



The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

MASTER

Tana Reiff: A Different Home-Week 1 of 1

Unit Overview:

This is a one-week unit during which students will read and discuss a short novel. Unlike many other units the activities for the lesson are provided and the reading is selected for the class.

Teachers are encouraged to use pre-reading and post-reading activities to support comprehension. The unit emphasizes summarizing, answering reading comprehension questions, as well as identifying and describing characters and setting.

Teachers may want to model summarizing, locating answers to reading comprehension questions or identifying/describing characters and setting by using a "think aloud" strategy where they explain the steps they take to do this task or ask a student to explain how they do the task.

Unit Objectives:

During this unit...

- Students will apply reading comprehension skills through reading of A Different Home.
- Students will create simple summaries of chapters of a fictional text.
- Students will identify and describe characters and setting of a familiar novel.

Unit Outline:

Monday: Chapters 1-3

Tuesday: Chapters 4-7

Wednesday: Chapters 8-10

Thursday: Chapters 11-13

A Different Home, Monday

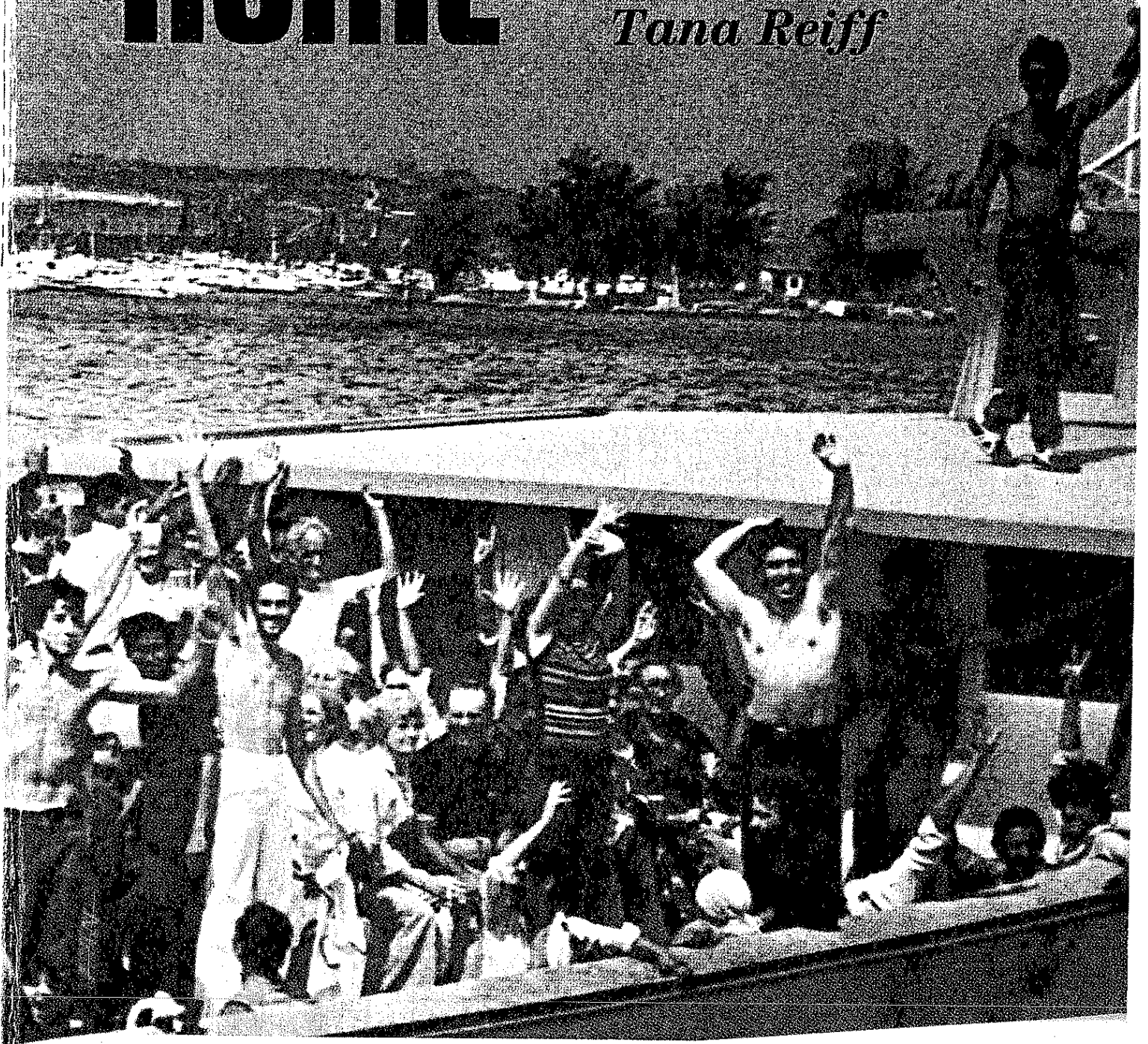
Chapters 1-3

| Lesson Objectives: | Materials |
|--|-------------------------------------|
| 1. Build historical background and context for the book. A brief background can be found in the curriculum book, but should be simplified for student reading. | A Different Home Chapters 1-3 |
| 2. Discuss parts of a novel: characters, setting, plot, rising action, climax, etc.; and the concept of historical fiction. | Images of Cuba (see below) |
| 3. Read chapters 1-3, employing a variety of reading strategies including choral reading, teacher read-alouds, student read-alouds, and silent reading time. | Poster paper (ask your coordinator) |

| Activity Ideas: |
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| <p>1) Introduce the novel to ss. The title is called "A Different Home" and it is a story about Cuban immigrants. Show the cover of the book (see next page) and have ss describe what they see to a partner.</p> <p>2) Ask what the ss know about Cuba. Spend some time showing them some pictures to build their context for the book. Have ss talk about the pictures with a partner. Use these links to find images of Cuba: Map of Cuba Photos of newly arriving Cuban Refugees Photo of Cuban Refugees on a Boat Blog with Photos of Cuba</p> <p>3) Tell ss that for the next week, they'll be reading a novel and discussing the plot, characters and setting.</p> <p>4) Have ss define the following terms: novel, plot, setting, character, rising action, climax, historical fiction.</p> <p>5) Looking at the picture on the cover of the book, have ss talk about their predictions: what do they think the story is about? (If they aren't able to make predictions based on just the picture, read the first paragraph as a class, then ask them to make predictions after that.) Write their predictions on a piece of poster paper and hand it on the wall to refer to as they continue the book.</p> <p>6) Facilitate ss reading chapters 1-3, employing a variety of reading strategies including T reading aloud, ss reading aloud, choral reading, pair reading, and silent reading.</p> <p>Examples of reading strategies include:</p> <ol style="list-style-type: none"> 1. T reads aloud while ss listen, and circle the words they don't know. Class discusses vocab. 2. T reads aloud while ss listen for pronunciation. 3. Ss read the story to a partner (alternating paragraphs) 4. Whole class reads round-robin style or "popcorn" style. 5. Ss read silently while T helps folks who are having trouble. <p>7) Do an activity to ask some comprehension questions, or have ss ask each other comprehension questions from the chapter.</p> <p>8) Have students select ~5 words they would like to study. Put these on the piece of poster paper to refer back to.</p> <p>9) Do a Think-Pair-Share using the "thinking it over" questions from the chapters. (Think: Ss think alone for 1 minute about the question; Pair: ss talk about the question with a partner; Share: the pairs share some of their thoughts with the whole class.)</p> |

A DIFFERENT HOME

Tana Reiff



A Different Home, Tuesday

Chapters 4-7

| Lesson Objectives: | Materials |
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| <ol style="list-style-type: none"> 1. Review chapters 1-3, setting, plot and characters in the novel thus far. 2. Read chapters 4-7, employing a variety of reading strategies. | <p>A Different Home, Chapters 4-7</p> <p>Pictures of Cuba (see Monday's curriculum)</p> <p>Poster paper (ask your coordinator)</p> |

| Activity Ideas: |
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| <p>1) Review novel vocab and information. (Show the big picture of the cover again, and other pictures of Cuba-from yesterday.) What is the setting of this novel? What is the plot so far? Who are the characters?</p> <p>2) Have ss do a Think-Pair-Share to review what happened in chapters 1-3 of the story. (Think: Ss think alone for 1 minute; Pair: ss talk with a partner; Share: the pairs share some of their thoughts with the whole class.)</p> <p>3) Review the key vocab from yesterday: they should have picked ~5 vocab words and put them on a piece of poster paper. Choose a vocab review activity to do with the group.</p> <p>4) Facilitate ss reading chapters 4-7, employing a variety of reading strategies, including:</p> <ol style="list-style-type: none"> 1. <i>T reads aloud while ss listen, and circle the words they don't know. Class discusses vocab.</i> 2. <i>T reads aloud while ss listen for pronunciation.</i> 3. <i>Ss read the story to a partner (alternating paragraphs)</i> 4. <i>Whole class reads round-robin style or "popcorn" style.</i> 5. <i>Ss read silently while T helps folks who are having trouble.</i> <p>5) Do an activity to ask some basic comprehension questions, or have ss ask each other comprehension questions from the chapter.</p> <p>6) Have students select ~5 words they would like to study. Add these to the poster paper started yesterday.</p> <p>7) Do a Think-Pair-Share using the "thinking it over" questions from the chapters. (Think: Ss think alone for 1 minute about the question; Pair: ss talk about the question with a partner; Share: the pairs share some of their thoughts with the whole class.)</p> <p>Ideas in case you have extra time...Relay dictation games with sentences from the story; word search/crossword puzzle; have students talk about the characters in the book, how are they alike or different?</p> |

A Different Home, Wednesday
Chapters 8-10

| Lesson Objectives: | Materials |
|---|---|
| <ol style="list-style-type: none">1. Review chapters 4-7, setting, and characters in the novel thus far, create a story timeline.2. Read chapters 8-10, employing a variety of reading strategies. | A Different Home Chapters 8-10 Poster Paper |

| Activity Ideas: |
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| <p>1) Have ss do a Think-Pair-Share to review what happened in chapters 4-7 of the story. (Think: Ss think alone for 1 minute; Pair: ss talk with a partner; Share: the pairs share some of their thoughts with the whole class.)</p> <p>3) Review the key vocab from yesterday: they should have picked ~5 vocab words and put them on a piece of poster paper. Choose a vocab review activity to do with the group.</p> <p>4) Facilitate ss reading chapters 8-10, employing a variety of reading strategies, including:</p> <ol style="list-style-type: none">1. <i>T reads aloud while ss listen, and circle the words they don't know. Class discusses vocab.</i>2. <i>T reads aloud while ss listen for pronunciation.</i>3. <i>Ss read the story to a partner (alternating paragraphs)</i>4. <i>Whole class reads round-robin style or "popcorn" style.</i>5. <i>Ss read silently while T helps folks who are having trouble.</i> <p>5) Do an activity to ask some basic comprehension questions, or have ss ask each other comprehension questions from the chapter.</p> <p>6) Have students select ~5 words they would like to study. Add these to the poster paper started yesterday.</p> <p>7) Do a Think-Pair-Share using the "thinking it over" questions from the chapters. (Think: Ss think alone for 1 minute about the question; Pair: ss talk about the question with a partner; Share: the pairs share some of their thoughts with the whole class.)</p> <p>Ideas in case you have extra time...</p> <ul style="list-style-type: none">-Introduce the concept of a timeline to ss; create a timeline on poster paper with important events from the story.-Look at/read this item: Photo Essay About Life in Castro's Cuba (National Geographic website)-Have students look at photos and write about what life is like in Cuba compared to the USA or compare life in Cuba with life in their country. |

A Different Home, Thursday

Chapters 11-13

| Lesson Objectives: | Materials |
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| <ol style="list-style-type: none"> 1. Review chapters 8-10, setting, and characters in the novel, create a story timeline. 2. Read chapters 11-13, employing a variety of reading strategies including choral reading, teacher read-alouds, student read-alouds, and silent reading time. | <p>A Different Home Chapters 11-13</p> <p>Poster paper</p> |

| Activity Ideas: |
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| <p>1) Have ss do a Think-Pair-Share to review what happened in chapters 8-10 of the story. (Think: Ss think alone for 1 minute; Pair: ss talk with a partner; Share: the pairs share some of their thoughts with the whole class.)</p> <p>3) Review the key vocab from yesterday: they should have picked ~5 vocab words and put them on a piece of poster paper. Choose a vocab review activity to do with the group.</p> <p>4) Facilitate ss reading chapters 11-13, employing a variety of reading strategies, including:</p> <ol style="list-style-type: none"> 1. <i>T reads aloud while ss listen, and circle the words they don't know. Class discusses vocab.</i> 2. <i>T reads aloud while ss listen for pronunciation.</i> 3. <i>Ss read the story to a partner (alternating paragraphs)</i> 4. <i>Whole class reads round-robin style or "popcorn" style.</i> 5. <i>Ss read silently while T helps folks who are having trouble.</i> <p>5) Do an activity to ask some basic comprehension questions, or have ss ask each other comprehension questions from the chapter.</p> <p>6) Have students select ~5 words they would like to study. Add these to the poster paper started yesterday.</p> <p>7) Do a Think-Pair-Share using the "thinking it over" questions from the chapters. (Think: Ss think alone for 1 minute about the question; Pair: ss talk about the question with a partner; Share: the pairs share some of their thoughts with the whole class.)</p> <p>Ideas if you have extra time...</p> <p>-Talk about the Cuban Boat Refugees (see links below). Have Students look at pictures and write about what it would be like to immigrate by boat.</p> <p>Cuban Rafts</p> <p>Cuban Truck Rafts</p> <p>Boat Refugee Photos</p> <p>-Have students write a review of the book. Did they enjoy it? Why or why not?</p> <p>-What was their favorite/least favorite part of the book?</p> <p>-Have students journal about the "Thinking it Over" questions at the end of chapter 13.</p> <p>Voices From Cuba: Interview Stories</p> |