

Unit 3: Connecting Places, Connecting People



WEEK 1 Day 2

Text Talk
Going Home, Coming Home
 Read 2 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 infer and communicate characters’ feelings and motivations from description, what they do or say, and what others think of them. (R.6.2.a, R.9.2.b) I can use details from illustrations to describe the setting. (R.11.2.a, R.11.2.b) I can use details from the text to begin to describe what makes a place a home and what identity means. (R.5.2.a)
Language and SEL Objective	I can discuss what I infer with my classmates, building on their comments as well as on my own. (SL.1.2.b, 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

	<p>taper: to become less</p> <table border="1" data-bbox="448 254 1409 390"> <tr> <td data-bbox="448 254 1409 317" style="text-align: center;">Word in Vietnamese</td> </tr> <tr> <td data-bbox="448 317 1409 390">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 ● Week 1 vocabulary cards or slides: identity and infer Note: These words may be taught as part of this lesson or as part of the Vocabulary and Language lessons on Days 1 and 2. ● <i>Going Home, Coming Home</i> excerpt slides ● Vietnam slides, from Day 1, for reference ● projector and screen <p>On the whiteboard, write the following sets of prompts.</p> <p><u>Discussion 1</u></p> <p>What are the different ways that Ba ngoia and Ami Chi might communicate, other than talking in the same language?</p> <p>What does it mean when the author writes, “Her question hangs in the air?” What makes you say that?</p> <p><u>Discussion 2</u></p> <p>What do you infer that Ami Chi thinks about being Vietnamese and being American? What does she think about her identity now?</p> <p>How do language and identity go together?</p> <p>What can you infer about how Ami Chi thinks of the word <u>home</u>?</p> <p>The title of the story is <u>Going Home, Coming Home</u>. What do you now think the title means?</p> <ul style="list-style-type: none"> ● world map, for reference ● Learning about a Place: Vietnam chart, from Day 1, for reference <p>Review the small group discussion routine, Numbered Heads Together, in the Routines document in the Introduction, Part 1. Strategically assign children to groups of four.</p> <p>As children settle in for the lesson, have them sit in clusters according to these small groups.</p>		
<p>Opening 8 minutes</p>	<p>Remind children of the text and set the purpose for reading.</p> <p><i>Today we will read Going Home, Coming Home a second time. As we read we’ll pay close attention to certain pages and talk about</i></p>		

	<p><i>what we infer. Inferring is reading between the lines—the text might not say it in an obvious way, but we can understand the author’s meaning from clues in the text. [Show the vocabulary card or slide.] When reading on your own, you can use a story’s description and what characters do and say to infer a character’s feelings and motivations.</i></p> <p><i>Today we will also talk about some big ideas: language, home, and identity. We will ask ourselves, What is complicated about language? What makes a home? What is identity? Language, home, and identity are three complicated ideas! We will be talking about them all through this new unit.</i></p> <p><i>First, let’s recall what we were thinking yesterday. How does Ami Chi feel at the beginning of this story?</i></p> <p><i>As we read, let’s pay close attention to descriptions in the text as well as dialogue to infer how Ami Chi’s feelings and motivations change over the course of the book. Dialogue is when people are talking in the story.</i></p>
<p>Text and Discussion 21 minutes</p> <p>page 11</p>	<p>Read aloud from the beginning of the story. Stop at the beginning of page 11 to explain the phrase, “endless rice paddies that wave in the wind like a green sea.” Refer to the illustration to support children’s understanding. Have children close their eyes and visualize what this phrase means. Invite three children to share their images of this language.</p> <p><i>How does this image add to what we understand about Vietnam as a place?</i></p> <p>Explain the idea of identity, and show the Vocabulary card or slide.</p> <p><i>Identity is a complicated idea—it means who you are and who you choose to be.</i></p> <p><i>For example, part of my identity is that I am a teacher; I am also a [for example: writer and a mom. I speak English, and my family is from Russia].</i></p> <p><i>Part of the author’s identity is that he speaks Vietnamese and English, and another part is that he is a writer and a poet. What’s a part of your identity?</i></p> <p>Have children turn and talk. Harvest a few ideas in the whole group.</p>
<p>page 13</p>	<p>Project page 13 (slide 8). Read the page aloud once, then move to slide 9 and read it a second time, asking the children to follow along silently or by whisper reading.</p>

	<p>Introduce the Numbered Heads Together routine. Have children adjust their bodies into clusters facing each other.</p> <p>Read the first set of prompts aloud, giving a long period of wait time for children to think quietly on their own before signaling the groups to begin discussing together.</p> <p>The small group discussion for this lesson supports children in making inferences. Children answer the questions on the board about Ami Chi and Ba ngoai:</p> <ul style="list-style-type: none"> ● What are the different ways that Ba ngoia and Ami Chi might communicate, other than talking in the same language? ● What does it mean when the author writes, “Her question hangs in the air?” What makes you say that? <p>As children discuss, circulate to prompt and support them.</p> <p>After the small group discussions, choose a number (a “numbered head”). Bring children’s attention back to the whole group and ask each child with the assigned number to report their group’s thinking. Briefly name trends, draw connections, or cite differences among the groups’ ideas, as relevant.</p>
page 24	<p>Have children turn back to the book. Continue reading through page 24.</p> <p>Project page 26 (slide 16). Read the page aloud once, then move to slide 17 and read it a second time, asking the children to follow along silently or by whisper reading. Have children turn to a partner to discuss the following questions.</p> <p style="padding-left: 40px;"><i>What do you infer are the ways Ami Chi and Ba ngoia are communicating now? What makes you say that?</i></p> <p style="padding-left: 40px;"><i>How does the description of their activities reflect a change in the main character, Ami Chi?</i></p> <p>Continue reading to the end of the book.</p> <p>Project page 31 (slides 19 and 20).</p> <p style="padding-left: 40px;"><i>Let’s briefly review the ending and what we talked about yesterday. How do you think Ami Chi feels about her trip to Vietnam? How has she changed?</i></p> <p>Harvest a few responses.</p>
Key Discussion 10 minutes	<p><i>This last paragraph is about home, and it is also about identity. We infer that Ami Chi’s feelings about her trip to Vietnam have changed through the story. We can also infer that her feelings about what home means to her and what her identity means to her</i></p>

	<p><i>have changed, too.</i> Reread the last paragraph.</p> <p>Have children turn back to their clusters, and facilitate the Numbered Heads Together routine a second time. Refer to the board, and read the prompts for Discussion 2 aloud.</p> <p><i>What do you infer that Ami Chi thinks about being Vietnamese and being American? What does she think about her identity now? How do language and identity go together? What can you infer about how Ami Chi thinks of the word "home"? The title of the story is Going Home, Coming Home. What do you now think the title means?</i></p> <p>At the end of Numbered Heads Together, be sure to call on a different "numbered head" than in the first discussion.</p>
<p>Closing 1 minute</p>	<p><i>Today we looked closely at some pages of Going Home, Coming Home to infer about the characters' feelings, as well as to think more deeply about the ideas of language, home, and identity. Tomorrow, we will look at Going Home, Coming Home together with some writing and artwork by the illustrator, Ann Phong.</i></p>
<p>Standards</p>	<p>R.5.2.a Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme. R.6.2.a Describe how characters in a story respond to major events and challenges. R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe. R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others. SEL. Social Awareness</p>
<p>Ongoing assessment</p>	<p>Make note of children's conversation about their inferences as well as their participation in the two conversation routines. Listen in to small group discussions.</p> <p>What inferences do children make? What parts of the text do they cite as they do so? How do children converse with each other using this routine?</p>