

# Cricket

## THEME

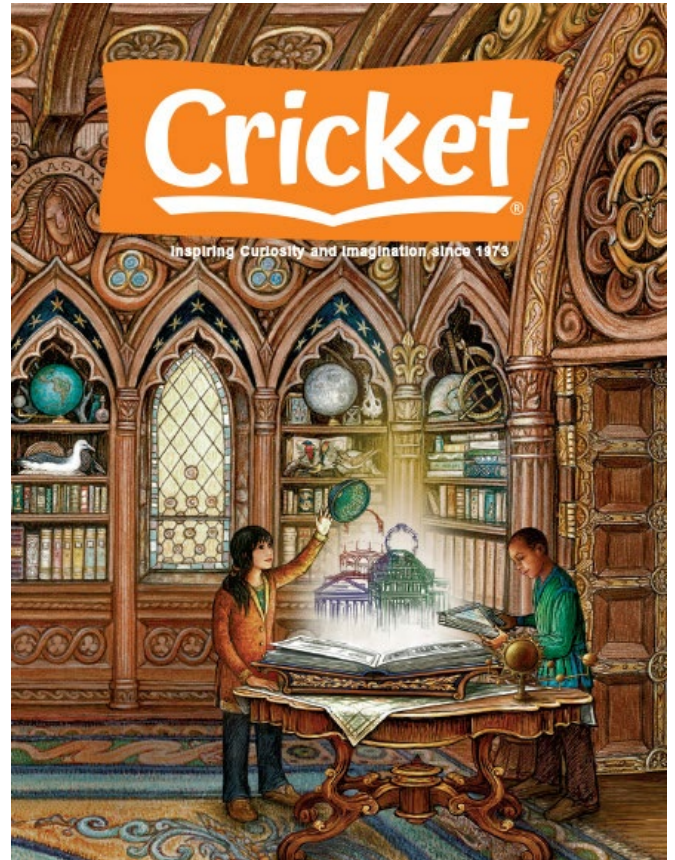
This issue of Cricket Magazine provides short stories and activities that make you think about the jobs that people do and how people find purpose in life.

## CONVERSATION QUESTION

How do people find their purpose in life?

## TEACHING OBJECTIVES

- Students will read and analyze a fantasy fiction story.
- Students will summarize key supporting details and ideas for the numbers' actions.
- Students will explain how characters change throughout the story.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will analyze how multiple-meaning words can lead to funny moments.
- Students will write a sequel to the story using a joke with another multiple-meaning word.
- Students will read and analyze a short biography.
- Students will explain the benefits and challenges of being a genius.
- Students will analyze the structure of a biography.



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

- **Time Off!**  
Fantasy Fiction, ~380L
- **The Dragon's Scales**  
Fantasy Fiction, ~710L
- **Ramanujan**  
Biography, ~980L

## Time Off!

pp. 5–9, Fantasy Fiction

This is a fantasy story about numbers who escape from a clock to explore the world and meet more numbers from other parts of the house. However, they soon realize how important it is for them to do their jobs.



## RESOURCES

Working Numbers

## OBJECTIVES

- Students will read and analyze a fantasy fiction story.
- Students will summarize key supporting details and ideas for the numbers' actions.
- Students will explain how characters change throughout the story.

## KEY VOCABULARY

- **slalomed** (p. 6) moved in a zigzag pattern through a course
- **mobbed** (p. 6) crowded around in an unruly or excitable way
- **tumult** (p. 7) a big, noisy commotion

## ENGAGE

**Conversation Question:** How do people find their purpose in life?

Think about a time when you got tired of being in the same place and wanted to leave. Ask the class to share their example of when this occurred and explain whether they got to leave or not, and whether they wanted to go back afterward. Now, tell students that the story “Time Off!” is about clock numbers that got tired of doing their jobs and decided to leave.

## INTRODUCE VOCABULARY

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

1. The skier \_\_\_ down the mountain faster than the other competitors.
2. The fans \_\_\_ the bookstore the day their favorite author’s new book was released.
3. The \_\_\_ of the crowd at the concert made me nervous.

## READ & DISCUSS

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

1. Why do the clock numbers want to leave the clock?
2. How do different numbers feel about exploring the world?
3. How do the clock numbers react when they learn about the other numbers’ jobs?
4. Do you think the numbers made the right decision to go back to their jobs? Why or why not?

## SKILL FOCUS: Character Change

**INSTRUCT:** Remind students that this story was about numbers who had different jobs and decided to escape, but then realized how important their jobs were. Ask them if they ever stopped doing something boring only to realize that it was important. If so, what made them change their minds? While they are thinking about your question, distribute the *Working Numbers* organizer to fill in. They may review the story for key details.

**ASSESS:** Discuss responses as a class and review the factors that may have changed their minds. Have the students consider this to help them with the extend activity.

## EXTEND

**Writing:** While students review and discuss the *Working Numbers* organizer, ask them to come up with different endings of the story. What would happen if the numbers decided not to go back to their jobs? Ask students to write their narratives and share them when finished.

## Working Numbers

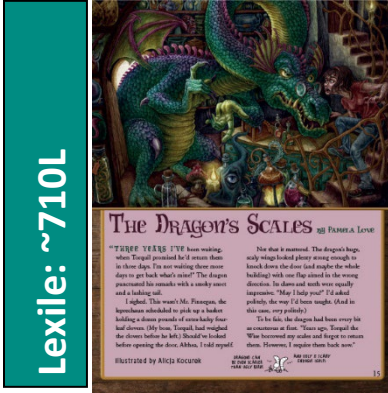
**Character Change:** Choose three numbers from the story. Draw a picture of the number. Then, describe how that number changed from the beginning of the story to the end.

Draw the number	How did the number change in the story?

## The Dragon's Scales

pp. 15–18, Fantasy Fiction

The Dragon's Scales is about a clerk at a magical shop who has to help a giant dragon. This fantasy fiction story demonstrates how jobs can be hard to do if you don't have everything you need.



### OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will analyze how multiple-meaning words can lead to funny moments.
- Students will write a sequel to the story using a joke with another multiple-meaning word.

### KEY VOCABULARY

- **Fountain of Youth (p. 16)** a mythical body of water that promises immortality
- **sundial (p. 17)** a stone circle with markings used to tell time as the sun casts shadows while moving across the sky
- **ominous (p. 18)** a sense that something scary is about to happen

### ENGAGE

**Conversation Question:** How do people find their purpose in life?

Tell students that the title of this story is “The Dragon’s Scales” and the main character is a girl who doesn’t like her job. Then, play a game where students draw or write down things that could happen at a job that would make someone not like it (for example, rude customers or tight deadlines). Give students two minutes to write or draw their ideas. Once the game is finished, let them know that the main character in the story has to deal with an unhappy customer.

### 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 story independently and then discuss the questions as a class.

1. Who is Althea?
2. Why does the main character want to quit her job?
3. Why is the dragon frustrated?
4. When does the main character find the dragon’s scales?
5. What is funny about this story?

### SKILL FOCUS: Multiple Meaning Words

**INSTRUCT:** Some words have multiple meanings, which can lead to funny misunderstandings. Ask students to think of a funny misunderstanding they had with someone because of a multiple-meaning word. Then, ask students to extend the story by writing about a new word misunderstanding Althea has with the dragon.

**ASSESS:** Discuss responses as a class and review their story extensions. Have the students consider this discussion to further help them with the extend portion.

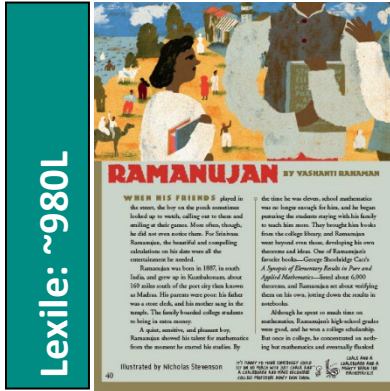
### EXTEND

**Art:** Have students draw a picture that illustrates their story extensions. 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.

## Ramanujan

pp. 40–43, Biography

Teach students how to read and analyze a biography using this article about the Indian mathematician, Srinivasa Ramanujan.



## RESOURCES

One Thing Leads to Another

## OBJECTIVES

- Students will read and analyze a short biography.
- Students will explain the benefits and challenges of being a genius.
- Students will analyze the structure of a biography.

## KEY VOCABULARY

- **uncouth** (p. 41) without manners or delicacy
- **conspicuous** (p. 41) standing out, noticeable
- **pittance** (p. 41) a small allowance or wage
- **tuberculosis** (p. 43) a serious illness that infects the lungs

## ENGAGE

**Conversation Question:** How do people find their purpose in life?

Discuss with students what it might be like to be a genius—to know more than most people know and be able to think in ways most people can't. Ask students to describe benefits and drawbacks to being super smart. Then, tell them to think about these ideas as they read about Srinivasa Ramanujan's life and legacy. Was finding his purpose easier or more difficult because of his genius?

## 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. How did Ramanujan spend his time as a kid?
2. Why did people ignore Ramanujan's work?
3. Why did Ramanujan go to England?
4. Who was the first person to recognize Ramanujan's mathematical genius?
5. How is Ramanujan's work used today?

## SKILL FOCUS: Cause and Effect

**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, "How did this person become important?" Work with students to find causes and effects of different events in Ramanujan's life. Distribute the *One Thing Leads to Another* organizer. Recreate the organizer on the board and ask volunteers to name two or three important events from the article. Record these events on the board. Then, have students explain how earlier events caused later events.

**ASSESS:** Have students complete the rest of the organizer while working in pairs. Have them discuss how each event affected Ramanujan. Finally, invite pairs to share their responses.

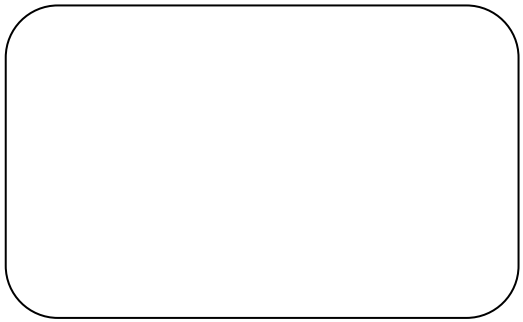
## EXTEND

**Social Studies:** Have students conduct research to learn about one of the fields that use Ramanujan's mathematics today. Encourage students to use words and visuals to present information to the class.

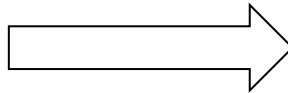
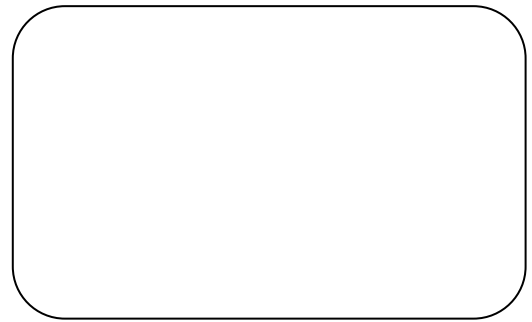
### One Thing Leads to Another

**Cause and Effect:** Use this chart to identify causes and effects of different events in Ramanujan's life. Then, answer the question.

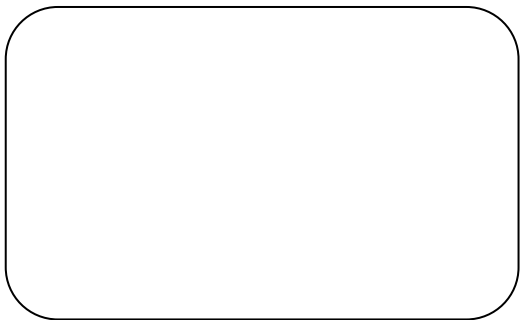
Cause #1



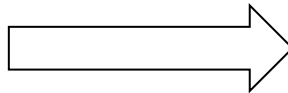
Effect #1



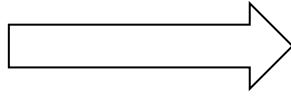
Cause #2



Effect #2

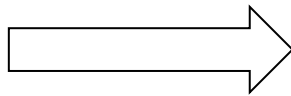


Cause #3



Effect #3

Cause #4



Effect #4

How did earlier events in Ramanujan's life affect later events?

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