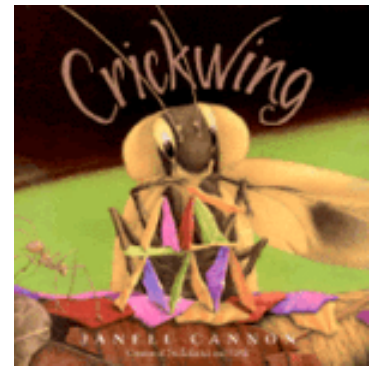


Crickwing

Written and Illustrated by:
Janelle Cannon

Crickwing, a lonely cockroach, is very artistic. His edible artwork is devoured by giant predators. One night he discovers a colony of insects smaller than himself and out of frustration decides it is his turn to be a bully. The small leaf cutter ants turn kindness, teamwork, and friendship into an inspiring tale.



Possible strategies for instruction: (Common Core Standards)

Comprehension:

- **Make a picture or mental image (RL.4.7)**
 - This story has a lot of examples of creating an image through the use of show not tell. Compare the basic event to the author's descriptive choice of words. Ask students to make a picture in their mind. What does the author's word choice do for the reader?
 - After reading the beginning have the students visualize the setting of a forest floor; "Among the damp clutter of fallen leaves and branches, leaf-cutting ants toil all day while large cockroaches await their evening search for food."
 - After reading his escape from the ocelot; "When he landed, Crickwing scrambled about in a panic and leaped into a crevice under a stone, where he collapsed in angry tears."
 - After reading the army ants approach; "They poured like an angry river down the trail to the leafcutter anthill." (note: simile used)
- **Infer and support with evidence (RL.4.1, RI.4.1)**
 - Why do you think Crickwing started picking on the leaf-cutter ants?
 - What did Crickwing hope to accomplish when he stuck his spiny leg across the path of the leafcutters?
 - What would the army ants do with Crickwing?
 - How would you describe the leafcutter ants?

- What can the leaf-cutter ants teach us about working together?

Accuracy:

- **Blend sounds, stretch and reread (RF.4.3)**
 - Blend and stretch words can help to read them accurately. Model this strategy when reading this story. Some words to consider are: ravenous, massive, exoskeleton, ferocious, eensy, chortled, seize.

Fluency:

- **Use punctuation to enhance phrasing and prosody (end marks, commas, etc) (L.4.2)**
 - Model use of hyphens: “One cockroach had looked like all the others – until a close call with a hungry toad.” and “Another masterpiece – ruined!”
 - Model eclipse: “He was so absorbed in his work that he didn’t hear the soft footsteps behind him . . . “
- **Reread text as the author would say it, conveying the meaning or feeling (RF.4.4)**
 - Mood and emotions of characters can be conveyed with the action or words of the character. Focus on any dialogue in the story and talk about the word used to describe how it was said. Practice how to match the words to your voice to emphasize the meaning or feeling by rereading the text. (grumbled, seethed, snapped, yelped)

Expand Vocabulary:

- **Tune into interesting words and use new vocabulary in speaking and writing (RI.4.4, L.4.5)**
 - Search for a list of words the author used in place of said. Add the words to a word collector page in the students’ journal. Some words could include: seethed, growled, stammered, ordered, barked, snarled
 - Listen for interesting action words (verbs): flailed, wolfed down, dazzling, crouched, plummeted, crammed,
- **Use dictionaries, thesauruses, and glossaries as tools: (L.4.2)**
 - Discuss the use of a thesaurus. Ask students to listen for words that are used for the word small: eensy, twerps, punier, tiny

- Use a dictionary to help understand the meaning of words used in place of said. Some unfamiliar words may include: seethed, stammered, chortled, quavered, yelped

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.