

# Cricket

## THEME

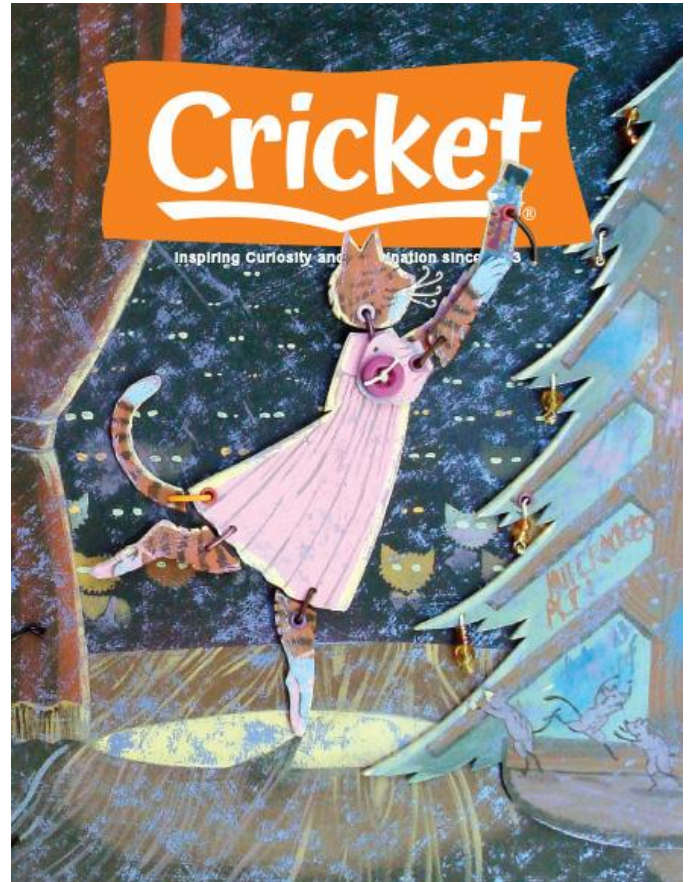
This issue of Cricket Magazine provides short stories and activities that make you think about what is most important in life and to question whether it is truly important.

## CONVERSATION QUESTION

What matters most in life?

## TEACHING OBJECTIVES

- Students will read and analyze a realistic fiction story.
- Students will summarize key supporting details and ideas for conflict resolution.
- Students will write narratives about how the story could have ended.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will extend the ending of a story.
- Students will create a drawing that illustrates their conclusion.
- Students will read and analyze a short biography.
- Students will analyze how individuals develop and interact.
- Students will analyze cause-and- effect relationships.



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.

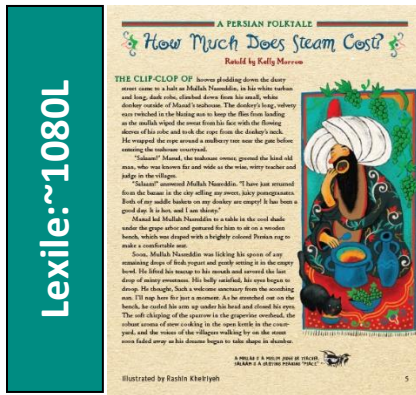
## SELECTIONS

- **How Much Does Steam Cost?**  
Realistic Fiction, ~1080L
- **The Pirate King (Part 2)**  
Realistic Fiction, ~880L
- **The Architect and His Donkey**  
Biography, ~1150L

## How Much Does Steam Cost?

pp. 5–9, Realistic Fiction

This is realistic fictional story about what a man wants most at that moment in time and if he should be charged for thinking outside of the box.



## ENGAGE

**Conversation Question:** What matters most in life?

Think about a time when you wanted something so much that you refused to have anything else or give up on having it. Ask the class to share their example of when this occurred and explain whether they got what they wanted or not, and why. Now, tell the students that the story “How Much Does Steam Cost” is about two men that had a disagreement and how one man came up with a clever way to solve it.

## INTRODUCE VOCABULARY

Display the vocabulary along with definitions. Ask students to fill in the blanks with the correct terms.

1. The restaurant offered \_\_\_ and tasteless bread.
2. The \_\_\_ stew was warm and filling.
3. I was \_\_\_ by the shop owner’s rude behavior.
4. The shaded courtyard gave us \_\_\_ from the intense heat of the sun.
5. The customer would not \_\_\_, as he insisted on getting that deal at the store.

## READ & DISCUSS

Read the article independently and then discuss the questions as a class.

1. What did Abdul Ali do with his bread to make it taste better?
2. What did the teahouse owner, Musad, want Abdul Ali to pay for, and why?
3. How did Mullah resolve the problem of payment between Ali and Musad?
4. What do you think Mullah meant by “steam and sound are like brothers who flood together upon the air”?

## SKILL FOCUS: Conflict Resolution

**INSTRUCT:** Remind the students that this story had a conflict between two people and a third person was brought in to resolve it. Ask them if they ever had a conflict like this and if so, how did they resolve it? While they are thinking about your question, distribute the *Conflict Resolution: Musad’s Solution* organizer to fill in. They may review the story for key details.

**ASSESS:** Discuss responses as a class and review the possible reactions of how the situation could have gone. Have the students consider this to help them with the extend activity.

## EXTEND

**Writing:** While students review and discuss the conflict resolution organizer, ask them to come up with different endings of the story. What are some other possible ways that this story could have ended or been resolved? Ask students to write their narratives and share them when finished.

## RESOURCES

Conflict Resolution: Musad’s Solution

## OBJECTIVES

- Students will read and analyze a realistic fiction story.
- Students will summarize key supporting details and ideas for conflict resolution.
- Students will write narratives about how the story could have ended.

## KEY VOCABULARY

- **sanctuary (p. 5)** a safe place
- **coarse (p. 6)** rough or poor quality
- **mutton (p. 6)** the meat of a mature sheep
- **relent (p. 8)** let up, slacken
- **perplexed (p. 9)** puzzled, uncertain

## Musad's Solution

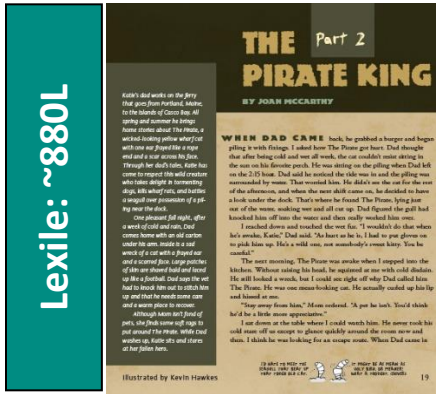
**Conflict Resolution:** Use the story to fill in the chart below.

What is the Conflict?  _____  _____	
Abdul's Argument:  _____  _____	Musad's Argument:  _____  _____
Possible Solutions:  _____  _____	
Mullah's Solution:  _____  _____	
Was the problem resolved?  _____  _____	

## The Pirate King (Part 2)

pp. 19–23, Realistic Fiction

The Pirate King (Part 2) is about a family that takes care of a cat that needed a little extra love when it got injured. This realistic fictional story demonstrates how compassion can help those in need, whether it is a person or an animal.



## RESOURCES

Sequence of Events: The Life of The Pirate

## OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will extend the ending of a story.
- Students will create a drawing that illustrates their conclusion.

## KEY VOCABULARY

- **disdain** (p. 19) a feeling of contempt for someone or something regarded as unworthy
- **struggle** (p. 20) to proceed with difficulty or with great effort
- **accustomed** (p. 20) used to
- **ignored** (p. 21) refused to take notice of
- **wharf** (p. 22) a pier or dock where ships can load and unload cargo and passengers

## ENGAGE

**Conversation Question:** What matters most in life?

Tell students that the title of this story is “The Pirate King.” Ask them what they think the story is about. Play a game of 20 questions to guess who the story is about. While they are playing, give them tips (it’s an animal, it can be found in a home, etc.). Once the game is finished, let them know that the story is about an injured cat that receives help from a family.

## INTRODUCE VOCABULARY

Display the vocabulary and definitions. Discuss as a class. Then, ask students to create their own sentences using the terms. When finished, have them switch with their neighbors to see if the terms were used accurately.

## READ & DISCUSS

Read the article independently and then discuss the questions as a class.

1. Who is The Pirate?
2. Why did dad take The Pirate to his home? What happened to The Pirate?
3. When did The Pirate go back to the wharf?
4. What is The Pirate’s job at the wharf?
5. What do you think matters the most to The Pirate?

## SKILL FOCUS: Conflict Resolution

**INSTRUCT:** Sequencing events helps students understand and relate to the beginning, middle, and ending of a story. Use *The Life of The Pirate* graphic organizer to help students put the events from the story in order. Then, ask students to extend the ending of the story by writing about what happens to The Pirate after he returns to the wharf.

**ASSESS:** Discuss responses as a class and review the possible reactions of how the situation could’ve gone. Have the students consider this discussion to further help them with the extend portion.

## EXTEND

**Art:** Using their story extensions from *The Life of The Pirate* graphic organizer, have students draw a picture that illustrates The Pirate’s return to the wharf. When complete, have students share their drawings and stories with their classmates. If time permits, ask for volunteers to share their stories and drawings with the class.

## The Life of The Pirate

**Sequence of Events:** Put the events from the story in the correct order. Then, write a short extension of the story of The Pirate after he went back to the wharf.

1. The Pirate goes to the vet for his shots.

2. The Pirate starts to walk and is moved to the patio.

3. The Pirate returns to the wharf.

4. The Pirate gets injured from the gulls.

5. Dad takes The Pirate home.

What happened to The Pirate after he returned to the wharf? Use your imagination to continue the story about The Pirate (examples could include: he got attacked again, he moved back in with the family, he had a cat family, he lived on a boat, etc.)

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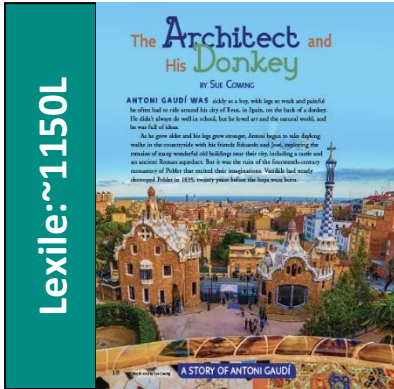
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## The Architect and His Donkey

pp. 24–27, Biography

Teach students how to read and analyze a biography using this article about the Spanish architect, Antoni Gaudí.



### OBJECTIVES

- Students will read and analyze a short biography.
- Students will analyze how individuals develop and interact.
- Students will analyze cause-and-effect relationships.

### KEY VOCABULARY

- **remains** (p. 18) the parts of something that are left when other parts are gone
- **ruins** (p. 18) the remaining pieces of something that was destroyed
- **vandals** (p. 18) people who deliberately damage property
- **catalogue** (p. 19) to list or describe something in an organized way
- **restoration** (p. 19) the act or process of returning something to its original condition by, for example, repairing it or cleaning it
- **commissioned** (p. 19) requested something to be made or done

### ENGAGE

**Conversation Question:** What matters most in life?

Ask students what jobs they would like to have in the future. Then ask if they believe it's important for people to truly enjoy their jobs. Discuss whether it is better to be paid a large amount of money working at a job they don't like or to be paid very little for a job that they are passionate about. Tell students to keep this question in mind as they read "The Architect and His Donkey."

### INTRODUCE VOCABULARY

Display the vocabulary words and ask volunteers to explain the meanings of familiar words. Acknowledge the correct meanings and then read the definitions aloud. Next, have students work in pairs to look for relationships between the words and then categorize them. Invite pairs to share and explain their word groups.

### READ & DISCUSS

After students have read the text, use the questions below to prompt discussion:

1. Approximately what year was Antoni Gaudí born?
2. How does the author show you that Gaudí was imaginative?
3. In what ways was Gaudí an unusual person?
4. Which parts of Gaudí's life are included in this biography? Which parts are left out? Why do you think the author left these parts out?
5. What mattered most to Gaudí? What mattered least?
6. Do you admire Gaudí? Explain why or why not.

### SKILL FOCUS: Analyze Biography

**INSTRUCT:** Remind students that a biography is a factual account of a person's life, written by another person. Biographers entertain readers with interesting facts about a person and provide details to help readers answer the question, "What was this person *really* like?" Work with students to construct a timeline of important events in Antoni Gaudí's life. Draw a timeline on the board and ask volunteers to name two or three important events from the article. Record these events on the board.

**ASSESS:** Have students copy the timeline from the board and while working in pairs, ask them to add important events. Have them discuss how each event affected Gaudí. Finally, invite pairs to share their responses.

### EXTEND

**Social Studies:** Have students conduct research to learn about three to five historical events that strongly influenced the history and culture of Barcelona. Encourage students to use words and visuals to present information to the class.