Introduction
Title: *A Cricket in Times Square* by: George Selden  
Grade: 4th – Language Arts Class

### Unit’s Goals and Objectives

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESL Language</strong></td>
<td><strong>Language</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Vocabulary | Subway, mouse, newspaper, friends, boy, cricket, Times Square, Mario, Tucker, Sai Fong, Chinese robes, Chinatown, cricket cage, chop suey, chow mein, pork fried rice, Chinese duck, kumquats, chopsticks, Mulberry tree, Chinese characters, Brooklyn Botanical Gardens | 1. Make connections with literature and their own lives.  
2. Develop an understanding of the customs of another culture.  
3. Identify the differences in people. | Use of graphic organizers |

<table>
<thead>
<tr>
<th>Skills</th>
<th></th>
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</thead>
</table>
| 1. Oral responses to specific questions asked throughout the reading.  
2. Write an essay about family traditions.  
3. Organize information on a web about family traditions and Chinese traditions.  
4. Discuss the differences of the living situations of city-life and country-life.  
5. Organize information on a Venn Diagram to compare and contrast city life and country life. | 1. Describe the characters, their traits, and their relationships with other characters.  
2. Students share their personal responses to literature.  
3. Compare and contrast city-life and country-life.  
4. Gather and display information on family traditions and Chinese traditions. | |

<table>
<thead>
<tr>
<th>Attitudes/Awareness</th>
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| | 1. Awareness of differences in friends.  
2. Appreciation for other cultures and | |
## Information Gap Task

<table>
<thead>
<tr>
<th></th>
<th>Transportation</th>
<th>Fun things to do</th>
<th>City &amp; Country have in common</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>City-Life</strong> (New York City)</td>
<td>1. People take the subway.</td>
<td>1. People to see plays.</td>
<td>1. There are stores in the city and country.</td>
<td>1. New Haven - City</td>
</tr>
<tr>
<td></td>
<td>2. People take a taxi cab.</td>
<td>2. People go to Central Park.</td>
<td>2. There are families in the city and country.</td>
<td>2. Hamden – Country</td>
</tr>
<tr>
<td></td>
<td>3. People walk.</td>
<td>3. People go to the Statue of Liberty.</td>
<td>3. There are parks in the city and country.</td>
<td>3. Bridgeport - City</td>
</tr>
<tr>
<td><strong>Country-Life</strong> (Connecticut)</td>
<td>1. People drive in cars.</td>
<td>1. People go to the beach.</td>
<td>4. There are rivers in the city and the country.</td>
<td>4. Milford - Country</td>
</tr>
<tr>
<td></td>
<td>2. People ride their bikes.</td>
<td>2. People have picnics.</td>
<td></td>
<td>5. Hartford – City</td>
</tr>
<tr>
<td></td>
<td>3. People ride motorcycles.</td>
<td>3. People go to carnivals.</td>
<td></td>
<td>6. Trumbull – City</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7. Cheshire - Country</td>
</tr>
</tbody>
</table>
Boy
(Mario)
Mouse
(Tucker)
Subway
Cricket
Lesson 1
Donna Mauro
Lesson #1 - Narrative
*The Cricket of Times Square*, by George Selden

The lesson originates from a mainstream teacher and modifications were made to adequately target the various levels of English Language Learners in a classroom. I chose to incorporate strategies from the SIOP (Sheltered Instruction Observation Protocol) model.

The lesson involves students listening to a read aloud by the teacher and to keep the ELL students actively engaged I developed listening guides for the 3 ELL levels (Pre-Production, Early Production and Intermediate Fluency). The listening guides range from identifying simple vocabulary words to plugging in words from the story and finally completing an open ended question. The story text was made more comprehensible during the read aloud by pacing the teacher's speech. Pauses were placed throughout the text to help ELL students process the information being read to them.

I also modified the lesson by having teacher-made pictures to connect the newly acquired vocabulary too. The original lesson uses an overhead projector to display guiding questions about the chapters. I liked this idea of letting the students visualize the question that is being asked. The original lesson also utilized the idea of a word bank. This is a great strategy for ELL students because when writing assignments come up for this unit they will have a resource hanging in the classroom they can use at their disposal. Some other strategies that I added to the original lesson were the use of a teacher made time-line chart that keeps track of the characters and the main events throughout the chapters. I did this to frame main ideas for the ELL students, which will help with their comprehensibility of the lesson. Finally, I added a checklist for the teachers to use to this lesson. I did this so that the classroom teacher could collect the listening guides and quickly assess whether or not the ELL students and native speakers comprehended the "gist" of the story. For the Pre-Production ELL students the teacher would have to quickly meet with them to assess any gains in their understanding of the newly acquired vocabulary.
I feel that by incorporating these various strategies the learning environment is not only going to be more meaningfully to the ELL students but to ALL the students in the classroom.
Theme: The Cricket in Times Square by: George Selden
Lesson Topic: Lesson #1- Language Arts

Content Objectives:

Describe the characters, their traits, and their relationships with other characters in the literature selection.
List characters and main events of the literature selection.

Language Objectives:

Respond orally to questions asked.
Discuss newly acquired vocabulary.

boy, Mario, Tucker, mouse, subway, newspaper, cricket, friend, Times Square, newsstand,
Lesson #1
Title: The Cricket in Times Square by: George Selden
Time: 50 minutes
Subject: Language Arts Grade Level: 4th mainstream with integrated ELL's
(O.L. = Original Lesson)

Objectives:
The students will:
Describe the characters, their traits, and their relationship with other characters in the literature selection. (O.L.)
List characters and main events of the literature selection.
Discuss newly acquired vocabulary. (See Word Bank for modification)

Materials:
☑ The Cricket in Times Square by George Selden (O.L.)
☑ Listening guides for varying ELL levels for Chapters 1-2
☑ Overhead projector (O.L.)
☑ Teacher made time-line chart
☑ Enlarged pictures of book's illustrations
☑ Teacher-made pictures with vocabulary words
☑ Word Bank List (O.L.)
☑ Checklist for teacher use only

Initiation: (10 minutes) "Today, as promised, I have brought in a book to read with you. It is The Cricket in Times Square, written by George Selden and illustrated by Garth Williams. Does anybody know where Times Square is? Let's look at the picture on the cover. Does it give you any clues about what to expect in the book?" Allow for the responses (characters, relationship of characters). "As we read the first chapter, I want you to think about some questions." Write the first two questions on the overhead. "See if you can listen for the answers to the questions as I read." Stop reading every few pages to ask for responses to the questions. Praise the good listeners. Present new questions to answer on the overhead. (O.L.)

Modification: The only change in the initiation will be the chapter questions below will be asked after the read aloud to assess comprehension. Also during the initiation of the lesson the teacher will further explain by stating: "The story is about a boy named Mario" (hold up teacher-made picture of the boy) "There will also be a mouse named Tucker, who lives near a subway." (hold up teacher-made picture of the mouse and the subway) "Tucker likes Mario. They are friends." (hold up teacher-made picture of the friends) "Mario sells newspapers." (hold up teacher-made picture of the newspaper) "Mario sells the newspaper in Times Square in New York City." (hold up the teacher-made picture of Times Square) "Mario is going to find a cricket." (hold up the teacher-made picture of the cricket) These statements have come from the Functional/Notional charts.

Procedure:
☑ (15 minutes) Read Chapter 1 (Tucker) and Chapter 2 (Mario) of The Cricket of Times Square. Guide a discussion by asking the following questions: (O.L.)
1. Why is it important that Mario sells the magazines?
2. How does Tucker feel about Mario? What makes you say that?
3. How does Mario feel about the cricket? Why is it important to Mario to keep the cricket?
4. What does Mama think about having a cricket as a pet? Papa? Why?
The remaining questions will be written on the overhead after Chapters 1-2 have been read aloud. (Modification)

**ELL Modifications:**
- **Pre-Production ELL:** Students will use a listening guide for the pre-production level while the teacher reads Chapters 1-2 aloud. (See attached) Visuals will be used to explain key words in the story. (Visuals: boy, mouse, cricket, newspaper, subway, and friends) Key phrases to use with visuals are: Mario is a **boy**. Tucker is a **mouse**. Tucker mouse lives in a **subway**. Mario sells **newspapers**. Mario finds a **cricket**. Tucker mouse and Mario are **friends**. (Refer to Functional/Notional Chart Pre-Production.)
- **Early Production ELL:** Students will use a listening guide for the early production level while the teacher reads Chapters 1-2 aloud. (See attached) Key phrases will be used to get students to use key words. Mario is a **boy**. Tucker mouse lives in a **drainpipe in the _____ station at _____**. (subway, Times Square) Mario works his father’s **newsstand** to make **money** for the family. (newsstand, money) Mario finds a **cricket** he keeps as a pet. (cricket) Tucker mouse likes to watch over **cricket**. (Mario) (Refer to Functional/Notional Chart Early Production)
- **Intermediate Fluency ELL:** Students will use a listening guide for the intermediate fluency level while the teacher reads Chapters 1-2 aloud. (attached) Key phrases will be used to get students to use verb + **ing** words. Tucker’s feelings for Mario are... Mario’s feelings for the cricket are... The cricket is important to Mario because... Mama and Papa’s thoughts about the cricket are... (Refer to Functional/Notional Chart Intermediate Fluency)

- Native speaking students will also use the listening guide for Intermediate Fluency ELL level to keep them actively engaged in the chapter discussion.
- Pace Teacher’s Speech during the reading of chapters 1-2 (refer to copies of text)
- **Teacher Made Time-Line Chart:** (10 minutes) To be used whole group to generate responses from the students after Chapters 1-2 have been read. The chart will be an ongoing chart as each chapter is read and additional information about the literature will be written on it. The teacher will actively engage all the students by generating questions such as “Who was the boy?” The student response should be “Mario”, which the teacher will then write on the chart under the character section. The questions can be as simple as restating the formulas from the Pre-Productive and Early Productive Functional/Notional Charts. The teacher can then ask the questions from the original lesson, which are above and in the event section of the chart the teacher, will then record the student responses. These questions will target the Intermediate Fluency ELL students and the Native English speakers. The time-line chart is to main frame ideas about the chapters and book illustrations will contextualize the sentences. (See attachment for time-line chart set up and illustrations)

- **Word Bank:** (10 minutes) Start a list of new words as they are introduced and defined. Display the list were all students can see it. This list will include words from *The Cricket of Times Square* (O.I.)

**Modification:** The focus words can be taken from the Functional Notional Charts of the Pre-Production and Early Production ELL students and pictures can also illustrate the words to be learned. Also “feeling” words that were generated during the discussion can be put on the word bank. (See attachment for word bank set up)
Assessment: The teacher will collect the students learning guides and use the checklist to assess the comprehension of the ELL students for Chapters 1-2. (See attached)

Closure: (5 minutes) "Can you predict what will happen next in the book?" Remind them of their earlier predictions. "Tomorrow we will read more and find out what happens to Mario's pet cricket. (O.L.)

Follow this procedure with the rest of the chapters, using the following questions for the corresponding chapters. (O.L.) Chapter questions are on the original lesson plan (See attached)
The Cricket of Times Square by: George Selden

Time-Line Chart

Characters: ____________________________ Main Events: ____________________________

Chapter 1-2

Mario

Mario sells newspapers.

Tucker Mouse

Tucker Mouse watches over Mario.

Cricket

Mario hears a beautiful sound coming from a cricket.

Mama & Papa

Mama and Papa are not happy with Mario's cricket.
Word Bank

The Cricket of Times Square by: George Selden

boy               cricket               subway
Times Square       newsstand
mouse             unhappy (sad)
newspaper
(The teacher will collect the listening guides and use the checklist as a way to assess the comprehension of the students during the read aloud. The numbers after each ELL level represent the number of tasks on the individual learning guides. The same checklist can be used for the Pre-Production students, with the exception of the teacher meeting with the students individually to see if they can identify the word to its picture.)

Comprehension Assessment Checklist

Student’s Name: ____________________  Date: ______________

Literature: _________________________  Chapter(s): ______________

ELL Level: Pre-Production  Early Production  Intermediate Fluency/Native

1. The student was actively engaged in the class discussion............. Yes / No

2. The student attempted to participate in the class discussion......... Yes / No

3. The student was not comfortable during class participation........ Yes / No

4. The student completed _____ out of _____ tasks on their learning guide.

Additional Comments:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Why is it important that Mario sells the magazines?

How does Tucker feel about Mario? What makes you say that?

How does Mario feel about the cricket? Why is it important to Mario to keep the cricket?

What does Mama think about having a cricket as a pet? Papa? Why?
Pre-Production Writing Checklist

Name: __________________________ Date: __________________

Directions: Color in the smiley face for YES or the sad face for NO.

I wrote my sentence.

I illustrated my picture for my sentence.
Early Production Writing Checklist

Name: ___________________________ Date: ___________________________

Directions: Circle either yes or no next to the response that corresponds to your piece of writing.

I used the correct writing prompt in the beginning. .................... Yes / No

I wrote 4 sentences in the middle of my writing. ....................... Yes / No

I wrote 2 sentences at the end of my writing ............................ Yes / No

A friend read my writing to help me edit for spelling, punctuation, and capitalizations. ................................................. Yes / No

My teacher read my writing. ................................................. Yes / No
Intermediate Fluency/Native Writing Checklist

Name: ____________________________ Date: ________________________

Directions: Circle either yes or no next to the response that corresponds to your piece of writing.

I used the correct writing prompt in the beginning ...................... Yes / No

I wrote 8 sentences in the middle of my writing ...................... Yes / No

I wrote 2 sentences at the end of my writing ...................... Yes / No

A friend read my writing to help me edit for spelling, punctuation, and capitalizations ...................... Yes / No

My teacher read my writing ...................... Yes / No
Teacher Assessment Writing Checklist

Language Level: Pre-Production  Early Production  Intermediate Fluency/Native

Student's Name: __________________________ Date: ______________

Writing Piece: __________________________

Student used the given writing prompt to use in the beginning: Yes / No

Student had a middle to their essay with details: Yes / No

Student had an ending to their essay with a summary of the topic: Yes / No

Student had missing pieces to their essay: Yes / No

(if Yes, missing pieces were) __________________

____________________

Student has a strong understanding of the writing process (✓) ______

Student somewhat understands the writing process, but still has weak points. (✓) ______

Student does not have an understanding of the writing process. (✓) ______

Comments:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
## Functional/Notional Chart

*The Cricket in Times Square* by: George Selden  
**Language Level:** Early Production

<table>
<thead>
<tr>
<th>Lesson #1</th>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Chapters 1-2| Describe   | Characters and traits                         | Mario is a ___.  
Tucker is a ___.  
Tucker Mouse lives in a _____.  
Drainpipe in the _______ station  
at _______.  
Mario works his father's _____ to make _____ for the family.  
Mario finds a ______ he keeps as a pet.  
Tucker Mouse likes to watch over _______. | boy  
mouse  
subway  
Times Square  
newsstand  
money  
cricket  
Mario | Present Tense  
Nouns |
### Functional/Notional Chart

*The Cricket in Times Square* by: George Selden
Language Level: Pre-Production

<table>
<thead>
<tr>
<th>Lesson #1</th>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Chapters 1-2 | Describe | Characters and traits | Mario is a *boy*. *(Point to the boy)*  
Tucker is a *mouse*. *(Point to the mouse)* | boy (picture)  
mouse (picture) | Present Tense  
Nouns |
<p>| Characters and traits | Tucker Mouse lives in the <em>subway</em>. <em>(Point to the subway)</em> | subway (picture) |
| Character relationships with other characters | Mario sells <em>newspapers</em>. <em>(Point to the newspaper)</em> | newspaper (picture) |
| | Mario finds a <em>cricket</em>. <em>(Point to the cricket)</em> | cricket (picture) |
| | Tucker Mouse and Mario are <em>friends</em>. <em>(Point to friends)</em> | friend (picture) |</p>
<table>
<thead>
<tr>
<th>Lesson #1</th>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapters 1-2</td>
<td>Describe</td>
<td>Characters and traits</td>
<td>Tucker’s feelings for Mario are...</td>
<td>caring, loving</td>
<td>Present Tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Character relationships with other characters</td>
<td>Mario’s feelings for the cricket are...</td>
<td>adoring</td>
<td>Verb+ing words (caring, loving)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The cricket is important to Mario because...</td>
<td>he wants a friend</td>
<td>Prefix “un” – meaning (not)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mama and Papa’s thoughts about the cricket are...</td>
<td>unhappy, unpleasant</td>
<td></td>
</tr>
</tbody>
</table>
Theme: *The Cricket in Times Square* by: George Selden
Lesson Topic: Lesson #1 – Language Arts

Content Objectives:
- Describe the characters, their traits, and their relationships with other characters in the literature selection.
- List characters and main events of the literature selection.

Language: Objectives:
- Respond orally to questions asked.
- Discuss newly acquired vocabulary.

*Mario, boy, Tucker, mouse, subway, newspaper, cricket, friend, Times Square, newsstand*
Lesson #1
Title: *The Cricket in Times Square* by: George Selden
Time: 50 Minutes
Subject: Language Arts
Grade Level: 4th grade mainstream with integrated ELL's
(O.L. = Original Lesson)

Objectives:

The students will:

- Describe the characters, their traits, and their relationships with other characters in the literature selection. (O.L.)
- List characters and main events of the literature selection.
- Discuss newly acquired vocabulary. (See word bank for modifications)

Materials:

- *The Cricket in Times Square* by George Selden
- Listening guides for varying ELL levels for Chapters 1-2
- Overhead projector (O.L.)
- Teacher made time-line chart
- Enlarged pictures of book's illustrations
- Teacher-made pictures with vocabulary words
- Word Bank List (O.L.)
- Checklist for teacher's use only
Initiation: (10 minutes) "Today, as promised, I have brought in a book to read with you. It is *The Cricket in Times Square*, written by George Selden and illustrated by Garth Williams. Does anyone know where Times Square is? Let's look at the picture on the cover. Does it give you any clues about what to expect in the book?" Allow for the responses (characters, relationships of characters). "As we read the first chapter, I want you to think about some questions." Write the first two questions on the overhead. "See if you can listen for the answers to the questions as I read." Stop reading every few pages to ask for responses to the questions. Praise the good listeners. Present new questions to answers on the overhead. (O.L.)

Modification: One change in the initiation will be the chapter questions below will be asked after the read aloud to assess comprehension. Also, during the initiation of the lesson the teacher will further explain the story by stating: "The story is about a boy named Mario." (hold up Teacher-Made Picture of the boy) "There will also be a mouse named Tucker, who lives near a subway." (hold up T.M.P. of the mouse and the subway) "Tucker likes Mario. They are friends." (hold up T.M.P. of the friends) "Mario sells newspapers." (hold up T.M.P. of the newspaper) "Mario sells the newspaper in Times Square in New York City." (hold up T.M.P. of Times Square) "Mario is going to find a cricket." (hold up T.M.P. of the cricket) These statements can be found on the Functional/Notional Charts) (Teacher-Made Pictures attachment #9-9g)

Procedure:

- (15 minutes) Read Chapter 1 (Tucker) and Chapter 2 (Mario) of *The Cricket of Times Square*. Guide a discussion by asking the following questions: (O.L.)
  1. Why is it important that Mario sells the magazines?
  2. How does Tucker feel about Mario? What makes you say that?
  3. How does Mario feel about the cricket? Why is it important to Mario to keep the cricket?
  4. What does Mama think about having a cricket as a pet? Papa? Why?

Modification: The questions will be put on the overhead (Attachment #12) after Chapters 1-2 have been read aloud.

- ELL Modifications:
- Pre-Production ELL: Students will use a listening guide for the pre-production level while the teacher reads Chapters 1-2 aloud. (Attachment #11) Visuals will be used to explain key words in the story. (Teacher-Made Pictures attachment #9-9g) Key phrases to use with visuals are: Mario is a boy. Tucker is a mouse. Tucker lives in a subway. Mario sells newspapers. Mario finds a cricket. Tucker Mouse and Mario are friends. (Pre-Production Functional/Notional Chart attachment #6)
**Early Productions ELL:** Students will use a listening guide for the early production level while the teacher reads Chapters 1-2 aloud. (Attachment #11a) Key phrases will be used to get students to use key words. Mario is a ______. (boy) Tucker Mouse lives in a drainpipe in the ______ station at ______. (subway, Times Square) Mario works his father's ______ to make ______ for the family (newsstand, money) Mario finds a ______. (cricket) Tucker Mouse likes to watch over ______. (Mario) (Early Production Functional/Notional Chart attachment #7)

**Intermediate Fluency ELL:** Student will use a listening guide for the intermediate fluency level while the teacher reads Chapters 1-2 aloud. (Attachment #11b) Key phrases will be used to get students to use verb+ing words. Tucker's feelings for Mario are... Mario's feelings for the cricket are... The cricket is important to Mario because... Mama and Papa's thoughts about the cricket are... (Intermediate Fluency Functional/Notional Chart attachment #8)

Native speaking students will also use the listening guide for Intermediate Fluency ELL level to keep them actively engaged in the chapter discussion.

**Pace Teacher's Speech:** During the reading of Chapters 1-2 the teacher will pause throughout the reading to assure comprehension from the students. (Explanations on attachment #10-10h)

**Teacher Made Time-Line Chart:** (10 minutes) To be used by whole group to generate responses from the students after Chapters 1-2 have been read. The chart will be an ongoing chart as each chapter is read and additional information about the literature will be written on it. The teacher will actively engage all the students by generating questions such as, “Who was the boy?” The student's response should be “Mario”, which the teacher will then write on the chart under the character section. The questions can be as simple as restating the formulas from the Pre-Production and Early Production Functional/Notional Charts. The teacher can then ask the questions from the original lesson, which are above and in the event section of the chart the teacher, will then record the student responses. These questions will target the Intermediate Fluency ELL students and the Native English speakers. The time-line chart is to main frame ideas about the chapters and book illustrations will contextualize the sentences. (Attachment#12a-12d)

**Word Bank:** (10 minutes) Start a list of new words as they are introduced and defined. Display the list were all students can see it. This list include words from *The Cricket in Times Square* (O.L.)

**Modification to Word Bank:** The focus words can be taken from the Functional/Notional Charts of all the ELL levels. Pictures can also accompany the words to be learned. Also “feeling” words generated during the discussion can be put on the word bank. (Attachment #13)

**Assessment:** The teacher will collect the students learning guides and use the checklist to assess the comprehension of the ELL and Native students for Chapters 1-2. (Attachment #14)
Closure: (5 minutes) "Can you predict what will happen next in the book?" Remind them of their earlier predictions. "Tomorrow we will read more and find out what happens to Mario's pet cricket." (O.L.)

Follow this procedure with the rest of the chapters, using the following questions for the corresponding chapters. (O.L) Chapter questions are on the original lesson plan (Attachment #17-19)
Lesson 2
### Functional/Notional Chart
**The Cricket in Times Square** by: George Selden  
Language Level: Pre-Production

<table>
<thead>
<tr>
<th>Lesson #2 &amp; #3</th>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Chapter 9      | Describe | customs of another culture | Sai Fong is a Chinese man.  
*(Point to Sai Fong)*  
Sai Fong is wearing a Chinese robe.  
*(Point to Chinese robe)*  
He eats with chopsticks.  
*(Point to chopsticks)*  
Different kinds of Chinese food is *chop suey, chow mein, pork fried rice, duck, and kumquats*.  
*(Point to the food pictures)*  
I live in Fair Haven in New Haven, CT...Sai Fong lives in Chinatown in New York City, NY. | Sai Fong  
Chinese robe  
Chopsticks  
Chop suey, chow mein, pork fried rice, duck, kumquats | Verb + ing  
Present Tense  
Pronouns (he, I, my, it) |

**Notes:**  
**Pictures of the Chinese characters and the Botanical Gardens map can be used as additional visuals if so desired.**
<table>
<thead>
<tr>
<th>Explain</th>
<th>in an essay a family tradition</th>
<th>Cricket cage</th>
<th>Mulberry tree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chester cricket lives in a cricket cage. It likes to eat leaves from a Mulberry tree. (Point to cricket cage and Mulberry tree)</td>
<td>My family tradition is... Or A family tradition I would like to start is...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Functional/Notional Chart

*The Cricket in Times Square* by: George Selden  
Language Level: Early Production

<table>
<thead>
<tr>
<th>Lesson #2 &amp; #3</th>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Chapter 9      | Describe | customs of another culture | _______ is a Chinese man.  
Sai Fong is wearing a _______.  
He eats with _______.  
Different kinds of Chinese food is _______.________.  
________.________.________.  
Live in Fair Haven in New Haven, CT...Sai Fong lives in _______ in New York City, NY.  
Chop suey, chow mein, pork fried rice, duck, kumquats | Sai Fong  
Chinese robe  
Chopsticks | Verb + ing  
Present Tense  
Pronouns (he, I, my, it) |
| Explain | in an essay a family tradition. | Chester cricket lives in a __________. It likes to eat leaves from a __________. My family tradition is...The tradition is important because... Or A family tradition I would like to start is...I would start it because... | Cricket cage Mulberry tree |
# Functional/Notional Chart

*The Cricket in Times Square* by: George Selden  
Language Level: Intermediate Fluency

<table>
<thead>
<tr>
<th>Lesson #2 &amp; #3</th>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 9</td>
<td>Describe</td>
<td>customs of another culture</td>
<td>Other Chinese customs I heard about in this chapter were...</td>
<td>Chinese robes, Chopsticks, Chop suey, chow mein, pork fried rice, duck, kumquats</td>
<td>Past Tense (were, felt)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mario felt...to be a part of their traditions.</td>
<td></td>
<td>Verb+ed</td>
</tr>
<tr>
<td></td>
<td>Explain</td>
<td>in an essay a family tradition</td>
<td>A tradition in my family is...My family has this tradition because...</td>
<td></td>
<td>Pronouns (I)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Or</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>My family does not have a family tradition but I would like to start...</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I would like to start this tradition because...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Theme:** The Cricket in Times Square by: George Selden

**Lesson Topic:** Lesson #2 (Day 1) Lesson #3 (Day 2) - Writing

**Content Objectives:**
- Describe customs of another culture.
- Gain an understanding of traditions.
- Explain through an essay a family tradition.
- Edit for spelling, punctuation, and capitalization.

**Language Objectives:**
- Respond orally to questions asked.
- Discuss newly acquired vocabulary.
- Orally present written work.

*Chinatown, Sai Fong, chopsticks, cricket cage, chop suey, robes, chow mein, pork fried rice, duck, kumquats, Chinese characters, mulberry tree, Botanical Gardens*
Lesson #2 (Day 1)
Title: *The Cricket in Times Square* by George Selden
Time: 45 minutes
Subject: Writing
Grade Level: 4th grade mainstream with integrated ELL’s
(O.L. = Original Lesson)

Objectives:
The students will:
- Describe customs of another culture.
- Gain an understanding of tradition. (O.L.)

Materials:
- *The Cricket in Times Square* by George Selden
- Listening guides for varying ELL levels for Chapter 9
- Overhead Projector (O.L. #1)
- Teacher made time-line chart (O.L. #1)
- Enlarged pictures of book’s illustrations
- Teacher made pictures with vocabulary words
- Checklist for teacher’s use only

Initiation: (10 minutes) “Today we are going to read another chapter in our book. This chapter is going to talk about Chinese traditions. A tradition is something that your family might do the same every year. For example, I am Italian, my family is from Italy and every year since I was a little girl on Christmas Eve we only eat different kinds of fish. This is a tradition that my family has done for many, many year.” Give the students an opportunity to share any family traditions that they may take part in.
Modification: Further explain the chapter as in Initiation Modification in Lesson #1. Explain the chapter by using the formulas from the attached Pre-Production Functional/Notional Chart and use the teacher made pictures with vocabulary words. Refer to Lesson #1 Initiation Modification for the format. (Teacher-Made Pictures Attachment #29-29)

Procedure:

☐ (10 minutes) Read Chapter 9 (The Chinese Dinner) of The Cricket of Times Square. Guide a discussion by asking the following questions: (O.L. #1)

1. We have learned about the Chinese tradition of keeping crickets. What other traditions do we see in this chapter? (robes, bowing, food, tea)
2. How did it make Mario feel to be part of those traditions?

Modifications: The questions will be put on the overhead (Attachment #32) after Chapter 9 has been read aloud.

☐ ELL Modifications:

☐ Pre-Production ELL: Student will use the listening guide for the pre-production level while the teacher read Chapter 9 aloud. (Attachment #31,31a) Visuals will be used to explain key words in the story. (Teacher-Made Pictures attachment #29-29) Refer to the key phrases on the Pre-Production Functional/Notional Chart under the formula column. (Attachment #24,25) Also, refer to Lesson #1 Procedure-ELL Modifications-Pre-Production ELL for format.

☐ Early Production ELL: Students will use a listening guide for the early production level while the teacher read Chapter 9 aloud. (Attachment #31b) Key phrases will be used to get students to use key words. Refer to the key phrases on the Early Production Functional/Notional Chart under the formula column. (Attachment #26,27) Also, refer to Lesson #1 Procedure-ELL Modifications-Early Production ELL for format.

☐ Intermediate Fluency ELL: Students will use a listening guide for the intermediate fluency level while the teacher reads Chapter 9 aloud. (Attachment #31c) Key phrases will be used to get students to use verb+ing and pronouns. Refer to key phrases on the Intermediate Fluency Functional/Notional Chart under the formula column. (Attachment #28) Also refer to Lesson #1 Procedure-ELL Modifications-Intermediate Fluency ELL for format.

☐ Native speaking students will also use the listening guide for Intermediate Fluency ELL level to keep them actively engaged in the chapter discussion.

☐ Pace Teacher’s Speech: During the reading of Chapter 9 the teacher will pause throughout the reading to assure comprehension from the students. (Attachment #30-30c)
☐ **Teacher Made Time-Line Chart:** (10 minutes) Refer to Lesson #1 for procedure. The time-line chart is to main frame ideas about the chapter and the book’s illustration will contextualize the sentence. (Attachment #33)

☐ **Word Bank:** (10 minutes) Refer to Lesson #1 for procedure

☐ **Modification to Word Bank:** The focus words can be taken from the Functional/Notional Charts of all the ELL levels. Pictures can also accompany the words to be learned. Also “feeling” words generated during the discussion can be put on the word bank. Refer to Lesson #1 attachment #13 for procedure.

**Assessment:** The teacher will collect the students learning guides and use the checklist to assess the comprehension of the ELL and Native students for Chapter 9. (Attachment #34)

**Closure:** (5 minutes) “Today we read about some Chinese traditions and I hope it made you think about your own family.”

**Homework:** “Tonight I want you to go home and think about some of the traditions that your family has. If your family doesn’t have any traditions, think about a tradition you would like to start. Tomorrow you will write an essay about your family’s tradition.”
Lesson 3
Lesson #3 (Day 2)
Title: *The Cricket in Times Square* by George Selden
Time: 95 minutes
Subject: Writing
Grade Level: 4th grade mainstream with integrated ELL's
(O.L. = Original Lesson)

Objectives:
The students will:
- Organize information with a graphic organizer. (O.L.)
- Explain through an essay a family tradition. (O.L.)
- Edit for spelling, punctuation, and capitalization. (O.L.)
- Present work orally. (O.L.)

Materials:
- Picture book *Leave That Cricket Be, Alan Lee* by Barbara Ann Porte
- Overhead projector
- Graphic organizers for all ELL levels
- Student Writing Checklist
- Writing Assessment Checklist for teacher's use

Initiation: (10 minutes) "We have been reading about some Chinese traditions in *The Cricket in Times Square*. Does anyone remember what a tradition is? Can someone tell us one of those [Chinese] traditions? Today I want to share a picture book about a tradition with you. It is called *Leave That Cricket Be, Alan Lee* by Barbara Ann Porte, and illustrations by Donna Ruff." (O.L.)
Procedure:

(15 minutes) “As I read I want you to think about how the main character, Alan Lee, changes his way of thinking about the tradition of keeping a cricket for a pet.” Read Leave That Cricket Be, Alan Lee. (Book Summary Attachment #38)

1. In the beginning of the book, how did Alan Lee feel about keeping the cricket as a pet?
2. How did those feelings change after he had a cricket?
3. Was Uncle Clemson’s tradition right for Alan Lee?
4. Can any of you think of a tradition that your family has?

Accept a few responses. Share a tradition that your family has. (O.L.)

Modifications: For all ELL levels (Pre-Production, Early Production, and Intermediate Fluency) the following modifications will apply for the above procedure. By this time the classroom teacher should be able to create listening guides to apply to the text if they wish or they can follow this modification. During the reading of the story the teacher will make a point to circulate around the room and pointing to the illustrations on the text to further explain any new vocabulary. The questions will be reproduced for an overhead for all ELL students to see when being discussed at the end of the story. (Attachment #39)

(50 minutes) “I hope you have all come prepared with some ideas about traditions. Today we will write an essay about traditions.” Remind them [the students] how an essay differs from a story, that it is giving the reader information about a topic. Remind them that they must introduce the topic in the beginning paragraph, give details about it in the middle paragraph, and summarize the ideas in the final paragraph. Model webbing for a tradition in your family. Model writing an essay on a web. Give students two sheets of paper to begin their web and their first draft. Students share with a writing partner. Edit. Share with the teacher. Edit. (O.L.)

ELL Modifications for writing process:

Pre-Production ELL: Students can follow the possible writing prompts from the pre-production functional/notional chart (Attachment #24,25) Students will also use the graphic organizer (Attachment #40) to write one sentence about their family tradition. Student will then illustrate their family tradition in the space provided on the organizer. The student will assess their writing by using the Pre-Production Writing Checklist. (Attachment #41)

Early Production ELL: Students can follow the possible writing prompts from the early production functional/notional chart (Attachment #26,27) Students will also use the graphic organizer (Attachment #40a) to organize the beginning, middle, and end of their essay. Students will then copy the information from the organizer onto a separate sheet of paper where the editing process will take place as stated in the original lesson. Student will be expected to write at least 2 sentences for the beginning (writing prompt), 4 sentences for the middle, and 2 sentences
for the end of their essay for a total of 8 sentences. The student will assess their writing by using the Early Production Writing Checklist. (Attachment #41a)

☑ Intermediate Fluency ELL: Students can follow the possible writing prompts from the intermediate fluency functional/notional chart (Attachment #28) Students will also use the graphic organizer (Attachment #40b) to organize the beginning, middle, and end of their essay. Students will then copy the information from the organizer onto a separate sheet of paper where the editing process will take place as stated in the original lesson. Students will be expected to write at least 2 sentences for the beginning (writing prompt), 8 sentences for the middle, and 2 sentences for the end of their essay for a total of 12 sentences. The student will assess their writing by using the Intermediate Fluency Writing Checklist. (Attachment #41b)

☑ Native speaking students will follow the guidelines for the Intermediate Fluency ELL students.

☑ Oral Presentations: (15 minutes) Students will be encouraged to present their family tradition orally to the class.

Assessment: The teacher will use the writing checklist to assess the writing skills of the students. (Attachment #42)

Check for Understanding: During the editing process, check to see that students are including an introduction (beginning), details (middle), and a summarizing statement (ending). Be sure that they are making good use of the graphic organizer and [checklist]. (O.L.)

Closure: (5 minutes) “You all did a great job with your writing and presentations of your family traditions. Keep in mind how special they are next time you have a family celebration that involves your traditions.”

Extension: Bring in lo mein for the students to sample. Give each student a pair of chopsticks to try with their sample of lo mein. Finish up with a fortune cookie for each student. Invite students to read their fortune to the class. (O.L.)
Theme: *The Cricket in Times Square* by: George Selden
Lesson Topic: Lesson #4 Language Arts – Writing

Content Objectives:
- Compare and contrast situations in the literature piece.
- Organize thoughts onto a graphic organizer.
- Show literature can be extended into imaginations.
- Edit for clarity, flow, punctuation, spelling, and capitalization.

Language Objectives:
- Respond orally to questions asked.
- Orally present written work.
Lesson 4
### Functional/Notional Chart

**The Cricket in Times Square** by: George Selden  
Language Level: Pre-Production

<table>
<thead>
<tr>
<th>Lesson #4</th>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Completed book | Compare/Contrast | situations in literature    | Are there many houses in the country?  
(responds yes)  
Are there many tall buildings in the city?  
(responds yes) | many houses         | Present Tense            |
| Explain   |                   | in an story format         | The city and the country both have...  
(peOPLE, cARs, pARKs, stORES) | tall buildings       | Adjectives to describe nouns |
|           |                   | city-life and country life | One day Harry and Tucker came to Connecticut to visit Chester and... | people, cars, parks, stores | Nouns |
|           |                   |                             |         |             | Plural nouns              |
# Functional/Notional Chart

*The Cricket in Times Square* by: George Selden  
Language Level: Early Production

<table>
<thead>
<tr>
<th>Lesson #4</th>
<th>Function</th>
<th>Situation in literature</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed book</td>
<td>Compare/Contrast</td>
<td>The city is different because it has...</td>
<td>tall buildings, a lot of traffic</td>
<td>Present Tense</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The country is different because it has...</td>
<td>many houses, farms, trees</td>
<td>Adjectives to describe nouns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The city and country are the same because they have...</td>
<td>parks, cars, stores</td>
<td>Nouns</td>
<td></td>
</tr>
</tbody>
</table>

*Grammar:*  
- Present Tense  
- Adjectives to describe nouns  
- Nouns  
- Plural nouns

**Explain** in a story format city-life and country life  
Harry cat and Tucker mouse decided to visit Chester cricket in Connecticut. They...
**Functional/Notional Chart**

*The Cricket in Times Square* by: George Selden  
Language Level: Intermediate Fluency

<table>
<thead>
<tr>
<th>Lesson #4</th>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed book</td>
<td>Compare/Contrast</td>
<td>situations in literature</td>
<td>The city is different from the country because it has...</td>
<td>tall buildings, a lot of traffic</td>
<td>Present Tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The country is different from the city because it has...</td>
<td>many houses, farms, trees</td>
<td>Adjectives to describe nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Both the city and the country are the same because they have...</td>
<td>parks, cars, stores</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain</td>
<td>It was one week since Chester cricket left New York and Harry cat and Tucker mouse decided to go to Connecticut to visit him...</td>
<td></td>
<td>Plural nouns</td>
</tr>
</tbody>
</table>
Donna Mauro
Lesson #4 – Narrative
*The Cricket in Times Square*, by George Selden

Refer to Lesson #1 Narrative for explanation of the following strategies used in Lesson #4

☑ Teacher checklist

Lesson #4 Strategies

☑ Graphic Organizers – for students to organize their thoughts in a meaningful way enables them to recall information and to recap a theme or topic.¹

☑ Student Checklist – the students can keep track of their learning by simply answering yes/no questions. When they answer yes they know they have completed the task, if the answer no they have revising to do.

☑ Venn Diagram – used to modify text and to reduce important points to an easily observed, simple format.²

☑ Information Gap Task – students work in pairs to move around the classroom to find the missing information by asking their peers for possible answers. This promotes conversation among the ELL students.


Lesson #4
Title: The Cricket in Times Square by George Selden
Time: 90 minutes
Subject: Language Arts - Writing
Grade Level: 4th grade mainstream with integrated ELL's
(O.L. = Original Lesson)

Preface to Lesson #4 – This lesson would be a final lesson upon the completion of The Cricket in Times Square by George Selden. The teacher has read the entire chapter book, used the listening guide modifications with the chapters for the varying ELL students, the teacher-made time-line chart has been completed, and the word bank is rich with vocabulary. Through the use of the modifications the ELL students will have a firm comprehension of the story. Lesson #4 will be taught after the completion of the book.

Character Recap:
Mario – boy
Tucker – mouse
Chester – cricket
Harry – cat

Objectives: The students will:
Organize their thoughts on a graphic organizer. (O.L.)
Explain through a story city-life and country-life.
Edit for clarity, flow, punctuation, spelling, and capitalization. (O.L.)
Compare and contrast situations in the literature piece.
Show that literature can be extended in their imaginations. (O.L.)
Present work orally. (O.L.)
Materials:
- Overhead projector
- Venn Diagram
- Information Gap Activity
- Writing Graphic Organizer
- Student Writing Checklist
- Writing Assessment Checklist for teacher's use
- Any version of the book The Country Mouse and the City Mouse

Initiation: (15 minutes) “Now that we have finished reading The Cricket in Times Square, let's share our thoughts about what we would have happen next if we were to write one more chapter in the book.” Accept responses with praise for all ideas. Concentrate on the idea of Harry and Tucker visiting Chester in Connecticut. (O.L.)
Modification: “Now that we have finished the book we are going to use a Venn Diagram to compare and contrast where Tucker and Harry live, which is the city and where Chester lives, which is the country. But, before we do that I am going to read to you a story call The Country Mouse and the City Mouse (Attachment #53) to help you put some images in your mind about city life and country life.” By this time the classroom teacher should be able to create listening guides to apply to the text if they wish or they can follow this modification. During the reading of the story the teacher will make a point to circulate around the room and pointing to the illustrations on the text to further explain any new vocabulary.

Procedure:
- ELL Modification Venn Diagram:
  - (10 minutes) All the students will have a copy of the Venn diagram (Attachment #54) and a copy will be put on the overhead to be filled out whole group. Each varying ELL level and Native speakers will have the same Venn diagram to fill out. The teacher will explain that when you compare you want to see how two things are the same. The teacher
will explain that when you contrast you want to see how two things are different. The teacher will encourage the varying ELL levels to respond with the predetermined statement from their functional/notional chart.

- **Pre-Production ELL:** The students will respond either “yes” or “no” to the teacher’s statement about the city and the country. The teacher will use the formulas from the pre-production functional/notional chart. (Attachment #50)
- **Early Production ELL:** The students will respond by using the formula from the early production functional/notional chart. (Attachment #51)
- **Intermediate Fluency ELL:** The students will respond by using the formula from the intermediate fluency functional/notional chart. (Attachment #52)
- Native speakers will also respond using the intermediate fluency formula from the functional/notional chart.
- **Information Gap Task Sheet:** (20 minutes) The teacher will pair up student making a conscious effort to put Pre-Production and Early Production ELL students with either Native speakers or Intermediate Fluency ELL student. In their pairs they will work on an Information Gap Task Sheet. (Attachment #55,56) Both students will have a duplicate sheet and both will have to fill in the information on their sheet even though they are identical. The reason being is so that when the students work independently on their stories they can use the task sheet as a reference guide. The teacher will have prepared the sheet ahead of time and the students will walk around the room with their partner and they will have to ask their peers for the missing information on their sheet. This will engage the student in using academic language to find their missing information.

- (45 minutes)“Today we will write a story about what would happen if Harry cat and Tucker mouse visited Chester cricket in the country in Connecticut. Let’s review the important parts of a story that we should include.” Lead students in their discussion to be sure that beginning, middle, and end are mentioned. Characters, setting, plot, problem, solution should all be reviewed. Remind the students that details make their story interesting to the reader. Circulate to be sure they are putting down ideas and not writing the story on the organizer. Be sure they are writing the thoughts in the proper column. As students complete their organizers, ask them to begin their first draft. When they are finished they may partner edit. At the end of the lesson, ask for students to share their work. Ask the class for thoughts about what they like about the work. Ask the class for ideas that they think would improve the work. (O.L.)

- **ELL Modifications for writing process:**

- **Pre-Production ELL:** The students will use their writing graphic organizer (Attachment #57) to organize their story about Harry and Tucker coming to Connecticut to visit Chester. The pre-production will be expected to write the “when” and “why” of the story. The “who” is Harry and Tucker, the “what” is visiting Chester, the “where” is in Connecticut. The student will have to use all their resources to write about the “when” and the “why”. The writing
prompt on the pre-production functional/notional chart can also be used. The pre-production students will also use (Attachment #57a) to write their story on and illustrate it. Student will use their Pre-Production Writing Checklist to assess their writing. (Attachment #58)

☑ **Early Production ELL:** The students will use their writing graphic organizer (Attachment #57b) to organizer their story about Harry and Tucker coming to Connecticut to visit Chester. The writing prompt on the early production functional/notional chart can also be used. Students will use their Early Production Writing Checklist to assess their writing. (Attachment #58a)

☑ **Intermediate Fluency ELL:** The students will use their writing graphic organizer (Attachment #57c) to organizer their story about Harry and Tucker coming to Connecticut to visit Chester. The writing prompt on the early production functional/notional chart can also be used. Students will use their Intermediate Fluency Writing Checklist to assess their writing. (Attachment #58b)

☑ Native speaking students will follow the guide lines for the Intermediate Fluency ELL students.

☑ **Oral Presentations:** (15 minutes) Students will be encouraged to present their city-life country-life story orally to the class.

**Assessment:** The teacher will use the writing checklist to assess the writing skills of the students. (Attachment #59)

**Check for Understanding:** Circulate to be sure the students are using the graphic organizer properly. (O.L.)

**Closure:** "You have made good progress on your writing today. I like the way the class is contributing ideas for the authors to work on. We can all help each other to become better writers.” (O.L.)