



THEME

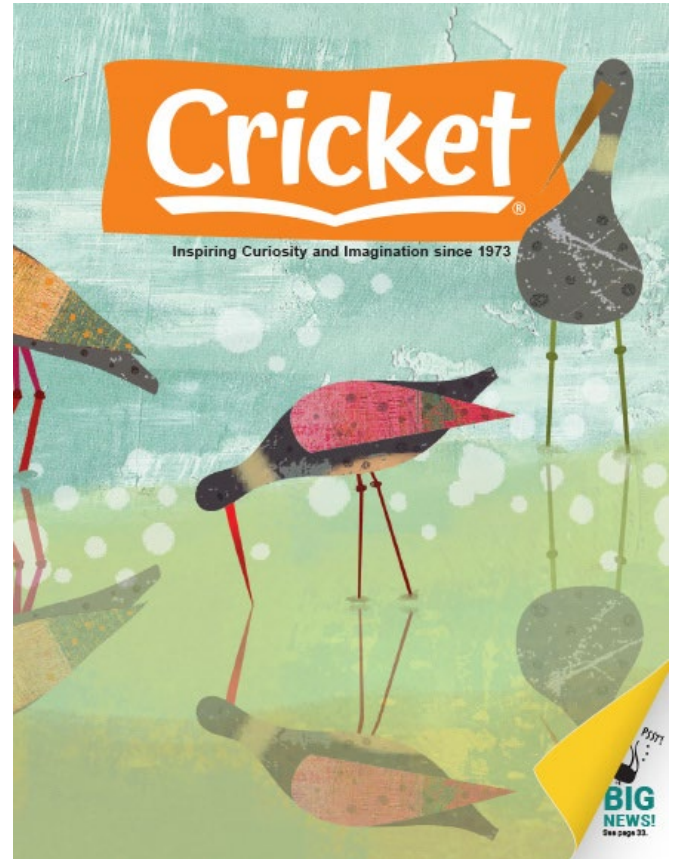
This issue of Cricket Magazine provides short stories and activities that make you think about how people's decisions shape the future.

CONVERSATION QUESTION

How can people respect animals?

TEACHING OBJECTIVES

- Students will read and analyze a folktale.
- Students will summarize key events that drive the plot.
- Students will compare and contrast the points of view of different characters.
- Students will analyze how characters respect nature.
- Students will identify descriptive details in a story.
- Students will analyze how setting details bring a story to life.
- Students will read and analyze nonfiction.
- Students will identify interesting facts about loons.
- Students will explain how text features help readers understand the text.



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 Bird's Message**
Folktale, 770L
- **The Cave of the Oilbird**
Fiction, 690L
- **Extreme Birds**
Nonfiction, 1020L

The Bird's Message

pp. 9–12, Folktale

This folktale describes how a bird trapped by a queen regains his freedom. This story demonstrates what happens when people do not respect wild animals.



RESOURCES

Perspective Clues

OBJECTIVES

- Students will read and analyze a folktale.
- Students will summarize key events that drive the plot.
- Students will compare and contrast the points of view of different characters.

KEY VOCABULARY

- gaudy** (p. 9) richly ornamented
- crooned** (p. 9) sang or spoke in a smooth, soothing way
- feebly** (p. 12) lacking strength or force

ENGAGE

Conversation Question: How can people respect animals?

Think about your favorite wild animal. Would you want it as a pet? How do you think the animal would feel about being a pet? Ask the class to share their thoughts. Now, tell students that the story “The Bird’s Message” is about a bird who is unhappy being treated like a pet.

INTRODUCE VOCABULARY

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

- The ____ necklace distracted everyone at the party.
- The suited singer ____ a love song at the concert.
- The old woman ____ shook my hand.

READ & DISCUSS

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

- How does the queen react when she hears the bird sing?
- Why does the queen feed the bird berries?
- What does the bird want?
- How does the bird get freed?

SKILL FOCUS: Point of View

INSTRUCT: Remind students that this story is about a wild bird who is kept in a palace. Explain to students that the queen and the bird have opposing points of view about how the bird should live. Distribute the *Perspective Clues* organizer to fill in and explain that students will identify key details that show each character’s point of view. They may review the story for key details.

ASSESS: Discuss responses as a class and review the details showing each character’s perspective. Have students consider this to help them with the extend activity.

EXTEND

Writing: While students review and discuss the *Perspective Clues* organizer, ask them to come up with a sequel to the story. What does the queen do in the days and weeks after the bird is free? What does the bird do? Ask students to write their narratives and share them when finished.

Perspective Clues

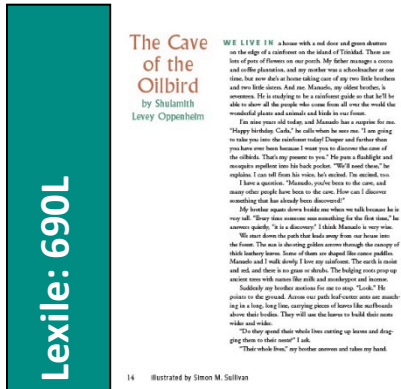
Character Point of View: Think about what the queen wants and what the bird wants. They both have opposing views about where the bird should live. Fill in the chart with story details that show each character's perspective. An example has been filled out for you.

The Queen	The Bird
p. 9: Halting her horse, the queen whispered, "Never have I heard such a melody. I shall not rest until I make that bird my own."	p. 9: Alarm at his sudden loss of freedom, not to mention the noise and stares from the people of the palace, kept the starling trembling and silent behind the gold-plated steel bars.

The Cave of the Oilbird

pp. 14–17, Fiction

This story is about a girl whose brother takes her on a special adventure to visit some birds. This story demonstrates how people respect and appreciate nature.



The Cave
of the
Oilbird
by Shulamith
Levy Oppenheim

WE LIVE IN a house with a red door and green shutters on the edge of a cliff overlooking the island of Trinidad. There are lots of palm trees on our porch. My father manages a resort and my mother is a schoolteacher at one time. We were once all living together in a very little house and now little sister. And me, Manuela, my oldest brother, is someone. He is working to be a wildlife guide so that he'll be able to show all the people who come from all over the world the wonderful plants and animals and birds in our forest.

For nine years old today, and Manuela has a surprise for me. "Happy birthday, Carla!" he calls when he sees me. "I am going to take you into the rainforest today! Deeper and further than you have ever been before. I want you to discover the secrets of the oilbirds. That's my promise to you." He puts a flashlight and some paper into his backpack. "We'll need these," he explains. I can tell from his voice he's excited. The excited me. I have a question. "Manuela, you're here in the cave, and many other people have been to the cave. How can I discover something that has already been discovered?"

My brother smiles down at me and then he tells me because he is very old. "Many times someone sees something for the first time," he explains. "It is a discovery." I think Manuela is very wise.

We enter down the path that leads away from our house into the forest. The sun is shining golden across through the canopy of thick bushy trees. Some of them are shaped like some pyramids. Manuela and I walk slowly. I love my rainforest. The earth is moist and cool, and there is no game to shoot. The helpful cross-country ancient trees with narrow like with and mossy and mossy.

Suddenly my brother notices for me to stop. "Carla!" He points to the ground. Across our path leaf litter into one another in a long, long line, creating paths of leaves like the monkeys above their heads. They will use the leaves to hold their nests while and while.

"You stay quiet while I look down and see what is going on," he says. "I am going to see what is going on." "That's what I am," my brother answers and takes my hand.

14 Illustrated by Simon M. Sullivan

ENGAGE

Conversation Question: How can people respect animals?

Say that the title of this story is "The Cave of the Oilbird" and the main character, Carla, goes on an adventure in the jungle with her brother where they see many animals. Have students draw or write down animals they might find in the jungle. Give students a few minutes to write or draw their ideas. Then, let them know that the final stop of the main character's journey is a cave where special birds live.

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 a friend to see if the terms were used accurately.

READ & DISCUSS

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

1. Where does Carla live?
2. Why does Manuela want Carla to go to the cave?
3. How do Carla and Manuela react to the different animals they see on their way to the cave?
4. How does Carla react when she sees the oilbirds?
5. Why does Manuela say that the oilbirds must be protected?

SKILL FOCUS: Setting Details

INSTRUCT: Ask students if they have ever been to a scenic forest or natural park. How would they describe the plants and animals they saw to someone who has never been there? Explain that stories use descriptive setting details to make readers feel like they're really in those places. Have students skim the story and find setting words. Then, have them write or draw what they imagine when they hear these words.

ASSESS: Discuss and review drawings or responses.

EXTEND

Writing: Have students describe their favorite place with as many descriptive setting details as they can think of. When complete, have students share their writing with their classmates. If time permits, ask for volunteers to share their writing with the class.

OBJECTIVES

- Students will analyze how characters respect nature.
- Students will identify descriptive details in a story.
- Students will analyze how setting details bring a story to life.

KEY VOCABULARY

- **manakins (p. 15)** small birds with brilliantly colored feathers
- **motmot (p. 17)** a bird that often has a long tail, a notched bill, and green and blue feathers
- **immortelle tree (p. 17)** trees with beautiful orange flowers that grow in the Caribbean

Extreme Birds

pp. 20–23, Nonfiction

Teach students how to read and analyze a nonfiction text using this article about loons.



RESOURCES

Learning About Loons

OBJECTIVES

- Students will read and analyze nonfiction.
- Students will identify interesting facts about loons.
- Students will explain how text features help readers understand the text.

KEY VOCABULARY

- **flippantly** (p. 23) lacking respect or not treating something seriously
- **incredulously** (p. 25) unbelievably and showing shock
- **sheepish** (p. 25) meek or embarrassed
- **impertinence** (p. 25) bold rudeness
- **subdued** (p. 27) quiet and thoughtful

ENGAGE

Conversation Question: How can people respect animals?

Discuss with students how every animal in the world has unique qualities. Ask students to describe birds they have seen or heard around their homes. What is special about each kind of bird? Then, tell them to look for special traits as they read about loons.

INTRODUCE VOCABULARY

Display vocabulary words and ask volunteers to define any familiar words. Acknowledge correct meanings and then read the definitions aloud. Next, have students work in pairs to look for relationships between the words and 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. Where do loons live?
2. How high can loons fly?
3. What is unique about a loon's call?
4. Why aren't loons built for flying?
5. How do loons raise their chicks?

SKILL FOCUS: Text Features

INSTRUCT: Explain that nonfiction texts use features like photos and captions to help readers understand the subject. While reading nonfiction, readers can answer the question, “What facts about the world does this text explain?” Work with students to find text features that explain ideas. Distribute the *Learning About Loons* organizer. Recreate the organizer on the board and ask volunteers to name two or three text features that help readers understand loons. Record details on the board.

ASSESS: Have students complete the rest of the organizer in pairs. Have them discuss why loons are unique. Finally, invite pairs to share their responses.

EXTEND

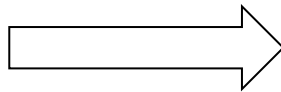
Ecology: Have students create an ecosystem web based on the loon's natural habitat. Encourage students to use words and visuals to present information to the class.

Learning About Loons

Text Features: Use this chart to explain how text features clarify ideas in a text. One row has been filled out for you. Then, answer the question.

Text Feature #1

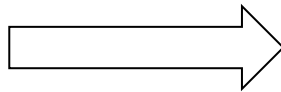
The photo caption on
p. 20



Idea #1

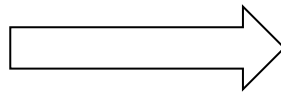
Shows how a loon
starts to fly

Text Feature #2



Idea #2

Text Feature #3



Idea #3