



CricketTogether

Teacher  
Guide  
**3-5**  
Grades

610L

Introductory

# Getting Started

In this unit, you will introduce the CricketTogether program to your students and guide them to respond to their eMentor as they begin their friendships. Students will receive their eMentor's introductory letter, identify important aspects about themselves to share, and write an introductory letter with questions back to their eMentor to continue the letter exchange.

# At a Glance

Session (45 min.)	Activities	Resources
  	Introduce CricketTogether Discussion Questions	 <a href="#">"Welcome to CricketTogether!" Video</a>
  	Students Watch Read-Aloud Discuss Components of a Letter Exchange	 <a href="#">Read-Aloud: "Yasmin and Kate"</a>
  	Introduce Students to Platform	 <a href="#">"CricketTogether Tour" Video</a>
 	Students Read eMentor Letter	
 	Students Complete Letter Prompts Students Respond with Introductory Letter	 <a href="#">"Responding to Your eMentor's Letter" Video</a>  <a href="#">"Responding to Your eMentor's Letter" Letter Prompts</a>
 	Wrap Up	

 = individual activities,  = group activities,  or  = choice of individual or group activities

# Unit Overview

## Discussion Questions

- What is CricketTogether, and why are we using it in our class?
- How can I introduce myself to my eMentor?
- Why is it important to ask and answer questions with my eMentor?
- How can sharing ideas change the way I think about things?

## Objectives

Students will know and be able to

- understand what CricketTogether is and why they are participating in the program.
- learn how to introduce themselves by sharing things that are important to them.
- understand why asking and responding to questions helps create and continue a written conversation.
- read and respond to their eMentor's introductory letter.

## Standards

### CCSS ELA Anchor Standards

- Reading 1–10
- Writing 1, 4, 5, 8, 9, 10
- Speaking and Listening 1

## Target Vocabulary

- **communicate:** to tell someone what you think (orally or in writing) and then listen to what they think  
*It's fun to **communicate** with my friends about movies and TV shows because we all like different ones!*
- **conversation:** sharing ideas back and forth with someone (orally or in writing)  
*I had a **conversation** with my friend about what game we wanted to play.*
- **introduction:** to tell someone about who you are and the things you like to do  
*The new student gave the class an **introduction** so we could get to know her better.*
- **eMentor:** a person who forms a friendship with someone by teaching or helping them online  
*In CricketTogether, my **eMentor** and I write letters to each other on the computer!*

# Teaching the Lesson

## 1 Introduce CricketTogether

Explain that your class has been selected to participate in a very exciting program.

*Each one of you will be matched with an adult. This person has volunteered their time because they care about children and they love learning! This person wants to know all about you and what you think. Together, the two of you will read the same articles. Then, you'll write back and forth about what you think about the things you read. You'll also write about all the things going on in your life!*

Before you play the "Welcome to CricketTogether!" video, ask students if they know what an "eMentor" is.

*An eMentor is someone who helps, encourages, and supports a student, or "mentee" online. An eMentor might help their student do well in school or in a job, or maybe help them reach a goal—such as improving their skill in a sport or other hobby.*

 Play the "[Welcome to CricketTogether!](#)" video. Help students understand that they will be writing their letters back and forth with their eMentor online.

Talk about different ways people can communicate with each other, then create a T-chart with the class to compare communicating in person with communicating online.

In person, you ...	On a computer, you ...
ask and answer questions out loud.	write and answer questions.
look at their face to understand how they feel, and you show on your face how you feel.	read words and emojis to understand how they feel, and you write with words and emojis to explain how you feel.
have to think of what to say right away.	can take time to think about what you want to say.

### Discussion Questions

- **What is CricketTogether and why are we using it in our class?**

Talk with students about the goals of the program.

*It's important for all of us to have different people in our lives who care about us so we can share our ideas with them. An eMentor is an adult who loves learning and kids and wants to get to know you! You and your eMentor will learn about each other's lives as well as read and exchange thoughts about different articles and stories.*

## Introduce CricketTogether (cont.)

- **How can I introduce myself to my eMentor?**

Explain that when we introduce ourselves to someone new, we share details about our lives that are important to us and we ask questions to find out more about the other person.

*We all have interesting things to share about our families, our hobbies, where we live, and what things we want to get better at! Tell your eMentor what things are important to you. And don't forget to ask questions about the things you want to know about them!*

- **Why is it important to ask and answer questions with my eMentor?**

Explain that asking and answering questions helps a friendship grow. It will lead to a better understanding about what things are important to both people.

*Your eMentor will ask you questions to find out what you like and what you think. Your answers will show your eMentor what things are important to you! The same thing happens when YOU ask your eMentor questions – you'll find out more about THEM! Because this is a written conversation, you will discuss in writing the answers to each other's questions.*

- **How can sharing ideas change the way I think about things?**

Explain that when you share ideas, you are expanding on the details that form your opinion. When you share ideas, you give and receive additional information about what someone thinks, and why.

*You and your eMentor will write about the things you think about. This will help you get to know each other better! Your eMentor's ideas might teach you something new. They might make you think differently about something. You might even change your opinion! Or maybe you'll want to find out more about something they've told you. And, the eMentors often tell us how much they learn from the students they get to know.*

## 2 Read-Aloud

Introduce the Read-Aloud article, "Yasmin and Kate," and preview the pictures. Point out the letters in the exchange and explain that they are examples of things students could write about to their eMentors. You might want to share it's based upon a real exchange.

 Play the [Read-Aloud](#).

## Read-Aloud

(cont.)

### Discuss Components of a Letter Exchange

Ask students what they thought about the article and discuss what details made the letter exchange between Kate and Yasmin exciting. Guide the discussion to highlight the following components of a good letter exchange:

- **Building a Relationship:** Yasmin and Kate share information about themselves. For example, Yasmin shares what her life is like in Oklahoma, and what things are important to her. Kate shares about her job and what things she likes to do in her new city.
- **Responsiveness:** Yasmin and Kate respond to each other's questions. This shows that they are both interested. When they ask and answer questions and add comments, it shows that they respect and care about each other.

## 3 Introduce the Platform

 Play the "[CricketTogether Tour](#)" video. Then use a student account to log on to the platform. Explain that students will have their own username and password and will be able to access CricketTogether at any time from any place that they have an internet connection.

Point out the following key sections.

On the student Home Page:

- **Welcome Videos.** Explain that these videos will tell them more about the program, and that they can watch them again whenever they like.
- **Action Items.** This section will always list what students need to do next. Explain that this "to-do" list will automatically update when there are new activities to complete.

On the student "Letter Center" page:

- **Letter Center.** Explain that this is where they will receive letters from their eMentor and then write back.
- **The Left-hand Column.** This area includes discussion questions, important words, and writing tips which will help students write their letters.

Give students the opportunity to log on, watch the video agains, and explore the online space on their own. Ask and answer questions as needed.

**NOTE!** Make sure you've approved all eMentor letters ahead of time. As students explore the letter center, they will discover their first eMentor letters!

## 4 Read eMentor Letter

Celebrate the arrival of the eMentor introductory letters! Have students read their letters and identify the questions that their eMentors asked them and the information that most interested them. Encourage them to think about how they might answer the questions and learn more about the subjects they're interested in.

Have students share their letters and discuss the following details:

- What information does your eMentor share?
- What did you learn about where your eMentor lives, and what things they like to do?
- What questions do they ask you?

Explain that next, they'll prepare to write their own introductory letters back to their eMentors!

## 5 Complete Letter Prompts and Write Introductory Letter

Talk with students about different types of things they can write to their eMentors about in their introductory letter.

 Play the ["Responding to Your eMentor's Letter" video](#), then discuss other ideas students have about things they can share about themselves.

 Have students complete the ["Responding to Your eMentor's Letter" Letter Prompts](#) with the things they want to include in their introductory letters.

Have students log on to the platform and write their first letters!

*You've read your eMentor's first letter and thought about how to answer their questions. You've also thought about what information you want to share about yourself. Now it's time to write an introductory letter... all about YOU!*

Remind students to ask their eMentor questions about things they want to know more about.

## 6 Wrap Up

### Revisit the Discussion Questions

Have students share how their understanding of these questions has grown based on the read aloud, reading their eMentor's letters, and writing their introductory letter in response.

## Wrap Up

(cont.)

Highlight the importance of the following three points:

- **Sharing Information Helps Grow a Relationship:** Talk about why it's important to share information with their eMentor about things that are important to them.
- **Responding to eMentor's Questions:** Make sure students understand why it is important to answer the questions their eMentor asks them. Point out why they should ask their eMentor questions in response.
- **Continue Writing Letters:** Explain why it is important to keep the communication going. Every time students receive a letter they should write one back.

Congratulate your students on taking the first step toward this exciting new friendship!