

Cricket®

THEME

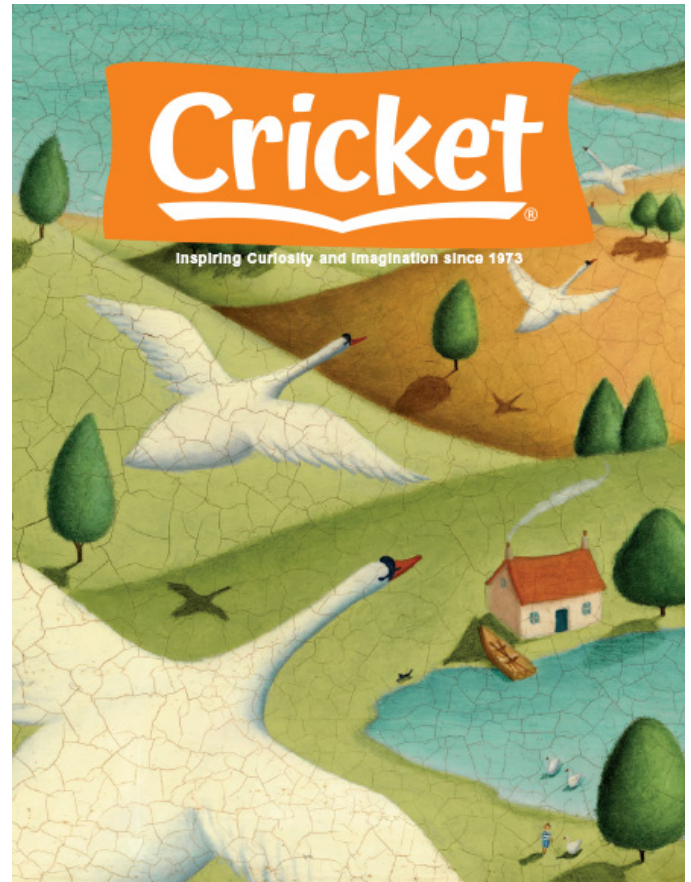
This issue of Cricket Magazine offers realistic stories that inspire the reader to ponder, “What if that happened to me?” Students will contemplate how to be a unique individual while adhering to the important rules of society. Use these mini-lessons to demonstrate how rules can help us.

CONVERSATION QUESTION

How do rules help us?

TEACHING OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the sequence of events.
- Students will create an island with their own rules and applications.
- Students will read and analyze a nonfiction story.
- Students will summarize key supporting details and ideas using a KWL chart.
- Students will conduct a short research project on Lucy Larcom.
- Students will read and analyze a realistic fiction story.
- Students will map out the sequence of events.
- Students will write a journal entry about catching and caring for an animal.



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

- **Pages of You**
Realistic Fiction
- **Lucy Larcom: Mill Girl Poet**
Nonfiction
- **In Pursuit of a Pig**
Biography Journal Entry

Pages of You

pp. 5–11, Realistic Fiction

This is a fictional story about a Grandpa (Gramps) who has Alzheimer’s disease and the effects it has on the people around him.



RESOURCES

Sequence of Events: Gramps’ Rules

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the sequence of events.
- Students will create an island with their own rules and applications.

KEY VOCABULARY

- **exaggerated (p. 5)** enlarged or increased beyond the normal
- **Alzheimer’s (p. 7)** a brain disease that results in progressive memory loss
- **commotion (p. 10)** disturbed or violent motion that causes a disturbance
- **contemplated (p. 11)** viewed as likely or probable

ENGAGE

Conversation Question: How do rules help us?

Rules are created to prevent chaos and to keep people safe. Ask the class what rules they abide by and why. Remind them to think of the good versus the bad and how they affect people. Create a path to your desk. Then, ask students to pick a partner. Tell them the rules to get there (stop here, turn there, hop over this, go under that, etc.), going on the path you established. Make sure to state what they can and cannot do. After that, have one partner close their eyes while the other student spins them. When they open their eyes, have them go to your desk and see if they go off path. Instruct their partners to keep a list of the rules they broke and those they kept. Have more than one group go at a time to make it even more challenging and to see how they function together by following the rules of the game. Repeat and ask the students to explain their findings.

INTRODUCE VOCABULARY

Display the definitions and vocabulary on the board. Tell students they will create sentences using the words provided. Then, to ensure an understanding of the terms, have students exchange papers with their classmates to determine if the terms were used correctly.

READ & DISCUSS

Read the article as a class and discuss the following questions:

1. Why was Gramps not supposed to drive, and what happened when he did drive?
2. What rule did Gram give Gramps?
3. What disease does Gramps have and how did it affect him?
4. How did Melanie get Gramps to stop the car?

SKILL FOCUS: Sequence of Events

INSTRUCT: While reading the story “Pages of You,” think about the spoken and unspoken rules that are implied within the story. Consider why these rules were important for Gramps. Now, ask students to list the sequence of events in the correct order from 1 to 5, listed on the *Gramps’ Rules* graphic organizer. After listing the sequence of events, have students write a new ending of how the story could have gone.

ASSESS: Monitor students and help when needed. Collect handouts after the students have completed their new endings.

EXTEND

Creative Writing Have students partner with a friend and then ask them to imagine that they own an island. Have them draw their island, name it, and then create a list of rules that will apply to their citizens. Remind students that rules are created to prevent chaos and to keep the peace. Give the students an allotted amount of time and then ask them to share with the class. Remember to ask students follow-up questions on how their rules will affect their society.

Gramps' Rules

Sequence of Events Refer to the text to put the events from the story in the correct order. After reviewing the sequence, write an alternate ending.

1. Grams tells Gramps he is not allowed to drive due to having Alzheimer's disease.

2. Melanie visits Gramps and Gram.

3. Gramps takes the car out with Melanie in it.

4. Melanie gets Gramps to pull over by pretending to be her mom.

5. Gramps says, "We have a list and a map. What could possibly go wrong?"

List statements in the correct order by number:

_____, _____, _____, _____, _____

The story ended with Gramps pulling over the car. What other ending could have happened and why?



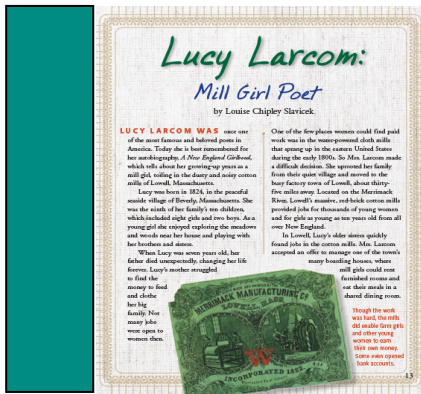
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Lucy Larcom:

Mill Girl Poet

pp. 13–16, Nonfiction

Meet Lucy Larcom, who worked in a mill but refused to give up learning. As she started work at a young age, she also learned how to put her thoughts on paper. Learn from a girl that followed the rules but never gave up on learning.



RESOURCES

Information Organizer: Mill Girl's Past to Present K-W-L

OBJECTIVES

- Students will read and analyze a nonfiction story.
- Students will summarize key supporting details and ideas using a KWL chart.
- Students will conduct a short research project on Lucy Larcom.

KEY VOCABULARY

- **frazzled (p. 14)** in a state of extreme physical or nervous fatigue
- **toiling (p. 15)** working hard and long
- **equivalent (p. 16)** equal in force, amount, or value
- **lecture (p. 16)** a discourse given before an audience or class, especially for instruction

ENGAGE

Conversation Question: How do rules help us?

As centuries have passed, rules have been modified. The rules that were applied in the 1800s may not be relevant today. As time continues, civilization has changed. Give students examples of the rules in the 1800s (women working, attire, manners, etc.). Then ask students if those rules apply today and if not, how have they changed? Remind students that this story is set in the 1800s where rules were vastly different.

INTRODUCE VOCABULARY

Provide the students with the definitions on the board and ask them to fill in the sentences below with the correct vocabulary. Discuss and share.

1. A ___ man came into the store after he was attacked by a wild animal.
2. The two students showed they had ___ amounts of money in their bags.
3. I attended the university for a special ___ that was given on science.
4. He was ___ with the machine all day.

READ & DISCUSS

Read the article as a class and discuss the following questions:

1. Where did women find paid work during the 1800s?
2. Why did Mrs. Larcom move her family and where did they move?
3. What quote did Lucy use in her autobiography to describe the noise at the mill?
4. How old was Lucy when she started working and what happened with her going to school?
5. How was Lucy able to still go to school while she had to work at the mill?

SKILL FOCUS: Know, Want to Know, Learned

INSTRUCT: While reading “Lucy Larcom: Mill Girl Poet,” think of how times have changed from the 1800s to the present. The story expresses a very different time for women. Using the text, brainstorm the things that you knew, wanted to know, and what you would like to learn. After writing down some notes, fill in the *Mill Girls Past to Present KWL* organizer. They can use the KWL chart if needed for their extended research project.

ASSESS: Monitor students and provide assistance to complete the KWL chart.

EXTEND

Research Pair students together and ask them to investigate Lucy Larcom. Have them research Lucy’s history and then pick one of her poems to share with the class. Ask students to detail important facts about Lucy’s life and how her poems helped others.

Mill Girl's Past to Present

KWL: Use this KWL chart to list what you know about the 1800s during the time that Lucy Larcom was a mill worker. Start with “What I Know” about the 1800s prior to reading the story. Consider how the 1800s were different. Then, complete the “What I Wonder” column as you read the story. Finally, continue with “What I Learned” about the 1800s and answer the questions that you may have listed in the other two columns. Share the chart with classmates when finished and discuss.

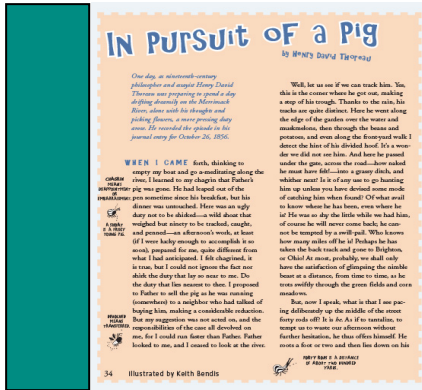
K What I Know	W What I Wonder	L What I Learned

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In Pursuit of a Pig

pp. 34–39, Biography Journal Entry

This realistic journal entry unfolds a fun and exciting adventure for a young boy determined to capture his pig.



RESOURCES

Sequence of Events: Pig's Big Adventure Map

OBJECTIVES

- Students will read and analyze a realistic fiction story.
- Students will map out the sequence of events.
- Students will write a journal entry about catching and caring for an animal.

KEY VOCABULARY

- **shoat** (p. 34) a young hog
- **hark** (p. 36) to pay close attention
- **anecdote** (p. 36) an amusing biographical incident
- **deliberates** (p. 37) thinks about a decision carefully
- **obstinate** (p. 37) not easily removed

ENGAGE

Conversation Question: How do rules help us?

Rules can differ from people to animals. Think about what rules a person has versus those that we may put on animals. Discuss this as a class. Then, ask the class this question: “If you could have any pet you wanted, what it would be?” Instruct the class to draw their pet and write the rules on the side that they think would be best for owning that pet. Remind them of the responsibilities that could follow those rules. Ask for volunteers to share their pets and rules.

INTRODUCE VOCABULARY

Write the definitions on the board, and then show a list of the words. Have students try to match the word with its correct definition. Have them notice the words during the reading and check their choices. After the reading, have students identify the sentences from the story containing the words, then ask them to share an original sentence using one of the vocabulary terms.

READ & DISCUSS

Read the article as a class and discuss the following questions below.

1. Why were the pig's tracks easy to follow?
2. What are some of the places the pig visited?
3. Who tried to help catch the pig?
4. What rules did the writer suggest following when you have a pig?
5. How did they get the pig back home?

SKILL FOCUS: Sequence of Events

INSTRUCT: “In Pursuit of a Pig” details key places and times that the pig ventured out. Remind students that in this biography journal entry, the writer is detailing where the pig went and what he was doing. Ask students to fill in the *Pig's Big Adventure* graphic organizer that details the sequence of events.

ASSESS: Monitor students and help when needed. When finished, have the students use the organizer as a model of creativity when writing their journal entry in the EXTEND section below.

EXTEND

Writing After reading “In Pursuit of a Pig,” ask the students to think about a time when they had to care for a pet, and it may have escaped their yard. If they do not own a pet, they can imagine one. Then have them think about what they did and how they found it. Now, ask them to write a journal entry displaying all the obstacles and rules that may have been broken while they tried to capture it. They can use pictures, poems, and creative gestures to enhance what their journal entry states as they share their funny stories with the class.

Pig's Big Adventure

Map Out a Pig's Day Sequence: Fill in the timeline below with some of the pig's adventures. Use this timeline to help you with your journal entries in the extended activity to get creative.

Pig Escapes



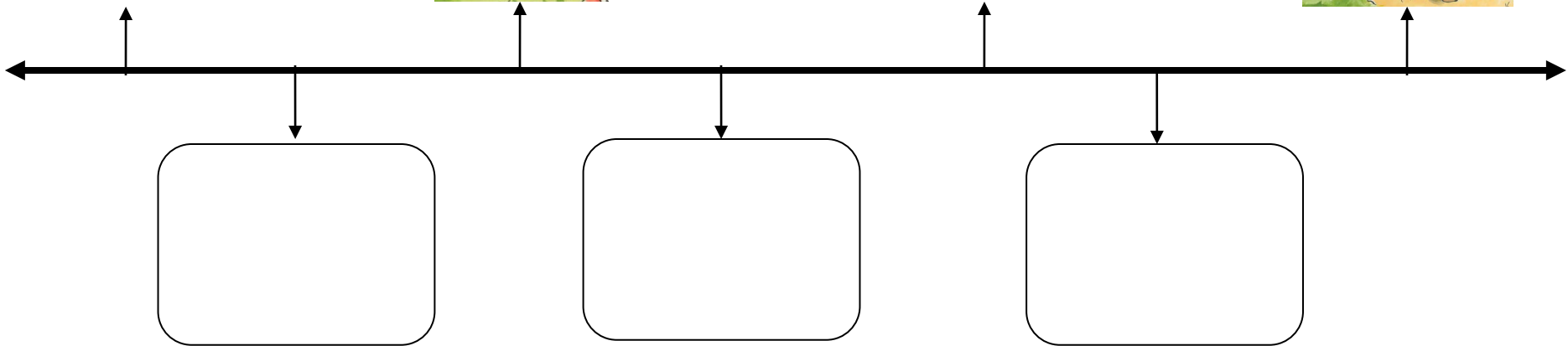
Pig Bolts



Pig Goes to Fresh Gardens



Pig Goes Home



Helpful hints: pig napping, pig glides down the narrow street, goes into a carriage manufacturer