



The Minnesota Literacy Council created this curriculum. We invite you to adapt it for your own classroom.

Advanced Level (CASAS reading scores of 221-235)

Sent Away: Week 1 of 4

Unit Overview

This is a four-week unit in which students learn about the elements of a fictional story while building knowledge about U.S. history and using inference skills to comprehend the short book, *Sent Away*. Learners read the text carefully to help them make inferences. Learners also practice summarizing. Finally, learners participate in academic discussions.

Focus of Week 1

- **Building background knowledge** by reading an article about the bombing of Pearl Harbor.
- **Reading the first three chapters** of the novel.
- **Using context clues** to define vocabulary.
- **Making inferences** based on clues in the text.
- **Siting evidence from the text** to support answers.
- **Identifying the elements of a fictional story.**

Sent Away Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<ul style="list-style-type: none"> Carefully read an article about the bombing of Pearl Harbor background knowledge list reasons why Japan and the United States went to war read the first chapter of <i>Sent Away</i> give examples from a text to support their answers make connections between an article and a novel 	<p>Make Student Copies</p> <ul style="list-style-type: none"> Handout: “The Attack on Pearl Harbor” pp. 1-3 Handout: Questions about the Attack on Pearl Harbor Text: <i>Sent Away</i>, pp. 1-5 Handout: <i>Sent Away</i> Chapter 1 Study Guide <p>Single Copy for Teacher Reference</p> <ul style="list-style-type: none"> Memo to Teachers: Tips for Introducing Difficult Topics in the Adult Classroom <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> Student dictionaries A map showing Hawaii

Lesson Plan

Activity 1: Literacy/Vocabulary

Description: Students look up and make notes about key vocabulary words

Materials/Prep: Resource: **Student dictionaries**, Handout: *Sent Away* Chapter 1 Study Guide

Activity 2: Literacy/Transitions

Description: Build background knowledge by reading and answering questions about “The Attack on Pearl Harbor”

Materials/Prep: Handout: “**The Attack on Pearl Harbor**” pp. 1-3, Handout: **Questions about the Attack on Pearl Harbor**

Activity 4: Literacy & Listening/ Transitions

Description: Read the introductory pages of *Sent Away* and answer questions to show general understanding

Materials/Prep: Text: *Sent Away*, cover page and table of contents

Activity 4: Literacy & Listening/speaking

Description: Read Chapter 1 of *Sent Away* and answer questions to show general understanding

Materials/Prep: Text: *Sent Away*, pp. 1-5

Activity 5: Literacy & Critical Thinking

Description: Re-read Chapter 1 of *Sent Away* and answer questions about key details, vocabulary, and to make inferences

Materials/Prep: Text: *Sent Away*, pp. 1-5, Handout: *Sent Away* Chapter 1 Study Guide, Handout: “**The Attack on Pearl Harbor**”

Activity 6: Literacy/Vocabulary

Optional Activity—Do as time allows

Description: Word Study

Materials/Prep: Index cards, student dictionaries, *Sent Away*, pp. 1-5

Sent Away Unit

We recognize that this unit may address topics that are emotional for some learners, including the difficulties of war and losing loved ones. In order to best serve your learners, we recommend that volunteer instructors read this guide prior to introducing the unit. It includes tips for introducing difficult topics in the classroom. As always, please give feedback on this unit directly to your Learning Center Coordinator, and/or our Instructional Manager, Burgen Young byoung@mnliteracy.org

Tips for Introducing Difficult Topics in the Adult Classroom

1) Set the tone! Before you start the unit, work with your students to establish ground rules for respectful discussion. If you can, post the rules in your classroom. Be sure to include sentence frames to help students meet these guidelines. Example of guidelines and sentence frames include:

- Listen to each other. Do not interrupt.
- Disagree respectfully. For example, use language *I hear you are saying that _____, but I have a different opinion to share. OR I heard what _____ said, I disagree because _____.*
- Ask questions when you do not understand. For example, use language *I'm sorry. I do not understand. Could you please repeat that? OR Could you please say that again in another way? OR Could you please give an example?*

2) Know your learners. One of the best ways to create a safe classroom community to read about a topic that may be emotional is to ASK your students how they would like you to support them if they become upset by material during class. One way to do this is to.....

Ask students to complete the following sentence by circling their answer/s. Reference their answers when needed.

When I am feeling sad or angry it is helpful if my teacher.....

- leaves me alone to think.*
- asks me to talk about what is wrong in the classroom.*
- asks me to talk about what is wrong after class.*
- asks me to write about what is wrong.*

3) Be intentional

- Have a plan to address moments of heightened emotion during the lessons.
- When an emotional moment erupts in the classroom, have everyone take a moment to write about what they're feeling. You can provide a quick and supportive sentence frame on the board **"I feel _____ about this because _____."** Do not require them to share their personal feelings.
- Alternatively, have everyone take a few quiet moments to reflect before continuing.
- Refer back to your classroom ground rules, when necessary.
- Be prepared to refer students to the coordinator for additional services and support, if needed.
- Do NOT ask students to share their opinions on emotional topics aloud.
- Respect the privacy of your learners. Do not ask them personal questions about their immigration status.

4) Monitor *your* responses. When planning for your class, identify topics that may be emotional triggers for you. Consider how a certain topic makes you feel. Being aware of your feelings on the topic can help you monitor reaction while teaching, and prevent your emotions or beliefs from driving your responses during class. Remember, the focus of the class is to support learners' English development.

5) Statements about cultures are not true for everyone. Some people and families think, act and feel differently. Be careful that cultural generalities are not used as cultural stereotypes.

Reference: Difficult Dialogues. (n.d.). Retrieved October 16, 2016, from <https://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/>

Teacher Directions: Activity 1: Literacy/Vocabulary –Materials/Prep: Resource: Student dictionaries, Handout: *Sent Away* Chapter 1 Study Guide

Step 1: Context

Explain to students that this month they will read a novel about a Japanese family living in the United States called *Sent Away*. They will read it carefully and they will read each part more than once. They will answer questions that will help them understand more.

First, they will study some vocabulary words that will help them understand the story.

Step 2: Introduce the Key Words and Model the Instructions

Write these words on the board:

Novel
Facts
Fiction
Setting
Attack
Invade

Say each word as a class a couple times to practice the pronunciation. Ask students which words are new to them.

Either project (on an LCD or ELMO) **the first page** of “*Sent Away Chapter 1 Study Guide*” or copy vocabulary item 1 on the board. Read the Key Vocabulary instructions aloud. Get a student **dictionary**. Elicit from students how to write answers to vocabulary item 1 (*novel*), using the dictionary, and write the class answers on the board.

Step 3: Study the Key Vocabulary

Pass out “*Sent Away Chapter 1 Study Guide*” and student **dictionaries**. As you circulate to assist students, check that their example sentences are meaningful and helpful. Most dictionaries will include a sample sentence that students can copy.

Pair up any fast finishers. One student can read a definition and the other student can identify the word. They should not work ahead in their study guides.

Teacher Directions: Activity 2 Literacy/Transitions –Materials: Handout: “The Bombing of Pearl Harbor” pp. 1-3, **Resource: a map showing Hawaii, Handout: Questions about the Bombing of Pearl Harbor**

Step 1: Set the Context

Show students a map with Hawaii in it. Ask students if they know the name and location of this state. Show students the location of Pearl Harbor.

Tell students they will read an article to give them more information before they read the novel. Tell them title of the article: “The Bombing of Pearl Harbor.” Ask students what they think the article will be about, based on the title.

Step 2: Read and answer questions

Pass out copies of the article and the questions. Instruct students to read the questions first and check for understanding of the questions.

The purpose of this article is to build students’ background knowledge about reasons Japan bombed Pearl Harbor. Students don’t need to understand every word and detail.

If students need assistance with answering the questions, encourage them to re-read the article, and if necessary, direct them to the paragraphs with the answers. If students answer question 4 with “Japan was angry with the U.S.” encourage them to re-read paragraph 4 to find another reason (the answer is that Japan did not want the United States to stop Japan attacking other countries).

Circulate and make note of students to call on later to share their answers.

Step 4: Discuss the Questions

Recall which students you wish to call on to share their answers with the class.

Teacher Directions: Activity 3: Literacy & Transitions –Materials: Text: *Sent Away*, cover page and table of contents

Step 1: Set the Context

Tell latecomers to the class that they will read a novel called *Sent Away* about a Japanese family during World War II. Pass out the **cover page and table of contents**. Tell students that the paragraph they see is from the back of the novel. Ask if anyone knows the purpose of the text on the back of a novel (to give an interesting summary of the book).

Give students time to read the back cover, located on the first page of the handout. Check for understanding by asking

- Is the Higashi family from California? How do you know?
- What do you think will happen to the family in April? Why?

Tell students to turn to the Contents page. Ask these questions to help students learn how to use a table of contents:

- How many chapters are in the book? How do you know?
- Which chapter will talk about the bombing of Pearl Harbor?
- How can this page help you read the book?

Teacher Directions: Activity 4: Literacy & Speaking and Listening –Materials: Text: *Sent Away*, pp. 1-5

Step 1: Independent Reading

Write this question on the board and read it aloud: *What are three things you remember from Chapter 1?* Students will answer it after they read.

Pass out copies of *Sent Away*, pp. 1-5. Note: only pass out Chapter 1 so that students don't read ahead. Please collect copies of the novel at the end of class to save paper. Students will continue to read this novel for a month.

Ask students to number the paragraphs to refer to later.

Students read independently. They may underline any other words to look up later. They should push through and keep reading without looking up other words, which is too disruptive and actually interferes with comprehension. The goal is get the main idea.

Students who read quickly may re-read the first chapter.

Step 2: Reflect on What You Read

Students turn and tell a partner the three things they each remember, without looking at the text. They could say anything from the chapter they want.

Call on a few students to share what their partners said.

Postpone defining vocabulary for later.

Teacher Directions: Activity 5: Literacy & Critical Thinking – Materials: Text: *Sent Away*, pp. 1-5, Handout: *Sent Away Chapter 1 Study Guide*

Step 1: Re-Read

Students read the After You Read instructions and questions. Then they re-read chapter 1.

Step 2: Critical Thinking Questions

Students answer the After You Read questions. They will need to refer to **back cover** to answer the last question. As you circulate, assist students by helping them find the right page(s) to re-read to help them answer the questions. Make sure the answers are coming from the text and are not personal opinions.

Fast finishers can answer the challenge question.

Teacher Directions: Activity 5: Literacy/Vocabulary—Materials: *Sent Away* pp. 1-5; *index cards; learners' dictionaries*

Note: Skip this activity if time is running short.

Step 1:

Students review chapter 1, making note of any new vocabulary words they want to learn more about. They write each word they want to study on an index card.

Step 2:

Divide students into groups of 3, or they may work in pairs. Instruct the students to place all their vocabulary index cards on the table, so they can see them all at once. The groups should choose two or three of the words to look up in their dictionaries, depending on how much class time is left. They may use any criteria they want to choose the words.

Step 3:

Students look up the words in dictionaries. They may copy the definitions, if they wish.

Questions about “The Bombing of Pearl Harbor”

1. What does the photograph on the first page show about the attack on Pearl Harbor?
2. The article says that the United States did not go to war with Japan in the 1930s. Why might the U.S. have gone to war in the 1930s?
3. What facts in the article helps explain why the war was called World War II?
4. Think about your answer in question 3 and read paragraph 4 again. Japan was already in a war with many countries. Why did Japan start a war with the United States?
5. People in the U.S. were very angry and upset about the bombing of Pearl Harbor. What reasons in the article explain why the attack made people so angry that they wanted to go to war?

Sent Away Chapter 1 Study Guide

BEFORE YOU READ

KEY VOCABULARY

Instructions: Look up these key words from about novel *Sent Away*. Write the part of speech (noun, verb, adjective), a definition, and a meaningful sentence to help you learn what the word means and how to use it.

1. **Novel**

Part of Speech: _____

Definition: _____

Sentence: _____

2. **Facts**

Part of Speech: _____

Definition: _____

Sentence: _____

3. **Fiction**

Part of Speech: _____

Definition: _____

Sentence: _____

4. **Attack**

Part of Speech: _____

Definition: _____

Sentence: _____

5. **Invade**

Part of Speech: _____

Definition: _____

Sentence: _____

6. **Setting**

Part of Speech: _____

Definition: _____

Sentence: _____

AFTER YOU READ

Instructions: Read Chapter 1 again and write the answers to these questions. If you don't know an answer, read again to find clues in the text.

1. What is the setting in Chapter 1? _____

2. Who are the characters (the people) in Chapter 1?

3. What are at least three facts you learned about the Higashi family in Chapter 1?

4. Why does the Higashi family think New Year's is the best day of the year?

5. What do the Higashi family and Mrs. Finn feel about each other? How do you know?

6. Papa says, "We have a good life in America." What makes their life good?

7. What is the same and different in Chapter 1 and the paragraph on the back cover of the novel?

Challenge question: What do you know that the characters don't know? How does that make you feel while you read Chapter 1? Does the author know more than the characters? How do you know?

Sent Away Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<ul style="list-style-type: none"> review and summarize the first chapter of <i>Sent Away</i> read the second chapter of <i>Sent Away</i> give examples from a text to support their answers use context clues to define words in a text sequence key events from Chapter 2 	<p>Make Student Copies</p> <ul style="list-style-type: none"> Text: <i>Sent Away</i>, pp. 6-15 Handout: Sent Away Chapter 2 Study Guide <p>Single Copy for Teacher Reference</p> <ul style="list-style-type: none"> Memo to Teachers: Tips for Introducing Difficult Topics in the Adult Classroom Handout: Sent Away Chapter 1 Study Guide <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> Highlighters, pens or colored pencils Student dictionaries Index cards

Lesson Plan

Activity 1: Review

Description: Use a paragraph frame to summarize Chapter 1 and answer true/false questions

Materials/Prep: Handout: **Sent Away Chapter 2 Study Guide**

Activity 2: Literacy & Listening/Speaking

Description: Read Chapter 2 of *Sent Away* and answer questions to show general understanding

Materials/Prep: Text: *Sent Away*, pp. 6-15

Activity 3: Literacy & Critical Thinking

Description: Re-read Chapter 2 of *Sent Away* and answer questions about key details, vocabulary, and to make inferences

Materials/Prep: Text: *Sent Away*, pp. 6-15, Handout: **Sent Away Chapter 2 Study Guide**

Activity 4: Literacy & Transitions

Description: Find context clues in the text to help define new words

Materials/Prep: Text: *Sent Away*, pp. 6-15, Handout: **Sent Away Chapter 2 Study Guide**, Resource: highlighters

Activity 5: Literacy & Transitions

Description: Sequence key events from Chapter 2

Materials/Prep: Text: *Sent Away*, pp. 6-15, **Sent Away Chapter 2 Study Guide**

Activity 6: Literacy/Vocabulary

Optional Activity—Do as time allows

Description: Word Study

Materials/Prep: Index cards, student dictionaries, *Sent Away*, pp. 6-15

Sent Away Unit

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Tips for Introducing Difficult Topics in the Adult Classroom

- 1) Set the tone!** Before you start the unit, work with your students to establish ground rules for respectful discussion. If you can, post the rules in your classroom. Be sure to include sentence frames to help students meet these guidelines. Example of guidelines and sentence frames include:
- Listen to each other. Do not interrupt.
 - Disagree respectfully. For example, use language *I hear you are saying that _____, but I have a different opinion to share.* OR *I heard what _____ said, I disagree because _____.*
 - Ask questions when you do not understand. For example, use language *I'm sorry. I do not understand. Could you please repeat that? OR Could you please say that again in another way? OR Could you please give an example?*

- 2) Know your learners.** One of the best ways to create a safe classroom community to read about a topic that may be emotional is to ASK your students how they would like you to support them if they become upset by material during class. One way to do this is to.....

Ask students to complete the following sentence by circling their answer/s. Reference their answers when needed.

When I am feeling sad or angry it is helpful if my teacher.....

- leaves me alone to think.*
- asks me to talk about what is wrong in the classroom.*
- asks me to talk about what is wrong after class.*
- asks me to write about what is wrong.*

3) Be intentional

- Have a plan to address moments of heightened emotion during the lessons.
- When an emotional moment erupts in the classroom, have everyone take a moment to write about what they're feeling. You can provide a quick and supportive sentence frame on the board **"I feel _____ about this because _____."** Do not require them to share their personal feelings.
- Alternatively, have everyone take a few quiet moments to reflect before continuing.
- Refer back to your classroom ground rules, when necessary.
- Be prepared to refer students to the coordinator for additional services and support, if needed.
- Do NOT ask students to share their opinions on emotional topics aloud.
- Respect the privacy of your learners. Do not ask them personal questions about their immigration status.

- 4) Monitor *your* responses.** When planning for your class, identify topics that may be emotional triggers for you. Consider how a certain topic makes you feel. Being aware of your feelings on the topic can help you monitor reaction while teaching, and prevent your emotions or beliefs from driving your responses during class. Remember, the focus of the class is to support learners' English development.

- 5) Statements about cultures are not true for everyone.** Some people and families think, act and feel differently. Be careful that cultural generalities are not used as cultural stereotypes. Reference: Difficult Dialogues. (n.d.). Retrieved October 16, 2016, from <https://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/>

Teacher Directions: Activity 1: Review –Materials/Prep: Handout: Sent Away Chapter 2 Study Guide pp. 15-17, Text: Sent Away, pp. 1-5

Step 1: Context

Ask students to share what they studied yesterday by asking what they read about (they read an article about the bombing of Pearl Harbor the first chapter of *Sent Away*). Tell students that they will write a summary of Chapter 1. Students who were absent will have some time to get started reading.

Step 2: Summary Writing and Review Questions

Pass out ***Sent Away Chapter 2 Study Guide*** and *Sent Away, pp. 1-5*. Ask students to cover up the After You Read exercise and only complete the review exercises. If students can't remember what set/setting means, they can refer to their study guides for Chapter 1.

Students who were absent can begin reading Chapter 1, as time allows.

Step 3: Share summaries

Call on a couple students to share their summaries with the class. This will help absent students review what they missed.

Teacher Directions: Activity 2: Literacy & Speaking and Listening –Materials: Text: *Sent Away, pp. 6-15*

Step 1: Independent Reading

Write this question on the board and read it aloud: *What are three things you remember from Chapter 2?* Students will answer it after they read.

Pass out copies of *Sent Away, pp. 6-15*. Note: Only pass out chapters 1-2 so that students don't read ahead. Please collect copies of the novel at the end of class to save paper. Students will continue to read this novel for a month.

Ask students to number the paragraphs to refer to later.

Students read independently. They may underline words to look up later. They should push through and keep reading without looking up words, which is too disruptive and actually interferes with comprehension. The goal is get the main idea.

Students who read quickly may re-read the second chapter.

Step 2: Reflect on What You Read

Students turn and tell a partner the three things they each remember, without looking at the text. They could say anything from the chapter they want.

Call on a few students to share what their partners said.

Postpone defining vocabulary for later.

Teacher Directions: Activity 3: Literacy & Critical Thinking – Materials: Text: *Sent Away* pp. 6-15, Handout: *Sent Away* Chapter 2 Study Guide

Step 1: Re-Read

Students read the After You Read instructions and questions. Then they re-read chapter 2.

Step 2: Critical Thinking Questions

Instruct students to number all the paragraphs. This will help them answer the After You Read questions.

Students answer the After You Read questions. As you circulate, assist students by helping them find the right page(s) to re-read to help them answer the questions. Make sure the answers are coming from the text and are not personal opinions.

Fast finishers can answer the challenge question.

Teacher Directions: Activity 4: Literacy/Vocabulary—Materials: Handout: *Sent Away* Chapter 2 Study Guide

Step 1: Context

Explain that instead of looking up all the new words in Chapter 2, today students will look for clues in the text to help them guess what words mean. This is an important skill so they can become faster readers. Reading faster helps improve comprehension. Stopping often makes it difficult to remember everything you read. It is better to look for clues and keep reading.

Step 2: Find Words and Clues

Ask students to cover up the multiple choice questions. They should find the text clues *first* before they answer the definition questions. Students search for all the words in the text box at the top of page [] in their Chapter 2 study guides. Then they underline all the clues they can find.

If a projector is available, invite students to come to the projector and underline the clues they found. Otherwise, ask students which paragraph numbers they found the clues in and to read the clues aloud.

Step 3: Define the Words

Students answer the multiple choice questions to define the words.

The goal is for students to confirm that they found some helpful clues in the text—not to define the words precisely.

Teacher Directions: Activity 5: Literacy/Vocabulary—Materials: Text: *Sent Away* pp. 6-15, Handout: *Sent Away* Chapter 2 Study Guide

Step 1: Build Background Knowledge

Ask students to read the text in the **Chapter 2 Study Guide** titled, “Working with Chronological Texts” silently a couple times. Write the word *chronological* on the board. Ask students which sentence(s) in the text explains what *chronological* means. Ask students to give examples of chronological texts they have read.

Step 2: Finding Evidence for Time Order

Either have students read the instructions for Part A silently or read it aloud to them (calling on students to read aloud in front of the class reduces reading comprehension). Check for understanding of the terms *age range* and *evidence* by asking students for examples, and if necessary provide examples.

Students fill in the chart with the places Papa lived, the likely age range he was when he lived in these places, and with key words that support their answers.

Possible answers are:

Place	Age Range	Evidence
<i>Japan</i>	<i>0-10</i>	<i>He <u>left Japan</u> and went to <u>Hawaii</u> when he was a <u>young boy</u>.</i>
<i>Hawaii</i>	<i>10-17</i>	<i>He left Japan and went to <u>Hawaii</u> when he was a <u>young boy</u>.</i>
<i>California</i>	<i>17-45</i>	<i>Then he crossed over to <u>California</u>. He saved money to get <u>married</u>. In Chapter 1 Papa is an adult with two teenage children.</i>

Note: the age ranges can vary a great deal. The important skill to practice is finding key words and sequencing the events.

Step 3: Choosing Key Events and Explaining with Evidence

Assign pairs to work together and give them a minute or two to read the instructions for part B. Remind them to explain their thinking as they work together. You may wish to write this sentence starter on the board: *I think _____ is an important event because the text says _____.*

Circulate and encourage students to give text evidence to support their answers. After most students finish, call on a few students to share their answers and reasoning. It is not necessary for all students to come to an agreement if they can support their answers well.

Step 4: Summary Writing Using Key Words (Time Permitting)

If a couple students finish very quickly, or if time remains for the entire class to write summaries, begin by eliciting some key words they can use to show time (e.g.: first, then, next, after, finally).

Ask students to write a four to five sentence summary of Chapter 2, using key words that show time and the important events they wrote in Part B.

Teacher Directions: Activity 6: Literacy/Vocabulary—Materials: *Sent Away* pp. 6-10; *index cards*; *learners' dictionaries*

Note: Skip this activity if time is running short.

Step 1:

Students review Chapter 2, making note of any new vocabulary words they want to learn more about. They write each word they want to study on an index card, along with any clues from the text that help them understand what the words mean.

Step 2:

Divide students into groups of 3, or they may work in pairs. Instruct the students to place all their vocabulary index cards on the table, so they can see them all at once. The groups should choose two or three of the words to look up in their dictionaries, depending on how much class time is left. They may use any criteria they want to choose the words.

Step 3:

Students look up the words in dictionaries. They may copy the definitions, if they wish.

Sent Away Chapter 2 Study Guide

REVIEW CHAPTER 1

Instructions: Review Chapter 1 of *Sent Away* and then fill in the blanks to write a summary of the chapter. Do not look at Chapter 1 when you write. Use your memory.

Chapter 1 was set in _____ (place) in _____ (year). It was about _____ (name). The family is _____. They _____ are important to them.

Instructions: Write T if the sentence is true and F if the sentence is false.

1. _____ *Sent Away* is a historical novel.
2. _____ *Sent Away* is non-fiction, or a true story.
3. _____ Keiko is the older child in the family.
4. _____ The family feels lucky to eat so many special foods on New Year's Day.
5. _____ The tone, or feeling, in Chapter 1 is sad.

AFTER YOU READ CHAPTER 2

Instructions: Read Chapter 2 again and write the answers to these questions. If you don't know an answer, read again to find clues in the text.

1. How does the setting change in Chapter 2? _____
2. What kinds of work did Papa do as a boy and a young man? _____
3. Paragraph 7 says, "Papa saw this as a chance to make money." What does *this* mean in paragraph 7? _____
4. What makes growing strawberries a big idea? _____
5. Paragraph 8 says, "There was no law saying they could not own land." Who is *they* in this sentence? _____
6. Why is buying land in his son's name a big idea? _____

7. Paragraph 10 says, "The business did very well." Which business did well?

8. How did California treat Japanese people in the 1930's and 1940's? Use information from Chapter 2 to help you answer.

9. What are two or three adjectives to describe Papa? Why?

Challenge Question: Paragraph 12 says "Papa felt it was important for Keiko and Tatsu to hear this story." Why is it important? What does Papa want his children to learn from the story?

Challenge Question: A flash back is a part of a story that shows something from the past. Chapter 2 is a flashback. Why does the author want readers to know this story from Papa's past? What does it show readers about the Higashi family?

FINDING DEFINITIONS IN THE TEXT

Writers often give extra information about a word in a text. You can read carefully to find clues about what the words means. Then you can make a guess. Your guess does not need to be perfect. A guess can help you understand the text.

Instructions: Find these words in the text and highlight or circle them. Then find the parts of the text that give you more information about the words. Underline these clues.

back-breaking
picture bride

crossed over
lease

went on the books
boarding house

Instructions: Circle the best answer.

1. What does *back breaking* mean in the text?
 - a. work that people do while walking in a backwards direction
 - b. work that makes people feel sad
 - c. a dance people do when they finish their work
 - d. very difficult work done by using the body

2. What does *crossed over* mean in the text?
 - a. mixed two different things together
 - b. walked carefully
 - c. took a boat to
 - d. did something against the rules

3. What does *went on the books* mean in the text?
 - a. was added to government records
 - b. read a book about marriage
 - c. made a pile of books and stepped on them
 - d. was against the law

4. What does *picture bride* mean in the text?
 - a. a photograph of a bride
 - b. a woman that just got married
 - c. a bride that has only seen her husband in a picture
 - d. the bride's parents chose her husband

5. What does *lease* mean in the text?
 - a. own
 - b. rent
 - c. steal
 - d. borrow

6. What does *boarding house* mean in the text?
 - a. a house made of boards
 - b. a rented house
 - c. a large house
 - d. a house that several people pay to live in and have daily meals

WORKING WITH CHRONOLOGICAL TEXTS

Authors use different ways to organize texts. One way they organize text is chronologically. Chronological means organized in time order. The author may use key words such as *first*, *next*, and *last* to show chronological order. Or, the author may list the events in the same order the events happened without any key words.

Directions, history texts, and stories are usually chronological. Many of the events in Chapter 2 of *Sent Away* are chronological. The author uses a few key words, but not always.

A. Instructions: Re-read paragraphs 1, 2 and 3 of Chapter 2. What places did Papa live in? What age range was he when he lived in these places? What words in the text helped you to answer? Write your answers in the chart.

Place	Age Range	Evidence

B. Instructions: Work with a partner. Re-read Chapter 2 and think about the important events in Papa’s story. What happened first, next, and last? Talk to your partner to choose the most important events and discuss why the events are important. Write them in the boxes below.



Sent Away Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<ul style="list-style-type: none"> • review main ideas from the article “The Attack on Pearl Harbor” • review and summarize the second chapter of <i>Sent Away</i> • read the third chapter of <i>Sent Away</i> • give examples from a text to support their answers • explain the purpose of passive voice • identify passive voice 	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Text: <i>Sent Away</i>, pp. 11-15 • Handout: <i>Sent Away Chapter 3 Study Guide</i> <p>Single Copy for Teacher Reference</p> <ul style="list-style-type: none"> • Memo to Teachers: Tips for Introducing Difficult Topics in the Adult Classroom • Handout: “The Attack on Pearl Harbor” • Handout: <i>Sent Away Chapter 2 Study Guide</i> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Highlighters, pens or colored pencils • Student dictionaries

Lesson Plan

Activity 1: Review

Description: Review the main ideas from an article about the bombing of Pearl Harbor

Materials/Prep: Handout: “The Attack on Pearl Harbor” --students should have copies from Monday’s lesson

Activity 2: Review

Description: Use a paragraph frame to summarize Chapter 2 and answer true/false questions

Materials/Prep: Text: *Sent Away*, pp. 6-9, Handout: *Sent Away Chapter 3 Study Guide*

Activity 3: Literacy & Listening/speaking

Description: Read Chapter 3 of *Sent Away* and answer questions to show general understanding

Materials/Prep: Text: *Sent Away*, pp. 11-15

Activity 4: Literacy & Critical Thinking

Description: Re-read Chapter 3 of *Sent Away* and answer questions about key details

Materials/Prep: Text: *Sent Away*, pp. 11-15, Handout: *Sent Away Chapter 3 Study Guide*

Activity 5: Grammar

Description: explain the purpose of passive voice and practice identifying passive voice

Materials/Prep: Text: *Sent Away*, pp. 11-15, Handout: *Sent Away Chapter 3 Study Guide*, Resource: highlighters

Activity 6: Literacy & Grammar

Description: interpret excerpts from President Roosevelt’s speech that use passive voice

Materials/Prep: Handout: *Sent Away Chapter 3 Study Guide*

Sent Away Unit

We recognize that this unit may address topics that are emotional for some learners, including the difficulties of war and losing loved ones. In order to best serve your learners, we recommend that volunteer instructors read this guide prior to introducing the unit. It includes tips for introducing difficult topics in the classroom. As always, please give feedback on this unit directly to your Learning Center Coordinator, and/or our Instructional Manager, Burgen Young byoung@mnliteracy.org

Tips for Introducing Difficult Topics in the Adult Classroom

1) Set the tone! Before you start the unit, work with your students to establish ground rules for respectful discussion. If you can, post the rules in your classroom. Be sure to include sentence frames to help students meet these guidelines. Example of guidelines and sentence frames include:

- Listen to each other. Do not interrupt.
- Disagree respectfully. For example, use language *I hear you are saying that _____, but I have a different opinion to share. OR I heard what _____ said, I disagree because _____.*
- Ask questions when you do not understand. For example, use language *I'm sorry. I do not understand. Could you please repeat that? OR Could you please say that again in another way? OR Could you please give an example?*

2) Know your learners. One of the best ways to create a safe classroom community to read about a topic that may be emotional is to ASK your students how they would like you to support them if they become upset by material during class. One way to do this is to.....

Ask students to complete the following sentence by circling their answer/s. Reference their answers when needed.

When I am feeling sad or angry it is helpful if my teacher.....

- leaves me alone to think.*
- asks me to talk about what is wrong in the classroom.*
- asks me to talk about what is wrong after class.*
- asks me to write about what is wrong.*

3) Be intentional

- Have a plan to address moments of heightened emotion during the lessons.
- When an emotional moment erupts in the classroom, have everyone take a moment to write about what they're feeling. You can provide a quick and supportive sentence frame on the board **"I feel _____ about this because _____."** Do not require them to share their personal feelings.
- Alternatively, have everyone take a few quiet moments to reflect before continuing.
- Refer back to your classroom ground rules, when necessary.
- Be prepared to refer students to the coordinator for additional services and support, if needed.
- Do NOT ask students to share their opinions on emotional topics aloud.
- Respect the privacy of your learners. Do not ask them personal questions about their immigration status.

4) Monitor *your* responses. When planning for your class, identify topics that may be emotional triggers for you. Consider how a certain topic makes you feel. Being aware of your feelings on the topic can help you monitor reaction while teaching, and prevent your emotions or beliefs from driving your responses during class. Remember, the focus of the class is to support learners' English development.

5) Statements about cultures are not true for everyone. Some people and families think, act and feel differently. Be careful that cultural generalities are not used as cultural stereotypes.

Reference: Difficult Dialogues. (n.d.). Retrieved October 16, 2016, from <https://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/>

Teacher Directions: Activity 1: Review –Materials/Prep: Handout: “The Attack on Pearl Harbor”

Step 1: Context

Ask students to find their copies of “The Attack on Pearl Harbor” article from Monday’s lesson. Write these questions on the board:

- Why did the Japanese bomb Pearl Harbor?
- Why were people in the United States very angry about the attack?

Students reread the article, looking for answers to the questions.

Step 2: Discuss the Main Ideas in the Article

Have students turn to their neighbors to share their answers to the questions. Circulate and encourage students to support their answers with text evidence.

Call on a few students to share their responses with the class. Check that everyone understands these main ideas from the article.

Step 3: Predictions

Write the title for Chapter 3 on the board: At War with Japan. Ask students: *What do you think will happen in Chapter 3?*

Teacher Directions: Activity 2: Review –Materials/Prep: Handout: *Sent Away* Chapter 3 Study Guide, Text: *Sent Away*, pp. 6-9

Step 1: Context

Ask students to share what they studied yesterday by asking what they read about (they read the second chapter of *Sent Away*). Tell students that they will write a summary of Chapter 2. Students who were absent will have some time to get started reading.

Step 2: Summary Writing and Review Questions

Pass out ***Sent Away* Chapter 3 Study Guide** and *Sent Away*, pp. 6-9. Ask students to only complete the review exercises.

Students who were absent can begin reading Chapter 1-2, as time allows.

Step 3: Share summaries

Call on a couple students to share their summaries with the class. This will help absent students review what they missed.

Teacher Directions: Activity 3: Literacy & Speaking and Listening –Materials: Text: *Sent Away*, pp. 11-15

Step 1: Independent Reading

Write this question on the board and read it aloud: *What are three things you remember from Chapter 3?* Students will answer it after they read.

Pass out copies of *Sent Away*, pp. 11-15. Note: please collect copies of the novel at the end of class to save paper. Students will continue to read this novel for a month.

Students read independently. They may underline words to look up later. They should push through and keep reading without looking up words, which is too disruptive and actually interferes with comprehension. The goal is get the main idea.

Students who read quickly may re-read the third chapter.

Step 2: Reflect on What You Read

Students turn and tell a partner the three things they each remember, without looking at the text. They could say anything from the chapter they want.

Call on a few students to share what their partners said.

Postpone defining vocabulary for later.

Teacher Directions: Activity 4: Literacy & Critical Thinking – Materials: Text: *Sent Away*, pp. 11-15, Handout: *Sent Away Chapter 3 Study Guide pp. 22-25*

Step 1: Re-Read

Students read the After You Read instructions and questions. Then they re-read chapter 3.

Step 2: Key Details Questions

Instruct students to number all the paragraphs. This will help them answer the questions.

Students answer the questions. As you circulate, assist students by helping them find the right page(s) to re-read to help them answer the questions. Make sure the answers are coming from the text and are not personal opinions.

Fast finishers can work on answering the challenge questions.

Teacher Directions: Activity 5: Grammar—Materials: *Sent Away*, pp. 13-18, Handout: *Sent Away Chapter 3 Study Guide*

Step 1: Context

Explain that the goal for the next part of the lesson is to recognize passive voice and think about the reasons why writers use passive voice.

Step 2: Read the Introduction to Passive Voice

Instruct students to read the section in the **Chapter 3 Study Guide** titled “Passive Voice” a couple times and to think about the answers to the questions at the bottom of the page.

Step 3: Discuss the Example Sentences

Students turn and talk about the three questions at the bottom of the page. If necessary, remind students that the possible answer to the first question are in the first paragraph of this section.

Step 4: Read and Discuss “How to Identify Passive Voice”

Ask learners to read the next section, “How to Identify Passive Voice” and then **wait** before doing exercise A. They can re-read it while they wait for others to finish.

Check for understanding by asking these questions:

- What are the three parts of a passive sentence?
- Which part is only sometimes in a passive sentence?
- Which part shows the tense in a passive sentence?
- What are some examples of past participles?

Model how to answer part A, item 1 as a class before having students complete all the items.

Step 5: Finding Passive Sentences in *Sent Away*

Students will need their copies of chapter 3 to complete part B of the exercise. If time is short, students may start their search with paragraph 13 on page 13.

Answer Key:

page 11: none

page 12: none

page 13: none

page 13-14: “everyone from Japan might **be sent** away somewhere”

page 14: “They **were told** they **were being sent** away for their own safety”

page 15: “they would **be taken** to the first camp”

Step 6: Discuss Reasons for Using Passive Voice

Write this question on the board: *Why is the title of this novel, Sent Away, passive?* Give students a moment to think and then ask them to turn and talk to neighbors. Then call on students to share with the class.

Time permitting, discuss the author’s purpose for using passive in other sentences in chapter 3.

Sent Away Chapter 3 Study Guide

REVIEW CHAPTER 2

Instructions: Review Chapter 2 of *Sent Away* and then fill in the blanks to write a summary of the chapter. Do not look at Chapter 2 when you write. Use your memory.

Chapter 2 was set in _____ (place), _____ (place), and _____ (place). It was about _____ (name). First, he _____
_____. Next he _____
_____. Then he _____.
He had some great ideas. These ideas included _____
_____.

Instructions: Write T if the sentence is true and F if the sentence is false.

1. _____ Chapter 2 is a flashback.
2. _____ All the events in Chapter 2 are listed chronologically.
3. _____ Papa thought it was easy to make a good life in California.
4. _____ The laws in California in the 1940s were fair.
5. _____ Papa is good at finding answers to difficult problems.

AFTER YOU READ CHAPTER 3

Instructions: Read Chapter 3 again and write the answers to these questions. If you don't know an answer, read again to find clues in the text.

1. What is the setting in Chapter 3? _____
2. Foreshadowing means suggesting something that may happen later. What sentence(s) in Chapter 3 foreshadow what will happen to the Higashi family?

3. Paragraph 5 says, "And these bad feelings only grew worse." Which bad feelings?

4. Why might the government have created a new law that the Japanese could not have cameras or guns?

5. Paragraph 15 says, “They were told they were being sent away for their own safety.” Keiko does not agree. Will anyone be safer with the Japanese living in camps? Why or why not?

6. The last paragraph repeats a phrase. What phrase is repeated? Why?

CHALLENGE QUESTIONS

1. Escalate means to make something worse. How did the problems for the Japanese in America in the 1940’s escalate? Use ideas from the text in your answer.

2. In paragraph 16 Papa says, “We have to show that we are with the Americans.” What does it mean to be “with the Americans” and why does Papa think it is important?

PASSIVE VOICE

People use passive voice for several reasons. One reason is that they don’t know who did an action. Another reason is that it is not important who did the action and they want to focus on who or what received the action. English speakers can also use passive voice to talk about victims that were hurt by an attack, illness, or problem.

Examples:

- a. The door was locked.
- b. First, the oranges are picked, and then they are taken to the factory.
- c. Her purse was stolen.

Discuss: Turn and talk with a neighbor and discuss these questions:

- 1. Why are each of the example sentences passive?
- 2. What are the verbs in the examples sentences?
- 3. What do you notice about the verbs in the examples?

HOW TO IDENTIFY PASSIVE VOICE

Passive sentences have two and sometimes three parts that are important to notice. First, they have the *be* verb. Next, they have a verb in a special form called a past participle. They may also have a *by*-phrase at the end. The *by*-phrase explains who did the action.

Remember that the *be* verb has many forms. In passive voice, the *be* verb shows tense. It may be present (*am, is, are*), present continuous (*am being, is being, are being*), present perfect (*have been*), past, (*was, were*), and so on. Look at the examples sentences on the previous page. What tense(s) are the *be* verb in these sentences?

You have seen past participles before. Past participles are used in present perfect and past perfect sentences—including the first sentence in this paragraph (*seen*)! Regular past participles are the same form as the regular past tense. There are many irregular past participles. They often end with the letter *n*. In the example sentences on the previous page, the past participles are *locked, picked, taken* and *stolen*.

A. Instructions: Read the passive sentences below. Circle the *be*-verb, circle the past participle, and underline the *by*-phrase, if there is one.

1. Mistakes were made.
2. He's afraid of being bitten by a dog.
3. The trees were blown over by the strong winds.
4. My son was chosen as the captain of his soccer team.
5. Passive voice is used to focus attention on the receiver.
6. Her hat might have been left in the chair by her mother.
7. The children were being taught by a substitute teacher.
8. Several movies are shown every weekend.
9. Truer words were never spoken.
10. Famous people can be seen at this restaurant.

B. Instructions: reread Chapter 3 of *Sent Away* and find sentences with passive voice. Circle the *be* verb and the past participle.

Sent Away Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<ul style="list-style-type: none"> participate in an academic discussion by making comments that contribute the conversation and build on the remarks of others review Chapters 1-3 of <i>Sent Away</i> by selecting and sequencing key events review and give examples of story elements, including <i>fiction, point of view, setting, characters, and dialogue</i> 	<p>Make Student Copies</p> <ul style="list-style-type: none"> Text: <i>Sent Away</i>, pp. 1-15 Handout: Chapter 3 Review Handout: Sequencing Strips Resource: Vocabulary cards, cut apart—one set for the class <p>Single Copy for Teacher Reference</p> <ul style="list-style-type: none"> Memo to Teachers: Tips for Introducing Difficult Topics in the Adult Classroom Handout: Suggested Key Events in Chapters 1-3 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> scissors notebooks or paper

Lesson Plan

Activity 1: Review

Description: Use a paragraph frame to summarize Chapter 3 and answer true/false questions

Materials/Prep: Text: *Sent Away*, pp. 11-15, Handout: **Chapter 3 Review**

Activity 2: Speaking & Listening/Transitions

Description: an academic discussion about

Materials/Prep: write questions on the board

Activity 3: Speaking & Listening/Literacy/Critical Thinking

Description: Review Chapters 1-3 and work in pairs to choose key events

Materials/Prep: Text: *Sent Away*, pp. 1-19, Handout: **Sequencing Strips**

Activity 4: Literacy/Critical Thinking

Description: sequence key events in Chapters 1-3

Materials/Prep: Text: *Sent Away*, pp. 1-19, Handout: **Sequencing Strips**, Resource: **scissors**

Activity 5: Literacy/Vocabulary

Description: review story elements vocabulary

Materials/Prep: Resource: **Vocabulary Cards**, cut apart—one set for the class

Activity 6: Grammar /Writing

Time Permitting

Description: practice writing sentences in passive voice

Materials/Prep: **paper**

Sent Away Unit

We recognize that this unit may address topics that are emotional for some learners, including the difficulties of war and loss of loved ones. In order to best serve your learners, we recommend that volunteer instructors read this guide prior to introducing the unit. It includes tips for introducing difficult topics in the classroom. As always, please give feedback on this unit directly to your Learning Center Coordinator, and/or our Instructional Manager, Burgen Young byoung@mnliteracy.org

Tips for Introducing Difficult Topics in the Adult Classroom

- 1) Set the tone!** Before you start the unit, work with your students to establish ground rules for respectful discussion. If you can, post the rules in your classroom. Be sure to include sentence frames to help students meet these guidelines. Example of guidelines and sentence frames include:
- Listen to each other. Do not interrupt.
 - Disagree respectfully. For example, use language *I hear you are saying that _____, but I have a different opinion to share. OR I heard what _____ said, I disagree because _____.*
 - Ask questions when you do not understand. For example, use language *I'm sorry. I do not understand. Could you please repeat that? OR Could you please say that again in another way? OR Could you please give an example?*

- 2) Know your learners.** One of the best ways to create a safe classroom community to read about a topic that may be emotional is to ASK your students how they would like you to support them if they become upset by material during class. One way to do this is to.....

Ask students to complete the following sentence by circling their answer/s. Reference their answers when needed.

- When I am feeling sad or angry it is helpful if my teacher.....*
- leaves me alone to think.
 - asks me to talk about what is wrong in the classroom.
 - asks me to talk about what is wrong after class.
 - asks me to write about what is wrong.

3) Be intentional

- Have a plan to address moments of heightened emotion during the lessons.
- When an emotional moment erupts in the classroom, have everyone take a moment to write about what they're feeling. You can provide a quick and supportive sentence frame on the board **"I feel _____ about this because _____."** Do not require them to share their personal feelings.
- Alternatively, have everyone take a few quiet moments to reflect before continuing.
- Refer back to your classroom ground rules, when necessary.
- Be prepared to refer students to the coordinator for additional services and support, if needed.
- Do NOT ask students to share their opinions on emotional topics aloud.
- Respect the privacy of your learners. Do not ask them personal questions about their immigration status.

- 4) Monitor *your* responses.** When planning for your class, identify topics that may be emotional triggers for you. Consider how a certain topic makes you feel. Being aware of your feelings on the topic can help you monitor reaction while teaching, and prevent your emotions or beliefs from driving your responses during class. Remember, the focus of the class is to support learners' English development.

- 5) Statements about cultures are not true for everyone.** Some people and families think, act and feel differently. Be careful that cultural generalities are not used as cultural stereotypes. Reference: Difficult Dialogues. (n.d.). Retrieved October 16, 2016, from <https://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/>

Teacher Directions: Activity 1: Review –Materials/Prep: Handout: Chapter 3 Review, Text: *Sent Away*, pp. 11-15

Step 1: Context

Ask students to share what they studied yesterday by asking what they read about (they read the third chapter of *Sent Away*). Tell students that they will write a summary of Chapter 3. Students who were absent will have some time to get started reading.

Step 2: Summary Writing and Review Questions

Pass out **Chapter 3 Review** handout and *Sent Away*, pp. 11-15. Students write summaries and answer the true/false questions.

Students who were absent can begin reading the chapter(s) they missed, as time allows.

Step 3: Share summaries

Ask a couple of students to share their summaries with the class. This will help absent students review what they missed.

Teacher Directions: Activity 2: Speaking & Listening/Transitions –Materials/Prep: write instructions on the board

Step 1: Prep

Divide the board in half. On one half write the following:

- *I think that _____*
- *Could you say more about _____?*
- *Adding on to what _____ said, _____*
- *I heard _____ say _____.*

On the other half of the board write these questions:

- *What are the differences between these two sentences: Mistakes were made. We made mistakes. Who might say each one? Why?*
- *How can grammar change the way people think? What are some examples?*

Step 2: Instructions and Modeling

Students will participate in an academic class discussion. It is important for the teacher to be a facilitator. The teacher should not answer any of the discussion questions. Instead, the teacher should call on students to participate and help them use the sentence frames on the board and take turns.

Read the sentence frames as a class. Explain the process for the academic discussion:

1. Think about the discussion question.
2. Share an answer to the question.
3. Another student asks a follow up question.

4. Another student adds on to what a different student said.
5. A student summarizes what was said.

Model how to use the sentence frames with answers to this sample discussion question: *Why is studying English important?* Then, call on students to practice all the sentence frames with the same question.

Read the discussion questions aloud.

Step 2: Class Discussion

Ask the class the first discussion question and give them a minute to think. Then, if needed, call on a student to share an answer. Continue to use the process outlined above for the first question, and then repeat with the next question.

Note that the conversation may move slowly as students choose their words carefully. Give them the time they need. The goal is productive struggle—students may find the discussion challenging, but they are also stretching and learning.

Teacher Directions: Activity 3: Speaking & Listening/Literacy –Materials/Prep: write Handout: **Sequencing Strips**, Text: *Sent Away*, pp. 1-15, **Single Copy for Teacher Reference**: Handout: **Suggested Key Events in Chapters 1-3**, Resource: **scissors**

Step 1: Instructions and Modeling

Students will work in pairs or small groups to select key events from the first three chapters of *Sent Away*. Survey the students to see which chapters they have read. Pair up students that have read the same chapters. Once they choose key events, students who were absent may use the rest of the time for this activity to get caught up on reading.

Elicit from students what a *key event* is. A key event is not a detail. It is an important change in the story. Ask the class what a key even in Chapter 1 was. Then show them how to write that event on one of the sequencing strips. Encourage students to use their own words, rather than copying from the text. If necessary, do another example.

Step 2: Find and Write Key Events

Give the groups of students copies of the novel, sequencing, strips, and scissors. As you assist students, they may find it helpful to refer to their study guides from this week, which include chapter summaries. Encourage students to collaborate and come to an agreement before they do any writing.

This activity involves the critical thinking skill of synthesis. You may need to ask prompting questions to help students decide which events are details and which are key events. Students will also need help with combining multiple ideas into one sentence.

After students finish writing, they cut and scramble the sequencing strips in preparation for the next activity.

Teacher Directions: Activity 4: Speaking & Listening/Literacy –Materials/Prep:

Handout: **Sequencing Strips**, Text: *Sent Away*, pp. 1-15, **Single Copy for Teacher Reference:** Handout: **Suggested Key Events in Chapters 1-3**, Resource: **scissors**

Step 1: Instructions and Modeling

Use a projector or stand in a prominent place in the classroom and borrow one set of sequencing strips from a group. Demonstrate scrambling them and read them out loud. Work as a class to put the first two or three in order.

Step 2: Sequencing

Arrange for groups of students to scramble and trade their sequencing strips. Then the groups sequence their new strips. Facilitate having groups check each other's' answers. If time allows, swap the strips with other groups and repeat.

Step 3: Listing Key Events as a Class

Create a list of the key events from Chapters 1-3 as a class. Elicit ideas from students about what should go first, next, and so on. Encourage discussion about which events are the most important and why.

Teacher Directions: Activity 5: Vocabulary/Literacy –Materials/Prep: Handout:

Vocabulary Cards—one set for the class, cut apart

Step 1: Instructions and Modeling

This activity is often called quiz-quiz-trade. Begin by holding up each card, one at a time and eliciting an example and/or definition for each word. All these words were taught earlier in the week.

Give one card to a student and select one for yourself. Hold up your card and give either an example for definition of the term. Ask the student to do the same. Trade cards. Go to another student and give that student a new card to demonstrate the steps again.

Step 2: Mingle and Trade

Set a timer for five minutes. Students stand up and quiz-quiz-trade. The teacher can participate and listen in to check for understanding of the words.

When time is up and students are seated, review any words they struggled with during the activity.

Teacher Directions: Activity 6: Grammar & Writing –Materials/Prep: None

Time Permitting

Step 1: Prep

Write the following on the board:

Past Participles: made sent taken seen chosen assisted

Passive Voice: receiver + BE Verb + past participle + (by actor)

Step 2: Review

Elicit from students some reasons to use passive voice. They studied this on Wednesday (because we don't know who did an action, to focus on the receiver, and to talk about victims of an illness, attack, etc.)

Elicit from students the parts of a passive sentence. They can refer to the board, if necessary.

Write a couple example passive sentences on the board, with input from the students, if they have ideas.

Step 3: Write Passive Sentences

Instruct students to use the past participles on the board to write passive sentences. Students may choose to write as many as time allows. The sentences can be in any tense.

Chapter 3 Review

REVIEW CHAPTER 3

Instructions: Review Chapter 3 of *Sent Away* and then fill in the blanks to write a summary of the chapter. Do not look at Chapter 3 when you write. Use your memory.

Chapter 3 was titled _____ because _____
_____. Things go from bad to worse for the
Higashi family. First, _____.
Then, _____.
Then they learn that _____.

Instructions: Write T if the sentence is true and F if the sentence is false.

1. _____ Chapter 3 has new characters.
 2. _____ Newspapers and the radio told truthful stories about the Japanese living in the U.S.
 3. _____ The new laws show that the U.S. government is afraid of the Japanese.
 4. _____ The Higashi family does not have enough time to prepare to leave their home.
 5. _____ The Higashi family will feel safer in the camp.
-

Chapter 3 Review

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4. _____ The Higashi family does not have enough time to prepare to leave their home.
5. _____ The Higashi family will feel safer in the camp.

Sequencing Strips

Instructions: Choose key events from the first three chapters of *Sent Away*. Choose three events for each chapter. Write one sentence to describe each key event in a box below. Talk to your partner to see if you agree before you write. After you finish writing, ask your teacher to check your sentences. Then cut them apart.

Sequencing Strips: Suggested Key Events for Teacher Reference Only

Chapter 1:

- The neighbor takes a picture of the Higashi family and their New Year's celebration.
- Papa talks about how grateful he is for their good life.
- Papa begins to tell the family story.

Chapter 2:

- Papa left Japan to work in Hawaii and then in California.
- Papa bought land in Tatsu's name for a strawberry farm.
- Papa leases a large house and Mama runs it as a boarding house.

Chapter 3:

- The family learns that the Japanese bombed Pearl Harbor.
- New laws say that the Higashi's can't have a camera, a short wave radio, or guns.
- The family learns they must leave their home and move to a camp.

Vocabulary Cards

Make one set for the class and cut them apart.

novel	fiction	flash back
chronological	setting	characters
passive voice	fact	