

Week Seventeen: Latehomecomer & Verbs

Weekly Focus: Comprehension
Weekly Skill: Reading Critically

Lesson Summary: This week, students will focus on skills necessary to critically read and comprehend a passage. They will also begin an exploration of verbs, specifically action verbs.

Materials Needed: Projector, Computer and Internet Access, document camera, notecards, highlighters, Latehomecomer Excerpt, Action Verb Handout, Latehomecomer Action Verbs, Sample Resume, Critical Reading Powerpoint, Verb Video

Objectives: Students will be able to...

- Respond to this unit's essential question using their personal lives as evidence via a creative writing prompt
- Identify the steps to critical reading
- Critically read an excerpt from a novel
- Practice summarizing main ideas
- Define a Verb
- Practice identifying action verbs in sentences

Common Core Standards Addressed: W.11-12.10, W.11-12.3, L.6.1e

Notes: This week we will be focusing on the Comprehension step of the CARE model. In particular, we will be showing students how to read critically. Be sure to point out to students that reading critically will be important in all of their subjects, not just Reasoning through Language Arts.

Week Seventeen: Latehomecomer & Verbs

Activities:

Warm-Up/Review: Creative Writing

Time: 20 minutes

What does the saying "going against the grain" mean? Have you ever "gone against the grain?" Write about a time that you did or said something that went against what everyone else believed.

Reading and Writing Activity: Reading Critically

Time: 90 minutes

Grammar Warm-Up: Write this sentence from the reading on the board: *The little girl's spirit watched her family escape into the Laotian jungle.* Ask students to identify the subject (girl). Then, see if they can identify what the little girl did (watched). Explain that watched is a verb. Tell students that today we will begin to look more closely at this part of speech.

Critical Reading: Hand out *The Latehomecomer* reading. Work through the steps of the PowerPoint as a class. Use the Elmo to demonstrate the steps to students with your own reading as you go. Be sure you help students connect this skill to their performance on the GED test (i.e. how will becoming a critical reader help them do better on the test).

Break: 10 minutes

Grammar Activity: Action Verbs

Time: 60 minutes

Introduction:

- 1) Tell students that they are going to watch a video about verbs. Explain that after the video you are going to ask them to come up with a definition of verb. They should therefore look for this as they watch.
- 2) Show the video.
- 3) Ask students to work in pairs to come up with a definition of a verb.
- 4) Share out as a class, coming up with an agreed upon definition of "verb." Have a student write this on the whiteboard.
- 5) Finally, explain that there are different types of verbs. This unit, we will be focusing on ACTION verbs. Hand out the verb sheet. Have students highlight the definition of an action verb. Read through the examples together.

Practice:

- 1) Hand out *Latehomecomer* Grammar sheet. Have students complete and then go over together. Students may work alone or in pairs.

Week Seventeen: Latehomecomer & Verbs

- 2) Before class, make a list of 10 action verbs and write each one on a notecard.
- 3) Divide students into two groups. Each group gets 5 cards. Hand each of the cards out to ONE PERSON only. The rest of the group may not look at the card.
- 4) Alternate turns between groups. The first group will go by having a person with a verb card stand at the front of the classroom and try to act out what is on the card. The first group will have 60 seconds to guess the action. THE OTHER GROUP MAY NOT GUESS at this time.
- 5) If the first group guesses it within the time, they have a chance to earn a point. Once the action has been guessed, **the group must use it correctly in a sentence as an action verb.** They should write this sentence on the board. If all is correct, they get 1 point.
- 6) If the first group does not guess the action or fails to correctly write a sentence, group two now has 30 seconds to guess the action or write a sentence (60 seconds to both guess and write the sentence). If they guess correctly and/or use the action verb correctly in a sentence, a point is given. If they cannot guess or fail to use it in a sentence, no points are given this round.
- 7) Alternate teams and repeat. The team with the most points at the end wins.

Assessment:

- 1) Explain to students that another place where action verbs are often found is on resumes. Hand out the sample resume to student pairs. Have students work to highlight the action verbs in the resume. Go over as a class.
- 2) Have each student write three phrases using action verbs that they might put on their resume expressing their skills. Be sure to model this for them.

Extra Work/Homework:

Time:

Have students check-out a copy of *The Latehomecomer*. Then, have them read one or more chapters and write a summary of events to share with the class.

| Differentiated Instruction/ELL Accommodation Suggestions | Activity |
|--|----------|
| For students who are struggling with verbs, ask them to make a list of all the activities that they did yesterday. Use this list to help them identify action verbs. | Grammar |
| | |

Online Resources:

- 1) [Action Verbs List](#)

Suggested Teacher Readings: TBA

Excerpt: 'The Latehomecomer'

by Kao Kalia Yang

PROLOGUE: Seeking Refuge

In Ban Vinai Refugee Camp, Loei Province, Thailand: December 1980-January 1987

From the day that she was born, she was taught that she was Hmong by the adults around her. As a baby learning to talk, her mother and father often asked, "What are you?" and the right answer was always, "I am Hmong." It wasn't a name or a gender, it was a people. When she noticed that they lived in a place that felt like it had an invisible fence made of men with guns who spoke Thai and dressed in the colors of old, rotting leaves, she learned that *Hmong* meant *contained*. The first time she looked into the mirror and noticed her brown eyes, her dark hair, and the tinted yellow of her skin, she saw Hmong looking at her. Hmong that could fit in all of Asia, Hmong that was only skin deep.

In Phanat Nikhom Transition Camp to America, Chonburi Province, Thailand: January 1987-July 1987

The feeling that she was Hmong did not happen until the preparations for America began as her family was being processed. Thailand wanted to close its refugee camps, send away the remnants from the war:

*You are going to America on a one-way ticket.
 You are going to America as refugees of the Vietnam War.
 You are going to America as Hmong from the camps of Thailand.
 You are going to America to find a new home.
 We do not want you here anymore....*

She had heard stories of how Hmong people did not have a country, how we always had to leave places behind. First China because the Chinese didn't want us on their land — how they took away our written language, and how they tried to turn us into slaves, and so we spoke our fears to our ancestors and made our way to Laos. When the French came to Laos...we fought them, but lost. When they left they had learned that we would keep fighting, and they told the Americans so.... By the time their leaders came with guns, there were Hmong people who had seen enough Americans to trust in an idea of democracy: a place where we could live with others as if we belonged: a promise of home. Those who believed took up guns. Those who were still only struggling with their lives saw guns pointed at them. The explosion of flesh, the falling down of heavy bodies to the ground, wet blood soaking the dark of the earth. The North Vietnamese soldiers and the communist Pathet Lao soldiers could not and would not tell the difference: Hmong was only skin deep. Skin is easy to penetrate.

When the Americans left Laos in 1975, they took the most influential, the biggest believers and fighters for democracy with them, and they left my family and thousands of others behind to wait for a fight that would end for so many in death. A third of the Hmong died in the war with the Americans. Another third were slaughtered in its aftermath.

From the clouds, the little girl's spirit watched her family escape into the Laotian jungle, run around in circles for four years, and then surface on the banks of the Mekong River in Thailand —starving survivors. Her spirit came to them in Ban Vinai Refugee Camp. Then her spirit and her body left Thailand — just as the Hmong had left so many other countries.

In St. Paul, Minnesota, the United States of America: July 1987-today

What is Hmong?

Where is your country?

What are you doing here, in America?

Are you ever going home again?

In the beginning, she did not have the words to say anything. Later, she didn't know what to say. Eventually, she would learn to say, "Hmong is an ethnic minority. We don't have a country. We are here looking for a home."

For many years, the Hmong inside the little girl fell into silence.

And then one day, the little girl grew up into a young woman. Because she hadn't said very much in her first twenty years, all the words had been stored inside her. Because her people had only been reunited with a written language in the 1950s, in the break of a war without a name, they had not had the opportunity to write their stories down. In the books on the American shelves, the young woman noticed how Hmong was not a footnote in the history of the world. How Vietnam was only Vietnamese. How Laos belonged to the Laotians, and how the war was only American.

She saw how the world only knew skin-deep the reaches of Hmong. She saw how they did not know that from the day she was born, she was Hmong. She saw how the children, born in America, lived life like Americans. She saw the diminishing memories of her mother and father on the hard road to remembering the strings of words and the new food in America. She said good-bye to her grandmother from Laos, from Thailand, from America, from the world of the living, and on sheets of white paper. The young woman slowly unleashed the flood of Hmong into language, seeking refuge not for a name or a gender, but a people.

Action Verbs

Ask yourself, "Can I _____?"

Definition : Action Verbs

(taken from <http://www.englishlanguageterminology.org/parts-of-speech/action-verbs.htm>)

- Action verbs are something that a person or thing **can do**; they may be used alone as the main verb of a sentence e.g. run, jump, reach, swim, walked, fell etc.
- Action verbs can also be actions you can't see such as 'thought' or 'wanted.'
- Action verbs can be time-telling verbs. They tell when something takes place - in the present, in the future or in the past.

Transitive and Intransitive Action Verbs

There are two types of action verbs: transitive and intransitive.

A transitive verb conveys an action and is followed by an object that receives the action of the verb.

Examples of transitive action verbs: I **cleaned** the *windows* yesterday. I **took** my *baby* to the clinic. We **hunt** *rabbits*.

An intransitive verb conveys an action but is *not* followed by an object.

Examples of intransitive action verbs: The girl **cried** quietly.' 'He runs.' 'It falls.'

Examples of Action Verbs:

| | | |
|---------|-------------|-----------|
| Abolish | Diagnose | Serve |
| Accuse | Edit | Study |
| Achieve | Encourage | Stimulate |
| Act | Fall | Teach |
| Clap | Graduate | Test |
| Climb | Investigate | Think |
| Collect | Listen | Translate |
| Collide | Perceive | Visualize |
| Command | Program | Utilize |
| Dance | Purchase | Write |
| Decide | Receive | Yell |

The Latehomecomer Action Verbs

Directions: With each sentence, circle the action verbs.

- 1) She heard stories of how Hmong people did not have a country.
- 2) We always left places behind.
- 3) Chinese didn't want us on their land.
- 4) They took away our written language and tried to turn us into slaves.
- 5) So we spoke our fears to our ancestors and made our way to Laos.
- 6) When the French came to Laos we fought them, but lost.
- 7) When they left they had learned that we would keep fighting.

Sample Resume

Inspired by <http://www.workforcecentralma.org/uploads/8f/77/8f778b1011833f708c5471e3c77b6bc7/ged-resume.pdf>

Ms. Successful Student

500 Washington Avenue, Apt. 3, Minneapolis, MN 55406

Home: 612-555-5555 | Cell: 612-555-5556 | successful.student@gmail.com

Skills

- Excellent customer service, interpersonal and communication skills
- Flexible team player with the ability to complete tasks independently
- Computer proficiency: Internet Search, Microsoft Word, Excel and PowerPoint

Education

General Equivalency Diploma, Open Door Learning Center, January 2014

Experience

Personal Care Aide

June 2009 – October 2013

A Chance to Grow

- Maintained healthy relationships with clients and management
- Attended to clients' needs, including toileting, cooking, transporting to and from appointments, and dispensing medication
- Maintained a clean, professional appearance at all times
- Arrived every day on time

Volunteer Childcare Assistant

August 2013 - present

St. Stephen's Human Services

- Create activities for young children
- Care for infants and young children while their mothers attend support groups
- Maintain healthy relationships with staff, volunteers, mothers and children
- Consistently arrive on time and maintain professionalism