



UNIT 2

Student Workbook

Part 1: Who am I?

Part 2: What is home?

TRANSLATE was designed with a generous grant
from the Spencer Foundation.

The TRANSLATE curriculum was designed by
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 TRANSLATE, 2021

Agreeing

1. I agree with _____ because...
2. I like what _____ said because...
3. I agree with _____; but I also think that...

Disagreeing

1. I disagree with _____ because...
2. I'm not sure that I agree with what _____ said because...
3. I can see what you mean, however...

1. Could you repeat that for me?
2. I think you said _____, is that right?
3. Can you explain a little more about _____.

Clarifying

1. I'm thinking about what _____ said, and I wonder, 'what if we _____?'
2. This makes me think _____.
3. This makes me wonder/think _____.

Extending

Oral Fluency Tracker – Week 5

	Words Per Minute (WPM)	Accuracy	Clarity & Pacing	Expression & Meaning
1st Day		<p>4 😎 Totally got it</p> <hr/> <p>3 😊 Pretty much got it</p> <hr/> <p>2 😬 Not all the way</p> <hr/> <p>1 😬 Not at all</p>	<p>4 😎 Totally got it</p> <hr/> <p>3 😊 Pretty much got it</p> <hr/> <p>2 😬 Not all the way</p> <hr/> <p>1 😬 Not at all</p>	<p>4 😎 Totally got it</p> <hr/> <p>3 😊 Pretty much got it</p> <hr/> <p>2 😬 Not all the way</p> <hr/> <p>1 😬 Not at all</p>
2nd Day		<p>4 😎 Totally got it</p> <hr/> <p>3 😊 Pretty much got it</p> <hr/> <p>2 😬 Not all the way</p> <hr/> <p>1 😬 Not at all</p>	<p>4 😎 Totally got it</p> <hr/> <p>3 😊 Pretty much got it</p> <hr/> <p>2 😬 Not all the way</p> <hr/> <p>1 😬 Not at all</p>	<p>4 😎 Totally got it</p> <hr/> <p>3 😊 Pretty much got it</p> <hr/> <p>2 😬 Not all the way</p> <hr/> <p>1 😬 Not at all</p>

Lesson 17: Building Background & Fluency – Group A (1st day)

Words per
minute:

a	1	see	31	must	61
and	2	the	32	new	62
away	3	three	33	no	63
big	4	to	34	now	64
blue	5	two	35	on	65
can	6	up	36	our	66
come	7	we	37	out	67
down	8	where	38	please	68
find	9	yellow	39	pretty	69
for	10	you	40	ran	70
funny	11	all	41	ride	71
go	12	am	42	saw	72
help	13	are	43	say	73
here	14	at	44	she	74
I	15	ate	45	so	75
in	16	be	46	soon	76
is	17	black	47	that	77
it	18	brown	48	there	78
jump	19	but	49	they	79
little	20	came	50	this	80
look	21	did	51	too	81
make	22	do	52	under	82
me	23	eat	53	want	83
my	24	four	54	was	84
not	25	get	55	well	85
one	26	good	56	went	86
play	27	have	57	what	87
red	28	he	58	white	88
run	29	into	59	who	89
said	30	like	60	will	90
				with	91

WHO IS AN AMERICAN?

by Emily Phillips Galloway

PURPOSE QUESTION: How do some people become American?

KEY TERMS: ➤ evacuate ➤ flee



Kim is ten.



She lives in Nashville.



Her mom is from Vietnam.



There was a war a long time ago.
Kim's mom had to flee from Vietnam.



Kim's family evacuated to the U.S. to be safe.



Kim is both American and Vietnamese.

COMPREHENSION QUESTION: Why did Kim's family come to the United States?

Lesson 18: Building Background & Fluency – Group A (2nd day)

Words per
minute:

a	1	see	31	must	61
and	2	the	32	new	62
away	3	three	33	no	63
big	4	to	34	now	64
blue	5	two	35	on	65
can	6	up	36	our	66
come	7	we	37	out	67
down	8	where	38	please	68
find	9	yellow	39	pretty	69
for	10	you	40	ran	70
funny	11	all	41	ride	71
go	12	am	42	saw	72
help	13	are	43	say	73
here	14	at	44	she	74
I	15	ate	45	so	75
in	16	be	46	soon	76
is	17	black	47	that	77
it	18	brown	48	there	78
jump	19	but	49	they	79
little	20	came	50	this	80
look	21	did	51	too	81
make	22	do	52	under	82
me	23	eat	53	want	83
my	24	four	54	was	84
not	25	get	55	well	85
one	26	good	56	went	86
play	27	have	57	what	87
red	28	he	58	white	88
run	29	into	59	who	89
said	30	like	60	will	90
				with	91

WHO IS AN AMERICAN?

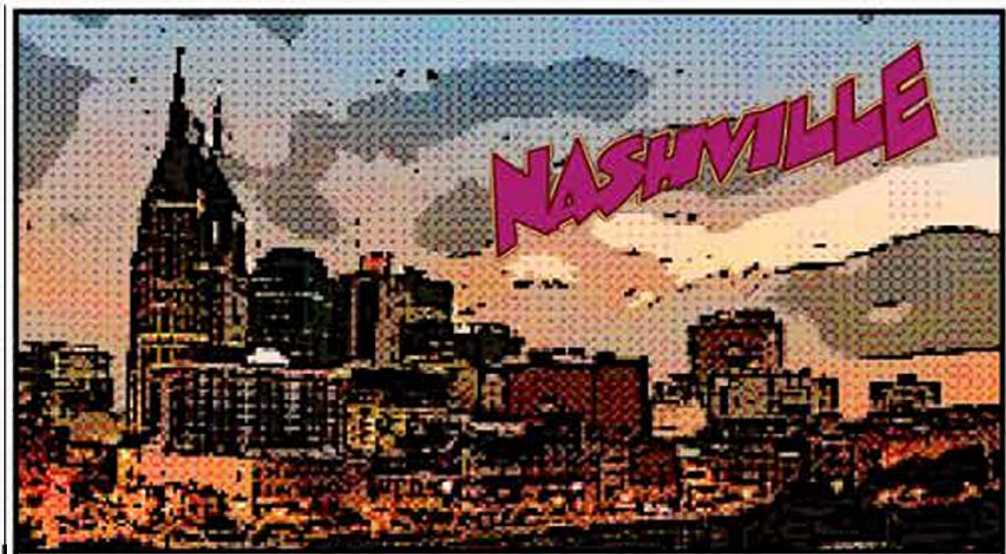
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DISCUSSION QUESTION: Do you know people who are from other countries? Why did they come to the U.S.?

Lesson 17: Building Background and Fluency – Group B (1st day)

Words per minute:

Escaping from War – by Holland White

PURPOSE QUESTION: Why do some people leave their countries?

KEY TERMS: | ➤ evacuate ➤ flee

Some people choose to leave their countries during wartime. Other people must evacuate because of living conditions. Then there are people who have to escape.	12 25
Rafiq is 15. Rafiq’s home country is Syria. He left Syria because of bombs and fighting. The army wanted a lot of young men to fight in the war. His family was afraid that Rafiq might have to fight. They knew that Italy was safe. They met a man who said he would take Rafiq there. They paid a lot of money to that man so Rafiq could get on a boat and flee from Syria.	40 56 71 88 101
Rafiq’s boat ride to Italy was not fun, though. There were over 400 people on the small boat. Rafiq slept outside and did not have enough blankets. There were many people, but only two bathrooms! Water splashed all over the boat. Rafiq always felt cold and wet. The boat ride seemed like it would never end.	116 129 142 157
Rafiq saw land after ten days on the water. Everyone cheered and sang together! Rafiq is a survivor of a difficult journey. He wants to start a better life in Italy. He hopes to bring his family there soon.	171 188 196

COMPREHENSION QUESTION: Why did Rafiq have to leave his home country?

Sources: <https://www.pri.org/stories/2015-08-25/he-escaped-syria-and-now-just-wants-forget-treacherous-boat-journey>
<https://www.nytimes.com/2018/04/26/magazine/refugees-mediterranean-rescue.html>

Escaping from War – by Holland White

PURPOSE QUESTION: Why do some people leave their countries?

KEY TERMS:

➤ evacuate ➤ flee

KEY PHRASES:

➤ might have to fight ➤ splashed all over ➤ hopes to bring

Some people choose to leave their countries during wartime. / Other people must 12
 evacuate / because of living conditions. / Then there are people / who have to 24
 escape. / 25

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 fighting. / The army wanted a lot of young men / to fight in the war. / His family 56
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 the small boat. / Rafiq slept outside / and did not have enough blankets. / There 129
 were many people, / but only two bathrooms! / Water **splashed all over** the boat. / 142
 Rafiq always felt cold and wet. / The boat ride seemed / like it would never end. / 157

Rafiq saw land / after ten days on the water. / Everyone cheered and sang together! / 171
 Rafiq is a survivor / of a difficult journey. / He wants to start a better life in Italy. / 188
 He **hopes to bring** his family there soon. / 196

DISCUSSION QUESTION: Imagine that Rafiq is visiting your school. What is one question you would ask him?

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Carrying Culture— by Holland White

PURPOSE QUESTION: What do families bring with them to a new country?

KEY TERMS: | ➤ evacuate ➤ flee

When families immigrate or move to a new country, they usually bring items from their homes with them. They might bring furniture or books to fill their new house.	14 29
But when families are forced to evacuate their countries, they may not be able to carry much with them. Sometimes they flee with only their clothing and a few photographs. Still, everyone brings their cultures and traditions with them. They share traditions, or ways of living, with their new community.	43 58 69 79
Nini and Zina are twins who moved to the United States from Nigeria. They did not bring many things to show their new friends. They did remember how to make Pepper Soup. Nini, Zina, and their mother bought spices and beef to make this soup. They shared a reminder of their first home with their new neighbors. The neighbors enjoyed the soup. They all talked about Nigeria together.	94 108 122 136 147
Naima moved to the United States from Palestine to go to school. She went to a festival in her new neighborhood. There, she saw a woman doing henna art. Naima was surprised because this body art is a part of wedding celebrations in Palestine. Naima thought someone must have brought this tradition to the United States. She wondered who it was.	163 176 189 201 208
Some families cannot bring much to new homes. But their traditions survive to show how rich their lives still are.	220 228

COMPREHENSION QUESTION: Why was Naima surprised at the festival?

Carrying Culture – by Holland White

PURPOSE QUESTION: What do families bring with them to a new country?

KEY TERMS:	➤ evacuate ➤ flee
KEY PHRASES:	➤ forced to evacuate ➤ reminder of their first home ➤ must have brought

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 to carry much with them. / Sometimes they flee with only their clothing / and a few 58
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 United States. / She wondered who it was. / 208

Some families cannot bring much to new homes. / But their traditions survive / 220
 to show how rich their lives still are. / 228

DISCUSSION QUESTION: What traditions are important in your family?

Sources: <https://www.pbs.org/independentlens/newamericans/culturalriches.html>

A Country Divided – by Holland White

PURPOSE QUESTION: What do parents do when they are separated from their children?

KEY TERMS: | ➤ evacuate ➤ flee

Vietnam was divided into two countries in 1954, before Do Dinh was born. Do grew up in Hanoi, a city in North Vietnam. In Hanoi, Do and his four siblings lived well, until bombings increased. In 5th grade, Do’s teacher told them that school was canceled. Then, all children had to evacuate North Vietnam to keep them safe.	15 32 45 58
Do’s family was split up. His father was sent to one province in South Vietnam while his mother and siblings were sent to three others. They were able to flee from the war zone to keep safe. They felt lucky but sad. They might be safe, but they weren’t together.	73 88 104 108
Do went back to school in an underground shelter. He tried to learn in a crowded room made of dirt and bamboo. His family was lucky: they were able to meet every month. Do’s parents rode their bicycles for 40 miles to see their children. Still, Do’s family did not want to be separated. They were survivors. They did not talk about the war because they didn’t want to think about it. They helped each other with homework and other chores when they saw each other. Do and his family looked forward to being back together again.	123 138 152 165 181 194 205

COMPREHENSION QUESTION: Why was Do’s school in Hanoi canceled?

Sources: <https://www.stripes.com/news/special-reports/vietnam-at-50/1965/families-in-hanoi-in-1965-evacuated-often-separated-1.375385>

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KEY PHRASES: ➤ until bombings increased ➤ able to flee from ➤ looked forward to being

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DISCUSSION QUESTION: Why do you think Do’s family wouldn’t talk about the war?

Sources: <https://www.stripes.com/news/special-reports/vietnam-at-50/1965/families-in-hanoi-in-1965-evacuated-often-separated-1.375385>

Unit 2 (Part 2), Week 5

.....

Evacuate | Flee | Fearful | Promising | Refugee

WHY DO PEOPLE LEAVE THEIR HOMES?

UNIT 2, WEEK 5

Evacuate | Evacuar | إخلاء

(Verb): to move from a dangerous place

- In a sentence: Tasha and her family had to **evacuate** their house because of a flood.

Flee | Escapar | اهرب

(Verb): to run away

- In a sentence: Mateo decided to **flee** from the playground when he saw a bee.

Fearful | Temerosa/o | خوفا

(Adjective): full of fear, uneasy, afraid that something bad might happen

- In a sentence: The student was **fearful** that he might fail.

Promising | Prometedor/a | واعدة

(Adjective): a sign that something good will happen

- In a sentence: The cooler weather is a **promising** sign of fall.

Refugee | Refugiada/o | لاجئ

(Noun): someone who has been forced to leave a country because of war or for religious or political reasons

- In a sentence: Many Syrian **refugees** are now living in Turkey after they were forced from their homes by war.

Get the Gist!

Day 1

Directions: Answer the questions using the clues that are provided.

Why does Mother decide her family must leave Saigon?

Who?	Decides what?	Why?
<input type="checkbox"/> Uncle Son <input type="checkbox"/> Father <input type="checkbox"/> Mother	<input type="checkbox"/> decides to leave Saigon <input type="checkbox"/> decides to go shopping <input type="checkbox"/> decides to cook rice and manioc	<input type="checkbox"/> because she wants her children to go to good schools. <input type="checkbox"/> because there are gangs. <input type="checkbox"/> because Saigon is a war zone.

Get the Gist!

Day 2

Directions: Draw lines between each person (Who?), their activity (Does what?), and their reason (Why?) to answer the questions.

The family prepares to flee Saigon.

What preparations do they make?

Who?	Does what?	Why?
<input type="checkbox"/> Mother <input type="checkbox"/> Brother Vū <input type="checkbox"/> Everyone	<input type="checkbox"/> chooses one special thing to take with them <input type="checkbox"/> sews packs <input type="checkbox"/> cuts down the ripe papaya	<input type="checkbox"/> because the family will take only a few things. <input type="checkbox"/> so that they have a reminder of home. <input type="checkbox"/> because he doesn't want the Communists to eat it.

Language Deep Dive

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.

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)*

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?

Get the Gist!

Day 3

Directions: How does the family feel as they get ready to leave? Circle all the words that you think apply. Then complete the sentence below.

fearful

joyful

angry

cheerful

worried

hopeful

The family feels...

Get the Gist!

Day 4

Directions: Answer the questions using the clues that are provided.

What does the pilot tell the refugees?

Who?	Says what?
<input type="checkbox"/> The pilot	<input type="checkbox"/> say they were scared.
<input type="checkbox"/> TiTi	<input type="checkbox"/> tells the refugees that they have lost the war.
<input type="checkbox"/> The refugees	<input type="checkbox"/> says she is sad.

Character Traits

Part 1: Complete the Chart

Directions: How would you describe the characters? Here are some facts about a character in the chart below. Check the column for each fact. Can you think of other facts to add to the table? Write them in the blank row. After you complete the chart discuss your answers with a partner.

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

Is Mother anxious or is she confident?

Facts	Anxious	Confident
Mother’s eyebrows twist like laundry when she measures rice for dinner.	<input type="checkbox"/>	<input type="checkbox"/>
Mother will not flee with her children in a small boat.	<input type="checkbox"/>	<input type="checkbox"/>
Mother cries when Hà saves a small piece of sweet potato	<input type="checkbox"/>	<input type="checkbox"/>
Mother is sick when the ship sets sail.	<input type="checkbox"/>	<input type="checkbox"/>
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black;"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 2: Discuss with a Partner

Directions: Discuss the question with your partner and then circle the trait you think best describes Mother on the character line.

Is Mother anxious or is she confident?



Heads up!

Directions: Cut out the words on the dotted lines, adding a word of your choice to the blank box. Select a word from the pile and (without looking) hold 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	_____