

Name _____

CHARACTER Traits

PORTRAIT PORTRAIT

Name _____

LESSONS from THE STORY

Think about the story. What are two lessons that can be learned from the story? Write a lesson, and draw an illustration for the lesson, in each of shapes below. Then, on the lines below the lessons, explain how the story demonstrates these lessons.

Lesson 1

Lesson 2

TEACHER INSTRUCTIONS

Themes and Lessons

This activity can be done as an individual activity, but is also great for partner or group work. Discuss and brainstorm major themes in the story. I have included a "Major Themes" poster on the following page, with space for your class to add on their own ideas.

Discuss the "Themes and Lessons" posters. Students may choose a theme from the list and write the chosen theme in the top banner. Then, have them brainstorm lessons from the story that are related to the major themes. They can write the lessons underneath the top banner.

I have also included a sample answer page for you.

MAJOR THEMES
The Chicken in Times Square

- Family
- Friendship
- Generosity
- Talent
- Home
- Loyalty

Themes and Lessons Poster

Sample answer page

ASK AND ANSWER Questions

Read each question stem word in each shape below. Inside of each shape, write questions and answers about the story. Write the questions in one color, and write the answers in a different color. Write at least one question in each shape.

Who

What

Where

When

Why

How

Common Core codes are listed on the bottom of each activity.

18 Reading Response Activities

- Focuses include point of view, character analysis, plot, writing, and more!
- Open-ended questions and graphic organizers perfect for differentiation.
- Aligned with Common Core.

Activity Packet

THE CRICKET IN TIMES SQUARE

By George Selden



NOTHING
Class

Name _____

Name _____

Times Square, New York City

Find words and phrases in the text that help you picture being Chester experiencing Times Square in New York City, for the first time. Write words and phrases from the text that describe it. Include page numbers. Then, write about how the words and phrases make you feel. Finally, illustrate a picture of the setting.

Words and Phrases:

'And there he gazed, holding his breath and crouching against the cement.'

'Above the cricket, towers that seemed like mountains of light rose up into the night sky.'

'Chester's heart hurt but he closed his eyes.'

'The gas, Times Square were a kind of shell, with colors and noises that waves inside it.'

How I Feel:

Overwhelmed
Amazed
Intimidated

Illustration:

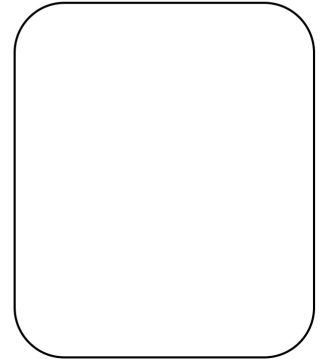


TABLE OF CONTENTS: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		3	Activity Booklet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	4	Ask and Answer Questions	any
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	6-9	Themes in the Story (Student Instructions)	Use after finishing the novel.
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	6-9	Scene Snapshot	any
			Reading Highlights	any
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	13-14	Cause and Effect (Student Instructions)	8-10
		13-14	Character Analysis Anchor Poster (provided in color and b/w)	any
		15	Character Traits (*Student key provided on page 15)	Use throughout the novel.
		16-17	Characters and Quotes (*Student key provided on page 16)	Use throughout the novel.
		18	What would I do?	any
		19-20	Character Cube	Use after finishing the novel.
Setting Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	21-22	Setting Anchor Poster (provided in color and b/w)	any
		23	Times Square, New York City (*Student key provided on page 23)	4-6
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	24-25	Figurative Language (*Student key provided on page 24)	Use after finishing the novel.
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	26	My Most Remarkable Week (*Student key provided on page 26)	12-13
Connecting Text with Illustrations or Media	RL 3.7/RL 4.7/RL 5.7/RL 6.7	27	My Book Cover	any
Opinion Writing	W 3.1/W 4.1/W 5.1/W 6.1	28	Opinion Writing (*Student key provided on page 28)	2, 7, and 12-13
		29	Would You Rather...	any
Information				

Easy Planning & Low Prep:

- Table of Contents tells you focus skill and when to use what
- Student Cover Page
- All answer keys

Culminating PROJECT CHOICES

Now that you have completed the book, choose one of the final projects to do below!

1. **SEQUEL:** Write a sequel to *The Cricket in Times Square*. What happens to the Chester, Tucker, Harry, and the Bellinis next?
2. **WHO'S THE AUTHOR?:** Use the Internet to do research about the author George Selden. Write a biography about him. Make sure to include a Works Cited page.
3. **DEAR DIARY:** Choose a character in the book. Write about the events in the book from his or her point of view, in the form of several diary entries.
4. **NEWSPAPER:** Create a newspaper that is themed around the events in the book. You might include articles, advertisements, comic strips, and an advice column.
5. **PLAYWRIGHT:** Choose your favorite scene(s) from *The Cricket in Times Square*. Write it in the form of a play. Either record it to show to the class, or perform it in front of the class!
6. **BOARD GAME:** Create a board game which is themed around *The Cricket in Times Square*. Be creative!
7. **NEWS INTERVIEW:** Imagine you are a journalist that is interviewing one of the characters from *The Cricket in Times Square*. Write a script for it. With a partner, either record it to show to the class, or perform it in front of the class!
8. **CRICKET REPORT:** Do some more research about crickets. Present your findings in a creative way. You might create a Power Point presentation, make a poster, or write an essay. It's your choice.
9. **WRITE A TUNE:** Write a song about *The Cricket in Times Square*. You may write words to go with a well-known tune, or you may create your own tune! Either record you performing your song and show your video to the class, or do a live performance of it!
10. **CHARACTER ART:** Create sculptures, puppets, or models of the characters using any material you choose. You could use a combination of paper, rocks, clay, poster board, old toys, sticks, or anything you can think of!

My Choice: _____

My Grade:
Co

Additional Resources:

- Culminating Project Options for students to complete after the novel

NOTHING
but
Class

Instructions

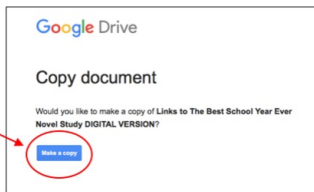
for Digital Version/Google™ Drive Document

1. In the Google folder you received after purchasing my product, you should have found three files: the **digital version**, the **printable PDF**, and the **instructions** you are currently reading.

2. You will notice that the digital version contains the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

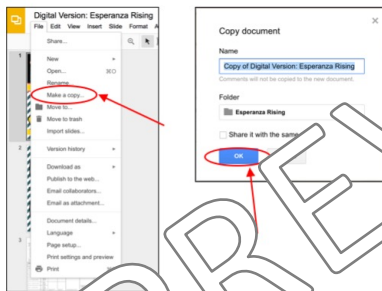
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.

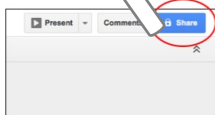


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.

4. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.

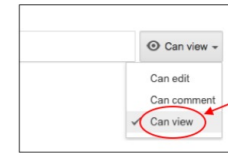


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

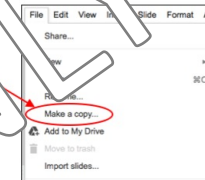


Note: Sharing with students can also be done through Google™ Classroom.

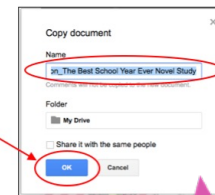
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



7. Students will need to make their own copies since you don't want them to be able to edit your original documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open the document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the top left corner.



A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved to their own Google™ Drives.



Students will rename their copied documents here.

8. Students will be able to access the content, type in text boxes, adjust bold, draw pictures, etc. Changes that students make to their documents will be automatically saved.

9. Students may share with you their works in progress.

10. Don't forget that you do have the option to print the digital version in black and white and printer-friendly, while the Google™ Drive version is in color. Both versions are most handy if they are printed. Many teachers like to have both versions so that they end up using both versions.

11. There are places where students are able to use their devices (i.e. iPads or tablets, this is easy to do. However, if you are using a computer, you can find the "Insert" dropdown menu in Google™ Docs.

Your purchase includes both the **PAPER** version and the **GOOGLE™** version of this resource.

BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW

Digital Version: Harry Potter and the Prisoner of Azkaban Activities

Name Text here

HARRY'S CONFLICTS

Harry encounters many conflicts, or problems, in these chapters. In the space below, write about Harry's conflicts. Then, write about how the conflicts get resolved. If a conflict doesn't get resolved, explain why.

#	CONFLICTS	RESOLUTIONS
1	Text here	Text here
2	Text here	Text here
3	Text here	Text here
4	Text here	Text here

NOTHING BUT CLASS

©2019 Nothing but Class

MORE about the GOOGLE™ version...

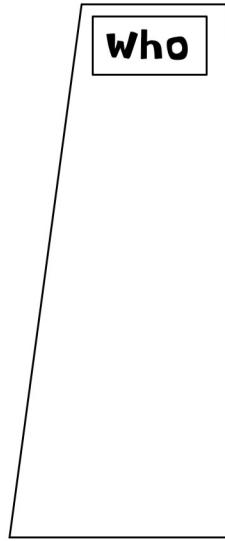
- All pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is *not editable*. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly on the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.

Name _____

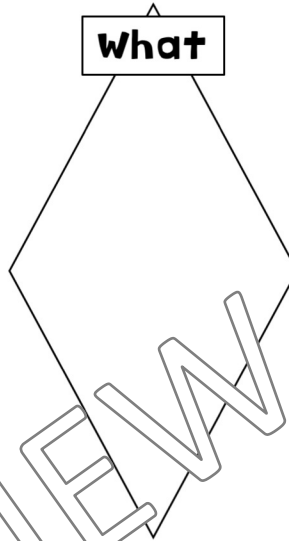
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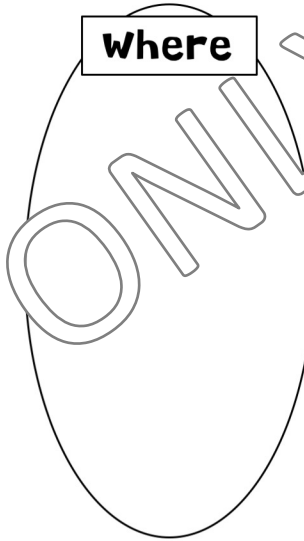
Who



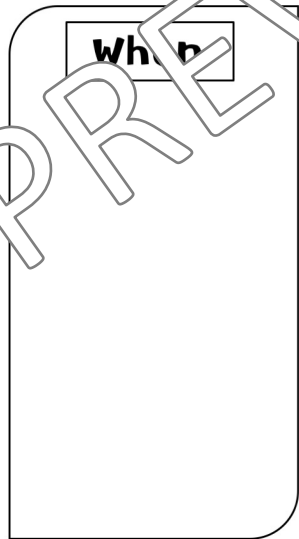
What



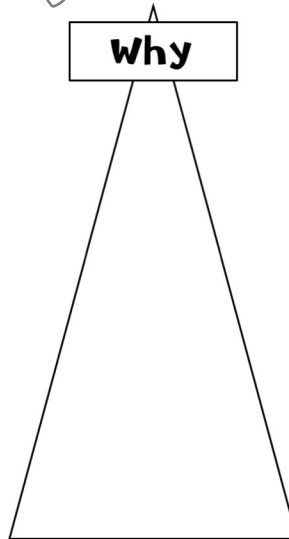
Where



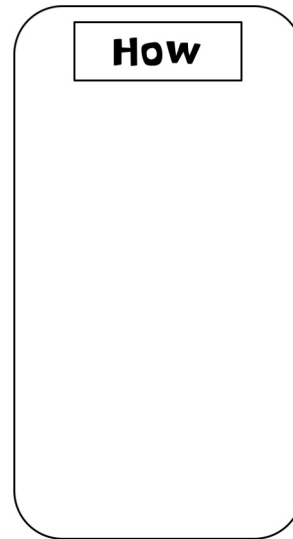
When



Why



How



Name _____

OPINION Writing

Think about the different opinions regarding some issues from the story, listed below. In the appropriate columns, write about the different characters' opinions. Then, in the right-hand column, write about who you agree with, and why.

1. ABOUT KEEPING THE CRICKET AS A PET...(CHAPTER 2)

What is Mario's opinion?	What is Mama's opinion?	Who do you agree with? Why?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. ABOUT THE PAGODA CRICKET CAGE...(CHAPTER 7)

What is Chester's opinion?	What is Tucker's opinion?	Who do you agree with? Why?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. ABOUT CHESTER'S MUSICAL TALENT AND FAME (CHAPTERS 12-13)

What is Chester's opinion?	What is Tucker's opinion?	Who do you agree with? Why?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____