

The Cricket in Times Square

Lit Link

Grades 4-6

Written by Nat Reed
Illustrated by S&S Learning Materials

About the author:

Nat Reed has been a member of the teaching profession for over 30 years. He is presently a full-time instructor at Trent University in the Teacher Education Program.

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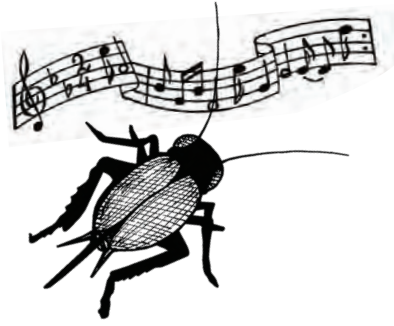
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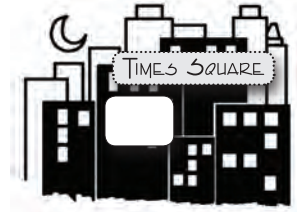
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At A Glance

Learning Expectations	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6	Chapter 7	Chapter 8	Chapter 9	Chapter 10	Chapter 11	Chapter 12	Chapter 13	Chapter 14	Chapter 15
Reading Comprehension															
• Identify and describe story elements	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Summarize events/details	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Reasoning & Critical Thinking Skills															
• Character traits, comparisons	•	•			•			•			•		•		
• Use context clues	•	•		•		•	•				•		•	•	•
• Make inferences (why events occurred, characters' thoughts and feelings)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Conduct an interview										•					
• Understand abstract concepts – conscience, revenge, fear, perseverance, self-respect, exaggeration, conflict, etc.	•							•	•		•		•	•	•
• Develop opinions and personal interpretations	•		•	•	•	•		•	•	•	•	•	•	•	•
• Write a letter/newspaper editorial						•									
• Identify <i>alliteration</i>	•														
• Identify/create a <i>simile</i>		•													
• Identify a <i>cliffhanger</i>	•						•								
• Identify an <i>analogy</i>											•				
• Identify an <i>idiom</i>											•				
• Identify <i>conflict</i>										•					
• Identify the <i>climax</i> of a story															•
• Design a plan for a cricket house					•										
• Create a book cover														•	
• Complete a Synopsis							•								
• Complete a Story Map															•
• Create a storyboard												•			
• Create a KWL Chart									•						
• Create a 5 W's Chart													•		
• Practice research skills	•	•		•							•		•	•	
Vocabulary Development, Grammar, & Word Usage															
• Identify synonyms, antonyms, and homonyms		•		•	•			•	•	•		•	•	•	•
• Predict an outcome		•						•			•				
• Identify syllables			•												
• Identify compound words													•		
• Identify parts of speech		•							•	•					
• Dictionary and thesaurus skills	•	•	•	•		•	•	•	•	•	•	•	•	•	•
• Use words correctly in sentences	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Place words in alphabetical order					•										
• Identify singular/plural				•											
• Identify root words									•						
• Using capitals, correct punctuation						•									



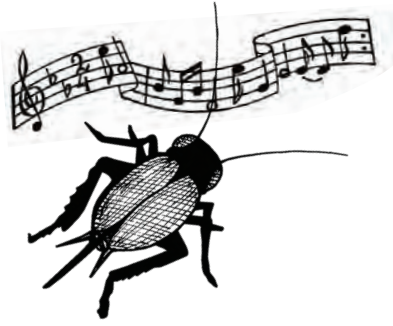
THE CRICKET IN TIMES SQUARE



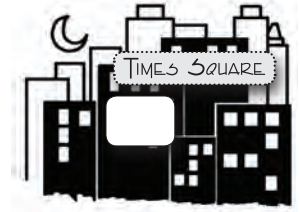
by **George Selden**

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THE CRICKET IN TIMES SQUARE



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Before you read the chapter:

Chapter 1

Times Square is a major intersection in New York City and is considered to be a symbol of the city. Investigate this famous landmark and record three interesting facts about it.

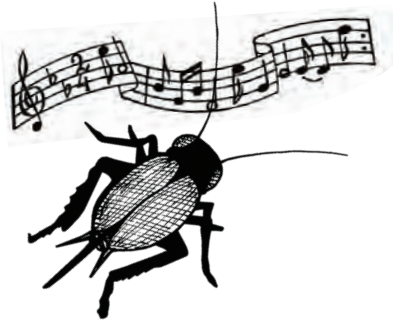
Think of at least one advantage and one disadvantage to working at a newsstand in a busy subway station.

Vocabulary:

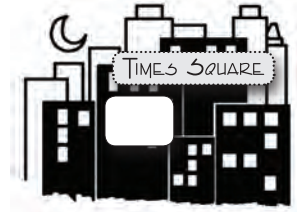
Choose a word from the list to complete each sentence.

grilles	pity	subsided	vanished	abandoned
niche	shuttle	scrounge	displayed	gust

1. Tucker liked to _____ bits of paper and shreds of cloth.
2. The old mansion had been _____ for as long as anyone could remember.
3. By midnight, the traffic in the subway station had _____ somewhat.



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4. The little girl's father _____ during the war.
5. The _____ of cool air from the subway train felt good on a hot summer day.
6. Tucker found a comfortable _____ in the wall to sleep in.
7. They could hear the rumbling of traffic through the iron _____ that opened into the streets.
8. The _____ train ran every ten minutes during rush hour.
9. A copy of the magazine, *Atlantic Monthly*, was neatly _____ on the counter.
10. She didn't have a lot of _____ for the poor and homeless people after the flood.

Questions???:

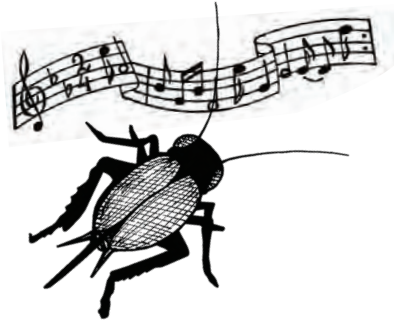
1. Other than "scrounging," what two things did Tucker the mouse enjoy doing?

2. Why was Mario only allowed to work at the newsstand on Saturdays?

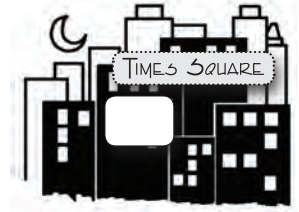
3. At what subway stop did the Bellinis have their stand?

4. Why was Papa afraid to shut the cash register drawer?

5. What two acts of kindness did Paul the conductor show Mario? What might this tell us about Paul's character?



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6. In the concluding paragraph, of this chapter, the author mentions a number of sounds with which Tucker was very familiar. Think of two additional sounds that aren't mentioned, but with which Tucker was also probably familiar.

7. Chapter One ends with a cliffhanger. What is meant by a **cliffhanger** and how does this conclusion fit the definition of a **cliffhanger**?

Language Activities:

Alliteration

Alliteration is the repetition of the first consonant sound in a phrase. An example is: *She sells seashells by the seashore*. An example from Chapter One is: *The subway station in Times Square has to sleep sometimes*.

Create your own alliterations using the following ideas:

- a) Describe how a mouse might move across the floor.

- b) Describe how a hungry bear might eat a pot of honey.

- c) Describe how a turtle might cross a busy highway.
