them more about the world around them.

CONVERSATION QUESTION

How do decisions change lives?

TEACHING OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will write narratives to develop real or imagined experiences or events by creating their own Maple Libs.
- Students will learn how to overcome a challenge.
- Students will develop connections to the text.
- Students will write a short story.
- Students will draw evidence from literary or informational texts to support analysis, reflection, and research.
- Students will write narratives to develop real or imagined experiences or 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

- **Maple Madness**
Realistic Fiction
- **On Uppermost Winds**
Fantasy Fiction
- **The Lost Treasure of Snake Eyes Slim**
Historical Fiction

Maple Madness

pp. 5–10, Realistic Fiction

This realistic fictional story paints the picture of how our expectations can fool us before knowing the truth. This tale shows how disgust can turn into excitement by being curious.



RESOURCES

Maple Libs

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will write narratives to develop real or imagined experiences or events by creating their own Maple Libs.

KEY VOCABULARY

- **feral** (p. 6) an animal (such as a cat or dog) that has escaped and become wild
- **meandering** (p. 6) walking slowly without a specific purpose
- **spigot** (p. 6) a device that controls the flow of liquid from a large container
- **skimmer** (p. 8) a spoon with holes in it that is used by cooks

ENGAGE

Conversation Question: How do decisions change lives?

Introduce what an expectation is and then ask if they have ever had any expectations. What happened with those expectations? Were they satisfied or disappointed? What was the outcome? Ask students to write different instances in which they had expectations and what the results were. Ask students to share their experiences.

INTRODUCE VOCABULARY

Display these sentences and underline the key vocabulary. Ask the students which ones are used correctly versus incorrectly by putting a **Correct** or **Incorrect** next to them. For the sentences that are incorrect, have the students create a sentence using the vocabulary accurately.

1. The feral cat was curled up on its owner's lap. (Incorrect)
2. The meandering river glided through the valley surrounded by luscious brush. (Correct)
3. The boy went to the spigot after a long run for a drink of water. (Correct)
4. When the mechanic was ready to work on the car, he used a skimmer. (Incorrect)

READ & DISCUSS

Ask students to read the article independently and answer the following questions. Discuss the answers with the class.

1. In the beginning of the story, where would Jude rather be?
2. Why does Jude not want to go to the farm?
3. Who is Jude afraid of, and what happened last summer at the farm?
4. What does Gran mean by "being competent doesn't mean you don't make mistakes" (p. 10)?
5. How did Jude's feelings change from the beginning to the end of the story?

SKILL FOCUS: Reading and Writing

INSTRUCT: Tell students that this story challenges readers on how decisions can change lives and revise assumptions of what to expect. Ask students to pair up and complete the *Maple Libs* worksheet. Remind them to ask partners to fill in the blanks before reading the story.

ASSESS: Have students read their Maple Libs out loud. Ask students if their Maple Libs stories read clearly or nonsensically. Discuss. Collect and assess.

EXTEND

Writing: Ask students to pair up to create their own Maple Libs. Each student will create their own. Remind students to include various parts of speech. Once completed, invite them to read aloud the blanks and then the story.

Maple Libs: With a partner, read the blanks (i.e., noun, adjective, verb, etc.) out loud. Do not read the story before filling out the blanks. Once completed, read the story out loud. Enjoy the humorous content, and then rewrite the funny story to make an accurate story.

We started our day with a journey to the farm. The farm was filled with all kinds of _____ (plural animal). Even with all those animals to _____ (verb) from, we started with our favorite, the _____ (plural animal). We started by milking and feeding them _____ (noun). After that was completed, we moved on to the _____ (plural animal). These animals were quite different, as they had _____ (adjective) legs and a fat _____ (body part) but we got through it. The next chore was to lift _____ (things) that we can load onto the tractor to feed the animals. This was fun and _____ (present participle-verb), but we got to ride on the _____ (noun). As a reward for our hard work and to finish out our day, we snuggled around the _____ (noun) and sang campfire songs under the _____ (adjective) moon. Whoa, what a day at the farm!



On Uppermost Winds

pp. 12–16, Fiction

This story tells of a young girl who is trying to recreate a dragon for her dying father. This imaginary fictional story reminds readers of how the creative mind can lead to the fulfillment of wishes.



RESOURCES

Stages of Plot

OBJECTIVES

- Students will read and analyze a short story.
- Students will learn how to overcome a challenge.
- Students will develop connections to the text.
- Students will write a short story.

KEY VOCABULARY

- **incantation** (p. 12) a ritual prayer that tries to create a miracle
- **churn** (p. 14) to stir or mix something
- **contraptions** (p. 15) pieces of equipment or machinery that are odd
- **recited** (p. 16) read or stated something out loud from memory

ENGAGE

Conversation Question: How do decisions change lives?

Ask students if they have had to make a decision that shaped the outcome of a situation. Encourage them to be honest on the results of their decisions and ask what they learned from it. Encourage active listening and help students build connections based on shared experiences with a simple game of “I would or would not.” In this game, the classroom will be divided into two parts—I would and I would not. The teacher will read a statement and all students will have to move onto either the “would” or the “would not” side. The teacher can then ask follow-up questions such as: why did you do that? what was the outcome? do you wish things ended differently? etc.

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. Remind students to look for the vocabulary words as they read the story.

READ & DISCUSS

Read the article aloud with the class. Have students reread the text in small groups to answer the questions below. Discuss responses.

1. What was wrong with Asyra’s father?
2. Why did Asyra get an incantation? What was the incantation supposed to do?
3. What did Asyra need from the hunter?
4. What did the huntsman want from Asyra? What did she agree on?
5. Was Asyra able to fulfill a wish for her father?

SKILL FOCUS: 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 review the different plot stages.

ASSESS: Ask students to share their answers and drawings. Collect and assess.

EXTEND

Writing: Pair students up to create a magical short story that demonstrates how a character will go above and beyond to fulfill a wish for another character. Some questions that students can consider when creating their magical story include: what is the setting/plot? who were the characters? what was the wish to fulfill? how did the story end? etc. After giving students time to write, ask them to present if time allows.

Stages of Plot

Fill in the chart below, note events and details from “On Uppermost Winds” to describe the story’s plot.

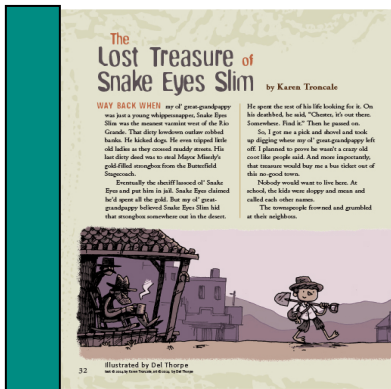
- **Exposition:** Characters, setting, and conflict are introduced.
- **Rising Action:** Story events make the conflict more complicated.
- **Climax:** The story reaches a turning point when the main character makes an important choice or takes an action.
- **Falling Action:** The conflict is resolved.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

Exposition: Who were the characters, where is the setting, what was the problem?	Rising Action: What event was challenging for Asyra?	Climax Asyra had to make an important decision.
Falling Action: How was the conflict resolved?	Resolution: How was the setting at the end of the story?	Draw the last scene of story (Use the back of the paper if more space is needed.)

The Lost Treasure of Snake Eyes Slim

pp. 32–37, Historical Fiction

In this story, you will see how one boy's actions change from the beginning to the end of a story and how decisions from one boy can change a whole town.



RESOURCES

If I Had a Strongbox: Evidence of Change

OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will draw evidence from literary or informational texts to support analysis, reflection, and research.
- Students will write narratives to develop real or imagined experiences or events.

KEY VOCABULARY

- **varmint** (p. 32) an animal that is considered a problem
- **persistence** (p. 33) trying to do something even though it is difficult
- **diligence** (p. 33) careful hard work
- **compassion** (p. 34) a feeling of wanting to help someone who is sick, hungry, in trouble, etc.
- **pinged** (p. 34) bounced off something with a sharp, high sound

<http://www.cricketmedia.com/teacher-guides>

ENGAGE

Conversation Question: How do decisions change lives?

Curious minds can change outcomes. When students are curious about a subject, they are willing to learn. Hide a treasure in the classroom and create evidence that points students in that direction to find it. Ask students questions after it is found, such as: why did you go that way? what evidence shows there will be a treasure? can you make a change with this treasure? etc.

INTRODUCE VOCABULARY

Display and read aloud 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 the story.

1. I showed ____ when I helped an elderly lady cross the street.
2. The proofreader showed ____ as she carefully examined her work.
3. The boy's ____ was demonstrated when he finally made the basket after trying all day.
4. The ball was ____ off the racket ball wall.
5. That pesky ____ got into the trash again!

READ & DISCUSS

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

1. Who is Snake Eyes Slim, and what was the last thing he stole?
2. What was Chester seeking for his ol' great-grandpappy?
3. What was in the strongbox that Chester found?
4. How did the town of Greasy Gopher Gulch change from the beginning of the story to the end?
5. Where did Chester go at the end of the story?

SKILL FOCUS: Evidence of Change

INSTRUCT: Finding evidence in a text helps students come up with a conclusion as to how the story will end. Remind students that evidence points them to go one way or another. Use the *If I Had a Strongbox* worksheet to find evidence within the text that demonstrates change throughout the story.

ASSESS: Have volunteers share the text they found that shows change. Collect and assess.

EXTEND

Writing/Drawing: Pair students up to create a treasure map. Students can write and draw to show their evidence. Remind them to provide evidence that leads to their treasure. Once students have completed this task, have them switch with other groups to determine if they can find that group's treasure. Ask the students if the evidence made it easy or difficult to find the treasure.

If I Had a Strongbox

Evidence of Change In the story, Chester states that he wants to leave town. What examples in the text demonstrate a change as the story continues? What statements did he make? Show evidence from the text that shows a change. The first one is done for you.

Component	School	Library	Stray Animals
Before Chester's Actions:	Old paint flaked off the school walls as we talked, fluttering down like snow onto the dead, brown grass. (p. 33)		
Chester's Actions:			
What would you do?			

How did Chester's actions help the people of Greasy Gopher Gulch? _____