

CHAPTERS 1-3

* Tucker * Mario * Chester *

❖ **Quickwrite:** Have you ever been to a big city, like New York City? Write about it. If not, write about what you think it might be like.

❖ **Vocabulary:** Fill in the blanks.

1. The unkind boy told me _____ that he was smarter than me.
2. The children were listening to the story so _____ that they jumped when there was a knock at the door.
3. We carefully _____ everything in the kitchen, but we couldn't figure out where the funny smell was coming from.
4. All of the kids in the neighborhood were scared of the spooky, _____ house.

❖ **True or False:** Mark T for True and F for False.

1. Tucker is a cricket. _____
2. Mario sells newspapers and magazines. _____
3. Tucker lives in Chicago. _____
4. Tucker shares liverwurst with Chester. _____
5. Mario's mother lets him keep the cricket. _____
6. Choose one of the false statements above and rewrite it into a true statement here: _____

❖ **Character Analysis:** What

abandoned
intently
inspected
scornful



❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

1. Where is Tucker's home? Describe this setting. Use textual evidence to support your answer.

2. Contrast Mario's reaction to the cricket with his mother's reaction to the cricket. How does this lead to an argument?

3. Write about each of the characters you have met in the story so far.

❖ **Beyond:** Below, draw a picture of how you imagine Mario. Then, write about him.



Features student work for every 3 chapters:

- Quickwrite-Writing prompt related to the text.
- Vocabulary-Focus on 4 challenge words.
- True/False, Sequencing, & Multiple Choice questions.
- Standards Focus Question.
- Three Comprehension & Analysis Written Response Questions.
- Beyond-Creative activities.

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 Checked in Times Square

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

Family

... people ... family may have ... strengths ...

... friends ...

... goodbye to those ... like family ...

... you ...

At times, family members will need to compromise with one another.

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 per 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.

Word: dazed	Definition: amazed and blown away
-----------------------	--------------------------------------

Word: coaxed	Definition: convinced someone gradually to do something
------------------------	--

Word: gawking	Definition: staring in wonder
-------------------------	----------------------------------

Word: abruptly	Definition: suddenly
--------------------------	-------------------------

The Cricket in Times Square
CHAPTER 15
Vocabulary Review #2

gawking Forlornly dumbfounded indignant dazed abruptly solemn coaxed downhearted subsided abruptly

1. Using a dictionary for your clues, complete the table below.

Word	Definition
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Complete the graphic organizer below for the word in the middle.

Synonyms	_____	Antonyms
_____	_____	_____

Name _____

Vocabulary Words and Definitions
THE CRICKET IN TIMES SQUARE

Chapters	Page #	Word	Definition
1: Tucker	1	abandoned	deserted
2: Mario	7	intently	in a concentrating and alert way
3: Chester	8	inspected	examined carefully
	14	scornfully	in a mocking and arrogant way
	25	frantic	wild with fear and anxiety
4: Harry Cat	24	leery	cautious and distrustful
5: Sunday Morning	36	enchanting	charming and attractive
6: Sai Fong	42	avalanche	a flood of a lot of something
	47	gawping	staring in wonder
7: The Cricket	57	Forlornly	sadly
8: Tucker's Life			

4. Choose the best synonym for **downhearted** below.

a. glad
b. happy
c. cheerful
d. dejected

5. Choose the best antonym for **subsided** below.

a. decreased
b. increased
c. walled away
d. washed away

6. Choose the word that best completes the following sentence.

I _____ denied the unfair accusation.

a. coaxed
b. gawped
c. intently
d. abruptly

about a time that you were **dumbfounded**.

Three reasons that you might feel **Forlorn**.

Complete the following sentence with a reasonable answer.

_____ gawped down the street when _____.

Write two of your vocabulary words in one single sentence below. Use more if you can.

2

or calmed down
and irritated way
own away
someone gradually to do something
laxed pace

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Vocabulary Focus:

- Four challenge words chosen for every 3 chapters
- Complete Vocabulary List comes with and without definitions
- Two Vocabulary Reviews to use throughout the study
- Vocabulary Word Wall Cards in full color
- Vocabulary Flashcards

STUDENT CHAPTER PACKET ANSWER KEY

Chapters 1-3

(page 1)
Quickwrite: Answers will vary.
Vocabulary:

1. scornfully
2. intently
3. inspected
4. abandoned

True or False:

1. F
2. T
3. F
4. T
5. T

6. Answers may vary.
 Example for #1: Tucker is a mouse.

Example for #3: Tucker lives in New York City.

Character Analysis: Mario is a kind-hearted, hard-working boy that lives in New York City with his parents. He is fascinated when he finds a cricket near his family's newsstand.

(page 2)
Comprehension and Analysis:

1. Tucker's home is in an abandoned drain pipe at the subway station at Times Square. It has a pocket that is filled with little bits of paper and shreds of cloth. On page 1, the text reads, "...he was sitting in the opening of an abandoned drain pipe in the subway station at Times Square. The drain pipe was his home."
2. Mario is fascinated by the cricket and treats the cricket with curiosity and gentleness. He wants to keep the cricket as a pet. Mama is disgusted by the cricket, pronouncing it a bug that should be thrown away. Their reactions are very different, so they end up having an argument about whether or not Mario can keep the cricket as a pet, until they finally reach a compromise.
3. Tucker Mouse lives in the subway station. Mario is a hardworker.

Beyond: Mario is the son of a hardworking man. The cricket is fascinating. The struggle for business.

THE CRICKET IN TIMES SQUARE BY GEORGE SELDEN ReferenceBookmark

PLOT
 A talented cricket is new to New York City, and has a great adventure there.

SETTING
 The story takes place in New York City.

- CHARACTERS**
- Chester—a cricket who loves music.
 - Tucker—a mouse who enjoys scavenging and observing.
 - Harry Cat—a gentle cat who is Tucker's best friend.
 - Mario—a young boy who helps his parents run their newsstand.
 - Paul—a conductor.
 - Mama Bellini—Mario's mom.
 - Papa Bellini—Mario's dad.
 - Sai Fong—a Chinese man who admires crickets.
 - Mr. Smedley—a music teacher.



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ABOUT THE STUDENT CHAPTER PACKET

The student work for every 3 chapters contains both comprehension and vocabulary. Each part includes the following sections:

1. **Quickwrite**-A great idea is to have the students free-write here before reading the chapters. This gets their minds warmed up and thinking in the direction that the chapters will take them. This also helps them to connect the concepts in the story to themselves.
2. **Vocabulary**-The students practice with four new words that are chosen for you from every 3 chapters. Synonyms, antonyms, and context clues are among the skills included.

-One set of these types of questions for every 3 chapters.
 -Or activity is included. These standards like main idea, character traits, and text-to-self connections are included. These questions are at all levels optimal for differentiation if you just want some for your students to use.

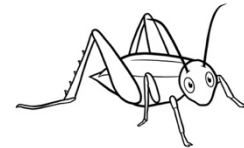
-A mix of fun activities, drawing, and text-to-self connections. Use their imaginations, and some even choose to use these as an activity.

TABLE OF CONTENTS Student Chapter Packet

Resource	Pages
1: About the Student Chapter Packet	11
2: Student Chapter Packet	12
3: Tucker, Mario, and Chester	13-14
4: Harry Cat	15-16
5: Sai Fong	17-18
6: Sai Fong	19-20
7: The Cricket Cage	21-22
8: Tucker's Life's Savings	23-27
9: The Chinese Dinner	
10: The Dinner Party	

Student Chapter Packet THE CRICKET IN TIMES SQUARE

By George Selden



Name _____

Easy Planning & Low Prep:

- Tables of Contents
- Teacher instructions
- Student Cover Pages for each section
- Student reference bookmarks
- All answer keys

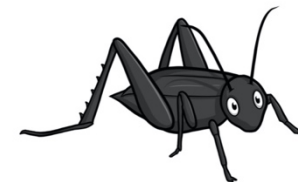
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Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		46	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	47	Ask and Answer Questions	any
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	48	Lessons from the Story <i>*Answer key provided on page 76</i>	Use after finishing the novel.
		49-52	Themes and Lessons <i>(Teacher Instructions included)</i>	Use after finishing the novel.
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	53	Scene Snapshot	any
		54	Reading Highlights	any
		55	Cause and Effect <i>*Answer key provided on page 77</i>	8-10
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	56-57	Character Analysis Anchor Poster <i>(Provided in color and b/w)</i>	any
		58	Character Traits <i>*Answer key provided on page 78</i>	Use throughout the novel.
		59-60	Characters and Quotes <i>*Answer key provided on page 79 an</i>	Use throughout the novel.
		61	What would I Do?	any
		62-63	Character Cube <i>Use after finishing novel</i>	Use after finishing novel
Setting Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	64-65	Setting Anchor Poster <i>(Provided in Color and b/w)</i>	any
		66	Times Square, New York City <i>*Answer key provided on page 67</i>	4-6
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	67-68	Figurative Language <i>*Answer key provided on page 67-68</i>	Use after finishing the novel.
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	69	My Most Remarkable Week <i>*Answer key provided on page 69</i>	12-13
Connecting Text with Illustrations or Media	RL 3.7/RL 4.7/RL 5.7/RL 6.7	70	My Book Cover	any
Opinion Writing	W 3.1/W 4.1/W 5.1/W 6.1	71	Opinion Writing <i>*Answer key provided on page 71</i>	2, 7, and 12-13
		72	Would You Rather...	any
Informative Writing	W 3.2/W 4.2/W 5.2/W 6.2	73-74	Times Square, New York City Brochure	any
		75	Comparing Project Choices	Use after finishing the novel.
		76-85	Answer Keys For: <ul style="list-style-type: none"> • Lessons from the Story • Cause and Effect • Character Traits • Characters and Quotes • Times Square, New York City • Figurative Language • My Most Remarkable Week • Opinion Writing 	

Table of Contents

Resource	Pages
Unit Map	3
Student Reference Bookmarks <i>*Please print as two-sided/front to back.</i>	4-5
Vocabulary Words with Definitions	6
Vocabulary Words without Definitions	7
Vocabulary Words with Definitions & NO page numbers <i>*This is provided for you in case you are using a different version of the book than the one I used to create this novel study.</i>	8
Vocabulary Words without Definitions & NO page numbers <i>*This is provided for you in case you are using a different version of the book than the one I used to create this novel study.</i>	9
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Student Chapter Packet with Answer Key	11-27
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A Closer Look:

- Detailed Table of Contents
- Standards and focus standards listed for all activities

THE CRICKET IN TIMESSQUARE: Unit Map

Please note that MANY varied resources are included in this novel study. This is so that teachers may pick and choose what they want to use, since no two classrooms are alike. This is also so that teachers may differentiate for different groups within their classrooms. For example, you can:

- Use different resources for different leveled small groups.
- Use some resources for the entire class while using other resources for pull-out groups, for specialized instruction.
- Pick and choose what to use with the whole class, and then use some of the remaining resources as an extension with your higher readers.
- Use some resources with the whole class and then create an early finishers pack with the rest of the resources.
- Use some resources as your basis for whole class direct instruction, while using other resources for independent seatwork.
- Use some resources as classwork, and other resources as homework.

This unit map is meant to show you in one quick and easy snapshot, the order that you will want to use the resources included, but of course you may pick and choose as needed.

Chapters in Student Chapter Packet	Vocabulary Words	Vocabulary Reviews	Assessments	Reading Response Activities (to be used with specific chapters)	Other Reading Response Activities
1. Tucker 2. Mario 3. Chester	<ul style="list-style-type: none"> • abandoned • intently • inspected • scornfully 	Vocabulary Review #1 Chapters 1-6	Assessment #1 Chapters 1-6	<p>To use with Chapters 2-13: Opinion Writing</p> <p>To use with Chapters 4-6: Times Square, New York</p> <p>To use with Chapters 9-10: Cause and Effect</p> <p>To use with Chapters 12-13: My Most Remarkable Week</p>	<p>To use with any chapter:</p> <ul style="list-style-type: none"> • Ask and Answer Questions • Scene Snapshot • Reading Highlights • Character Analysis Anchor Poster • What Would I Do? • Setting Anchor Poster • My Book Cover • Would You Rather... • New York City Brochure
4. Harry Cat 5. Sunday Morning 6. Sai Fong	<ul style="list-style-type: none"> • frantic • leery • enchanting • avalanche 				
7. The Cricket Cage 8. Tucker's Life's Savings 9. The Chinese Dinner	<ul style="list-style-type: none"> • gaping • forlornly • peril • solemn 	Vocabulary Review #2 Chapters 7-11	Assessment #2 Chapters 7-11		<p>To use throughout the novel:</p> <ul style="list-style-type: none"> • Character Traits • Characters and Quotes
10. The Dinner Party 11. The Jinx 12. Mr. Smedley	<ul style="list-style-type: none"> • downhearted • subsided • indignantly • dumbfounded 				
13. Fame 14. Orpheus 15. Grand Central Station	<ul style="list-style-type: none"> • dazed • coaxed • apologetic • adroitly 				<p>To use after finishing the novel:</p> <ul style="list-style-type: none"> • Lessons from the Story • Themes and Lessons • Character Cube • Figurative Language • Culminating Project Choices

PREVIEW

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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

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❖ **Part 4: Comprehension Multiple Choice**

Choose the best answer for each question below.

- Choose the best adjectives to describe Tucker Mouse.
 - Friendly and generous
 - Selfish and uninterested
 - Reckless and uncaring
 - Quiet and lonesome
- How does Chester initially react when he sees Harry Cat?
 - He is frightened.
 - He gets ready to fight.
 - He attacks Harry.
 - He is unfazed.
- Why does Mario make a trip to Chinatown?
 - He needs to go to the laundromat.
 - He is looking for Chinese food.
 - He is trying to sell Chester.
 - He is trying to find a cricket cage.
- Choose the answer that best describes Mama Bellini's reaction.
 - She thinks he is lucky.
 - She is skeptical about keeping him.
 - She is disgusted and won't go near him.
 - She thinks he is very cute.
- Which of the following does not happen in these chapters?
 - Harry gets attacked by a stray dog.
 - Mario finds a cage for Chester.
 - Chester and Tucker become friends.
 - Chester sees Times Square for the first time.
- Which of the following is not true about Mario?
 - He is a disobedient son.
 - He helps his parents.
 - He is gentle with creatures.
 - He is a kind boy.

❖ **Part 5: Comprehension & Analysis Written Response**

Answer the following questions in complete sentences.

- Choose two characters from the story. Compare and contrast them. Include at least two similarities and two differences in your answer.



Name _____ Date _____

THE CRICKET IN TIMES SQUARE

Assessment #1: Chapters 1-6

❖ **Part 1: Vocabulary Matching**

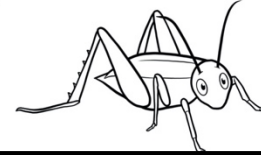
Match the words with their definitions by writing the correct letters on the lines.

- | | |
|---------------------|-------------------------------------|
| 1. intently _____ | A. in a mocking and arrogant way |
| 2. inspected _____ | B. deserted |
| 3. enchanting _____ | C. examining carefully |
| 4. abandoned _____ | D. flood of a lot of something |
| 5. scornfully _____ | E. in a concentrating and alert way |
| 6. avalanche _____ | F. charming and attractive |

❖ **Part 2: Vocabulary Fill in the Blank**

Choose the word that best completes each sentence below.

- I was _____ and stressed out when I realized that my big project was due the next day, and I hadn't even started.
 - leery
 - frantic
 - abandoned
 - enchanting
- My neighbor's dog is _____ of all strangers and constantly barks and growls at anybody that walks past their house.
 - leery
 - abandoned
 - inspected
 - scornfully



❖ **Part 3: Vocabulary Sentences**

Write two sentences using the word.

abandoned _____

9. _____

10. _____

Write these chapters that you can relate to _____

Write how Chester experiences in these chapters. List each of these emotions. _____

Write how many chapters there are with a lot of change. What changes does Chester experience? You have also experienced change. _____

ASSESSMENTS included:

- 2 Comprehension and Vocabulary Tests
 - Test #1: Chapters 1-6
 - Test #2: Chapters 7-15
- Mix of question types

Instructions

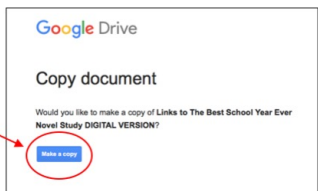
for Digital Version/Google™ Drive Document

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.

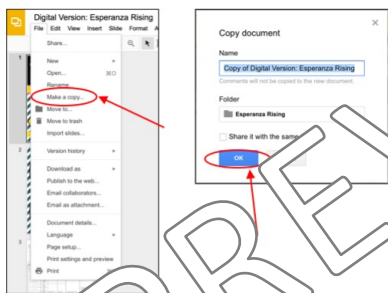
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

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



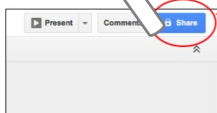
3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want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



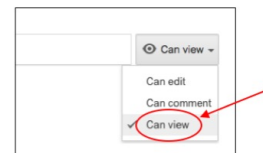
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5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that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

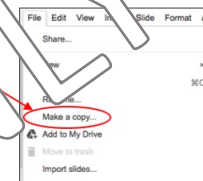


Note: Sharing with students can also be done through Google™ Classroom.

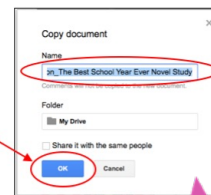
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



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 documents in black and white and printer-friendly, while the Google™ Drive documents are printed in color. Many teachers find that they end up using both versions.

11. There are places where students are able to use their documents on iPads or tablets, this is easy to do. However, if you are using a computer, you can use the "Insert" dropdown menu in Google™ Docs to insert images, tables, and more.

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 ONLY

#	CONFLICTS Write about each of the problems that Harry encounters below.	RESOLUTIONS Write about how the conflict gets resolved. If it doesn't get resolved, explain why.
1	Text here	Text here
2	Text here	Text here
3	Text here	Text here
4	Text here	Text here

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.

CHAPTERS 1-3

* Tucker * Mario * Chester *

❖ **Quickwrite:** Have you ever been to a big city, like New York City? Write about it. If not, write about what you think it might be like.

❖ **Vocabulary:** Fill in the blanks.

1. The unkind boy told me _____ that he was smarter than me.
2. The children were listening to the story so _____ that they jumped when there was a knock at the door.
3. We carefully _____ everything in the kitchen, but we couldn't figure out where the funny smell was coming from.
4. All of the kids in the neighborhood were scared of the spooky, _____ house.

abandoned
intently
inspected
scornfully

❖ **True or False:** Mark T for True and F for False.

1. Tucker is a cricket. _____
2. Mario sells newspapers and magazines. _____
3. Tucker lives in Chicago. _____
4. Tucker shares liverwurst with Chester. _____
5. Mario's mother lets him keep the cricket. _____
6. Choose one of the false statements above and rewrite it into a true statement here: _____



❖ **Character Analysis:** What do you know about Mario so far?

❖ Comprehension and Analysis: Answer the questions in complete sentences.

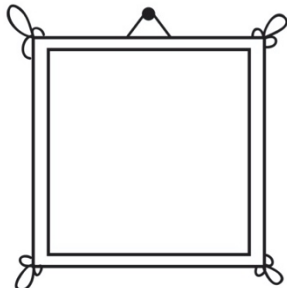
1. Where is Tucker's home? Describe this setting. Use textual evidence to support your answer.



2. Contrast Mario's reaction to the cricket with his mother's reaction to the cricket. How does this lead to an argument?

3. Write about each of the characters you have met in the story so far.

❖ Beyond: Below, draw a picture of how you imagine Mario. Then, write about him.

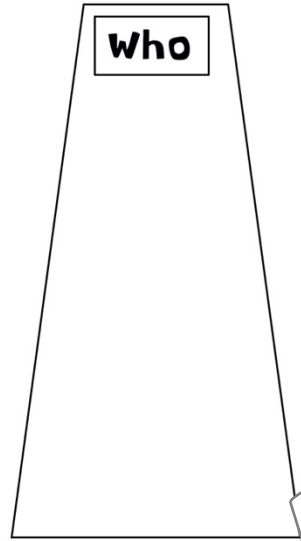


Name _____

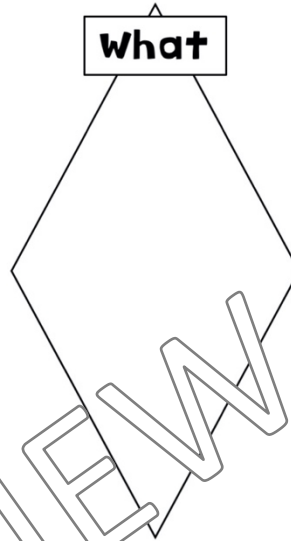
ASK AND ANSWER Questions

Read each question stem word on 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 per shape.

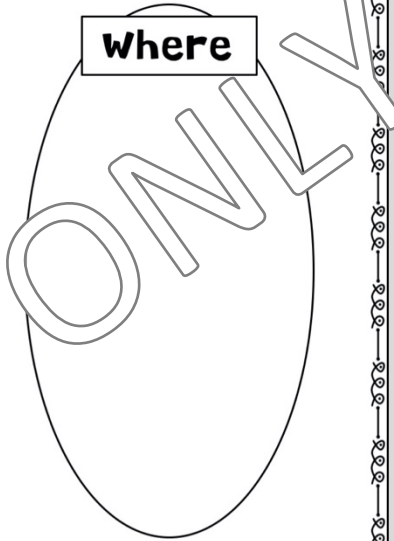
Who



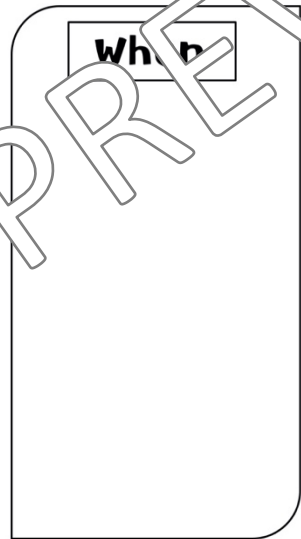
What



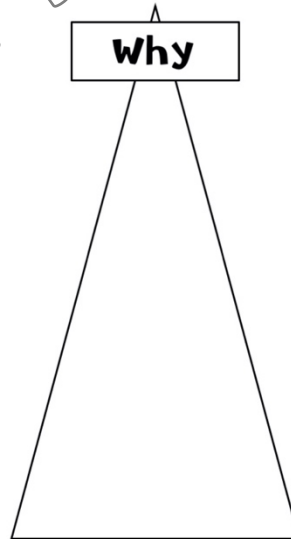
Where



When



Why



How

