

# Cricket

## THEME

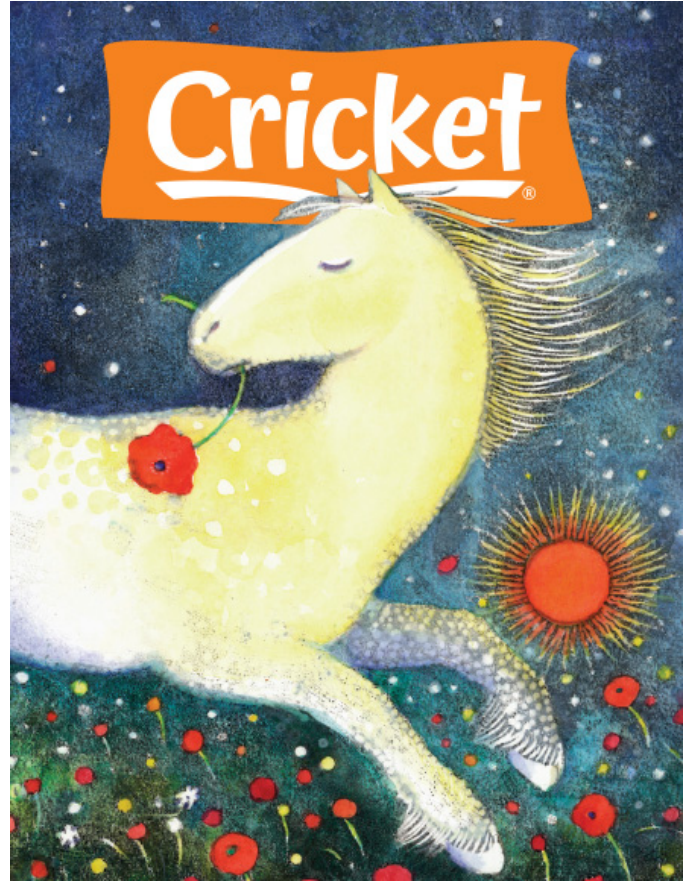
This issue of Cricket Magazine explores the importance of following one's dreams and embracing the hard work that is often necessary to reach a goal. Furthermore, it illustrates how helping others leads to personal growth and positive changes. Use these mini-lessons to explore how you behave and grow!

## CONVERSATION QUESTION

How do characters respond to challenges?

## TEACHING OBJECTIVES

- Students will read and analyze a fictional story.
- Students will learn the importance of hard work and determination.
- Students will develop an understanding of the central idea within the text.
- Students will develop connections to the text.
- Students will identify how characters interact with each other.
- Students will examine the importance of focusing on one's dream.
- Students will explain and draw the process of how plants grow.
- Students will learn how to overcome challenges.
- Students will provide inferences based on story content.
- Students will research a musical instrument and demonstrate overcoming stage fright as they discuss and display an example of playing that instrument.



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.

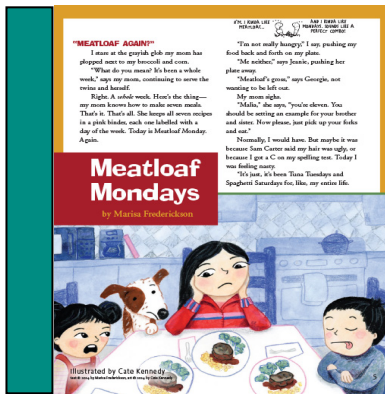
## SELECTIONS

- **Meatloaf Mondays**  
Realistic Fiction
- **The Secret of Flowers**  
Realistic Fiction
- **Stage Fright**  
Realistic Fiction

## Meatloaf Mondays

pp. 5–10, Realistic Fiction

This fictional story tells about a young girl who is determined to learn a new skill that can help others. It demonstrates the importance of lending a helping hand!



## RESOURCES

- Topic and Main Idea

## OBJECTIVES

- Students will read and analyze a fictional story.
- Students will learn the importance of hard work and determination.
- Students will develop an understanding of the central idea within the text.
- Students will identify how characters interact with each other.

## KEY VOCABULARY

- **plopped** (p. 5) dropped or placed (something or someone) in a heavy or careless way
- **genes** (p. 6) parts of a cell that control or influence the appearance, growth, etc., of a living thing
- **stifle** (p. 7) to stop (someone) from doing or expressing something

## ENGAGE

**Conversation Question:** How do characters respond to challenges?

Explain how we use our senses to overcome challenges (examples: seeing cars as you cross a street, smelling the smoke of a fire, feeling something soft, hearing music, tasting a banana). Demonstrate the importance of using all your senses. Then, ask students to imagine losing a sense. Ask them to show and tell about losing one sense and the challenges they may have. How did they overcome this challenge?

## INTRODUCE VOCABULARY

Display and read each vocabulary word and definition aloud. Then ask students to fill in the sentences using the correct term.

1. She inherited the \_\_\_\_\_ for blue eyes from her parents.
2. He \_\_\_\_\_ his tray down at the cafeteria.
3. The teacher didn't want to \_\_\_\_\_ the student's efforts by giving more work.

## READ & DISCUSS

After students read the story, use the following questions to prompt a class discussion.

1. What details do you discover about Hettie's personal life on the first page of the story?
2. Why is everyone upset that they are eating meatloaf?
3. Describe why Malia insists on cooking supper and state the ingredients she used.
4. Explain how Mrs. Benny teaches Malia how to cook and list the ingredients that they used.
5. Does Malia win the contest at school?

## SKILL FOCUS: Main Idea

**INSTRUCT:** The ability to determine the main idea within a text is a critical reading strategy. This strategy helps students establish what the text is really about and identify supporting details within the text. Instruct students to recall key details from the story while using the *Topic and Main Idea* worksheet as a guide.

**ASSESS:** Have volunteers share their findings with other students and collect when finished.

## EXTEND

**Drama:** Remind students of the different characters within the story and their personalities. Guide students as they become one of the characters from the story. Instruct students to add their own personality to the character and discuss how the story could have taken different turns.

## TOPIC AND MAIN IDEA

Fill in the boxes below stating the topic and main idea. Then fill in details about the story and provide a summary.

<b>TOPIC:</b>
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<b>MAIN IDEA:</b>
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<b>DETAILS:</b>
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<b>DETAILS:</b>
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<b>SUMMARY:</b>
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## The Secret of Flowers

pp. 13–16, Realistic Fiction

This story tells of a girl who has a dream of growing and selling flowers instead of vegetables. Despite disheartening words from her mother, she does not give up on her dream. This story provides an encouraging message of following one's dream.



## ENGAGE

**Conversation Question:** How do characters respond to challenges?

Sometimes following a dream is much harder than anticipated. Several factors may interfere and may even put a dream on hold. Explain to students that hard work and dedication are the keys to facing many obstacles. Have students share a dream they may have or something they wish to do one day. Ask them to consider what steps they will need to take in order to reach their goal or dream.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. For each word, have students write a sentence that uses it correctly and demonstrates its meaning. Have students share their sentences with a partner. Then remind students to look for the key 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 does Sumiko help her mother grow and why?
2. Explain why Sumiko's mother says they cannot grow and sell flowers.
3. Describe how Sumiko ends up with a chrysanthemum and explain what happens to it.
4. Does Sumiko's flower grow? Who does she discuss the flower with?
5. Explain what happens at the festival.
6. Do you think Sumiko will grow flowers or vegetables after the festival? Why or why not?

## SKILL FOCUS: Text Connections

**INSTRUCT:** Making connections is a critical reading comprehension strategy that helps students derive meaning out of what they are reading. The ability to make connections involves a process of linking prior knowledge to new knowledge and experiences. Instruct students to review the article and to use the *Text Connections* graphic organizer to record connections to the world, to another text, and to themselves.

**ASSESS:** Have volunteers share their connections. Collect and assess.

## EXTEND

**Science:** The story discusses growing vegetables as well as flowers. It also explains how Sumiko is able to save a withered flower. Discuss the three processes by which plants grow: photosynthesis, respiration, and transpiration. Have students fold a piece of paper into thirds and use each section to explain the processes. Students may include explanatory drawings.

## RESOURCES

Text Connections

## OBJECTIVES

- Students will examine the importance of focusing on one's dream.
- The students will develop connections to the text.
- Students will explain the processes of plant growth.

## KEY VOCABULARY

- **foolish (p. 11)** having or showing a lack of sense or good judgment
- **discarded (p. 14)** threw (something) away because it is useless or unwanted
- **withered (p. 15)** dry and weak

## Text Connections

Review the article and use this graphic organizer to record connections to the world, to another text, and to yourself.

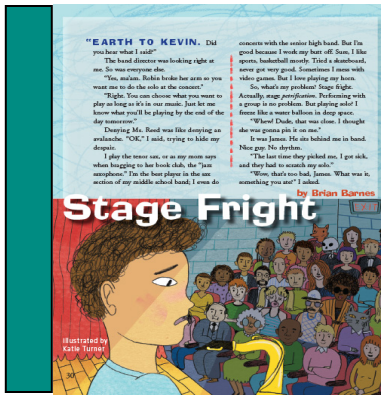
Text connection	<hr/> <hr/> <hr/> <hr/>
to self	<hr/> <hr/> <hr/> <hr/>
Text connection	<hr/> <hr/> <hr/> <hr/>
to text	<hr/> <hr/> <hr/> <hr/>
Text connection	<hr/> <hr/> <hr/> <hr/>
to world	<hr/> <hr/> <hr/> <hr/>



## Stage Fright

pp. 13–17, Realistic Fiction

The adventure of a young boy trying to conquer his stage fright sets the stage for reminding readers that it is always possible to overcome your challenges and conquer your fears. When you never give up, anything is possible!



## OBJECTIVES

- Students will learn how to overcome challenges.
- Students will make inferences based on story content.
- Students will research and demonstrate overcoming stage fright as they discuss and display an example of playing that instrument.

## KEY VOCABULARY

- **avalanche (p. 30)** a sudden great amount of something
- **keeled (p. 31)** fell down suddenly
- **hypnosis (p. 32)** a state that resembles sleep but in which you can hear and respond to questions or suggestions

## ENGAGE

**Conversation Question:** How do characters respond to challenges?

Successful participation in friendship activities can increase students' self-confidence and self-esteem. Encourage active listening and help students build connections based on shared experiences and challenges with a game of "Two Truths and a Lie." Each student will share two true statements and one false statement about themselves while the other players have to guess which statement is the lie. After the game, ask the students if they found it to be challenging to tell the truth statement to their classmates. If so, have them explain why.

## INTRODUCE VOCABULARY

Introduce the key vocabulary and definitions. Ask students to draw pictures that define the vocabulary words. As an example, *avalanche* can show snow falling off a mountain. Allow students 5–10 minutes to demonstrate their knowledge of the vocabulary through their pictures.

## 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 is Kevin so afraid of in the story?
2. What do Kevin's friends suggest he do to conquer his stage fright?
3. Where does Kevin feel most comfortable playing his saxophone?
4. Explain how Kevin conquers his stage fright and performs at the concert.
5. Make a prediction about how stage performances will be for Kevin in the future. Include details to support your prediction.

## SKILL FOCUS: Making Inferences

**INSTRUCT:** Relating to characters within a story, and understanding challenges that characters face, is vital to fully understanding the content of the story. Remind students that many times the author uses evidence and reasoning instead of explicit written statements (inferences) to give the reader information. Have students create a T-chart with the headings "Stated Challenges" and "Inferred Challenges." Students will list the character's challenges in the appropriate column.

**ASSESS:** After discussing their list of challenges, ask students to explain ideas they have about overcoming such challenges.

## EXTEND

**Music:** The story follows a young boy and his journey to overcoming stage fright within the school band. Instruct students to conduct research about a musical instrument. Research should include: information about where the instrument originated, how it is played, its history, etc. Finally, ask for volunteers to demonstrate playing a musical instrument for the class.