

Cricket

THEME

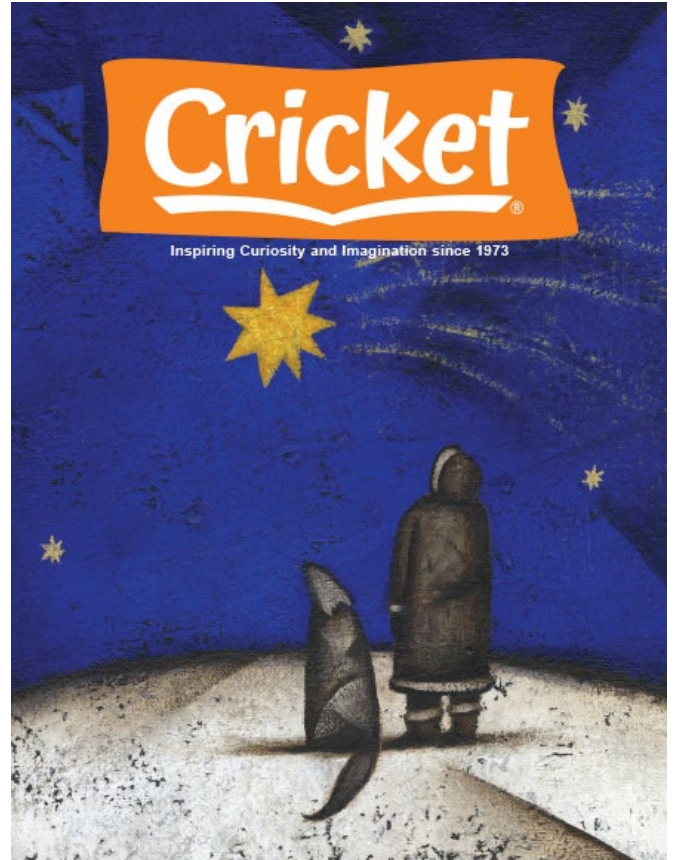
This issue of Cricket Magazine provides short stories and activities that make you think about different ways that people respond to and resolve conflicts.

CONVERSATION QUESTION

How do people deal with conflict?

TEACHING OBJECTIVES

- Students will explain a character's responses to events.
- Students will analyze the conflict in a text.
- Students will explain the benefits and drawbacks of failure.
- Students will identify conflict in a story.
- Students will analyze the theme of a story.
- Students will create their own blueprint for a rocket.
- Students will read and analyze a fantasy story.
- Students will explain why characters break rules.
- Students will analyze the structure of a story.



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.

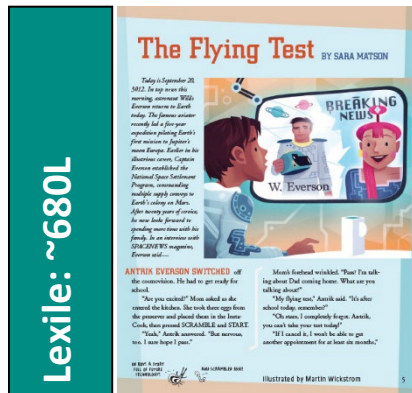
SELECTIONS

- **The Flying Test**
Science Fiction, ~680L
- **Winning**
Realistic Fiction, ~660L
- **Her Hands That Held the Stars**
Fantasy Fiction, ~730L

The Flying Test

pp. 5–9, Science Fiction

This is a science fiction story about a boy who's afraid of failing his spaceship flying test and worries what his famous father will think of him.



ENGAGE

Conversation Question: How do people deal with conflict?

Think about a time when you were worried about failing. Ask the class to share their example of when this occurred, whether or not they failed, and how they responded. Now, tell students that the story “Flying Test” is about a boy who is worried about failing and how he deals with it.

INTRODUCE VOCABULARY

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

1. The ___ singer couldn't go to the grocery store without ten people recognizing him.
2. The scientists went on an ___ to discover a new plant species.
3. Her ___ career included several television appearances and awards for charity work.
4. The team of astronauts was ___ to collect rock samples from the planet's surface.

RESOURCES

Conflict and Resolution

OBJECTIVES

- Students will explain a character's responses to events.
- Students will analyze the conflict in a text.
- Students will explain the benefits and drawbacks of failure.

KEY VOCABULARY

- **famous (p. 5)** known or recognized by very many people
- **expedition (p. 5)** a journey for a specific purpose
- **illustrious (p. 5)** well-known, admired, and respected for past achievements
- **deployed (p. 6)** organized and sent out (people or things) for a particular purpose

READ & DISCUSS

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

1. Why does Antrik want to take the flying test now?
2. What does Antrik think will happen if he doesn't pass the test?
3. How does Antrik feel about his dad coming home?
4. Do you think Antrik worried too much about the test? Why or why not?

SKILL FOCUS: Responding to Conflict

INSTRUCT: Remind students that this story was about a boy who fails a test and worries about what his father will think. Ask them if they ever worried about what would happen to them if they failed a test. How did they learn to accept the failure? Were the reactions from parents or friends what they thought they would be? While students are thinking about your question, distribute the *Conflict and Resolution* organizer to fill in. They may review the story for key details.

ASSESS: Discuss responses as a class and review the different ways students have dealt with failure. Have the students consider this to help them with the extend activity.

EXTEND

Debate: Have students conduct a class-wide debate about whether failure is good or bad. Failure could be bad because it means you don't get the result you want. It could be good because it lets you learn from your mistakes. Assign students to the negative and affirmative sides and allow time for groups to come up with strong reasons. Then have students present their arguments.

Conflict and Resolution

Responding to Conflict: Read each conflict from the story. Then, explain how the characters responded to the conflict or solved the problem.

Conflict	How do the characters respond to or solve the problem?
Antrik's flying test is on the same day that his father is coming home, and his mother says he can't take the test today.	
Antrik dents the ship during his test.	
Antrik has to tell his parents that he failed the test.	

Winning

pp. 34–39, Realistic Fiction

“Winning” is about a boy who always wins rocket contests but is never happy. This realistic fiction story demonstrates that being kind is better than winning, even if it means you lose.



OBJECTIVES

- Students will identify conflicts in a story.
- Students will analyze the theme of a story.
- Students will create their own blueprint for a rocket.

KEY VOCABULARY

- **fuselage (p. 35)** the body of the rocket to which the fins, tail, wings, and engine are attached
- **aerodynamics (p. 35)** how an object flies through air
- **drag (p. 35)** the effect of air resistance
- **protractor (p. 36)** an instrument with an arc used to plot and measure angles

ENGAGE

Conversation Question: How do people deal with conflict?

Tell students that the title of this story is “Winning,” and the main character is a boy who doesn’t understand why other kids don’t like him. Then, play a game where students draw or write down actions and character traits that make someone unlikeable (for example, bragging). 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 mistakenly believes that being better than everyone else will make them like him.

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. Why doesn’t Tom talk to the other kids?
2. Why does Tom think winning is important?
3. What does Tom notice about rockets that others don’t?
4. What makes Tom help Ed?
5. How does Tom feel about the competition at the end of the story?

SKILL FOCUS: Topic vs. Theme

INSTRUCT: A theme is an idea that recurs throughout a story, often the main message. Tell students that one of the topics of the story is winning a competition, but this isn’t a theme. Ask students to think of the lesson Tom learns about winning. Then, ask students to write a sentence stating the topic and the theme.

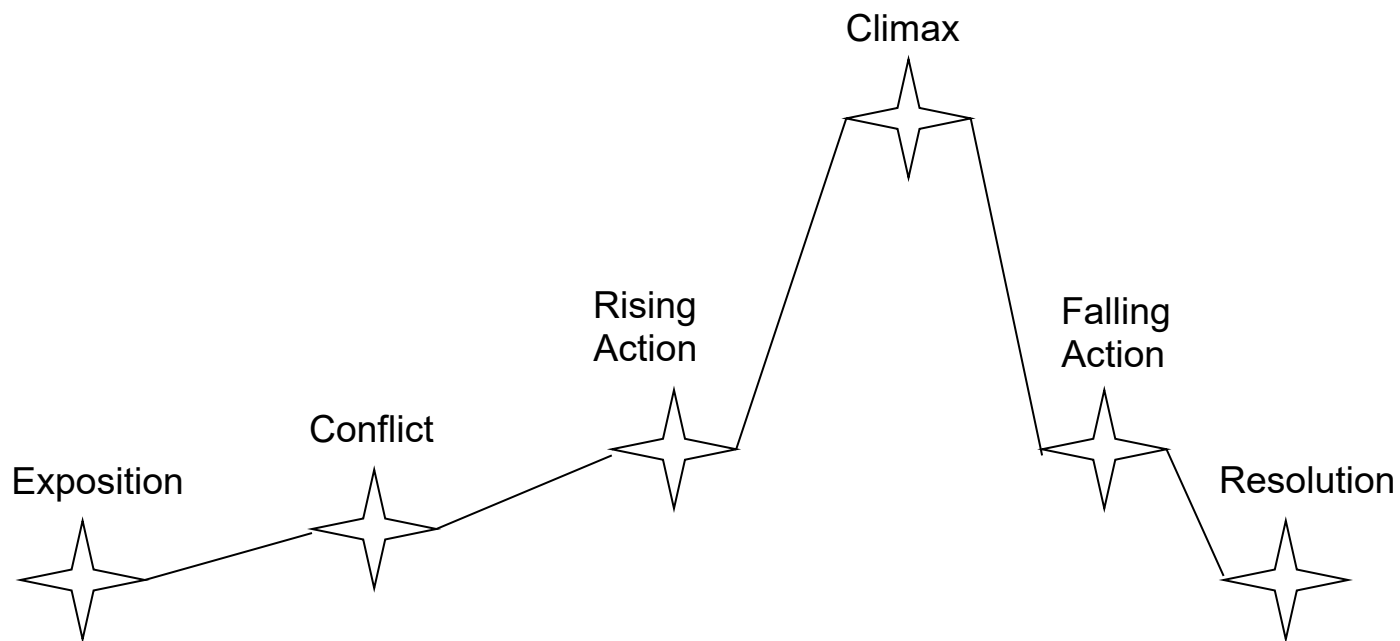
ASSESS: Discuss responses as a class and review their story extensions. Have the students consider this discussion to further help them with the extend portion.

EXTEND

Engineering: Have students draw a blueprint of their own rocket. The blueprint should label all parts of the rocket, include measurements for each part, and explain how the rocket will fly. When complete, have students share their drawings with their classmates. If time permits, ask for volunteers to share their drawings with the class.

Plot Elements Star Map

Plot Elements: Use this star map to identify which plot element describes story details. Write at least two details for each element.



Her Hands That Held the Stars

pp. 41–44, Fantasy

In this story, a girl dares to go to the top of her sky spear to see the stars, and discovers that she has a special destiny.



RESOURCES

Plot Elements Star Map

OBJECTIVES

- Students will read and analyze a fantasy story.
- Students will explain why characters break rules.
- Students will analyze the structure of a story.

KEY VOCABULARY

- **nana (p. 41)** another word for grandmother
- **firmament (p. 43)** the vault or arch of the sky
- **motes (p. 43)** specks or tiny pieces
- **rueful (p. 44)** with a little regret and sorrow

ENGAGE

Conversation Question: How do people deal with conflict?

Discuss with students the different reasons characters in stories may have for following rules or breaking them. Ask students to describe stories they've read where a character breaking a rule turned out to be a good thing. Then, tell them to think about real-life examples where breaking a rule helped someone. Did the result justify breaking the rule? Explain to students that "Her Hands That Held the Stars" is about a girl who disobeys her father, but then discovers a family legacy.

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 use each word in a sentence. Invite pairs to share their sentences.

READ & DISCUSS

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

1. What does Akeisha want?
2. Why does Akeisha's father tell her she can't see the sky?
3. How does Akeisha get to see the sky?
4. What role does Nana play in getting Akeisha to the roof?
5. What special trait does Akeisha share with Nana?

SKILL FOCUS: Plot Elements

INSTRUCT: Tell students that the basic plot elements in stories are exposition, conflict, rising action, climax, falling action, and resolution. Understanding all of these elements helps readers answer the question, "What happens in this story?" Work with students to find and describe these story elements in "Her Hands That Held the Stars." Distribute the *Plot Elements Star Map* organizer. Recreate the organizer on the board and ask volunteers to name two or three important details from the story. Then, ask them to identify which star (plot element) each detail belongs to. Record these events on the board.

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

EXTEND

Science: Have students conduct research to learn about smog and air pollution in different parts of the world. Encourage students to use words and visuals to present information to the class.