



# UNIT 2

## Part 2: What is home?



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The TRANSLATE curriculum was designed by  
Emily Phillips Galloway, Robert Jiménez,  
Meenakshi Khanna, Sara McFadden, Holland White,  
Abigail Do and Leaf Xu.

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Evacuate | Flee | Fearful | Promising | Refugee

WHY DO PEOPLE LEAVE THEIR HOMES?

## Lesson 17

UNIT 2, WEEK 5, DAY 1

	Building Background & Fluency	Reading Interactively
<b>Key text pages &amp; passages</b>		<b>Pages 37-47</b> of <i>Inside Out &amp; Back Again</i> <b>Purpose Question:</b> <i>Why do people leave their homes?</i>
<b>Lesson Objectives</b>	<p>We will</p> <ul style="list-style-type: none"> <li>• read our Building Background &amp; Fluency passages with partners</li> <li>• build our background knowledge by discussing questions about the passage</li> <li>• practice saying and using key terms: <i>evacuate, flee</i></li> </ul>	<p>We will</p> <ul style="list-style-type: none"> <li>• listen to a read aloud</li> <li>• describe the characters and the setting of the story</li> <li>• learn and use new vocabulary words: <i>fearful, promising</i></li> <li>• identify the main ideas in text that we have read</li> </ul>
<b>Lesson Activities</b>	<ul style="list-style-type: none"> <li>• Activating Thinking</li> <li>• Students read their Week 5, Day 1 Building Background &amp; Fluency passages and complete the routine</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Interactively <ul style="list-style-type: none"> <li>▪ Frame the Task</li> <li>▪ Motivate Reading</li> <li>▪ Teach Key Terms</li> <li>▪ Foster Text Understanding</li> <li>▪ Wrap-Up</li> </ul> </li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>✓ Day One Building Background &amp; Fluency Routine, anchor chart</li> <li>✓ Student Workbooks: <ul style="list-style-type: none"> <li>▪ Building Background &amp; Fluency passages/ word list</li> <li>▪ Oral Fluency Tracker</li> </ul> </li> <li>✓ Timers</li> <li>✓ Slides</li> </ul>	<ul style="list-style-type: none"> <li>✓ Student copies of <i>Inside Out &amp; Back Again</i> (p. 37-47)</li> <li>✓ Student Workbooks: <ul style="list-style-type: none"> <li>▪ Get the Gist! Day 1</li> </ul> </li> <li>✓ Slides</li> </ul>

<p><b>C.C. Literacy Standards</b></p>	<p><b><i>ELA-LITERACY.RF.4.4, RF.5.4-</i></b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b><i>ELA-LITERACY.RL.5.4-</i></b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b><i>ELA-LITERACY.RL.4.1-</i></b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b><i>ELA-LITERACY.SL.4.1, SL.5.1-</i></b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 and 5 topics and texts, building on others' ideas and expressing their own clearly.</p>
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*Notes:*

## BUILDING BACKGROUND & FLUENCY (15 minutes)

### Activating Thinking: *PARTNER WORK*



As you prepare for class have students turn-and-talk to discuss themes related to this week's guiding questions:

- Why do people leave their homes?
- How do we decide where to go when we have to leave our homes?
- ❖ **Teacher's Note:** *In this week's lessons (as well as last week), we focus on the idea that immigration and migration are not always by choice. In the text, Hà's mother decides that her family must leave Vietnam to keep her children safe. Safety can be viewed in a variety of ways: safe from violence, from poverty, from environmental threats. Students might make personal connections to this idea, but this topic may be sensitive for some students whose families might have left their homes under duress. Refer to pp. 12-13 of Who Are Refugees and Migrants? for additional discussion points.*

### Before Paired Reading: *WHOLE CLASS*



- ❖ **Teacher's Note:** *Depending on the composition of your classroom, you may have students who are emerging readers. For these students, the curriculum includes high frequency word lists rather than connected text passages to practice fluency. These students reading at a Level A ("Group A") will read their word list for one minute in order to track their developing word reading skills. Then, to develop their background knowledge in the 'After Reading' portion of partner reading activity, students reading at a Level A will work with their partner to read and answer questions for the provided comic that contains these high frequency words.*
1. Briefly review the concepts of fluency and background knowledge, as necessary.
  2. Ask students to sit in their partnerships (1 and 2) and remind students of their roles.
  3. Using the anchor chart, review the steps for the Day One Routine.
  4. Practice the key terms for the passages: "evacuate," "flee," and write the terms on the board.
    - **Evacuate:** to move from a dangerous place
    - **Flee:** to run away

Ask students to repeat the words after you, clapping out the syllables if helpful.

### During Paired Reading: *PARTNER WORK*



5. Students should look over their passage or word list before reading aloud. Students with passages in Levels B-D (labeled as "Group B/C/D") should be reminded to read the title and

purpose question of their passage aloud to their partner, before starting their one-minute timed read of the passage.

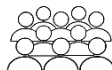
6. Partner 1 will read while Partner 2 times them for one minute. Partner 1 will mark where they stopped reading with // at the end of their minute, then will read the rest of the passage to the end.

❖ **Teacher's Note:** *Students who are reading a word list rather than a passage will stop at the end of their minute, and do not need to continue to read through the rest of their word list.*

7. Partner 1 will calculate their words per minute (WPM) and record WPM both in the box at the top of the passage/list page, and in their weekly fluency tracker in the student notebook.
8. Then Partner 2 will read their passage (Levels B-D) or word list (Level A), following the same steps.
9. Partners will then look together at each of their passages or comics.

❖ **Teacher's Note:** *In the case of the comics, they will look together at the title, purpose question, and key terms, then engage in a shared read of the comic. Answering the post-reading comprehension questions is not an individual activity. Students will collaboratively answer the comprehension questions at the end of their passages/comics.*

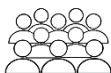
## After Paired Reading: WHOLE CLASS



10. After students have discussed their comprehension questions with their partners, ask volunteers to share their answers. As students share answers, please make – or help students make – explicit text-to-world or text-to-self connections. If possible, model using the key terms when you summarize or extend the students' responses.
11. Comment on any progress or challenges that you have observed.

## READING INTERACTIVELY (30 minutes)

### STEPS 1-9: WHOLE CLASS



### Before Reading: Frame the Task & Model Active Listening

1. Seat students in small discussion groups of about 4 students each.
2. Re-introduce the idea of reading along as you are read to. Students should have books in front of them, open to the right page, and should follow along, with their fingers on the text, if necessary.

## *Before Reading: Motivate Reading*

3. Briefly recap the reading from the previous lesson. In today's lesson students will learn about an important decision that Mother makes. Introduce the purpose question for today's reading: *Why do people leave their homes?*

- Project the slides for today's read aloud and facilitate a Think-Pair-Share activity. Students should:

*On their own:*

- ▶ Look at the slides and think about what is familiar and what is new to them.
- ▶ Think of questions they may have about the slides.

*With a partner:*

- ▶ Share their thinking.
- Ask volunteers to share their thinking and discussions.

If there are no slides for today's read aloud, facilitate a Think-Pair-Share and ask volunteers to share their ideas.

- A suggested prompt is: *What makes you think of summer? Share with your partner.* Or, please ask your own question instead if you prefer.

## *Before Reading: Teach Key Terms for Discussion*

4. Write these key terms/phrases on the board:

**Vocabulary for discussion:** “fearful”: full of fear, uneasy, afraid that something bad might happen

- Explain that in today's reading, we will learn that Hà's family is fearful for the future.
  - ❖ **Teacher's Note:** *To support cross-linguistic noticing draw students' attention to the ending -ful. Note that this means 'full of' fear and by adding -ful we make the word 'fear' into an adjective. You might ask students to consider how other languages operate in similar ways (in Spanish Temer becomes Temeroso/Temerosa).*
- Ask the students if they know the meaning of the word “fear” (to be afraid of). Using a think aloud, model how you would identify the base word “fear” and then the suffix “ful” and arrive at the meaning of “fearful.”
- Say the term and ask students to repeat it after you. (If helpful, clap as you say each syllable).
- Ask students to share personal experiences of times when they felt fearful (if relevant and appropriate).



## *During Reading: Teach Key Terms from the Text*

5. Write these key terms/phrases on the board:

**Vocabulary from the text:** “promising”: a sign that something good will happen.

- Teach the term when you get to it on page 41.
- Ask students the following questions:
  - ▶ When you make a promise to someone, what are you doing? (Telling someone you will definitely do something.)
  - ▶ What does Hà see on her papaya tree? Are the papayas ready to eat?
  - ▶ What do the papayas promise for the future?
  - ▶ What does “promising” mean?
- Say “promising” and ask students to repeat the term after you. (If helpful, clap as you say each syllable.)
- Ask students to share examples of things or events that might look promising to them. (For example, having pizza for dinner might look promising.)

## *During Reading: Fostering Text Understanding – Comprehension Questions*

6. Read aloud **pages 37-47**, with Optional Questions for Comprehension

- *You may choose any of the questions from the list below to check students’ comprehension of the text. Pose these comprehension questions during the read-aloud.*

p. 37-38 (Twisting Twisting): Why does Mother add yam and manioc to rice?

p. 38-40 (Closed Too Soon): Why does school close a month early?  
How does Hà feel? How do you know?

p. 42-43 (Bridge to the Sea): What does Uncle Son want the family to do?  
Does Mother want to leave? How do you know?

p. 44-45 (Should We?): Who wants to stay and why?  
Who wants to leave and why?  
What does Mother think will happen if they stay?

p. 46 (Sssshhhhhh): Why does Brother Khôi want to stay?  
What does Hà promise him?

p. 47 (Quiet Decision): What decision does Mother make about staying or leaving?  
How do you know?

## *After Reading: Fostering Text Understanding – Discussion Questions*

7. Select one or two discussion questions to support students as they read. Pose these questions post-reading, guiding students to return to the text.
  - Does Mother make the right decision to leave? Why or why not?
  - What is one piece of advice that you would share with the family as they leave their home?

## *After Reading: Wrap Up – Gist Statements*

8. Refer back to the purpose and guiding question. *Why do people leave their homes?* Support students as they answer the question.
9. Direct students to the Student Workbook page, **Get the Gist!, Day 1**.
  - Explain that students will practice identifying the most important pieces of the day's read aloud, or getting the gist of the reading, by completing the Gist Statement activity sheet.
  - Project the slide for the activity and move between modeling and eliciting student answers to the Gist Statement in the workbook.



Evacuate | Flee | Fearful | Promising | Refugee

WHY DO PEOPLE LEAVE THEIR HOMES?

## Lesson 18

UNIT 2, WEEK 5, DAY 2

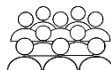
	Building Background & Fluency	Reading Interactively	Applying & Extending Learning
Key text pages & passages		<b>Pages 48-60 of <i>Inside Out &amp; Back Again</i></b> <b>Purpose Question:</b> <i>The family prepares to flee Saigon. How do they feel as they get ready to leave?</i>	
Lesson Objectives	<p>We will</p> <ul style="list-style-type: none"> <li>• read our Building Background &amp; Fluency passages with partners</li> <li>• build our background knowledge by discussing questions about the passage</li> <li>• practice saying and using key terms: <i>evacuate, flee</i></li> </ul>	<p>We will</p> <ul style="list-style-type: none"> <li>• listen to a read aloud</li> <li>• describe the characters and the setting in the story</li> <li>• learn and use new vocabulary words: <i>refugee</i></li> <li>• identify the main ideas in text that we have read</li> </ul>	<p>We will</p> <ul style="list-style-type: none"> <li>• apply knowledge of language learned this week</li> <li>• extend and deepen our understanding of this week's reading</li> </ul>
Lesson Activities	<ul style="list-style-type: none"> <li>• Students read their Week 5, Day 2 Building Background &amp; Fluency passages and complete the routine</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Interactively <ul style="list-style-type: none"> <li>▪ Frame the Task</li> <li>▪ Motivate Reading</li> <li>▪ Teach Key Terms</li> <li>▪ Foster Text Understanding</li> <li>▪ Wrap-Up</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students complete one of the Applying &amp; Extending Learning activities: Character Traits, Graffiti Wall, or Heads Up!</li> </ul>
Materials	<ul style="list-style-type: none"> <li>✓ Day Two Building Background &amp; Fluency Routine, anchor chart</li> <li>✓ Student Workbooks: <ul style="list-style-type: none"> <li>▪ Building Background &amp; Fluency passages/ word list</li> <li>▪ Oral Fluency Tracker</li> </ul> </li> <li>✓ Timers</li> <li>✓ Slides</li> </ul>	<ul style="list-style-type: none"> <li>✓ Student copies of <i>Inside Out &amp; Back Again</i> (p. 48-60)</li> <li>✓ Student Workbooks: <ul style="list-style-type: none"> <li>▪ Get the Gist! Day 2</li> </ul> </li> <li>✓ Slides</li> </ul>	<ul style="list-style-type: none"> <li>✓ Student copies of <i>Inside Out &amp; Back Again</i></li> <li>✓ Blank sheets of paper and markers for Graffiti Wall</li> <li>✓ Student Workbooks: <ul style="list-style-type: none"> <li>▪ Character Traits OR</li> <li>▪ Heads Up!</li> </ul> </li> <li>✓ Slides</li> </ul>

<p><b>C.C. Literacy Standards</b></p>	<p><b><i>ELA-LITERACY.RF.4.4, RF.5.4-</i></b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b><i>ELA-LITERACY.RL.4.3-</i></b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><b><i>ELA-LITERACY.RL.5.4-</i></b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b><i>ELA-LITERACY.SL.4.1, SL.5.1-</i></b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 and 5 topics and texts, building on others' ideas and expressing their own clearly.</p>
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*Notes:*

## BUILDING BACKGROUND & FLUENCY (15 minutes)

### *Before Paired Reading: WHOLE CLASS*



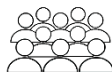
1. Ask students to sit in their partnerships (1 and 2) and remind students of their roles.
2. Using the anchor chart, review the steps for the Day Two Routine.
3. Review the key terms for the passages: “evacuate,” “flee.”

### *During Paired Reading: PARTNER WORK*



4. Partner 1 will read while Partner 2 times them for one minute. Partner 1 will mark where they stopped reading with // at the end of their minute, then will read the rest of the passage to the end.
5. Partner 1 will calculate their words per minute (WPM) and record WPM both in the box at the top of the passage page, and in their weekly fluency tracker in the student notebook.
6. Partner 2 will ask Partner 1 the discussion question at the end of the passage.
7. Then Partner 2 will read their passage, following the same steps.

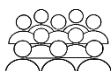
### *After Paired Reading: WHOLE CLASS*



8. After students have discussed their comprehension questions with their partners, ask volunteers to share their answers. As students share answers, please make – or help students make – explicit text-to-world or text-to-self connections. If possible, model using the key terms when you summarize or extend the students’ responses.
9. Comment on any progress or challenges that you have observed.

## READING INTERACTIVELY (20 minutes)

### *STEPS 1-8: WHOLE CLASS*



#### *Before Reading: Frame the Task & Model Active Listening*

1. Seat students in small discussion groups of about 4 students each.
2. Re-introduce the idea of reading along as you are read to. Students should have books in front of them, open to the right page, and should follow along, with their fingers on the text, if necessary.

## *Before Reading: Motivate Reading*

- Briefly recap the reading from the previous lesson. Introduce the purpose question for today's reading: *The family prepares to flee Saigon. How do they feel as they get ready to leave?*

- Project the slides for today's read aloud and facilitate a Think-Pair-Share activity. Students should:

*On their own:*

- ▶ Look at the slides and think about what is familiar and what is new to them.
- ▶ Think of questions they may have about the slides.

*With a partner:*

- ▶ Share their thinking.
- Ask volunteers to share their thinking and discussions.

If there are no slides for today's read aloud, facilitate a Think-Pair-Share and ask volunteers to share their ideas.

- A suggested prompt is: *If you were leaving your home and you could only take one thing, what would it be and why?* Or, please ask your own question instead if you prefer.

## *Before Reading: Teach Key Terms for Discussion*

- Write these key terms/phrases on the board:

**Vocabulary for discussion:** “refugee”: someone who has been forced to leave a country because of war or for religious or political reasons.

- Explain that in today's reading we will learn that Hà's family will now become refugees.
- Ask the students if they know the meaning of the word “refuge” (a safe place). Using a think aloud, model how to identify the base word, “refuge” and explain the suffix “ee” (a person who benefits from an act or something that is done for them) and arrive at the meaning of “refugee.”
- Say “refugee” and ask students to repeat the term after you. (If helpful, clap as you say each syllable.)
- Ask students to share if they have any experiences with refugees.

## *During Reading: Fostering Text Understanding – Comprehension Questions*

- Read aloud **pages 48-60**, with Optional Questions for Comprehension

- You may choose any of the questions from the list below to check students' comprehension of the text. Pose these comprehension questions during the read-aloud.*
  - p. 48 (Early Monsoon): Why does the family pretend that the monsoon has come early?
  - p. 49 (The President Reigns): Why does the president resign? Who is winning the war?

- p. 50-51 (Watch Over Us): What does Mother tell Hà? Why does she say this?
- p. 52-54 (Crisscrossed Packs): Why does Brother Khôi change his mind about staying?  
How does Hà feel? How do you know?
- p. 55-56 (Choice): What does Hà choose to take with her?  
Why do you think she makes this choice?
- p. 57-59 (Left Behind): Why does Mother burn photographs of the family?
- p. 60 (Wet and Crying): Hà says the seeds look like “clusters of eyes, wet and crying.”  
What is she comparing the seeds to? Why does she say they are crying?

## *After Reading: Fostering Text Understanding – Discussion Questions*

6. Select one or two discussion questions to support students as they read. Pose these questions post-reading, guiding students to return to the text.
  - If you were fleeing your country and you could only choose one thing to take with you (aside from clothes and food), what would you take and why?
  - Why does Brother Khôi want to stay? What advice would you give him? What would you say to his family?
  - In *Crisscrossed Packs*, Hà feels that she has let down Brother Khôi. What advice or words of comfort would you give her?

## *After Reading: Wrap Up – Gist Statements*

7. Refer back to the purpose questions. *The family prepares to flee Saigon. How do they feel as they get ready to leave?* Support students as they answer the question.
8. Direct students to the Student Workbook page, **Get the Gist!, Day 2**.
  - Explain that students will practice identifying the most important pieces of the day's read aloud, or getting the gist of the reading, by completing the Gist Statement activity sheet.
  - Project the slide for the activity and move between modeling and eliciting student answers to the Gist Statement in the workbook.



## APPLYING & EXTENDING LEARNING (10 minutes)

We suggest that you offer students a choice of either the **Character Traits**, **Graffiti Wall**, or **Heads Up!** activity to work on.

- ❖ **Teacher's Notes:** *In this unit we offer three ten-minute Applying & Extending Learning activities, which offer a useful extension of learning.*

We suggest a stations model on Days 2 and 4, allowing students to select one or two of the three activities to complete on Day 2, and a different activity on Day 4. In classrooms in which the instructional block extends beyond 45 minutes, students may work on these activities every day. (**Character Traits** is only offered once per week in the student workbook, but **Heads Up!** & **Graffiti Wall** may be used daily.) **Character Traits** and **Graffiti Wall** activities may be completed individually or with a partner, at your discretion, and **Heads Up!** is played with a partner.

You will find **Character Traits** and **Heads Up!** activity pages in the student workbook, and **Graffiti Wall** is completed on a piece of paper and posted in the classroom. Please see more detailed instructions for each activity in this Teacher's Guide, Week 4 (Days 2 & 4).

Unit 2 (Part 2), Week 5

### Character Traits

**Part 1: Complete the Chart**  
Directions: How would you describe the characters? Fill in the chart below. Check the column for each fact. Can you write the word in the blank row? After you complete the chart, write the word in the blank row.

**Anxious:** afraid of what might happen in the future  
**Confident:** feeling sure that you will be successful

Is mother anxious or is she confident?

Facts	Anxious	Confident
Mother's eyebrows twist like laundry when she measures rice for dinner.		
Mother will not flee with her children in a small boat.		
Mother cries when Hà saves a small piece of sweet potato.		
Mother is sick when the ship sets sail.		

**Part 2: Discuss with a Partner**  
Directions: Discuss the question with your partner and then circle the trait you think best describes her on the character line.

Is mother anxious or is she confident?

← Anxious ————— Confident →

Unit 2 (Part 2), Week 5

### Heads up!

**Directions:** Cut out the words on the dotted lines, adding a word of your choice to the blank box. Selects a word from the pile and (without looking) holds up the word to show your partner. Try to guess the word on the card as your partner offers clues. Take turns until you have correctly guessed all words, then start again!

Round 1: Use definitions as clues  
Round 2: Examples or sentences using the word  
Round 3: Synonyms or antonyms.

Flee	Fearful
Promising	Evacuate
Refugee	

.....

Evacuate | Flee | Fearful | Promising | Refugee

WHY DO PEOPLE LEAVE THEIR HOMES?

## Lesson 19

UNIT 2, WEEK 5, DAY 3

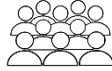
	Diving into Language	Reading Interactively
<b>Key text pages &amp; passages</b>	<b>Page 21</b> of <i>Inside Out &amp; Back Again</i> , “Two More Papayas”	<b>Pages 61-64</b> of <i>Inside Out &amp; Back Again</i> <b>Purpose Question:</b> <i>The family boards the ship. What is the scene like on the ship?</i>
<b>Lesson Objectives</b>	We will <ul style="list-style-type: none"> <li>track participants and ideas (<b>a Text Navigation routine</b>)</li> <li>learn and use sensory language to evoke feeling for readers (<b>Feature Focus</b>)</li> </ul>	We will <ul style="list-style-type: none"> <li>listen to a read aloud</li> <li>describe the characters and the setting of the story</li> <li>identify the main ideas in text that we have read</li> </ul>
<b>Lesson Activities</b>	<ul style="list-style-type: none"> <li>Scaffolded discussion of selected sentences from the text</li> </ul>	<ul style="list-style-type: none"> <li>Reading interactively               <ul style="list-style-type: none"> <li>Frame the Task</li> <li>Motivate Reading</li> <li>Teach Key Terms</li> <li>Foster Text Understanding</li> <li>Wrap-Up</li> </ul> </li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>✓ Student copies of <i>Inside Out &amp; Back Again</i></li> <li>✓ Student Workbooks:               <ul style="list-style-type: none"> <li>Language Deep Dive</li> </ul> </li> <li>✓ Slides</li> </ul>	<ul style="list-style-type: none"> <li>✓ Student copies of <i>Inside Out &amp; Back Again</i> (p. 61-64)</li> <li>✓ Student Workbooks:               <ul style="list-style-type: none"> <li>Get the Gist! Day 3</li> </ul> </li> <li>✓ Slides</li> </ul>

<p><b>C.C. Literacy Standards</b></p>	<p><b><i>ELA-LITERACY.RL.4.3-</i></b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><b><i>ELA-LITERACY.RL.5.4-</i></b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b><i>ELA-LITERACY.RL 5.7-</i></b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p><b><i>ELA-LITERACY.SL.4.1, SL.5.1-</i></b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 and 5 topics and texts, building on others' ideas and expressing their own clearly.</p>
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*Notes:*

## DIVING INTO LANGUAGE (20 minutes)

### STEPS 1-8: WHOLE CLASS



#### Before Sentence Work

1. Explain that one way we learn about a new language is by ‘noticing.’ Today, we will work with a small section from the text to notice how the authors use language to communicate meaning.
2. Engage students by examining the images in the slides that relate to today’s sentence. Ask students to turn-and-talk with a partner or with peers in small groups.

- Use the image(s) on the slides to talk about what the text segment might be about:
  - Ask, what do you see (describe the image)? (Students are provided with the sentence frame ‘I see \_\_\_\_.’).

*(We see some tropical-looking trees with some mostly green fruit on them, then some larger yellow/orange fruit.)*

- Re-read the full text excerpt aloud, pointing to each word on the slide or chart paper and emphasizing the bold section we will work with for translation today:

I see them first. /

**Two green thumbs / that will grow into / orange-yellow  
delights / smelling of summer /**

Middle sweet / between a mango and a pear /

Soft as a yam / gliding down / after three easy, / thrilling chews.

#### During Sentence Work

3. Direct students to the **Language Deep Dive** activity page in the student workbook. The class will first look at the stanzas from the poem in the box on that page.
4. Work together as a class to write a summary statement for the text segment, on either chart paper or a white board, to express the main idea. You may ask students, “*What is this poem mostly about?*” or use the 5Ws approach to elicit responses: *What is Hà talking about? Why is she talking about it?*

Example summary statement that the students might help generate:

*Hà notices two small papayas on her tree, and is excited because she loves to eat papayas.*

- ❖ **Teacher’s Note:** *Emphasize that the goal is to capture a simple, concise summary of what the poem is mostly about. Invite students to share relevant background knowledge, using any language resources they have. This step, and step 8 when students contribute to revising the summary statement, may also function as a formative assessment, as teachers listen to students’ contributions.*

5. Students will write a translation for the bolded section of the poem with a partner.

- To start, students may use the blank page facing their **Language Deep Dive** page in the student workbook to create a visual representation of the bolded section of the poem – a thinking map, diagram, or comic, for example. Pairs of students will work together to then write a translation in their home language(s).

❖ **Teacher's Note:** *Over the course of the unit, students will be asked to translate the sentences independently with their partner. Some students may benefit from starting first with a visual step, where they may draw or diagram the meaning of the bolded section of the poem before moving on to writing a translation. In this week and the following, a drawing/diagram that is labeled using their home language could work well as this intro step, or in lieu of writing the full translation. In future weeks, drawings may not work as well due to the particular excerpts chosen, but teachers may encourage students to continue using a visual representation of the poem excerpt (labeled in their home language) if they are unable to write a full translation in their home language, or as a first step before writing their translation.*

- Before students begin their translations, offer the reminder that the purpose is not to produce an accurate translation per se, but rather to capture the feeling and general meaning of the text segment. Students should be invited to use all available language resources (writing in both English and other languages) as well as to transliterate (or to write letters or words in a language other than English using the closest corresponding letters of the English alphabet).

❖ **Teacher's Note:** *Understandably, students will bring different levels of familiarity with English and an additional language and the goal of this activity is to encourage students to draw across all of their linguistic resources as supports for text comprehension. As students work, circulate and pose questions about their translations. Of course, you may*

Unit 2 (Part 2), Week 5

Language Deep Dive

**Day 1: Translate the Poem**

Directions: After your class has created a summary statement about the poem, you will work with a partner to write a translation of the bold text from the box. Follow these steps:

- Write a translation of the bold text with your partner on the lines below. (Draw/diagram on the blank page first, if you'd like.)
- Share & compare translations with another group.
- Listen to your teacher's questions, and share your answers with your classmates.
- Revise your translation with your partner to reflect what you have learned about the text. Use a different color pen, and make edits.
- Help revise or add to the class summary statement.
- Discuss the questions at the bottom of this page with your partner.

Translation – in your home language:

**Two green thumbs**

**that will grow into**

**orange-yellow delights**

**smelling of summer**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Day 2: Discuss what you learned:**

- What do the sensory words tell us about how Hà feels about the papaya tree? Use this sentence frame:  
Hà uses sensory words like \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ to tell us that she feels \_\_\_\_\_ about the papaya tree. When she eats papaya, she thinks about \_\_\_\_\_.
- When you revised your translation with your partner, what changes did you make? Why did you make them?
- What was the same and different about English and your home language?

I see them first.  
Two green thumbs  
that will grow into  
orange-yellow delights  
smelling of summer  
Middle sweet  
between a mango and a pear  
Soft as a yam  
gliding down  
after three easy,  
thrilling chews  
*(Two More Papayas, p.21,  
Inside Out & Back Again)*

*not speak all of students' additional languages and so the goal is not to assess whether the translation is accurate, but rather to scaffold students' thinking about language. For example, you might ask: Why are there more words/fewer words in your translation than in the original text? I see that across our translations, some classmates choose x word, and others choose y word, how did you decide? I see some words that look like the English words—do these words mean the same thing? Did you need to change the position of the adjectives/verbs/subject when you translated?*

*For example, you may see that Spanish speakers translate the word, thumb, in two different ways: el pulgar or el dedo gordo (more conversational). Students may also be unfamiliar with the word for thumb and so may translate by offering a description (The shortest, fattest finger → el dedo más corto y gordo). Of note is that the adjective placement changes across languages. Vietnamese speakers also may offer a descriptor for thumb (ngón tay cái → the handle finger). In Turkish, 'thumb' is 'baş parmak,' which translates to the first or primary finger. You might highlight for students that when we are unfamiliar with a word in another language, a common strategy used for communication is to offer a description.*

- Each pair will then join with another pair to share and compare their translations. They should look at the Translate Questioning Card for useful question prompts.

6. Pose questions, selecting from those provided below and on the following page, to draw students' attention to language features. The emphasis is on how the language functions, or on what it 'does' to communicate meaning to readers.

❖ **Teacher's Note:** *This approach to looking at text differs from our Reading Interactively component. This is because the focus here is on how language contributes to meaning in a small chunk of text.*

1

- **Look at "them" in the first line. Who or what is "them" referring to?** *The papayas, and we can see this in the heading first.*
- **Who sees what first?** *Hà sees the papayas first. Before whom? Before her older, and taller, brothers (which is why it is significant that she sees them first).*

## Two More Papayas (p. 21)

1

I see them first.

2

**Two green thumbs**  
**that will grow into**  
**orange-yellow delights**  
**smelling of summer**

3

Middle sweet  
between a mango and a pear

4

Soft as a yam  
gliding down  
after three easy,  
thrilling chews.

2

- Other than “them” in the first line, where are some other examples of nouns that are also referring to the papayas? “Thumbs” and “delights” both refer to the papayas.  
❖ **Teacher’s Note:** This linking of various mentions of the same person or idea in the sentence can support students’ comprehension of referents in a sentence. It may be helpful to draw lines to various references of the same person or idea.
- Why is Hà referring to papayas as “green thumbs”? They are small and still unripe, and perhaps a bit oval-shaped like a thumb.
  - Do you know another meaning of “green thumb”? In English saying someone “has a green thumb” can mean that they are a good gardener.
- Why is Hà describing papayas as “delights”? Is this about how they look, or something else? She is emphasizing how much she loves them.
- What do papayas smell like to Hà? They smell like summer. How does something smell like summer? What does that mean to her? They remind her of summer. When she smells papayas, she thinks of the summertime, when they are ripe.
- Does anything smell like summer to you?

3  
&  
4

- How does Hà describe the taste and texture of papayas? They are “middle sweet” and “soft as a yam”.  
❖ **Teacher’s Note:** The simile “soft as a yam” helps make her description more clear or vivid. Yams are likely a common food in her culture, which makes an easy comparison. Yams in Vietnam are a starchy root which is white to purple, and is not the same as sweet potatoes, which we sometimes call yams here.
- Why does Hà compare papayas to a mango or a pear? The sweetness of papayas tastes between a mango and a pear to her (perhaps she finds mangoes sweeter, and pears a bit more tart).
- How does she describe the experience of eating ripe papayas? Gliding down, thrilling chews. When something glides, how does it move? Smoothly, almost slippery maybe. How can chews be “thrilling”? She’s emphasizing how much she loves papayas/ her excitement.
  - Gliding vs. thrilling – both use –ing, but which is a verb, and which is an adjective? Gliding describes the action of the fruit going down her throat as she swallows it, thrilling describes the feeling she has when she eats the papaya.
- How many senses do you see described in this poem? Sight, smell, taste, touch (just not sound)

## After Sentence Work

7. Students should return to the **Language Deep Dive** activity page in the student workbook. They will look at their translation with their partner, and revise them, using what they learned from reflecting on the above questions. They may use another color pen/pencil to cross words out, or make corrections or additions.

8. As a class, return to the summary statement you wrote in step 4. Ask students if they have anything to add or change to the summary statement. What have we learned in our translations, or by thinking about the questions in step 6, that can help us better understand what the poem is about?

Example summary statement from earlier:

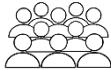
*Hà notices two small papayas on her tree, and is excited because she loves to eat papayas.*

Example summary statement revision:

*Hà notices the two small papayas on her tree before her brothers do, and is excited because she loves eating papayas. Also, for her, they represent summer, and her connection to her home and to Vietnam.*

## READING INTERACTIVELY (20 minutes)

### STEPS 1-7: WHOLE CLASS



#### *Before Reading: Frame the Task & Model Active Listening*

1. Seat students in small discussion groups of about 4 students each.
2. Re-introduce the idea of reading along as you are read to. Students should have books in front of them, open to the right page, and should follow along, with their fingers on the text, if necessary.

#### *Before Reading: Motivate Reading*

3. Briefly recap the reading from the previous lesson. In today's reading, students will learn about the scene on the ship. Introduce the purpose question for today's reading: *The family boards the ship. What is the scene like?*
  - Project the slides for today's read aloud and facilitate a Think-Pair-Share activity. Students should:
 

*On their own:*

    - ▶ Look at the slides and think about what is familiar and what is new to them.
    - ▶ Think of questions they may have about the slides.

*With a partner:*

    - ▶ Share their thinking.
  - Ask volunteers to share their thinking and discussions.



If there are no slides for today's read aloud, facilitate a Think-Pair-Share and ask volunteers to share their ideas.

- A suggested prompt is: *Think of a really crowded place where you have been. What did it sound, smell, and feel like?* Or, please ask your own question instead if you prefer.

## ***During Reading: Fostering Text Understanding – Comprehension Questions***

4. Read aloud **pages 61-64**, with Optional Questions for Comprehension
  - *You may choose any of the questions from the list below to check students' comprehension of the text. Pose these comprehension questions during the read-aloud.*
    - p. 61-62 (Sour Backs): What does Hà promise never to say about Bruce Lee again? Why?
    - p. 63-64 (One Mat Each): Why won't people who are on the ship stop more people from boarding?

## ***After Reading: Fostering Text Understanding – Discussion Questions***

5. Select one or two discussion questions to support students as they read. Pose these questions post-reading, guiding students to return to the text.
  - Do you think that people on the ship were wise to let everyone on board? What would you have done? Why?
  - Imagine you are on the ship. Describe the scene on the ship. What does it smell, feel, and sound like?
  - Why are so many people leaving Saigon? What might happen to them if they stay?

## ***After Reading: Wrap Up – Gist Statements***

6. Refer back to the purpose question. *The family boards the ship. What is the scene like on the ship?* Support students as they answer the question.
7. Direct students to the Student Workbook page, **Get the Gist!, Day 3**.
  - Explain that students will practice identifying the most important pieces of the day's read aloud, or getting the gist of the reading, by completing the Gist Statement activity sheet.
  - Project the slide for the activity and move between modeling and eliciting student answers to the Gist Statement in the workbook.

.....

Evacuate | Flee | Fearful | Promising | Refugee

WHY DO PEOPLE LEAVE THEIR HOMES?

## Lesson 20

UNIT 2, WEEK 5, DAY 4

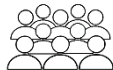
	Diving into Language	Reading Interactively	Applying & Extending Learning
<b>Key text pages &amp; passages</b>	<b>Page 21</b> of <i>Inside Out &amp; Back Again</i> , “Two More Papayas”	<b>Pages 65-69</b> of <i>Inside Out &amp; Back Again</i> <b>Purpose Question:</b> <i>The ship sets sail. What do we learn about Saigon? What do we learn about the war?</i>	
<b>Lesson Objectives</b>	We will <ul style="list-style-type: none"> <li>• apply knowledge of language used by writers to evoke emotion</li> </ul>	We will <ul style="list-style-type: none"> <li>• listen to a read aloud</li> <li>• describe the characters and the setting of the story</li> <li>• identify the main ideas in text that we have read</li> </ul>	We will <ul style="list-style-type: none"> <li>• apply knowledge of language learned this week</li> <li>• extend and deepen our understanding of this week's reading</li> </ul>
<b>Lesson Activities</b>	<ul style="list-style-type: none"> <li>• Activating Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Reading interactively <ul style="list-style-type: none"> <li>▪ Frame the Task</li> <li>▪ Motivate Reading</li> <li>▪ Teach Key Terms</li> <li>▪ Foster Text Understanding</li> <li>▪ Wrap-Up</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students complete one of the Applying &amp; Extending Learning activities: Character Traits, Graffiti Wall, or Heads Up!</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>✓ Slides</li> <li>✓ Student Workbooks: <ul style="list-style-type: none"> <li>▪ Language Deep Dive</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Student copies of <i>Inside Out &amp; Back Again</i> (p. 65-69)</li> <li>✓ Student workbooks: <ul style="list-style-type: none"> <li>▪ Get the Gist! Day 4</li> </ul> </li> <li>✓ Slides</li> </ul>	<ul style="list-style-type: none"> <li>✓ Student copies of <i>Inside Out &amp; Back Again</i></li> <li>✓ Blank sheets of paper and markers for Graffiti Wall</li> <li>✓ Student Workbooks: <ul style="list-style-type: none"> <li>▪ Character Traits OR</li> <li>▪ Heads Up!</li> </ul> </li> <li>✓ Slides</li> </ul>

<p><b>C.C. Literacy Standards</b></p>	<p><b><i>ELA-LITERACY.RL.4.3-</i></b> Describe in depth a character or event in a story, drawing on specific details in a text.</p> <p><b><i>ELA-LITERACY.RL.5.2-</i></b> Describe a theme in a story including details in the text, including how characters in a story respond to challenges; summarize the text.</p> <p><b><i>ELA-LITERACY.SL.4.1, SL.5.1-</i></b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 and 5 topics and texts, building on others' ideas and expressing their own clearly.</p>
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*Notes:*

## DIVING INTO LANGUAGE (10 minutes)

### Activating Thinking: *WHOLE CLASS*



1. Direct students to turn to the bottom of the **Language Deep Dive** activity page in the student workbook. Students should discuss the questions about the poem and about the work with the class summary statement and the students' translation work with their partner or small group.
  - ❖ **Teacher's Note:** *The first discussion question at the bottom of the workbook page connects to the work done in the last class, with a focus on comprehension of the poem. The next two questions are designed to prompt students to think about what they notice about their home language and English, and aim to help develop metalinguistic awareness.*
2. Wrap up as a class by reviewing and discussing student responses to the discussion questions, reflecting on what was learned about both language and the text as well as affirming students' use of all linguistic resources to make meaning from the text.

## READING INTERACTIVELY (15 minutes)

### STEPS 1-7: *WHOLE CLASS*



#### *Before Reading: Frame the Task & Model Active Listening*

1. Seat students in small discussion groups of about 4 students each.
2. Re-introduce the idea of reading along as you are read to. Students should have books in front of them, open to the right page, and should follow along, with their fingers on the text, if necessary.

#### *Before Reading: Motivate Reading*

3. Briefly recap the reading from the previous lesson. Introduce the purpose question for today's reading: *The ship sets sail. What do we learn about Saigon? What do we learn about the war?*
  - Project the slides for today's read aloud and facilitate a Think-Pair-Share activity. Students should:
    - On their own:*
      - ▶ Look at the slides and think about what is familiar and what is new to them.
      - ▶ Think of questions they may have about the slides.
    - With a partner:*
      - ▶ Share their thinking.

- Ask volunteers to share their thinking and discussions.

If there are no slides for today's read aloud, facilitate a Think-Pair-Share and ask volunteers to share their ideas.

- A suggested prompt is: *Think of a time when you tricked a friend or someone you know. Why did you do it and how did you feel? Discuss this with your partner.* Or, please ask your own question instead if you prefer.

## ***During Reading: Fostering Text Understanding – Comprehension Questions***

4. Read aloud **pages 65-69**, with Optional Questions for Comprehension
  - *You may choose any of the questions from the list below to check students' comprehension of the text. Pose these comprehension questions during the read-aloud.*

p. 65-66 (In the Dark):	What do Uncle Son's and Hà's families do?
p. 67-69 (Saigon is Gone):	What does the pilot of the helicopter say? Who has won the war?

## ***After Reading: Fostering Text Understanding – Discussion Questions***

5. Select one or two discussion questions to support students as they read. Pose these questions post-reading, guiding students to return to the text.
  - Do you think that it was right to spread a rumor that the other ship was better? Why/why not?
  - Everyone on the ship is leaving Saigon. Why does it matter to them that Saigon is gone?

## ***After Reading: Wrap Up – Gist Statements***

6. Refer back to the purpose question. *The ship sets sail. What do we learn about Saigon? What do we learn about the war?* Support students as they answer the question.
7. Direct students to the Student Workbook page, **Get the Gist!, Day 4**.
  - Explain that students will practice identifying the most important pieces of the day's read aloud, or getting the gist of the reading, by completing the Gist Statement activity sheet.
  - Project the slide for the activity and move between modeling and eliciting student answers to the Gist Statement in the workbook.

## APPLYING & EXTENDING LEARNING (10 minutes)

We suggest that you offer students a choice of either the **Character Traits**, **Graffiti Wall**, or **Heads Up!** activity to work on.

- ❖ **Teacher's Notes:** *In this unit we offer three ten-minute Applying & Extending Learning activities, which offer a useful extension of learning.*

*We suggest a stations model on Days 2 and 4, allowing students to select one or two of the three activities to complete on Day 2, and a different activity on Day 4. In classrooms in which the instructional block extends beyond 45 minutes, students may work on these activities every day. (**Character Traits** is only offered once per week in the student workbook, but **Heads Up!** & **Graffiti Wall** may be used daily.) **Character Traits** and **Graffiti Wall** activities may be completed individually or with a partner, at your discretion, and **Heads Up!** is played with a partner.*

*You will find **Character Traits** and **Heads Up!** activity pages in the student workbook, and **Graffiti Wall** is completed on a piece of paper and posted in the classroom. Please see more detailed instructions for each activity in this Teacher's Guide, Week 4 (Days 2 & 4).*

Unit 2 (Part 2), Week 5

### Character Traits

**Part 1: Complete the Chart**  
 Directions: How would you describe the characters? Use the chart below. Check the column for each fact. Can you write them in the blank row. After you complete partner.

**Anxious:** afraid of what might happen  
**Confident:** feeling sure that you will be

Is mother anxious or is she confident?

Facts	Anxious	Confident
Mother's eyebrows twist like laundry when she measures rice for dinner.		
Mother will not flee with her children in a small boat.		
Mother cries when Hà saves a small piece of sweet potato		
Mother is sick when the ship sets sail.		

**Part 2: Discuss with a Partner**  
 Directions: Discuss the question with your partner and then circle the trait you think best describes her on the character line.

Is mother anxious or is she confident?

← Anxious                      Confident →

Unit 2 (Part 2), Week 5

### Heads up!

**Directions:** Cut out the words on the dotted lines, adding a word of your choice to the blank box. Selects a word from the pile and (without looking) holds up the word to show your partner. Try to guess the word on the card as your partner offers clues. Take turns until you have correctly guessed all words, then start again!

Round 1: Use definitions as clues  
 Round 2: Examples or sentences using the word  
 Round 3: Synonyms or antonyms.

Flee	Fearful
Promising	Evacuate
Refugee	_____