

# Cricket

## ISSUE THEME

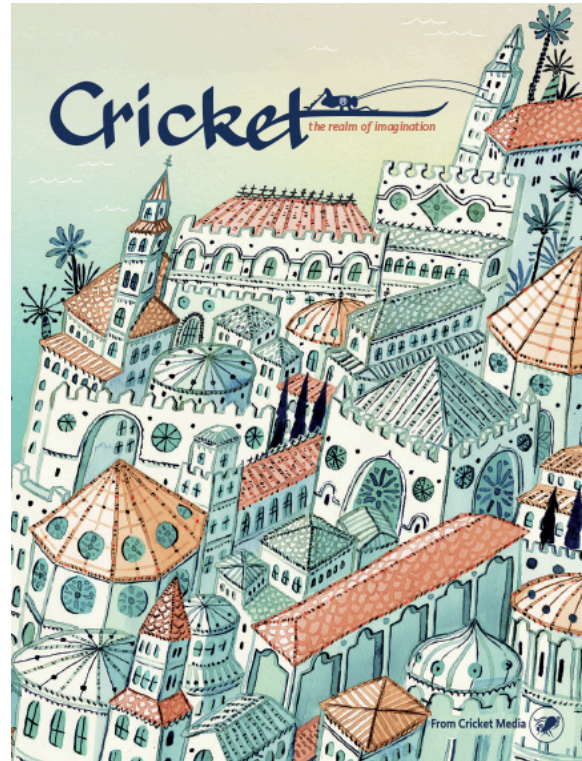
Explore interpersonal, ancient, and ongoing conflicts with your students through stories and articles about people and places around the world.

## CONVERSATION QUESTION

Why can't we all just get along?

## TEACHING OBJECTIVES

- Students will assess how point of view shapes the content and style of a text
- Students will analyze how individuals, events, and ideas develop and interact
- Students will summarize key ideas and supporting details
- Students will analyze places, including their physical, cultural, and environmental characteristics
- Students will understand relationships among historical events or developments
- Students will analyze regions, including how they relate to one another



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 Last Gobble Before Thanksgiving**  
Fiction, ~650L
- **Vercingetorix, King over Warriors**  
Historical Fiction, ~850L
- **Yaron's Rose**  
Narrative Nonfiction, ~550L

## The Last Gobble Before Thanksgiving

pp. 5–10, Fiction

Use this story about a young boy who moves to the U.S. from Turkey to teach students about first-person point of view.



### RESOURCES

- Point of View Worksheet

### OBJECTIVES

- Students will read and analyze a short story
- Students will assess how point of view shapes the content and style of a text
- Students will analyze places, including their physical, cultural, and environmental characteristics

### KEY VOCABULARY

- **chatterbox** (p. 6) a person who talks a lot
- **football** (p. 7) any one of several games in which two teams try to get a ball to the goals at each end of a large field
- **second-rate** (p. 8) not very good
- **throw-in** (p. 6) an act of throwing a ball into a playing area
- **living room** (p. 10) a room in a house for general family use

### ENGAGE

**Conversation Question:** Why can't we all just get along?

Display a T-chart with the headings “Easy to Get Along With” and “Hard to Get Along With.” Then lead the class in a discussion of behavior that makes people easy or hard to get along with. Jot responses in the chart. Then explain that the next story is about a boy who gets along with almost everyone except for one person in his class.

### INTRODUCE VOCABULARY

Display the vocabulary words and ask volunteers to explain the meanings of these mostly familiar words. Next, have students work in pairs to group the words based on their structure. Explain that all are compound words. Continue by explaining that often they can figure out the meaning of compound words from the meanings of the base words. Have partners analyze the base words to see if the combined meanings match the words' definitions. Tell students to look for compound words as they read.

### READ & DISCUSS

After all students have read the story independently, use the questions below to discuss it:

- What kind of first impression did Mustafa make on his classmates?
- What kind of first impression did Brodie make on Mustafa?
- What does Mustafa mean when he says his mother's baklava “transported” him to his hometown in Turkey?
- How is teamwork important in this story? Identify the team players and the non-team players.

### SKILL FOCUS: Analyze Point of View

**INSTRUCT:** Explain that when a story is told from the first-person point of view, the narrator is a story character who participates in story events and uses pronouns such as *I*, *me*, *my*, and *we*. Continue by explaining that first-person narrators often reveal information about their thoughts and feelings. Distribute the *Point of View* worksheet and have students work in pairs to find and record Mustafa's thoughts and feelings in the story.

**ASSESS:** Have students choose another character from the story and rewrite a scene from that character's point of view. Remind them to include details about the character's thoughts and feelings.

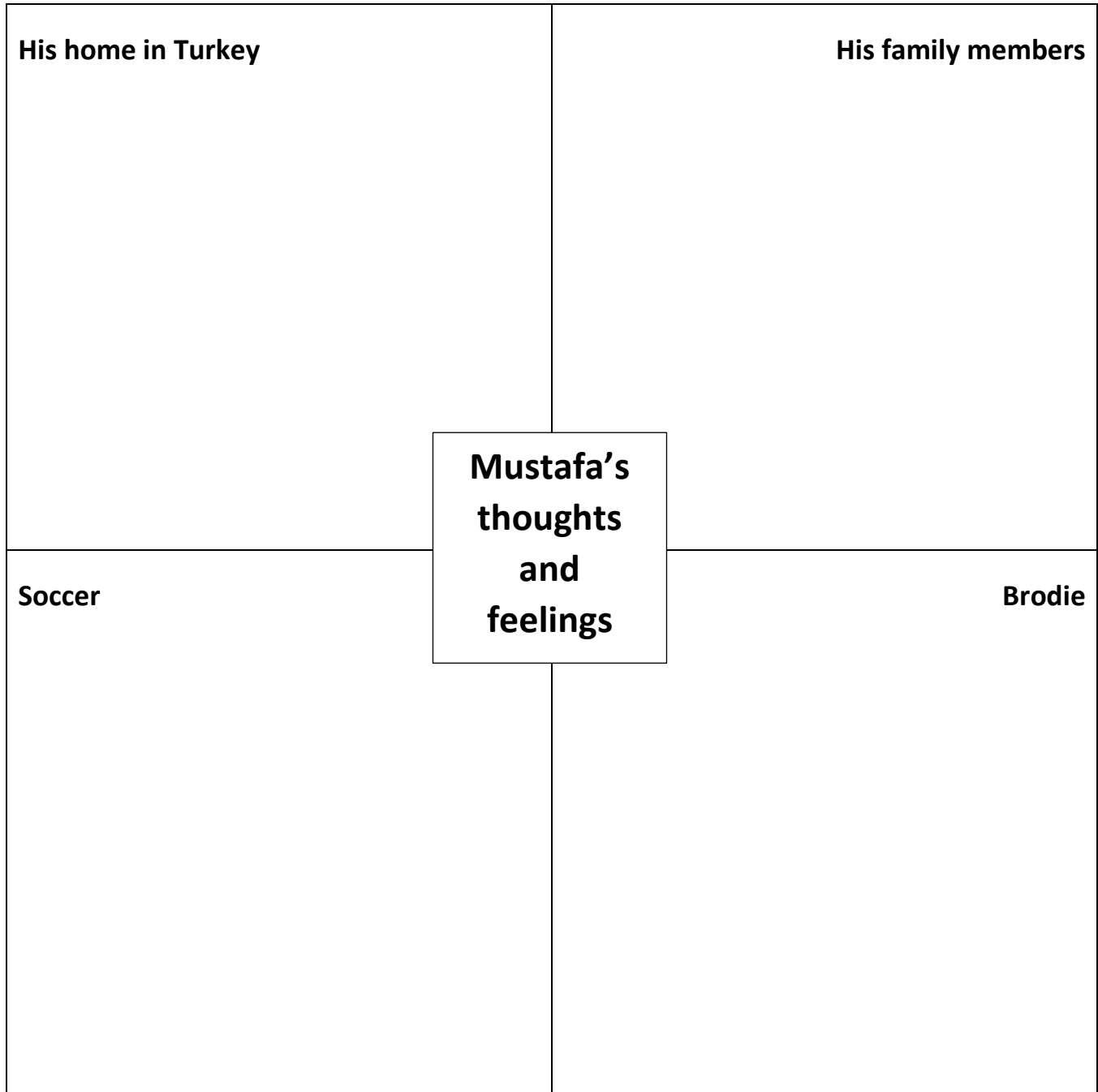
### EXTEND

**Social Studies** Have students work in groups to brainstorm a list of questions about the country of Turkey. Then have groups conduct research to answer their questions and present findings to the class.

Name \_\_\_\_\_

### Point of View

Explain Mustafa's thoughts and feelings about the things shown in the chart. Note the story details that reveal these thoughts and feelings.



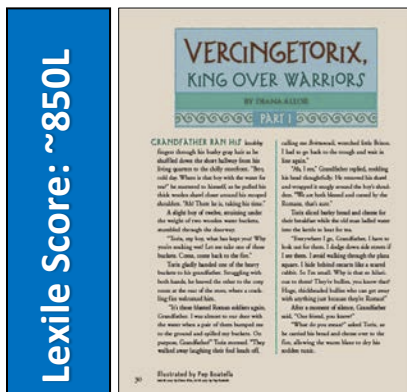
**Group Activity:** Based on the information above, identify three of Mustafa's character traits. Explain which details support your ideas.

# Cricket® Teacher Guide: November/December 2017

## Vercingetorix, King over Warriors

pp. 30–35, Historical Fiction

Use this story about life in ancient Britain to teach students about historical fiction.



## ENGAGE

**Conversation Question:** Why can't we all just get along?

Discuss with students whether putting up with someone is the same as getting along with someone. Then ask why a person might put up with someone they don't like. Invite students to share times when they have had to put up with a person or situation they did not like. Then tell students to find out why the boy in the next story is forced to put up with people who treat him very badly.

## INTRODUCE VOCABULARY

Display the vocabulary words and ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Next, have students identify synonyms or near synonym word pairs. Then have students gather in groups to discuss how the words in each synonym pair are both similar and slightly different. Invite groups to share their ideas.

## RESOURCES

- Analyze Historical Fiction

## OBJECTIVES

- Students will read and analyze historical fiction
- Students will analyze how individuals, events, and ideas develop and interact
- Students will understand relationships among historical events or developments

## KEY VOCABULARY

- antidote (p. 32)** a cure for something bad or poisonous
- remedy (p. 32)** a medicine or treatment that relieves pain or cures a usually minor illness
- furious (p. 30)** very angry
- angry (p. 35)** having a strong feeling of being upset or annoyed

## READ & DISCUSS

After all students have read the story independently, use the questions below to discuss it:

- Compare the way Torix and his grandfather react to the Roman soldiers. Why are their reactions so different?
- Grandfather say the Britons are both “blessed and cursed” by the Romans. What does he mean?
- Which characters in this story are tolerant, or accepting of people and attitudes that are different from their own? Which are intolerant?

## SKILL FOCUS: Analyze Historical Fiction

**INSTRUCT:** Explain that historical fiction contains a mix of facts and made-up details that allow readers to imagine what it was like to live during a time in the past. Tell students that this story is set over 2,000 years ago when Romans ruled ancient Britain. Invite students to identify factual information and made-up details that helped them imagine the setting. Then ask a few volunteers to name something they learned about the historical period from the story.

**ASSESS:** Distribute a copy of the *Analyze Historical Fiction* worksheet and have them work in pairs to complete it. Then have students share their responses with the class.

## EXTEND

**Social Studies** Have small groups conduct research about Roman Britain to learn more about the pros and cons of being a Briton under Roman rule. Have students share what they learn.

Name \_\_\_\_\_

## Elements of Historical Fiction

Fill in the chart with story details that illustrate the different elements of historical fiction.

<p>The <b>setting</b> is an authentic period in history in a real historical place.</p>	
<p>The main character is involved in a <b>conflict</b> that is realistic for the time and place of the setting.</p>	
<p>The <b>plot</b> is based on real and made-up events.</p>	
<p><b>Characters</b> behave, relate, and dress in ways that are realistic for the time period.</p>	
<p>The characters' <b>dialogue</b> reflects the knowledge and attitudes of the people living in that time and place.</p>	



## Yaron's Rose

pp. 36–39, Narrative Nonfiction

Use this article about an Israeli artist who turns rocket shells into beautiful sculptures to teach students to summarize text.



## ENGAGE

**Conversation Question:** Why can't we all just get along?

Discuss the following questions with students: Why do nations, states, and groups go to war? Will we ever live in a time without war? What can individuals do to promote peace? Then explain that the next article is about an artist living in a war-torn region who promotes peace through his sculptures.

## INTRODUCE VOCABULARY

Display vocabulary words and read them and their definitions aloud. Then have students preview the article's photographs and make predictions what these tools are used for in the article.

## READ & DISCUSS

After students have read the article independently, use the questions below to discuss the story:

1. How would you describe Yaron's outlook on life?
2. How is the idea of turning something negative into something positive conveyed in the article?
3. Why does Yaron resist using the rocket at first?
4. What changes Yaron's mind about this?

## RESOURCES

- Summarizing Worksheet

## OBJECTIVES

- Students will read and analyze narrative nonfiction
- Students will summarize key ideas and supporting details
- Students will analyze regions, including how they relate to one another

## KEY VOCABULARY

- **anvil (p. 36)** a heavy iron block on which heated metal is shaped by hitting it with a hammer
- **tongs (p. 37)** a tool used for lifting or holding objects that is made of two long pieces connected at one end or in the middle
- **blowtorch (p. 38)** a device that produces a very hot, narrow flame for doing work, such as melting metal to join pipes together

## SKILL FOCUS: Summarizing

**INSTRUCT:** Explain summarizing by writing a shortened version of a text in your own words. Use these points to guide students in writing a summary of this article:

1. Reread the article and write down key ideas from each page.
2. Edit your list of key ideas so you have only about two or three.
3. Use this information to write the main idea, or most important idea, of the article.
4. Find details in the article that support the main idea.
5. Use this information to write your summary.

Have students work in pairs to complete steps 1 and 2. Then have students write their key ideas on the board to create a class list. Discuss these key ideas and try to reduce the number. Then distribute the *Summarizing* worksheet to all students and have students work in pairs to complete it, using the class list of key ideas.

**ASSESS:** Have students work independently to use the information on the worksheet to write a summary.

## EXTEND

**Social Studies** Have students look through a current newspaper or news magazine to see how many articles are about wars and conflicts in the world. Then have them read one article and summarize it for the class.

Name \_\_\_\_\_

## Summarizing

Write the main idea of the article in the top of the chart. Write supporting details in the bottom of the chart. (You might not be able to fill in all the supporting detail boxes.) Use the information from this chart to write a summary of the article.

**Main Idea:**
