



Readers & Writers Workshop

Read Aloud & Activity Lesson (4-5)

"Placing Students in Story Context"

1 minute	Set Purpose for Listening
5 minutes	Read Aloud Chart
5 minutes	Sharing/Reflecting

Daily Read Aloud: This 2012 Newberry Honor Award winning book is a wonderful read aloud to share with your students every day for a few minutes this summer. The author, Thanhha Lai, communicates the experience of a 10 year old girl, Ha', who moves from her village in Vietnam to rural America during World War II. This story touches upon multicultural themes that many of our students here in Hawaii can relate to in their every day lives, such as learning the English language, celebrating cultural traditions, moving to a new town, making new friends, the many sides of bullying, to just name a few.

Note: It is strongly recommended that you pre-read the entire book or at least the portion you will be sharing with your students ahead of time in order to model meaningful self-to-text connections through your Think Alouds.

Daily Student Engagement Practice to Support Culminating Activity

Introduction of Book: Inside Out and Back Again

Mini-lesson: Reading is an active process in which readers construct meaning from text. Each reader brings a variety of experiences and background knowledge to a reading event. This variety of experiences will affect our interpretation of the text and what positions we hold when discussing it with others.

Motivating Question: "If the characters in this story were here with us today what do you think they would say?" "What topics do you think would be important for them to talk about?" (i.e. Ha, the little girl in the story, would probably talk about how she missed her papaya tree back in Vietnam). "What feelings would they use to express themselves with and why?"

Bridge to Text: "In this book, we will be reading about a young girl who moves with her family from Vietnam to America during World War II seeking a more peaceful life. I wonder how that must have felt for them?"

Set Purpose: The activity that we will be using is an adaptation from Kathy Short's, *Save the Last Word for Me* (Short, Kathy. "Save the Last Word for Me." *World of*

Words, International Collection of Children's and Adolescent Literature. 11 May 2012).

"I am going to give each of you a card with a different character's name on it. While I am reading I want you to write down words, phrases and/or sentences on the front of your card that catches your attention and connects to your particular character. When we are done reading the chapter today we will use these words or phrases to do a small group activity where we will share with others and discuss how our characters might have felt in certain situation and why they made the decisions that they did in the text."

Daily Reading and Conferring:

- Guided Instruction: Teacher will model the practice of connecting to specific words, phrases and/or sentences of a particular character in the chapter by charting them as they read. Teacher will support the practice by using Think Aloud to share their thoughts on "why" they certain words, phrases, and/or statements caught their attention.

For example, the teacher may choose to focus on the response the main character, Ha', has when learning English grammar in school. ("I think that Ha' feels Vietnamese grammar makes more sense to learn than English grammar. In the book she says, *The person who invented English must have liked snakes...because there are a lot of sssss*. It makes me think that English must be very different from her native language of Vietnamese."

- Every time the teacher reads aloud, they may chose to focus on a new character to model in the story.

Independent Reading/Practice: Students will record key words, phrases, and/or sentences on their card that stands out for them (encourage at least 3, but no more than 6).

Students will break into small groups according to their character card to discuss what was written on their card. Students will come to consensus of reoccurring words, phrases, and/or sentences that were among the members. They will discuss why they chose the quote they did and any connections made to it.

Sharing/Closing: Student groups will select one quotation from their charts to read/explain/act out to the group.

In sharing, student groups will communicate to the class:

- Why this particular quote stood out to them and the connections they made to it).
- Student groups may choose to act out their quote to better communicate how the author's choice of words in the text helps to support the particular message of the event.
- Teacher and students will reflect on words or phrases charted in order to support discussion on how it helps us to understand better how the character was feeling about a particular topic of situation.

Culminating Activity: This activity is called "Talking Back to the Text." Students are given the opportunity to become a character in the story in order to gain a deeper understanding of how that character might have felt during a certain event in the book. The following is a list of student activities would support this process:

- Teacher preps character cards with specific words or phrases that connect to a specific event in the story. "If your character could talk to us, what would they say?" Students will use the method of improv to demonstrate their understanding.
- Teacher and students may choose to "interview" a character from the story, as if they were a guest visiting them in the classroom, to better understand the characters point of view of a certain event (i.e. One could interview Ha' about how she felt being teased by the boys in her school).
- Students can work in partners or individually to act out a specific event that occurred in the story giving their own voice to the character using improv as their method to demonstrate understanding.
- Teacher provides a copy of a major event that occurred in the story to students (shared reading). Group students according to character for a choral reading of their part.

Written Response:

- Use the literature response prompt sheet to have students reflect on how becoming their character helped to support their understanding of the character's experience in the story. (See attached sheet).

E.Carini, WDO, Spring 2012-Lai, T. Inside Out & Back Again," (2011). HarperCollins Publishers.