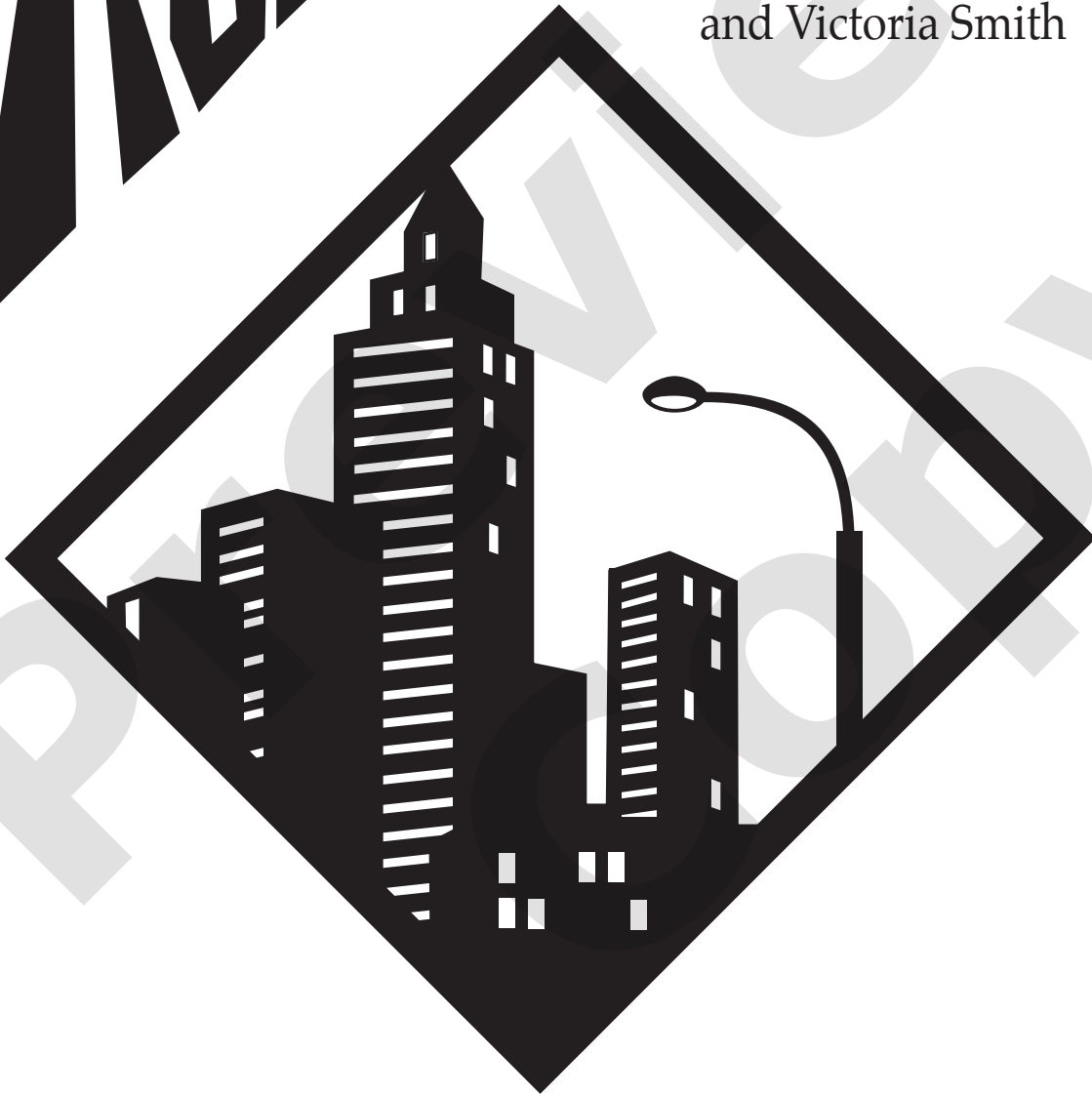


DO Reading!

by Amy Headley
and Victoria Smith



The Cricket in Times Square Literature Study

DEAR TEACHER,

The enclosed Literature Study was designed by teachers with you and your students in mind. We believe it is the most comprehensive and practical Literature Study you will ever use. We feel it's important to review the special features of this Literature Study and help to familiarize you with it.

1. The Literature Study has been divided into four parts. The **Introduction** will give students background information important to the story. **Part I** will focus on chapters 1-5, **Part II** will focus on chapters 6-9, and **Part III** will deal with chapter 10-15.
2. Parts I, II, and III begin with "Let's Talk About It" discussion questions. These questions deal with issues raised in the chapters. A suggestion for the use of these questions is to have students first answer them independently, then get together with a partner or small group to share their thoughts and feelings. Finally, if time permits, selected students could share with the whole class.
3. Students will complete Vocabulary Cards for each chapter and complete a context clues activity and a quiz at the end of each of the three parts over those vocabulary words. As teachers, we know the frustration of having students look up words in the dictionary, only to find multiple meanings. If a child doesn't know the meaning of the word, it's unfair to expect him or her to be able to pick out and write down the correct definition for the word as it is used in the context of the passage in the book. Therefore, we have created a **Glossary** of words with their definitions. This Glossary is located on pages 82-84. We suggest that you make copies of the Glossary for each student. The vocabulary quizzes and context clues activities will utilize these definitions. You might want to copy the Vocabulary Cards onto tag board and encourage students to bring in a box for storing the cards on their desks.
4. Comprehension questions will be answered after students have read each chapter. We have designed two formats for you to use at your own discretion: short answer and multiple choice. As a suggestion, you might try having students complete the short answer questions after reading each chapter and then use the multiple choice questions as a quiz the next day. If students have been diligent to read the chapters and answer the short answer questions correctly, they will be successful on the multiple choice quizzes.
5. Answers to all of the activities can be found on pages 85-90.
6. Book marks and a certificate for successfully completing the Literature Study can be found on pages 80-81.

LESSONS AT A GLANCE

INTRODUCTION

1. After reading about Connecticut and New York students will follow written directions to plot points of interest and their cities on a map. (pps. 1-7)

PART I

(Chapters 1-5)

1. Before doing any reading for Chapter 1, students will:
 - complete and discuss "Let's Talk About It" Discussion Questions for Part I. (pg. 8)
 - complete Vocabulary Cards for *abandoned, murmured, vanished, bustle, screeched, anxiously*. (pg. 9)

After reading Chapter 1, students will:

- follow step-by-step directions for drawing a mouse. (pps. 10-11)
- solve Math word problems. (pps. 12-13)
- answer Comprehension Questions. (pps. 14-15)

2. Before doing any reading for Chapter 2, students will:
 - complete Vocabulary Cards for *inspected, rummaged, soothed, peculiar*. (pg. 9)

After reading Chapter 2, students will:

- answer Comprehension Questions. (pps. 16-17)

3. Before doing any reading for Chapter 3, students will:
 - complete Vocabulary Cards for *eavesdropping, liverwurst, furiously, forlornly*. (pg. 9)

After reading Chapter 3, students will:

- follow step-by-step directions for drawing a cricket. (pps. 18-19)
- solve Math word problems. (pps. 20-21)
- answer Comprehension Questions. (pps. 22-23)

4. Before doing any reading for Chapter 4, students will:
 - complete Vocabulary Cards for *looming, leery*. (pg.9)

After reading Chapter 4, students will:

- follow step-by-step directions for drawing Harry Cat. (pps. 24-25)
- answer Comprehension Questions. (pps. 26-27)

5. Before doing any reading for Chapter 5, students will:

- complete a Vocabulary Card for *instinct*. (pg. 9)

After reading Chapter 5, students will:

- make Character Webs for Tucker Mouse, Mario, and Chester Cricket. (pps. 28-30)
- answer Comprehension Questions. (pps. 31-32)
- complete Context Clues activity. (pps. 33-34)
- take a Vocabulary Quiz for Part I. (pg. 35)

PART II

(Chapters 6-9)

1. Before doing any reading for chapter 6, students will:

- complete and discuss "Let's Talk About It" Discussion Questions for Part II. (pg. 36)
- complete Vocabulary Cards for *novelties*, *embroidered*, *kimonos*, *pagoda*. (pg. 9)

After reading Chapter 6, students will:

- solve Math word problems. (pps. 37-38)
- follow directions to make a cricket cage. (pps. 39-43)
- answer Comprehension Questions. (pps. 44-45)

2. Before doing any reading for chapter 7, students will:

- complete Vocabulary Cards for *soufflé*, *compartments*. (pg. 9)

After reading Chapter 7, students will:

- answer Comprehension Questions. (pps. 46-47)

4. Before doing any reading for chapter 8, students will:

- complete Vocabulary Cards for *accuse*, *gilded*, *pathetic*. (pg. 9)

After reading Chapter 8, students will:

- answer Comprehension Questions. (pps. 48-49)

5. Before doing any reading for chapter 9, students will:

- complete Vocabulary Cards for *kumquats*, *dismayed*. (pg. 9)

After reading Chapter 9, students will:

- answer Comprehension Questions. (pps. 50-51)
- complete Context Clues activity. (pps. 52-53)
- take a Vocabulary Quiz for Part II. (pg. 54)

PART III

(Chapters 10-15)

1. Before doing any reading for chapter 10, students will:
 - complete and discuss “Let’s Talk About It” Discussion Questions for Part III. (pg. 55)
 - complete Vocabulary Cards for *limbered, compositions, ovation, oblige, castanets*. (pg. 9)

After reading Chapter 10, students will:

- rehearse and perform the play “Let’s Celebrate!” (pps. 56-59)
- answer Comprehension Questions. (pps. 60-61)

2. Before doing any reading for chapter 11, students will:
 - complete Vocabulary Cards for *smouldering, indignantly, salvage, melancholy, accompanist*. (pg. 9)

After reading Chapter 11, students will:

- answer Comprehension Questions. (pps. 62-63)

3. Before doing any reading for chapter 12, students will:
 - complete a Vocabulary Card for *suspicious*. (pg. 9)

After reading Chapter 12, students will:

- answer Comprehension Questions. (pps. 64-65)

4. Before doing any reading for chapter 13, students will:
 - complete Vocabulary Cards for *recital, encores, entomologists*. (pg. 9)

After reading Chapter 13, students will:

- solve Math word problems. (pps. 66-67)
- answer Comprehension Questions. (pps. 68-69)

5. Before doing any reading for chapter 14, students will:
 - complete Vocabulary Cards for *summit, sextet*. (pg. 9)

After reading Chapter 14, students will:

- answer Comprehension Questions. (pps. 70-71)

6. Before doing any reading for chapter 15, students will:
 - complete a Vocabulary Card for *abruptly*. (pg. 9)

After reading Chapter 15, students will:

- answer Comprehension Questions. (pps. 72-73)
- complete Context Clues activity. (pps. 74-75)
- take a Vocabulary Quiz for Part III. (pps. 76-77)
- Choose and complete a writing activity for the book. (pps. 78-79)

LET'S TALK ABOUT IT

(Part I: Chapters 1-5)

In the first few chapters of *The Cricket in Times Square*, you're going to read about an animal who finds himself in a new place and a little boy who would really like to have him as a pet, but his parents won't let him. Read the questions below and write down some of your thoughts on the lines provided. Use the back of this paper if you need more room. Be ready to discuss some of your answers.

- Have you ever moved from one place to another? From where did you move? What was it like leaving your home, your friends, or maybe even your relatives? How did you begin making new friends? If you have never moved before, what would you miss most if you ever had to move? What would you do to make new friends?

- Have you ever wanted something really badly, but your parents wouldn't let you have it? What was the thing you wanted? Were you able to talk your parents into letting you have it? How did you do it? If you have never been told no by your parents, what would you do if they suddenly told you that you couldn't have something that you wanted? How would you talk them into it?



Directions: Very lightly sketch out the first step. Then, also very lightly add step 2. Continue in this way until all four steps are completed. In each drawing, the new step is shown darker than the previous one so that it can be clearly seen, but you should keep your drawing very light.

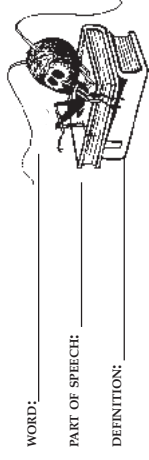


1. Draw shapes to form the head and body.



2. Draw shapes to form the ears and legs.

VOCABULARY CARD



WORD: _____
PART OF SPEECH: _____
DEFINITION: _____

VOCABULARY CARD



WORD: _____
PART OF SPEECH: _____
DEFINITION: _____

VOCABULARY CARD



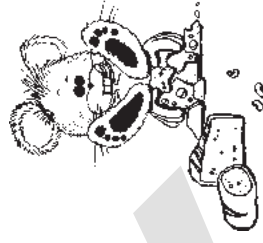
WORD: _____
PART OF SPEECH: _____
DEFINITION: _____



WORD PROBLEMS

Part I (Chapters 1-3)

1. You learned in chapter one of *The Cricket in Times Square* that Tucker Mouse scrounges for his food. This is what he found on his last scrounging mission:



- 4 ounces of cheese
- 3 ounces of hologna
- 8 ounces of pizza
- 5 ounces of liverwurst
- 2 ounces of bread

- Questions: a) How many **pounds** of food did Tucker Mouse collect?
b) How many **ounces** are left over?

Work Space

ANSWERS: a) _____
b) _____

COMPREHENSION QUESTIONS

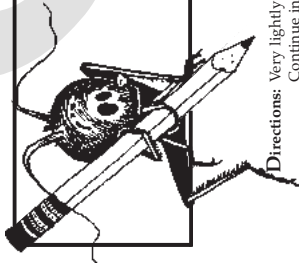
(Chapter 1)



Directions:

Use the information from Chapter 1 of *The Cricket in Times Square* to answer the questions below. Circle the correct answer from the choices given.

- Why did Papa Bellini keep his newsstand open as late as possible on the weekends?
 - He was afraid that if he closed thieves would break in.
 - He hoped to get some of the business that would otherwise go to larger stands.
 - He wanted to give Mario something to do on the weekend.
- What were the items that the Bellinis kept in the newsstand besides newspapers and magazines?
 - The items were soda, scissors, a television set, and a refrigerator.
 - The items were a deck of cards, liverwurst, warm clothing, and chewing gum.
 - The items were a secondhand radio, a box of Kleenex, a box of matches, a cash register, and an alarm clock.
- How was Paul, the shuttle conductor, nice to Mario?
 - He took over the newsstand so Mario could play with his friends.
 - He bought a twenty-five cent newspaper and paid fifty cents for it.
 - He gave Mario part of his lunch.



HOW TO DRAW: CRICKET

Directions: Very lightly sketch out the first step. Then, also very lightly add step 2. Continue in this way until all four steps are completed. In each drawing, the new step is shown darker than the previous one so that it can be clearly seen, but you should keep your drawing very light.



1. Draw a shape to form the body.



2. Draw a line to form the head.



3. Add lines to form the legs, thorax (middle section), pronotum (plate that protects the top of the thorax), and cerci (two spikes pointing out from the rear end).

COMPREHENSION QUESTIONS

(Chapter 1)



Directions:

Use the information from Chapter 1 of *The Cricket in Times Square* to answer the questions below. Remember to write your answers using complete sentences.

- Why did Papa Bellini keep his newsstand open as late as possible on the weekends?

- What were the items that the Bellinis kept in the newsstand besides newspapers and magazines?

- How was Paul, the shuttle conductor, nice to Mario?



WORD PROBLEMS

Part I (Chapters 4-5)

Mario's job is selling newspapers and magazines at his family's newsstand in Times Square. Daily newspapers are twenty-five cents, and magazines are seventy-five cents. Below is a data table that Mario made to keep track of his sales during the week:

Newspaper and Magazine Sales

Day	Newspapers \$0.25	Magazines \$0.75
Monday	6	2
Tuesday	4	3
Wednesday	7	5
Thursday	10	4
Friday	11	7



Questions

- How much money did Mario make during this week selling newspapers?

Work Space

Answer:

2. How much money did Mario make during this week selling magazines?

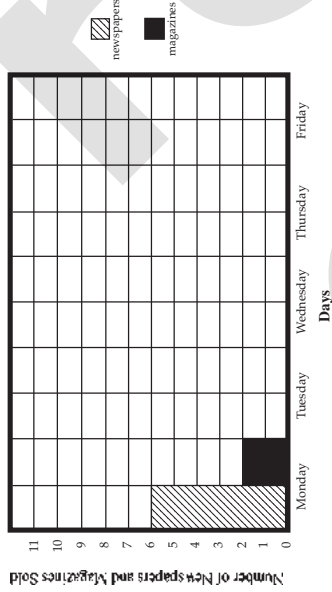
Work Space
Answer:

3. a) Which did Mario make more money selling: newspapers or magazines?
b) How much more?

Work Space
Answers: a) _____ b) _____

4. For a school project Mario wanted to make a bar graph of his data table. He started, but Tucker Mouse stole his pencil! Now Mario can't finish. Help him complete his graph based on the information in the data table.

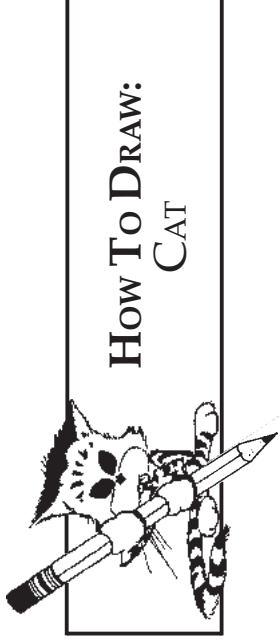
Mario's Newspaper and Magazine Sales



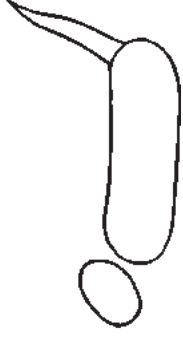
TUCKER MOUSE

You have been reading about Tucker Mouse from *The Cricket in Times Square*. In this activity you will create a Character Web about Tucker Mouse. In a Character Web the main character is in the middle and information about the character forms a “web” around him or her. Use what you have read about Tucker Mouse to fill in the circles with the information requested. Go back to your book if you need to!

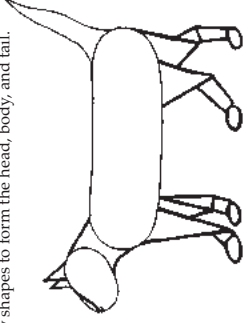
Now use the information you have gathered in the Character Web to write a three sentence description about Tucker Mouse on the back of this paper.



Directions: Very lightly sketch out the first step. Then, also very lightly add step 2. Continue in this way until all four steps are completed. In each drawing, the new step is shown darker than the previous one so that it can be clearly seen, but you should keep your drawing very light.



1. Draw shapes to form the head, body, and tail.



2. Draw lines to form the neck and nose. Draw triangles to form the ears. Draw triangles and rectangles to form the legs. Draw ovals to form the paws.

CHESTER CRICKET

You have been reading about Chester Cricket from *The Cricket in Times Square*. In this activity you will create a Character Web about Chester Cricket. In a Character Web the main character is in the middle and information about the character forms a “web” around him or her. Use what you have read about Chester Cricket to fill in the circles with the information requested. Go back to your book if you need to!

Now use the information you have gathered in the Character Web to write a three sentence description about Chester Cricket on the back of this paper.

MARIO

You have been reading about Mario from *The Cricket in Times Square*. In this activity you will create a Character Web about Mario. In a Character Web the main character is in the middle and information about the character forms a “web” around him or her. Use what you have read about Mario to fill in the circles with the information requested. Go back to your book if you need to!

physical characteristics
(what he looks like)

foods he eats

hobbies

responsibilities

**friends/family members
other people he knows**

Now use the information you have gathered in the Character Web to write a three sentence description about Mario on the back of this paper.

30

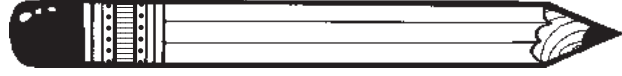
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VOCABULARY QUIZ

(Chapters 1-5)

Directions: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches.

- | | |
|-------------------------|---|
| 1. _____ screeched | A. complained in low mumbling tones; grumbled. |
| 2. _____ abandoned | B. excited and noisy activity. |
| 3. _____ peculiar | C. carefully examined. |
| 4. _____ inspected | D. listening in on private conversations. |
| 5. _____ looming | E. made a high-pitched sound. |
| 6. _____ vanished | F. a sausage made of ground liver. |
| 7. _____ anxiously | G. fearful of the unknown; not sure what to expect. |
| 8. _____ instinct | H. disappeared quickly. |
| 9. _____ soothed | I. strange; odd; something out of the ordinary. |
| 10. _____ rummaged | J. sadly; nearly hopeless. |
| 11. _____ furiously | K. eagerly waiting, sometimes with worry. |
| 12. _____ bustle | L. comforted; calmed. |
| 13. _____ murmured | M. standing over in a magnified or threatening way. |
| 14. _____ forlornly | N. a behavior one is born with. |
| 15. _____ leery | O. working with great effort, sometimes out of anger. |
| 16. _____ liverwurst | P. left alone; deserted. |
| 17. _____ eavesdropping | Q. searched through quickly. |



35

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CONTEXT CLUES

Part I
(Chapters 1-5)

Context Clues are actual “clues” that are given in sentences to help you figure out the meaning of a word. A good sentence will include a definition of the unknown word to give the reader a hint at the word’s meaning.

Directions: The sentences below contain Context Clues. After reading the sentence, fill in the blank with the correct vocabulary word. (You will base your decision on the definition, or clue, given in the sentence.) The vocabulary words are listed in the **Word Bank**. All of the words will be used when you are finished, and you will not use any of the words twice.

• The first one has been done for you, and the definition, or clue, given for the vocabulary word has been underlined. It may help you to underline the clues given in the rest of the sentences.

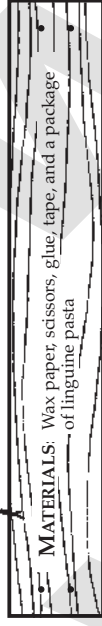
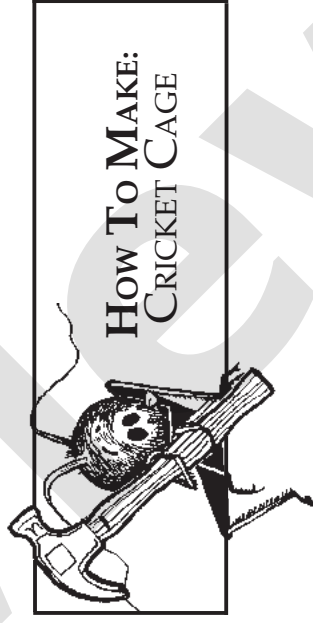
Word Bank

abandoned	murmured	vanished	bustle
screeched	instincts	inspected	rummaged
soothed	peculiar	eavesdropping	liverwurst
furiously	forlornly	looming	leery
anxiously			

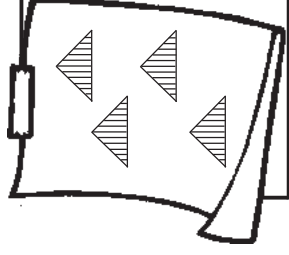
- The silence in the empty room made the _____ bustle _____ of the day with all of its noisy activity seem far away.
- The child was _____ of the roller coaster because he had never been on one and he was not sure what to expect.
- The queen ant was _____ gathering food, making such a great effort because the winter storms were quickly approaching.

33

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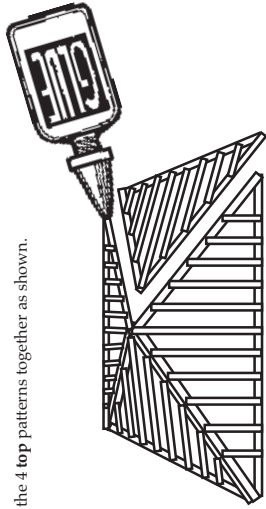
- Place wax paper over the cricket cage pattern and tape in place.



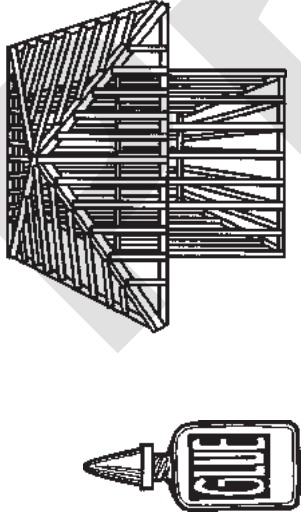
39

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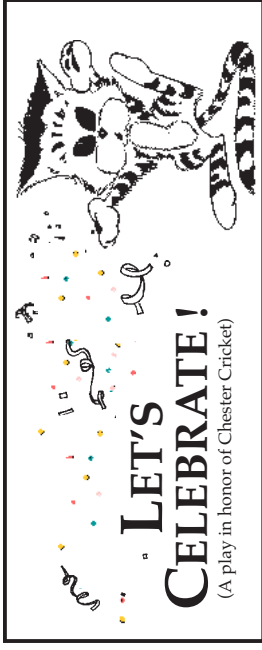
5. Glue the 4 top patterns together as shown.



6. Glue the top and bottom together as shown.



The cricket cage in the book *The Cricket in Times Square* was gilded. Spray paint your cricket cage gold to give it a similar effect.



SETTING: The Bellini newsstand in Times Square

PROPS: newspapers and magazines, matchbox, matches, alarm clock, Kleenex, Kleenex box, cricket cage, radio, dinner party food, i.e. soda, paper cups, stool, tape recorder, classical or opera music

CHARACTERS:

- Narrator
- Chester Cricket
- Tucker Mouse
- Harry Cat

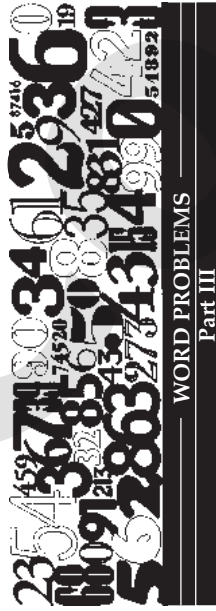
.....

Chester: (*Chester is busy cleaning and arranging the newsstand so that it's ready for tonight's dinner party.*)

Narrator: It has been exactly two months since Chester arrived in Times Square and the animals want to celebrate this special occasion with a dinner party. Chester, as you can see, has been busy tidying up the newsstand, and Tucker Mouse is doing what he does best: scrounging for food.

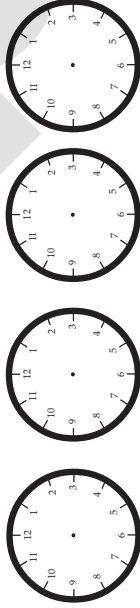
Tucker: (*appears from the drain pipe*)

Chester: How's the food coming, Tucker?



Chester Cricket's concerts started at 8:00 A.M. and 4:30 P.M. and lasted an hour and a half plus a ten minute encore. Use this information to solve the problems below.

1. Use the clocks below to draw in the starting and ending times for each of his daily concerts.



2. How many hours and minutes does Chester spend giving concerts each day? Don't forget about the encore. (Show your work!)

Work Space
Answer: (hours) _____ (minutes) _____



1. Complete the Story Mapping activity about *The Cricket in Times Square*. Choose a problem from the book and list five events about the problem. Your sentences telling about these five events need to be complete and in the order that they happened. Then use this information to write a paragraph. Your paragraph should include a topic sentence (information about the title, author, setting, characters and the problem), 5 supporting sentences (the five events), and a closing sentence (the solution to the problem). Have your parents edit and sign your rough draft before writing a final draft in ink.

2. Create an advertisement poster for *The Cricket in Times Square* that will encourage someone else to read the book. Make sure that you include details about the setting, characters, and at least three important events from the story. Don't give away the ending to the story! Have your parents edit and sign your rough draft advertisement before putting your final draft on poster board or large construction paper. Include a picture on your poster!

3. Choose an exciting chapter or event from *The Cricket in Times Square* and write a play about it. (Of course, you can't choose Chapter 10) Your play should have a list of characters at the top, necessary props, information about the setting, and speaking parts for each character so that the play will tell about the important events in the story. Have your parents edit your rough draft play before writing your final draft in ink.

4. Create a "Fact Card" for *The Cricket in Times Square*. A "Fact Card" lists 10 important events from the story in order, and two activities that someone else could do to learn more about the book. Have your parents edit and sign your rough draft before putting your final draft neatly on construction paper. To make your "Fact Card" more attractive, draw a picture from the book at the top of your construction paper.

5. Choose and put in order eight important events from *The Cricket in Times Square*. Have your parents edit and sign your events before continuing. Use your eight events to make an eight frame cartoon on white drawing paper. To prepare the paper for your cartoon, fold the paper so it makes eight squares. In each square write down one important event and draw a picture for that part of the story. It's very important that the events be in order if your cartoon is going to make sense.

BOOKMARKS



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80

GLOSSARY

- a•ban•doned** *v.* left alone; deserted. *He was sitting in the opening of an abandoned train pipe in the subway station of Times Square.*
- a•brupt•ly** *adv.* unexpectedly sudden. *Mario's voice dropped off abruptly. But then it came back frim.*
- ac•com•pa•nist** *n.* a performer, such as a violinist who plays an instrument while someone else sings or performs. *He was the perfect accompanist.*
- ac•cuse** *v.* to blame. *"They'd accuse each other of losing it," said Chester.*
- anx•ious•ly** *adv.* eagerly waiting, sometimes with worry. *Tucker watched anxiously to see if any of them stopped to buy a paper.*
- bus•tle** *n.* excited and noisy activity. *The bustle of the day had long since subsided.*
- cas•ta•nets** *n.* rhythm instruments consisting of a pair of shells of ivory or hardwood, held in the palm of the hand by a connecting cord over the thumb and clapped together with the fingers. *Chirping away, he sounded like a pair of castanets.*
- com•part•ments** *n.* parts; spaces; sections. *Harry and Chester searched the compartments of the open drawer.*
- com•po•si•tions** *n.* works of music, literature or art. *"All of my songs are my own compositions."*
- dis•mayed** *n.* lost courage in the face of trouble or danger. *Mario was dismayed. "He doesn't like it," he said.*
- eaves•drop•ping** *v.* listening in on private conversations. *Next to scrounging, eavesdropping on human beings was what he enjoyed most.*
- em•broi•dered** *v.* decorated with needlework. *He was wearing a silk vest over his shirt with dragons embroidered on it in red thread.*
- en•cores** *n.* demands from the audience for more performances. *Concerts began at eight A.M. and four-thirty P.M. and usually lasted an hour and a half-not including encores.*
- en•to•mol•o•gists** *n.* scientists who study insects. *"Entomologists," said Mario, holding the leaf for Chester to nibble.*
- for•lorn•ly** *adv.* sadly; nearly hopeless. *"And here I am," Chester concluded furiously.*
- fur•ri•ous•ly** *adv.* working with great effort, sometimes out of anger. *"Anyway, I worked furiously to get loose."*

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82



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81

ANSWERS TO MATH ACTIVITIES

WORD PROBLEMS PART I (Chapters 1-3)

1. a) one pound
- b) six ounces
2. a) \$4.20
- b) \$15.80
3. a) 86° F
- b) 59° F
- c) 61° F
- d) 176° F

WORD PROBLEMS PART II

1. Chinese vegetables, large Chinese lantern, Chinese Checkers
2. a) 6 Chinese spices
- b) \$.26
3. *answers will vary*

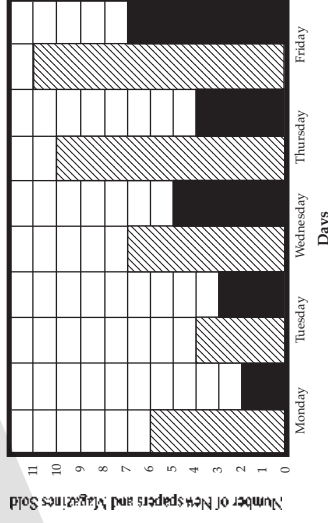
WORD PROBLEMS PART III

1. Check clocks for accuracy
2. 3 hours, 20 minutes
3. 23 hours, 20 minutes
4. \$63.25

WORD PROBLEMS PART I (Chapters 4-5)

1. \$9.50
2. \$15.75
3. a) magazines
- b) \$6.25
4. *see chart below*

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