

Unit 3: Connecting Places, Connecting People



WEEK 1 Day 1

Text Talk
Going Home, Coming Home
 Read 1 of 3

Big Ideas	We understand our own identities by thinking about where we are and where we come from. People and places around the world are linked.
Weekly Question	What helps us understand a place?
Content Objectives	I can use details from the text, including dialogue, to explain how the main character responds to events in the story. (R.4.2, R.6.2.a) I can use images and other information to understand and describe the story’s setting and how the characters feel about it. (R.11.2.a, R.11.2.b)
Language Objective	I can describe key events and character development from texts read aloud. (SL.2.2.a)
SEL Objective	I can share connections and listen to others. (Self Awareness, Social Awareness)
Vocabulary	canary: a small, tropical bird deliciously: in a way that is very pleasing dusk: partial darkness at the end of the day expand: to open humid: when the air is full of moisture maze: a confusing set of paths ruby red: the bright red color of a gemstone squawk: to make a harsh, loud cry taper: to become less

Text Talk U3 W1 D1

	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #e0e0e0;">Word in Vietnamese</th> </tr> <tr> <td>Ba ngoai: grandmother</td> </tr> </table>	Word in Vietnamese	Ba ngoai: grandmother		
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<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Going Home, Coming Home</i>, Truong Tran ● world map and pushpins ● Vietnam slides ● projector and screen ● three sheets of chart paper <p>On one piece of chart paper, write the following discussion questions.</p> <p style="padding-left: 40px;">What are some key events that have happened so far? What are they doing on page 21? How is Ami Chi feeling about the events that have happened? How is she feeling about being in Vietnam now?</p> <p>On another piece of chart paper, prepare the week’s Weekly Question Chart. Place it in the whole group meeting area.</p> <p>Prepare the following chart, Learning about a Place: Vietnam.</p> <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <tr> <th colspan="2" style="background-color: #e0e0e0;">Learning about a Place: Vietnam</th> </tr> <tr> <td style="width: 50%; background-color: #e0e0e0;">What we know from background</td> <td style="width: 50%; background-color: #e0e0e0;">What we learn from the story</td> </tr> </table> <ul style="list-style-type: none"> ● Writing Station Response: <i>Going Home, Coming Home</i>, 1 copy <p>On the whiteboard, write the Writing Station prompt.</p>	Learning about a Place: Vietnam		What we know from background	What we learn from the story
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What we know from background	What we learn from the story				
<p>Opening 7 minutes</p>	<p>Introduce the unit and the book, and set the purpose for reading.</p> <p><i>We are beginning a new unit of study today: Connecting Places, Connecting People. For the next several weeks, we’ll be exploring places and people around the world and thinking about how we understand a place.</i></p>				

	<p><i>We'll start with a new book titled Going Home, Coming Home, written by Truong Tran and illustrated by Ann Phong. Before we read it today, we will share some background information and look at images to support understanding the text. Then we'll read the book. We'll describe important details in the story and explain how the main character responds to the events.</i></p> <p><i>This book takes place in Vietnam, in a city called Ho Chi Minh City. Pin Ho Chi Minh City/Saigon on the world map. Make note of the city's location in relation to Maine.</i></p> <p><i>Before we read the book for the first time, let's explore the place where it takes place: Ho Chi Minh City. What do you already know about places in Vietnam? What connections do you have?</i> Allow children a moment to share their connections and experiences.</p> <p><i>Now let's look at some images of places in Vietnam.</i> Show the slides of Vietnam, and read the captions.</p> <p><i>Based on our background knowledge and the images we have seen, let's record what we know on our chart. If you have the same idea as a classmate, you can show the "Me, too" signal.</i> Record connections and information that has been shared so far in the left column of the chart, Learning about a Place: Vietnam.</p> <p><i>Today as we read, we will record here [indicate the right side of the chart] what we learn from the story about Vietnam. We will not learn everything about Vietnam from just one story—countries are very diverse, and people have different experiences. But we can gather some information about the place from the text and illustrations in this book.</i></p>
<p>Text and Discussion 20 minutes</p> <p>page 11</p>	<p>At each stopping point, check for understanding, recall the events and main character's response, and add to the chart.</p> <p>Explain who Ba ngoai is.</p> <p>Think, Pair, Share. <i>What events have happened so far? How do you think Ami Chi is reacting? What is she feeling now?</i></p> <p>Solicit three ideas.</p>

	<p>As a whole group, add to the chart.</p> <p><i>From the illustrations and text, what do we know or think about Vietnam that we can add to our chart? Let's use just a few words or phrases to capture what we are learning.</i></p>
page 21	<p>Continue reading through page 21, and then stop. Reread page 21.</p> <p>Think, Triad, Share.</p> <p><i>What are some key events that have happened so far? What are they doing on page 21? How is Ami Chi feeling about the events that have happened? How is she feeling about being in Vietnam now?</i></p> <p>Solicit a few comments, and add details to the chart if relevant.</p> <p>Continue reading through page 25, and then stop.</p>
page 25	<p>Reread the final paragraph on page 25. Discuss the following questions as a group.</p> <p><i>What's happened so far? How is Ami Chi responding now?</i></p> <p>Finish reading the text.</p> <p>Refer back to the chart, and add any new information.</p> <p>As a whole group, discuss any misconceptions or missing ideas.</p>
Key Discussion 10 minutes	<p>Think Pair Share.</p> <p><i>How has Ami Chi changed over the course of the story?</i></p> <p>Introduce the Writing Station.</p> <p><i>In Text Talk today, we read about one child's experience of going to Vietnam and how her perspective changed over the course of the story. This week at the Writing Station, you will draw and write about this prompt: How has Ami Chi changed over the course of the story?</i></p> <p>Show the Writing Station Response sheet. Read the whole prompt twice. The first time, read the prompt aloud. The second time, invite the children to read along. Clarify children's questions about the prompt.</p>
Closing 1 minute	<p><i>Today we learned about Vietnam by sharing our own knowledge and experiences, looking at images, and examining some</i></p>

	<p><i>illustrations from Going Home, Coming Home. We read how the author portrays a place that is important to him through a story. Stories will be very important in helping us understand different places around the world.</i></p> <p><i>Today we read to find out details about the major events in the story and how the main character, Ami Chi, reacted to them. When you read stories on your own, you can track the major events and how the main character responds to those events.</i></p> <p><i>Tomorrow we will look closely at what it means to be “going home” and “coming home.” We will also use the language in the book to make inferences about the character.</i></p>
<p>Weekly Question Chart 2 minutes</p>	<p>Introduce the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering this question: What helps us understand a place? We can record our ideas here.</i></p> <p><i>Today we considered how one child’s visit to a place important to her family affected her perspective on that place. Let’s add this to our chart: Visiting a place can help you understand it.</i></p> <p><i>We can add more to our chart during the week.</i></p>
<p>Standards</p>	<p>R.4.2 Ask and answer questions about who, what, when, where, how, and why.</p> <p>R.6.2.a Describe how characters in a story respond to major events and challenges.</p> <p>R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>L.4.2.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p>
<p>Ongoing assessment</p>	<p>During the discussion, observe the quality of conversation about the major events of the story and character development.</p> <p>What details do children cite?</p> <p>Children may begin to think and talk about their own experiences with migration and immigration. Listen for this.</p>