Title/Author: How My Family Lives in America by Susan Kuklin

Suggested Time to Spend: 8 Days

(Recommendation: 2-3 sessions per day, about 15 minutes per session; adjust as needed for class schedule and student stamina)

Common Core grade-level ELA/Literacy Standards: RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7; W.K.2, W.K.8; SL.K.1, SL.K.2, SL.K.5, SL.K.6; L.K.1, L.K.4

Lesson Objective:

Students will listen to an informational picture book read aloud and use literacy skills (reading, writing, discussion and listening) to identify the similarities and differences between how each family preserves their cultural traditions while living in the United States.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

**Big Idea:** Most people preserve their family culture and traditions by passing them along to their children and grandchildren

**Focusing Question:** In what ways do the foreign-born parents in *How My Family Lives In America* ensure that their American-born children know about their cultures, and how do they incorporate new traditions into their lives?

Synopsis

This informational text follows three young children from New York City. These children, Sanu, Eric, and April, have one or both parents that were born in another country. The text highlights how each family preserves their culture, but also creates new traditions with the help of their American-born children.

1. Go to the last page of the lesson and review “What Makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions, vocabulary words, and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

**Overview**

Day 1: Read Sanu section straight through, then ask discuss comprehension questions  
Day 2: Re-read Sanu using America and Senegalese flags, record details from each culture  
Days 3 - 4: Repeat above for Eric   
Days 5 - 6: Repeat above for April   
Day 7: Discuss and record common categories of traditions among the three children  
Day 8: Review shared chart and respond to culminating task

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| FIRST READING OF SANU’S SECTION *(1 session)*:  Read aloud the dedication, introduction, and section about Sanu with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. (Note: Second grade students might benefit from hearing the entire book read aloud; a straight reading of the entire text would be too long and dense for most K-1 students.)  Optional: In the appendix of the text, there are three recipes that show how to make a meal from each featured culture. Students may get copies of each recipe after the text is read and they may ask their parents to make the dish at home. Alternatively, teachers may make the dish the night before and bring in to the class and students may try a sample from each culture. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| SECOND READING OF SANU’S SECTION *(1 session)*:  [p.3] Who was Sanu named after? Why does she have that name?  Where is Sanu’s dad from?  When Sanu visited her Senegalese family last year, what did she learn?  [p.5] Where is Sanu’s mom from?  What does Sanu learn from her Grandmother?  [p.6] What does Sanu do after school?  What does Sanu like about the hairdressing shop?  [p.7] How does Sanu’s Daddy tease her Mommy?  [p.8] Describe Sanu’s father’s special meal.  [p.9] How does the picture help describe what the author writes about the meal?  When they are eating, what stories are shared? | Sanu was named after an African princess. She was named that because her dad is African.  From far away in West Africa.  She learned about the Senegalese part of her. She learned to call her Mommy Yay and Daddy Bay.  The United States; Baltimore.  Good manners; being neat and clean; standing straight and tall; songs  She helps her mother at the salon.  It reminds her of the way the girls wear their hair in Senegal.  He buys the groceries and cooks, but says that in Africa the woman buys the groceries and cooks.  It is called *tiebou dienn* and it is served at lunch. It is rice, fish, and vegetables, and all of the father’s relatives are invited over to enjoy the meal. Everyone must wash their hands before the meal begins.  You can see how people dress up for the meal; you see how they all share from the same bowl and eat with their hands.  People share stories about growing up in Senegal and Baltimore. |
| THIRD READING OF SANU’S SECTION *(1-2 sessions)*:  Students hold a flag in each hand, one from Senegal and one from the United States. (See Appendix A.) (Students may glue the flags to popsicle sticks, or simply hold each paper flag.) Re-read the Sanu section. Whenever students hear a tradition from one culture, they raise that flag. If there is a point where the two cultures meet and a new tradition is created, or both cultures enjoy a tradition, then they may raise both flags.  As students categorize traditions as American or Senegalese, make a chart of shared notes. To avoid slowing down the re-reading, you can a) pre-write facts and post them as they come up, b) copy the book and cut out sentences as students flag them, or c) sketch a quick picture or key word with a page number, then return later to write more detail. Make sure the notes are moveable so students can categorize them in a future read; you can keep notes on sticky notes, or post small papers on the T-chart with painter’s tape or repositionable glue sticks.  Especially when a detail requires inference to categorize, ask, “What in the text makes you think that is a Senegalese/ American tradition?” | **Sanu’s Family Traditions**   |  |  | | --- | --- | | https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQDAc72JESMuniz3OXxcvEHLib-k5KPTCyQUHkNNPIKgsZoO4Z5-g  American (New York City) | * Speak English * Sing lullabies like “Precious Lord Take My Hand” and “Hush Little Baby Don’t You Cry” | | https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTIFtOgDRflh9iqmna71ApXDgYT_AqZOLiDSbTbv12dPJOKxBmq  Senegalese (Daddy’s village) | * Speak a language spoken in Senegal * *Maam bou djigen* – Daddy’s mommy * *Maam bou gor* – Daddy’s daddy * *Yay* – Mommy * *Bay* – Daddy * *Tiebou dienn* (rice, fish, and vegetables) * Wash hands in a bowl * Eat on the ground * “Everyone eats together from one big bowl” with hands * Dress African style * Play African drum * Braid a Senegalese twist | | Both Cultures | * Play African drum with American lullabies |   Students might notice other traditions, or associate them with a different culture. Different interpretations are ok, as long as they are well supported by text evidence. |
| FIRST READING OF ERIC’S SECTION *(1 session)*:  Read aloud the section about Eric with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused.  Optional: Send home the recipe for “Eric’s Habichuelas.” | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. |
| SECOND READING OF ERIC’S SECTION *(1 session)*:  [p.11] Where does Eric live? Who does he live with?  Where does Eric’s family come from?  Where is Puerto Rico?  [p.12] What do Eric and his father like to do together?  How is playing baseball different in Puerto Rico versus New York City?  What language do they speak in Puerto Rico?  [p.13] What two languages do they speak in their house?  What does it mean to be Hispanic American?  What are some of Eric’s chores?  [p.14] What is the family’s favorite dinner?  [p.15] Describe how Eric and his Nana Carmen go grocery shopping.  [p.16] Are Eric and his grandmother close? How do you know?  [p.17] How do Eric and his family dance to Spanish music?  [p.18] How does Pepi participate in the dancing? | He lives in a tall apartment building in New York City with his mom, dad, and parrot.  His dad and all his grandparents are from Puerto Rico. His mom was born in New York City.  It isn’t too far from Florida.  Play baseball  In New York, it is hard to play wearing a big coat, but Puerto Rico is so warm that you never have to wear a big coat while playing.  Spanish.  Spanish and English.  When you come from (or your family comes from) a play that speaks Spanish, you are Hispanic. If you have this background and you live in America, you are Hispanic American.  Cleaning beans and crushing garlic.  Arroz con pollo y habichuelas (Rice with chicken and beans)  They go to the carniceria and Eric gets to pay. The grocer says *muchas gracias* and Eric says *de nada.*  She visits him every day and comes over just to kiss him good-night. He says special healing poems for all of her “hurts.”  They dance the *merengue,* which means they move their hips to the beat and count one-two, one-two.  He shouts “Merengue!” whenever they start dancing. |
| THIRD READING OF ERIC’S SECTION *(1-2 sessions)*:  Re-read the section and complete the same activities as you did in the third reading of the Sanu section. Children hold American and Puerto Rican flags, and identify the culture(s) of each tradition in the text. Make a chart with moveable details, using the same format as the Sanu chart.  Especially when a detail requires inference to categorize, ask, “What in the text makes you think that is a Puerto Rican/ American tradition?” | **Eric’s Family Traditions**   |  |  | | --- | --- | | https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQDAc72JESMuniz3OXxcvEHLib-k5KPTCyQUHkNNPIKgsZoO4Z5-g  American (New York City) | * Speak English * Play baseball * Say prayers | | https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcSawYrpqoQz_PFAepCYketNoYiriw0wIs6HtPHLIYvLhtt0z-XC1g  Puerto Rican | * Speak Spanish * *Muchas gracias* – thank you * *De nada* – Don’t mention it * *Sana*  - Heal * *Uno dos* – One two * *Madrina* – Godmother * *Sofrito* (mixture of spices) * *Arroz con pollo y habichuelas* (rice, chicken, and beans) * Shop at the Spanish meat market * Say a special Spanish healing poem * Dance the *merengue* | | Both Cultures | * Play baseball * Say prayers |   Students might notice other traditions, or associate them with a different culture. Different interpretations are ok, as long as they are well supported by text evidence. |
| FIRST READING OF APRIL’S SECTION *(1 session)*:  Read aloud the section about April with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused.  Optional: Send home the recipe for “April’s Cold Sesame Noodles.” | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. |
| SECOND READING OF APRIL’S SECTION *(1 session)*:  [p.19] What is this child’s name(s)?  Where were April’s parents born?  Why did her parents move to New York?  Why are April and her siblings called Chinese Americans?  What do you think the symbols on the left side of the page mean? Why?  [p.20] Do all Chinese Americans speak the same Chinese language? What does April’s family speak?  What Mandarin names does April call her mother and father?  How are words different in Chinese versus English?  [p.21] How is April’s schooling different than most students?  How is written Mandarin different than English?  [p.22] How do the pictures support what April tells us about writing in Chinese?  [p.23] What does April eat for lunch?  Most Chinese people eat with chopsticks. What does April eat with? Why?  [p.24] What do they do while they eat pizza?  [p.25] What other games do they play? | April is her American name and Chin (admire) Lan (orchid) are her Chinese names.  In Taiwan, China.  Her dad came for school and her mother moved with her family.  Their family is from China, but they were born in the United States.  They may be how to write April’s Chinese name because under each symbol is one of her Chinese names.  No. They speak Mandarin.  Her mom is called mama and dad is baba.  Chinese words don’t use letters, they use special marks.  During the week, she goes to public school, but on Saturdays she attends Chinese school.  When you write in English, you write from left to right, but in Mandarin, you write from right to left.  You see what it looks like and the tools that she uses to write.  Cold sesame noodles.  She eats with a fork because she is still learning to eat with chopsticks.  They play a game to test their wits. They try to look for hidden letters in the pizza box.  Chi chiao bang (Tangram), where you use shapes to make a picture. |
| THIRD READING OF APRIL’S SECTION *(1-2 sessions)*:  Re-read the section and complete the same activities as you did in the third reading of the Sanu and Eric sections. Children hold American and Chinese flags, and identify the culture(s) of each tradition in the text. Make a chart with moveable details, using the same format as the Sanu and Eric charts.  Especially when a detail requires inference to categorize, ask, “What in the text makes you think that is a Chinese/ American tradition?” | |  |  | | --- | --- | | https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQDAc72JESMuniz3OXxcvEHLib-k5KPTCyQUHkNNPIKgsZoO4Z5-g  American (New York City) | * Speak English * Named April * Words made with letters * Write from left to right * Eat with a fork * Pizza (originally from Italy) * Go to public school | | https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRtXI0uZ9Tqm0fG9XIiMEJ-JZgNx0SOUM3QI2JX6IjJhRSF92M3wA  Chinese (Taiwan) | * Speak Mandarin (one of many Chinese languages) * Named *Chin Lan* – Admire Orchid * *Baba* – Daddy * *Mama* – Mommy * “Each words has its own special marks” * Write from right to left * *Tsu ma liang meng* (cold sesame noodles) * Eat with chopsticks * Go to Chinese school * Write calligraphy * Play Tangram | | Both Cultures | * Play a game to “test our wits” finding letters in a pizza box |   Students might notice other traditions, or associate them with a different culture. Different interpretations are ok, as long as they are well supported by text evidence. |
| FOURTH READING OF ENTIRE BOOK *(2 sessions)*:  Read the book in its entirety, inviting students to ask any additional clarifying questions about the book.  Review the three charts of details.  For the next activity, each child will need an individual copy of the class charts, scissors, several blank papers, 4 colors of crayons, and glue. (For individual charts, use Appendix C, or take photographs of the charts.) Ask children to shade in all the traditions from each country a different color (e. g. All American traditions red, Senegalese green, Puerto Rican blue, and Chinese yellow.) These colors will help children remember their categorization by culture after they sort them in a different way.  Now ask children to cut the details apart. (To provide extra support, you might pre-cut the details, or choose to complete the activity without individual student notes.) Ask students to find common groups for sorting the details. Tell them to write their ideas for groups on separate papers, then test the group by seeing if they can put at least one detail about each child into a group. They can cross out the group labels and try different ideas.  Give children time and support in trying different grouping methods.  If children find more than one grouping method that works for each child, ask students to explain their grouping method with the class. Allow the class to vote on a shared grouping method, and as a whole group sort the details from each child’s chart into one large chart with the chosen categories (e. g. food, language, etc.) As you go, organize details by both culture (e.g. Senegalese) and category (e.g. food.)  Children sort their individual charts into the class categories or a category they choose, then glue down. | See Appendix B for an example of a final class chart.  *Note:* This activity will be time-consuming and challenging for many children. However, investing time to wrestle with ideas will help children increase their comprehension and retention of the rich bank of knowledge offered by this book, as well as practice important sorting skills (Math Standards K.MD.3, 1.MD4). |

FINAL DAY WITH THE BOOK - Culminating Task

* K/1: Students choose one family and acts out/describes with picture and words two or three traditions that are specific to that family’s culture, as well as the new traditions they have created.
* 2/3: Students identify two or three common ways in which each family has preserved their home culture with their children (food, language, etc). Once students identify these common customs, they will then explain (either orally or in written form) the different traditions that have emerged as a result of the combination of the home country’s and American cultures.

Vocabulary

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| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students ) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page [1] - [celebrate] – [to publicly observe a special day or event with ceremonies of respect or festivity]  Page [1] - [mixture] – [combining two or more different things]  Page [1] - [interesting] – [attracting curiosity]  Page [3] - [famous] – [very well known]  Page [3] - [glad] – [happy]  Page [3] - [warrior] – [somebody who takes part in fighting or conflict]  Page [5] - [manners] – [the way in which someone behaves]  Page [5] - [neat] – [clean; organized]  Page [8] - [hurry] – [move quickly]  Page [8] - [patient] – [to be able to wait]  Page [8] - [giggle] – [small laugh]  Page [8] - [invite] – [to request something]  Page [13] - [chores] – [task]  Page [13] - [crush] – [to break]  Page [16] - [heal] – [to make better]  Page [16] - [guardian] – [someone who watches over something/someone]  Page [22] - [stalks] – [stem of a plant]  Page [23] - [explorer] – [someone who finds something]  Page [24] - [wits] – [smarts] | Page [1] - [heritage] – [something somebody is born to]  Page [1] - [traditions] – [handing down of customs or beliefs]  Page [3] - [chance] – [an opportunity]  Page [3] - [country] – [a piece of land defined by borders in which people are born or live]  Page [5] - [weave] – [to tie together]  Page [8] - [relatives] – [members of the same family]  Page [8] - [custom] – [tradition]  Page [23] - [discovered] – [to find first]  Page [23] - [introduced] – [to have somebody presented to somebody]  Page [26] - [wiser] – [smarter with age and experience] |

Extension learning activities for this book and other useful resources

* This text provides many opportunities for students to explore different aspects of each culture. Each of these activities can be a center in the classroom or you may choose to have one culture center where students may explore these activities:
  + Tangram station: This can be a great connection to math, pattern making, and shape identifying (
    - puzzles: <http://ideas.gstboces.org/programs/tangrams/printables.cfm>)
  + Dramatic Play: Students may act out how each child celebrates their culture
    - Sanu: Create an African Drum (<http://www.dltk-kids.com/world/africa/mdrum.htm>) and play the lullabies on the drum. Discuss how the drum changes the traditional tune of the lullabies.
    - Students may also practice the Senegalese twist using yarn. (http://www.wikihow.com/Do-Senegalese-Twists)
    - Eric: Students may practice Merengue after watching this short video: <http://www.youtube.com/watch?v=M_BBdnfs79A>. Also, students should listen to Merengue music while practicing (http://www.youtube.com/watch?v=\_0lMMRAobLE)
    - April: Students can practice calligraphy and create the words found in April’s section of the book.
* Math extension activity – graphing and interpreting details
* Vocabulary center – have students deepen their understanding of the words culture, customs, and traditions by answering questions about their own experiences. They can share orally, in writing, or through pictures about their families’ food, holidays, and other traditions. *Note: This is particularly supportive of English Language Learners.*

Note to Teacher

* This book is heavy with the information, but would be a great text to pair with any other fiction or nonfiction texts.

Appendix A

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| Senegal  https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTIFtOgDRflh9iqmna71ApXDgYT_AqZOLiDSbTbv12dPJOKxBmq | United States  https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQDAc72JESMuniz3OXxcvEHLib-k5KPTCyQUHkNNPIKgsZoO4Z5-g |
| Puerto Rico  https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcSawYrpqoQz_PFAepCYketNoYiriw0wIs6HtPHLIYvLhtt0z-XC1g | China  https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRtXI0uZ9Tqm0fG9XIiMEJ-JZgNx0SOUM3QI2JX6IjJhRSF92M3wA |

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| **Child** | **Cultures** | **Language** | **Food** | **Activities & Traditions** |
| Sanu  “African American” | https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQDAc72JESMuniz3OXxcvEHLib-k5KPTCyQUHkNNPIKgsZoO4Z5-g  American (New York City) | * Speak English |  | * Sing lullabies like “Precious Lord Take My Hand” and “Hush Little Baby Don’t You Cry” |
| https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTIFtOgDRflh9iqmna71ApXDgYT_AqZOLiDSbTbv12dPJOKxBmq  Senegalese (Daddy’s village) | * Speak a language spoken in Senegal * *Maam bou djigen* – Daddy’s mommy * *Maam bou gor* – Daddy’s daddy * *Yay* – Mommy * *Bay* – Daddy | * *Tiebou dienn* (rice, fish, and vegetables) * Wash hands in a bowl * Eat on the ground * “Everyone eats together from one big bowl” with hands | * Dress African style * Play African drum * Braid a Senegalese twist |
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| Eric  “Hispanic American” | https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQDAc72JESMuniz3OXxcvEHLib-k5KPTCyQUHkNNPIKgsZoO4Z5-g  American (New York City) | * Speak English |  | * Play baseball * Say prayers |
| https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcSawYrpqoQz_PFAepCYketNoYiriw0wIs6HtPHLIYvLhtt0z-XC1g  Puerto Rican | * Speak Spanish * *Muchas gracias* – thank you * *De nada* – Don’t mention it * *Sana*  - Heal * *Uno dos* – One two * *Madrina* – Godmother | * *Sofrito* (mixture of spices) * *Arroz con pollo y habichuelas* (rice, chicken, and beans) * Shop at the Spanish meat market | * Play baseball * Say a special Spanish healing poem * Say prayers * Dance the *merengue* |
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| April  “Chinese American” | https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQDAc72JESMuniz3OXxcvEHLib-k5KPTCyQUHkNNPIKgsZoO4Z5-g  American (New York City) | * Speak English * Named April * Words made with letters * Write from left to right | * Eat with a fork * Pizza (originally from Italy) | * Go to public school |
| https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRtXI0uZ9Tqm0fG9XIiMEJ-JZgNx0SOUM3QI2JX6IjJhRSF92M3wA  Chinese (Taiwan) | * Speak Mandarin (one of many Chinese languages) * Named *Chin Lan* – Admire Orchid * *Baba* – Daddy * *Mama* – Mommy * “Each words has its own special marks” * Write from right to left | * *Tsu ma liang meng* (cold sesame noodles) * Eat with chopsticks | * Go to Chinese school * Write calligraphy * Play Tangram |

Appendix B

**Appendix C**

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| **Child** | **Cultures** | **Traditions** | | |
| Sanu  “African American” | https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQDAc72JESMuniz3OXxcvEHLib-k5KPTCyQUHkNNPIKgsZoO4Z5-g  American (New York City) | * Speak English * Sing lullabies like “Precious Lord Take My Hand” and “Hush Little Baby Don’t You Cry” | | |
| https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTIFtOgDRflh9iqmna71ApXDgYT_AqZOLiDSbTbv12dPJOKxBmq  Senegalese (Daddy’s village) | * Speak a language spoken in Senegal * *Maam bou djigen* – Daddy’s mommy * *Maam bou gor* – Daddy’s daddy * *Yay* – Mommy * *Bay* – Daddy * *Tiebou dienn* (rice, fish, and vegetables) * Wash hands in a bowl * Eat on the ground * “Everyone eats together from one big bowl” with hands * Dress African style * Play African drum * Braid a Senegalese twist | | |
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| Eric  “Hispanic American” | https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQDAc72JESMuniz3OXxcvEHLib-k5KPTCyQUHkNNPIKgsZoO4Z5-g  American (New York City) | * Speak English * Play baseball * Say prayers | | |
| https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcSawYrpqoQz_PFAepCYketNoYiriw0wIs6HtPHLIYvLhtt0z-XC1g  Puerto Rican | * Speak Spanish * *Muchas gracias* – thank you * *De nada* – Don’t mention it * *Sana*  - Heal * *Uno dos* – One two * *Madrina* – Godmother * *Sofrito* (mixture of spices) * *Arroz con pollo y habichuelas* (rice, chicken, and beans) * Shop at the Spanish meat market * Play baseball * Say a special Spanish healing poem * Say prayers * Dance the *merengue* | | |
|  |  |  |  |  |
| April  “Chinese American” | https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQDAc72JESMuniz3OXxcvEHLib-k5KPTCyQUHkNNPIKgsZoO4Z5-g  American (New York City) | * Speak English * Named April * Words made with letters * Write from left to right * Eat with a fork * Pizza (originally from Italy) * Go to public school | | |
| https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRtXI0uZ9Tqm0fG9XIiMEJ-JZgNx0SOUM3QI2JX6IjJhRSF92M3wA  Chinese (Taiwan) | * Speak Mandarin (one of many Chinese languages) * Named *Chin Lan* – Admire Orchid * *Baba* – Daddy * *Mama* – Mommy * “Each words has its own special marks” * Write from right to left * *Tsu ma liang meng* (cold sesame noodles) * Eat with chopsticks * Go to Chinese school * Write calligraphy * Play Tangram | | |

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

840L

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

Three families from different cultures are highlighted. The focus is on their different traditions but also how each family is able to incorporate these into their American lives. This book also has an underlining meaning of the importance of maintaining ones’ home’s traditions and passing them down to their children. It supports the notion of people labeled as African-American, Hispanic-American, and Chinese-American and (or any other subgroup) because it shows how traditions are melded together.

Graphics are used pretty heavily throughout this text and enhance the reader’s knowledge of each child’s life. The calligraphy in April’s section is particularly strong.

There are some basic language demands of heritage culture and traditions, but if students don’t know these terms, they will still be able to understand the content. Also, there are many foreign words that are introduced to the students.

-Geography (West Africa, New York City, Baltimore, Florida, Puerto Rico, Dominican Republic, China)

-Heritage

-The idea that people in different places speak different languages, eat different food, and have different cultures

-New York City

-

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

a

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

There is a lot of information provided on each family. Breaking down the information into easily digestible graphic organizers would be helpful.

How will this text help my students build knowledge about the world?

This focuses on child whose families are from around the globe, so it gives a lot of insight into how

people from other places live, speak and eat. Students may closely relate to this concept, so some students may want to share the traditions that are held in their family that have been passed down from other cultures. This can be a structured extension activity.

1. **Grade level**

What grade does this book best belong in?

We are suggesting Kindergarten, but it could be used up to third grade.

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