Unit 1/Week 2

Title: Angel Child, Dragon Child

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7, RL.3.10; RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2; L.3.1, L.3.2, L.3.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Though challenges exist, cross-cultural friendships can be forged. Different cultures have different ways of expressing respect and friendship. All people, regardless of where they come from, share many of the same fears and worries.

Synopsis

*Angel Child, Dragon Child* illustrates the challenges involved in cross-cultural friendships. During her first days at school in America, Ut experiences alienation and separation. Later, she finds understanding and acceptance. With his first encounters with a child from Vietnam, Raymond sees only her differences. Later, through closer encounters, he is able to see similarities in their needs and feelings.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Pg. 28 How does Ut feel on the first day of school? . Use evidence from the text to support your answer. | She feels lonely and shy. Her sisters skipped ahead together. Mother was not there to help her. She hugged the wall and peeked around the corner. |
| Look at the illustration on page 28. How does it help you understand why the students called Ut “Pajamas”?  | The native Vietnamese clothing she is wearing looks like pajamas  |
| Pg. 28-29 How does the author show that Ut feels different from the other children?  | The boy has “fire-colored hair”, wearing “white pajamas to school.”, the American children had “long noses.” The children didn’t sit together and chant, they waved their hands and said their lessons one by one. |
| On page 31, Ut “bowed like an Angel child and the children “screeched like bluejays”. What does this mean? Why did the author use this term to describe the children’s reaction?  | The students laughed in high-pitched sounds that Ut could only describe as bluejays she had heard before. Ut’s bowing was strange to American children, so they laughed at Ut. The sound of their laughing at her was an unpleasant sound, like that of screeching bluejays. |
| Pg. 32 How did Ut cope with all the strange and unkind things she encountered on her first day at school? | She thought of her mother and what she would say as she looked at her mother’s picture in her little box. She tried to be brave as her mother would want her to be. |
| On page 29, the author says the bell “jangled”. The word sounds like the bell sounded: loud and harsh. On page 32, she also says the bell “trilled”. That word indicates a sound like a bird. What can you infer about what the ringing bell meant to Ut? | “Jangled” is a rather harsh sound and it signaled the beginning of something dreaded. At the end of the day the bell “trilled”, which symbolizes a happier, more exciting sound, and she is excited to go home to her family. |
| On page 33, read the paragraph that begins, “At night...” What does this tell you about Ut’s feelings for her mother? | She doesn’t just miss her mother, but worries about her mother being lonely and safe. |
| Pg. 35 When Chi Hai is hit by a snowball, Ut says she couldn’t be a “noble Dragon.” What does this mean? What does this tell you about Ut? Find other evidence of this earlier in the story. | She should not retaliate, but she feels she has to defend her sister, thus not being “noble” or honorable. Family is important to Ut. She held and played with her brother. She helped her father. She cuddled with her brother and prayed for her mother. |
| Pg. 35 How would you describe the red-haired boy up to this point in the story? What text in the story supports your answer?  | He was unkind and acted superior to Ut. He acted tough. He pointed at her, laughed at her and called her names on the first day of school. He threw a snowball at her sister, but tackled Ut when she threw a snowball at him. |
| Pg. 36 Up to this point, the author has only referred to Raymond as “the red-haired boy”, but now she gives him a name and uses that name for the rest of the story. What is the significance of this?  | Up to now he was a cruel, but unknown part of Ut’s environment. Now she has to interact directly with him and she gets to know him as a person, as do we. |
| Pg. 37 Use details from the story to describe how Raymond and Ut felt when the principal put them in a room together. What does “the clock needles blurred before her eyes” tell you? Teacher Note: Have students consider these words: whined, crinkled, snapped, slammed, squeegeed. How are these words similar and why did the author choose to use these words? | Raymond whined, crinkled the paper, snapped the pencil, hid his face. This demonstrates how uncomfortable he was around Ut. Ut was extremely upset and tears were welling up in her eyes as was stated by “The clock needles blurred before her eyes”. She is also looking at the clock because time was moving too slowly, and she did not want to be in the room with Raymond.  |
| Pg. 37 Ut seems to change how she feels about Raymond on this page. How did she change and why? What does this tell you about Ut’s character?  | At first Ut is angry and won’t talk to Raymond. But when she hears him crying, she tries to comfort him. She is compassionate.Teacher Note: Introduce the word “compassionate” here. It Is more specific than the word “kind” for example. |
| Pg. 38 Now Raymond seems to act differently toward Ut. What caused his change in attitude and behavior?  | Ut said his name and talked to him in English. She doesn’t seem so strange or threatening to him. |
| Pg. 42 How can you tell that Ut is not feeling shy anymore about being different?  | She wears her Vietnamese clothes to the fair, bows and speaks Vietnamese greetings to the others. |
| The illustrator uses the pictures to help tell the story. Find examples of this. | The illustrations help tell the story from beginning to end. For example, on page 28, it shows the beginning. The illustration on page 38 highlights the middle of the story. Finally, on page 43, the illustration shows the end of the story. |
| What do you understand now about the title? What is “Angel Child”? What is “Dragon Child?” Use the text to explain.  | A person can have both happy, kind feelings and angry, unhappy feeling inside them. Different situations can bring out either type of feelings. Angel child is a good, gentle, happy child. (“Be an Angel Child. Be happy…” She speaks, bows like an Angel Child. They slept like Angel children. A Dragon child is angry, unhappy. She hides her Dragon face. She hears Mother tell her to be a brave Dragon. She tried, but couldn’t be a “noble Dragon”. |
| What is the theme/lesson/moral of this story? Explain why.  | If you get to know someone who seems different, you will understand that person better, and you may make a connection and become friends. |

Vocabulary

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| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | JangledTrilledNobleHissed | Chao buoi sangHoa-phuongAo dai |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | ChantTwitteredTrilledChivesSqueegeedScrawledCrowedGlaredMarginsDashed Exclaimed | Page 28 - Hugged the wall Page 29 - “curved over my soldiers”Page 30 - “true name”Page 31 - “Screeched like bluejays”Page 32 - “music of her voice”Page 33 - “Gleamed like watermelon seeds.”Page 34 - “angry trees with no leaves”Page 35 - “he thundered and marched us”Page 37 - “cruel-hearted”Page 41 - “The principal’s eyebrows wiggled like caterpillars.”  |

Culminating Task

* Re-Read, Think, Discuss, Write

*How do the main characters, Ut and Raymond, change from the beginning of the story to the end? What caused the changes in both characters? Support your answer with evidence from the story. You might want to use the following tree maps to find the evidence to support your answer before you begin writing:*

Change the name to Ut when analyzing her character.

 **End of Story:**

**Beginning of Story**

**Raymond**

**Says**

**Does**

 **Beginning of Story:**

**Beginning of Story**

**Raymond**

**Says**

**Does**

Evidence from text

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Example of student entries (evidence from text)

Answer:

Raymond changed from an insensitive bully, who was threatened by someone who was different from him, so a kind friend, who could accept someone who was different from him. At the beginning of the story, Raymond only saw Ut as different and called her names, laughed at her, and threw snowballs at her sister. When he was confronted and forced to see her as a human being, he was able to learn some things about her life, her family, and her feelings. Knowing these new things, helped him to realize her differences weren’t really a threat to him. He could empathize with her feelings. He even helped to organize the fair to raise money for her mother to come to America. In the end, he was comfortable with being her friend.

Ut changed from a shy person into someone who was more comfortable with herself. In the beginning of the story, Ut felt unwelcome and shy because other child laughed at her and called her names. Everything was new and different for her, and this made things very difficult. Being accepted by Raymond and others helped her to embrace her own cultural differences with pride. Knowing her mother had the money to come to America gave her hop, and having Raymond as a friend made her happy.

Additional Tasks

* Fluency

This story has a great deal of rich vocabulary and interesting word pairings. Have students work in pairs and read the story aloud to each other. Choose particular excerpts for them to focus their attention if need be. For example page 37 has some nice language with words like “slid, splish-splashed and tip toed.”

Note to Teacher

* There are many opportunities to show the cause and effect of a character’s actions on the plot in this story. Using a graphic organizer to chart those cause/effect situations may help students prepare for the culminating task.

because

**so**

Effect

Cause

 Supports for English Language Learners (ELLs) to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.