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**Advanced Level (CASAS reading scores of 221-235)**

## *Sent Away: Week 2 of 4*

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### **Unit Overview**

This is a 4-week unit in which students learn more about the elements of a fictional story while practicing using context clues and inference skills to comprehend the short novel *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 2**

- **Reading the chapters 4-6** 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 fictional story.**

## Sent Away Unit: Week 2, Monday

Objectives <i>Learners will be able to...</i>	Materials
<ul style="list-style-type: none"> <li>• review Chapter 3 by writing a summary</li> <li>• read the fourth chapter of <i>Sent Away</i></li> <li>• give examples from a text to support their answers</li> <li>• define and give examples of <i>injustice</i></li> <li>• define and identify examples of <i>foreshadowing</i></li> <li>• sort verbs according to their tense</li> </ul>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Text: <i>Sent Away</i>, pp. 17-21</li> <li>• Handout: <i>Sent Away Chapter 4 Study Guide</i></li> </ul> <p><b>Single Copy for Teacher Reference</b></p> <ul style="list-style-type: none"> <li>• Handout: <i>Sent Away Chapter 3 Study Guide</i></li> </ul>

### Lesson Plan

#### Activity 1: Review

Description: Use a paragraph frame to summarize Chapter 3

Materials/Prep: Handout: *Sent Away Chapter 4 Study Guide*, *Sent Away*, pp. 11-15

#### Activity 2: Literacy/Vocabulary

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

Materials/Prep: Resource: **Student dictionaries**, Handout: *Sent Away Chapter 4 Study Guide*

#### Activity 3: Literacy & Listening/speaking

Description: Read Chapter 4 of *Sent Away* and answer questions to show general understanding

Materials/Prep: Text: *Sent Away*, pp. 21-27

#### Activity 4: Literacy & Critical Thinking

Description: Re-read Chapter 4 of *Sent Away* and answer questions about key details, and to make inferences

Materials/Prep: Text: *Sent Away*, pp. 21-27, Handout: *Sent Away Chapter 4 Study Guide*

#### Activity 5: Literacy/Transitions

Description: Identify examples of connections between chapters

Materials/Prep: Text: *Sent Away*, pp. 21-27, Handout: *Sent Away Chapter 4 Study Guide*

#### Activity 6: Grammar

Optional Activity—Do as time allows

Description: Students categorize verbs in chapter 3 according to their tense

Materials/Prep: notebooks or paper

**Teacher Directions: Activity 1: Review** –Materials/Prep: Handout: *Sent Away* Chapter 4 Study Guide Text: *Sent Away*, pp. 11-15

Step 1: Context

Ask students if they remember when they read Chapter 3 (last Wednesday—Thursday was review of Chapters 1-3). Tell students that they will write a summary of Chapter 3. Students who were absent will have some time to get started reading.

Students already wrote a summary of Chapter 3 in the Thursday lesson. Instruct students to challenge themselves to write the summary again without looking at the one they wrote last week, and perhaps without looking at Chapter 3 (at least, not much).

Step 2: Summary Writing and Review Questions

Pass out ***Sent Away* Chapter 4 Study Guide** and *Sent Away*, pp. 11-15. Ask students to cover up the After You Read exercise and only complete the review exercises.

Students who were absent can instead begin reading where they left off, 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/Vocabulary** –Materials/Prep: Resource: Student dictionaries, Handout: *Sent Away* Chapter 4 Study Guide

Step 1: Context

Explain to students that they will read Chapter 4 of *Sent Away* today. 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 Review the Instructions

Write these words on the board:

foreshadow  
injustice  
vine  
horse stall  
race track  
armed

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

### Step 3: Study the Key Vocabulary

Pass out ***Sent Away* Chapter 4 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 3: Literacy & Speaking and Listening –Materials: Text: *Sent Away*, pp. 21-27**

### Step 1: Independent Reading

Write this question on the board and read it aloud: *What are three things you remember from Chapter 4?* Students will answer it after they read.

Pass out copies of ***Sent Away*, pp. 17-21**. 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.

Instruct students to number the paragraphs to help with answering questions about the chapter.

Students read independently. Refer them to their study guides for definitions of key words. 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 fourth 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. 21-27 Handout: *Sent Away* Chapter 4 Study Guide**

### Step 1: Re-Read

Students read the After You Read instructions and questions. Then they re-read chapter 4.

Step 2: Critical Thinking 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.

For the challenge question, students may wish to refer to their Chapter 3 Study Guides to review reasons why writers use passive voice.

Fast finishers can answer the challenge questions.

**Teacher Directions: Activity 5: Literacy & Critical Thinking – Materials: Text: *Sent Away*, pp. 21-27 Handout: *Sent Away Chapter 4 Study Guide***

Step 1: Give the Instructions

Turn to the section in the **Chapter 4 Study Guide** called “Making Connections in Texts.” Give students some time to read all the text and questions independently. Then, read first paragraph aloud. Check for understanding and then read the rest of the text and questions and check for understanding. Students should not write yet.

Step 2: Think and Discuss

Assign pairs or small groups. Instruct them not to write anything yet. They will use the discussion to help them prepare to write later.

Ask the pairs or groups of students to take turns reading the questions aloud to each other and sharing their ideas for answers.

Step 3: Write and Share

When the discussions are wrapping up, students can write answers to the questions. If time allows, have a class discussion about the questions. Prompt students to share more details in their answers this time, since they have had more time to think about their answers.

**Teacher Directions: Activity 6: Grammar—Materials: *Sent Away* pp. 17-21**

**Note:** Skip this activity if time is running short.

Step 1:

Elicit from students the verb tenses they are familiar with. Write this chart on the board for students to copy in their notebooks:

Present	Past	Future	Present Perfect

Step 2:

Read the first sentence in chapter 4 and ask students to identify the verb and then the verb tense. Write the verb *put* in the “past” box.

Students continue finding and sorting verbs as time allows.

# Sent Away Chapter 4 Study Guide

## 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 happened in \_\_\_\_\_ (time). This was the beginning of a very difficult time for the Japanese living in the U.S. First, \_\_\_\_\_

\_\_\_\_\_.

Then, \_\_\_\_\_.

Next, \_\_\_\_\_.

Things went from bad to worse when \_\_\_\_\_.

\_\_\_\_\_.

## BEFORE YOU READ CHAPTER 4

### KEY VOCABULARY

Instructions: Look up these key words from the 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. **Foreshadow**

Part of Speech: \_\_\_\_\_

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

#### 2. **Injustice**

Part of Speech: \_\_\_\_\_

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

#### 3. **Vine**

Part of Speech: \_\_\_\_\_

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

#### 4. **Horse Stall**

Part of Speech: \_\_\_\_\_

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_  
\_\_\_\_\_

5. **Race Track**

Part of Speech: \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_

Sentence: \_\_\_\_\_  
\_\_\_\_\_

6. **Armed**

Part of Speech: \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_

Sentence: \_\_\_\_\_  
\_\_\_\_\_

**AFTER YOU READ**

Instructions: Read Chapter 4 again and write the answers to these questions. If you don't know an answer, read again to find clues in the text.

1. Paragraph 1 says, "Someone bought the table where the Higashi's had enjoyed their New Year's dinner." Why does the author add the detail about New Year's dinner? How does that detail make the reader feel?

\_\_\_\_\_  
\_\_\_\_\_

2. Paragraph 2 says, "Papa had to sell it all for next to nothing." What is another word that means *it all*? What is another way to say *next to nothing* that is in the text?

\_\_\_\_\_  
\_\_\_\_\_

3. Reread paragraphs 4 and 8. What is important to Mama? How do you know?

\_\_\_\_\_  
\_\_\_\_\_

4. How many people went to the camp with the Higashis? How do you know?

\_\_\_\_\_  
\_\_\_\_\_

5. What is the camp like? How do you know?

\_\_\_\_\_  
\_\_\_\_\_

6. What are the injustices in chapter 4?

\_\_\_\_\_  
\_\_\_\_\_

*Challenge question:* Paragraph 8 says “She felt picked from the vine like a strawberry, tossed into a truck and taken away.” This sentence is in passive voice. Why? What is another way to say how Keiko feels? Why does Keiko compare herself to a strawberry?

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### *MAKING CONNECTIONS IN TEXTS*

Authors add details in a novel to help the reader understand what will come next. With the right details, readers will understand what is important to the characters. For example, in chapter 1 the Higashi family uses a camera. The camera is important to the Higashis. Later, the new law is not fair to the Higashis. They must give their camera to the government in chapter 3.

1. The first paragraph in chapter 4 says, ““Someone bought the table where the Higashi’s had enjoyed their New Year’s dinner.” What detail from chapter 1 shows why selling the table is difficult for the Higashis?

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2. The second paragraph in chapter 4 tells how Papa had to sell the strawberry farm for “next to nothing.” What details in chapter 2 show why selling the farm is difficult for Papa?

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Writers use foreshadowing to make readers think about what might happen later. The writer does not want to shock readers with an unpleasant surprise when something bad happens. A shocked reader may stop reading.

3. What sentence in the first two pages of chapter 3 foreshadows the difficulties that the Higashis will have in the future?

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4. Which sentences in chapter 4 foreshadow what life will be like in the camps? Why?

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## Sent Away Unit: Week 2, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<ul style="list-style-type: none"> <li>review and summarize the fourth chapter of <i>Sent Away</i></li> <li>read the fifth chapter of <i>Sent Away</i></li> <li>give examples from a text to support their answers</li> <li>use context clues to define words in a text</li> <li>write a character sketch</li> </ul>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>Text: <i>Sent Away</i>, pp. 23-29</li> <li>Handout: <i>Sent Away Chapter 5 Study Guide</i></li> </ul> <p><b>Single Copy for Teacher Reference</b></p> <ul style="list-style-type: none"> <li>Handout: <i>Sent Away Chapter 4 Study Guide</i></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>Highlighters, pens or colored pencils</li> </ul>

### Lesson Plan

#### Activity 1: Review

Description: Use a paragraph frame to summarize Chapter 4 and answer true/false questions

Materials/Prep: Handout: *Sent Away Chapter 5 Study Guide*, *Sent Away* pp. 17-21

#### Activity 3: Literacy & Listening/speaking

Description: Read Chapter 5 of *Sent Away* and answer questions to show general understanding

Materials/Prep: Text: *Sent Away*, pp. 23-29

#### Activity 4: Literacy & Critical Thinking

Description: Re-read Chapter 5 of *Sent Away* and answer questions about key details, vocabulary, and to make inferences

Materials/Prep: Text: *Sent Away*, pp. 23-29, Handout: *Sent Away Chapter 5 Study Guide*

#### Activity 4: Vocabulary

Description: Use context clues to define words in chapter 5

Materials/Prep: Text: *Sent Away*, pp. 23-29, Handout: *Sent Away Chapter 5 Study Guide*, Resource: highlighters or pens

#### Activity 5: Literacy & Critical Thinking

Description: Write a character sketch for the character Mama

Materials/Prep: Text: *Sent Away*, pp 1-29, Handout: *Sent Away Chapter 5 Study Guide*, Resource: highlighters

**Teacher Directions: Activity 1: Review** –Materials/Prep: Handout: *Sent Away* Chapter 5 Study Guide pp. , Text: *Sent Away*, pp. 17-21

Step 1: Context

Ask students to share what they studied yesterday by asking what they read about (they read Chapter 4 of *Sent Away*). Tell students that they will write a summary of Chapter 4. Students who were absent will have some time to get started reading.

Step 2: Summary Writing and Review Questions

Pass out ***Sent Away Chapter 5 Study Guide*** and *Sent Away*, pp. 17-21. Ask students to cover up the After You Read exercise and only complete the review exercises

Students who were absent can begin reading where they left off, 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. 23-29

Step 1: Independent Reading

Write this question on the board and read it aloud: *What are three things you remember from Chapter 5?* Students will answer it after they read.

Pass out copies of ***Sent Away***, pp. 23-29. 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 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 4: Literacy & Critical Thinking** – Materials: Text: *Sent Away*, pp. 29-33, Handout: *Sent Away Chapter 5 Study Guide*

Step 1: Re-Read

Students read the After You Read instructions and questions. Then they re-read chapter 5.

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 5: Vocabulary**—Materials: *Sent Away* pp. 29-33; *Sent Away Chapter 5 Study Guide*

Step 1: Context

Explain that instead of looking up all the new words in Chapter 5, 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 in their Chapter 5 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 6: Literacy/Critical Thinking**—Materials: *Sent Away* pp. 29-33, Handout: *Sent Away Chapter 5 Study Guide*

Step 1: Context

Write these words on the board: *Character Sketch, Character Trait*. Explain that a character sketch is a description of a character in a story and a character trait is an adjective that describes a character.

Elicit a list of adjectives that describe people from the class. As students state their ideas, record them on the board in two columns—one list of physical traits and another of personality traits. Explain the difference between the lists and instruct students that today they will describe Mama’s personality traits. First, they will need to think about Mama’s actions and words. They will need to scan through chapters 1-5 for ideas.

Step 2: Scan for Ideas

Instruct students to turn to the last page of their Chapter 5 Study Guide. Check for understanding of the instructions. Provide assistance to students by asking them to scan through the novel to find examples of what Mama did and said.

For fast finishers, write in a box at the bottom of their character sketches that says *Memorable Quote*. Those students can scan the novel and find one (only one) interesting quote that shows what kind of character Mama is.

Step 3: Provide Feedback and Share

As students finish, make note of any interesting insights they wrote about Mama’s character. Write their ideas on the board. Also write any mistaken ideas on the board. Keep the quotes from students’ work anonymous.

Read the student work as a class and elicit feedback from the class. Which ideas do they agree with? Why? Which ideas do they disagree with? Why?

# Sent Away Chapter 5 Study Guide

## REVIEW CHAPTER 4

Instructions: Review Chapter 4 of *Sent Away* and then fill in the blanks to write a summary of the chapter. Do not look at Chapter 4 when you write. Use your memory.

Chapter 4 is about \_\_\_\_\_ (main idea)  
Mama \_\_\_\_\_  
Keiko \_\_\_\_\_  
The camp is \_\_\_\_\_ and \_\_\_\_\_.

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

1. \_\_\_\_\_ Chapter 4 is chronological.
2. \_\_\_\_\_ Chapter 4 has a flashback.
3. \_\_\_\_\_ Mama is hopeful about coming back home.
4. \_\_\_\_\_ Many Japanese people are forced to move to the camp.
5. \_\_\_\_\_ The camp was built in a hurry.

## AFTER YOU READ CHAPTER 5

Instructions: Read Chapter 5 again and write the answers to these questions. If you don't know an answer, read again to find clues in the text.

1. Paragraph 2 says, "toilets and showers with no doors on them." Why does the author add the detail that there were no doors?  
\_\_\_\_\_  
\_\_\_\_\_

2. Paragraph 13 says "they were all hungry enough to eat the dishes." Why does the author say this and not simply say, "they were very hungry"?  
\_\_\_\_\_  
\_\_\_\_\_

3. What does "take things as they come" mean in paragraph 14?  
\_\_\_\_\_  
\_\_\_\_\_

4. What is the tone, or feeling, in paragraph 19?  
\_\_\_\_\_

5. What are three adjectives that describe the camp? What parts of the text help you choose these adjectives?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Mama says “The new camp will be very nice” in paragraph 15 and paragraph 21 says “Everyone looked forward to a better way of life.” Do you agree that the new camp will be better? What parts of the text make you agree or disagree?

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*Challenge Question:* Resigned means letting a bad situation be without trying to change it. Think about all the people in the Higashi family. Who is resigned? Who is not? How do you know?

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### *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. You 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.

cot	mess hall	tighter watch
hot plate	stood up against	word came

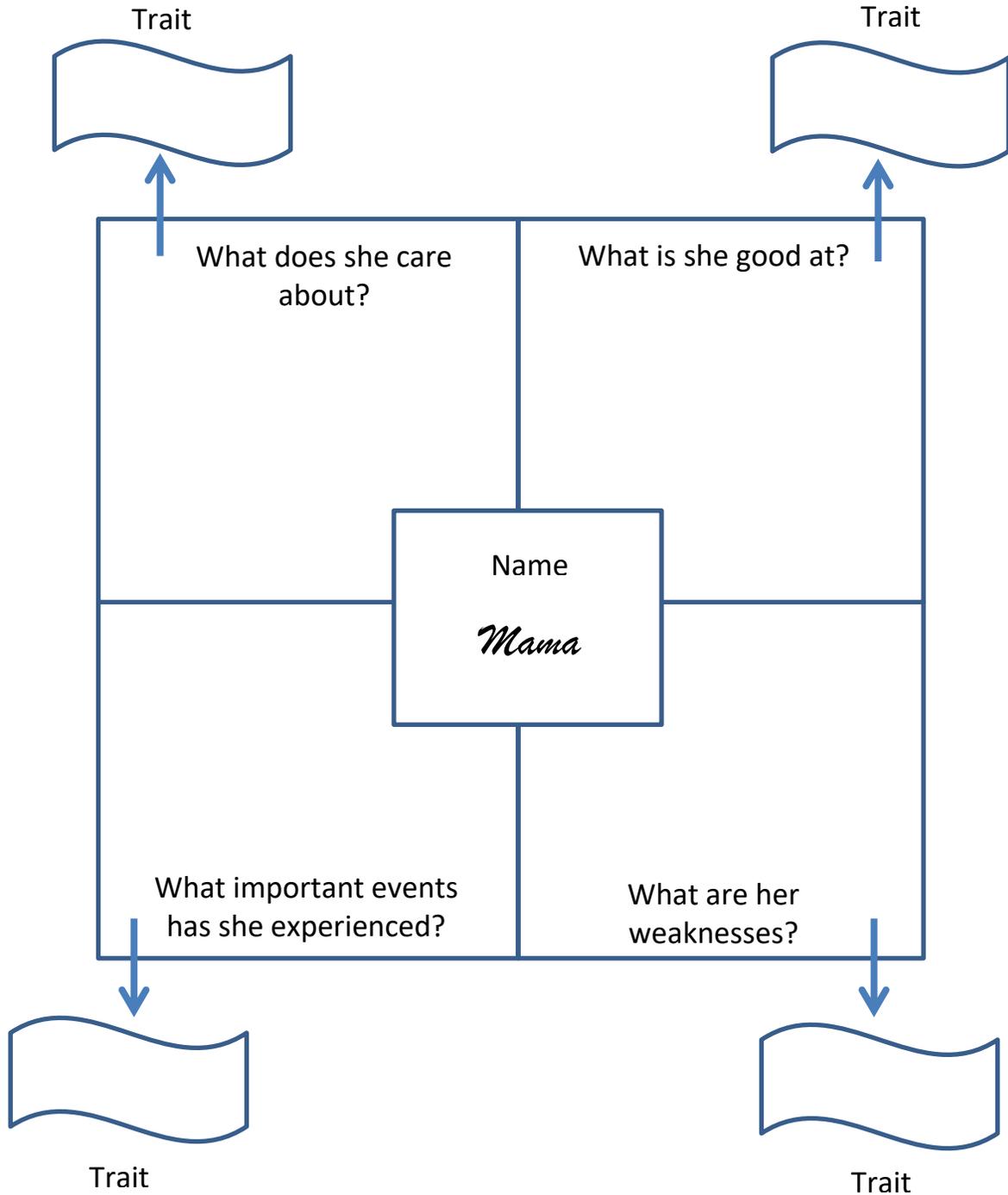
Instructions: Circle the best answer.

1. What does *cot* mean in the text?
  - a. a bed for camping made out of cloth on a metal frame
  - b. the past tense of *catch*
  - c. a bed for a baby
  - d. a blanket
2. What does *hot plate* mean in the text?
  - a. a plate that was warmed in an oven
  - b. a tea pot
  - c. a small electric cooking appliance with a plate on top that gets hot
  - d. a thin round dish for eating

3. What does *mess hall* mean in the text?
- a. a dirty kitchen
  - b. a building where groups of people eat together, often soldiers
  - c. a restaurant
  - d. the long narrow space with many doors leading to other rooms
5. What does *stood up against* mean in the text?
- a. be loyal, or show support
  - b. tell jokes
  - c. the opposite of *sit down*
  - d. say or show that you disagree
6. What does *tighter watch* mean in the text?
- a. standing very close to someone
  - b. a small timekeeping device that is too small to wear
  - c. pay attention to people very carefully to make sure they follow rules
  - d. uniforms that prisoners wear
7. What does *word came* mean in the text?
- e. people hear news or information
  - f. a group of sounds that has meaning
  - g. people have a short conversation
  - h. people make a promise

### WRITING A CHARACTER SKETCH

A character sketch is a description of a character in a story. A trait is an adjective that describes what kind of person a character is. For example, a character may be smart, agreeable, or fearful.



## Sent Away Unit: Week 2, Wednesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<ul style="list-style-type: none"><li>• review and summarize the fifth chapter of <i>Sent Away</i></li><li>• define key words to prepare to read the text</li><li>• read the sixth chapter of <i>Sent Away</i></li><li>• give examples from a text to support their answers</li><li>• identify descriptive details in the text</li><li>• categorize verbs according to their tense</li></ul>	<b>Make Student Copies</b> <ul style="list-style-type: none"><li>• Text: <i>Sent Away</i>, pp. 31-36</li><li>• Handout: <i>Sent Away Chapter 6 Study Guide</i></li></ul> <b>Single Copy for Teacher Reference</b> <ul style="list-style-type: none"><li>• Handout: <i>Sent Away Chapter 5 Study Guide</i></li></ul> <b>Props, Technology, or Other Resources</b> <ul style="list-style-type: none"><li>• Student dictionaries</li></ul>

### Lesson Plan

#### Activity 1: Review

Description: Use a paragraph frame to summarize Chapter 5 and answer true/false questions

Materials/Prep: Text: *Sent Away*, pp. 23-29, Handout: *Sent Away Chapter 6 Study Guide*.

#### Activity 2: Literacy/Vocabulary

Description: Students look up and make notes about key words before reading chapter 6

Materials/Prep: Resource: **student dictionaries**, Handout: *Sent Away Chapter 6 Study*

#### Activity 3: Literacy & Listening/Speaking

Description: Read Chapter 6 of *Sent Away* and answer questions to show general understanding

Materials/Prep: Text: *Sent Away*, pp. 31-36

#### Activity 4: Literacy & Critical Thinking

Description: Re-read Chapter 6 of *Sent Away* and answer questions about key details and make inferences

Materials/Prep: Text: *Sent Away*, pp. 31-36, Handout: *Sent Away Chapter 6 Study Guide*

#### Activity 5: Literacy & Critical Thinking

Description: Identify descriptive details in chapter 6

Materials/Prep: Text: *Sent Away*, pp 31-36, Handout: *Sent Away Chapter 6 Study Guide*

#### Activity 6: Grammar

If Time Allows:

Description: Categorize verbs according to their tense

Materials/Prep: *Sent Away*, pp. 31-36, Handout: *Sent Away Chapter 5 Study Guide*

**Teacher Directions: Activity 1: Review** –Materials/Prep: Handout: *Sent Away* Chapter 6 Study Guide, Text: *Sent Away*, pp. 23-29

Step 1: Context

Ask students to share what they studied yesterday by asking what they read about (they read the fifth chapter of *Sent Away*). Tell students that they will write a summary of Chapter 5. Students who were absent will have some time to get started reading.

Step 2: Summary Writing and Review Questions

Pass out ***Sent Away* Chapter 6 Study Guide** and *Sent Away*, pp. 23-29. Ask students to cover up the Before You Read exercise and only complete the review exercises.

Students who were absent can instead begin reading where they left off, 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/Vocabulary** –Materials/Prep: Resource: Student dictionaries, Handout: *Sent Away* Chapter 6 Study Guide

Step 1: Context

Explain to students that they will read Chapter 6 of *Sent Away* today. 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 Review the Instructions

Write these words on the board:

personification  
(in) sight  
thick air  
dust  
grounds

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

Step 3: Study the Key Vocabulary

Pass out ***Sent Away* Chapter 6 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 3: Literacy & Speaking and Listening** –Materials: Text: *Sent Away*, pp. 31-36

Step 1: Independent Reading

Write this question on the board and read it aloud: *What are three things you remember from Chapter 6?* Students will answer it after they read.

Pass out copies of *Sent Away*, pp. 31-36. 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 sixth 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. 35-39, Handout: *Sent Away Chapter 6 Study Guide*

Step 1: Re-Read

Students read the instructions and questions. Then they re-read chapter 6.

Step 2: Key Details Questions

Instruct students to number all the paragraphs. This will help them answer the After You Read 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 at the end of the study guide for Chapter 6.

**Teacher Directions: Activity 4: Literacy & Critical Thinking** – Materials: Text: *Sent Away*, pp. 35-39, Handout: *Sent Away Chapter 6 Study Guide*

Step 1: Context

Instruct students to read the short paragraph in Chapter 6 Study Guide called “Noticing Sensory Details.” Check for understanding by asking what the senses are and for some examples of using them in the classroom. For example, ask *What do you see right now? What colors? What do you hear? How does your chair feel?*

Ask students to read the questions in this section.

Step 2: Discuss with a Partner

Have students work in pairs to find answers to the questions. They can mark examples in the text, but should not write in the study guide yet.

After pairs find answers, they can work individually to write their answers in the study guide.

Step 3: Share Answers

Call on a few students to share answers with the class. If time is short, focus on discussing the last question as a class.

**Teacher Directions: Activity 6: Grammar**—Materials: *Sent Away*, pp. 35- 39, *Sent Away Chapter 5 Study Guide*

Skip this activity if time runs out.

Step 1:

Elicit from students the verb tenses they are familiar with. Write this chart on the board for students to copy in their notebooks:

Present	Past	Future	Present Perfect

Step 2:

Read the first sentence in chapter 6 and ask students to identify the verb and then the verb tense. Write the verb *boarded* in the “past” box.

Students continue finding and sorting verbs as time allows.

# Sent Away Chapter 6 Study Guide

## REVIEW CHAPTER 5

Instructions: Review Chapter 5 of *Sent Away* and then fill in the blanks to write a summary of the chapter. Do not look at Chapter 5 when you write. Use your memory.

Chapter 5 was set in \_\_\_\_\_ (place). The camp was \_\_\_\_\_  
and \_\_\_\_\_. Keiko \_\_\_\_\_  
\_\_\_\_\_. Mama \_\_\_\_\_  
\_\_\_\_\_. Tatsu \_\_\_\_\_  
\_\_\_\_\_. Everyone \_\_\_\_\_.

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

1. \_\_\_\_\_ Chapter 5 has foreshadowing.
2. \_\_\_\_\_ The racetrack camp was built with care.
3. \_\_\_\_\_ The Higashi family is treated justly.
4. \_\_\_\_\_ Tatsu trusts the police.
5. \_\_\_\_\_ The people living in the camp are hopeful about the future.

## BEFORE YOU READ CHAPTER 6

### KEY VOCABULARY

Instructions: Look up these key words from the 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. **Personification**

Part of Speech: \_\_\_\_\_

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

### 2. **Suppose**

Part of Speech: \_\_\_\_\_

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

### 3. **(In) Sight**

Part of Speech: \_\_\_\_\_

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_  
\_\_\_\_\_

**4. Thick Air**

Part of Speech: \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_

Sentence: \_\_\_\_\_  
\_\_\_\_\_

**5. Dust**

Part of Speech: \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_

Sentence: \_\_\_\_\_  
\_\_\_\_\_

**6. Grounds**

Part of Speech: \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_

Sentence: \_\_\_\_\_  
\_\_\_\_\_

**AFTER YOU READ CHAPTER 6**

Instructions: Read Chapter 6 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 information in the text helps the reader understand what the Arizona desert is like?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What information in the text helps the reader understand what a dust storm is like?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. An attitude is the way a person acts because of their feelings. A person can have a good attitude, a bad attitude, a flexible attitude, an accepting attitude, and many others. Their attitude shows with their choices and words.

What kind of attitude does Papa have in chapter 6? How do you know?

\_\_\_\_\_  
\_\_\_\_\_

4. How does Keiko feel in chapter 6? How do you know?

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5. Reread paragraphs 10 and 12. What are two examples of personification in the text? How does the personification change the feeling in the text?

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6. Is Poston Camp better than the Racetrack Camp? Why or why not?

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*Challenge Question:* What will life be like in Poston camp? What foreshadowing in chapter 6 tells the reader what life will be like?

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### *NOTICING SENSORY DETAILS*

Writers add details about the senses to help readers understand a story. They write about what characters see, hear, smell, and touch. The reader can think about these details when imagining the story.

1. What do the characters see in chapter 6?

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2. What do the characters hear in chapter 6?

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3. What do the characters feel with the sense of touch (not their emotions) in chapter 6?

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4. How do these sensory details help the reader understand the story?

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## Sent Away Unit: Week 2, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<ul style="list-style-type: none"> <li>participate in an academic discussion by making comments that contribute the conversation and build on the remarks of others</li> <li>review Chapters 4-6 of <i>Sent Away</i> by selecting and sequencing key events</li> <li>review and give examples of story elements and other vocabulary</li> <li>write a paragraph with sensory details</li> </ul>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>Text: <i>Sent Away</i>, pp. 17-36</li> <li>Handout: <b>Chapter 6 Review</b></li> <li>Handout: <b>Sequencing Strips</b></li> <li>Resource: <b>Vocabulary cards</b>, cut apart—one set for the class</li> </ul> <p><b>Single Copy for Teacher Reference</b></p> <ul style="list-style-type: none"> <li>Handout: <b>Suggested Key Events in Chapters 4-6</b></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>scissors</li> <li>Student dictionaries</li> </ul>

### Lesson Plan

#### Activity 1: Review

Description: Use a paragraph frame to summarize Chapter 6 and answer true/false questions

Materials/Prep: Text: *Sent Away*, pp. 31-36, Handout: Handout: **Chapter 6 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 4-6 and work in pairs to choose key events

Materials/Prep: Text: *Sent Away*, pp. 17-36, Handout: **Sequencing Strips**

#### Activity 4: Literacy/Critical Thinking

Description: sequence key events in Chapters 4-6

Materials/Prep: Text: *Sent Away*, pp. 17-36, Handout: **Sequencing Strips**, Resource: **scissors**

#### Activity 5: Literacy/Vocabulary

Description: review vocabulary

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

#### Activity 6: Vocabulary/Writing

Description: write a sample text with sensory details

Materials/Prep: **paper**

**Teacher Directions: Activity 1: Review** –Materials/Prep: Handout: Chapter 6 Review, Text: *Sent Away*, pp. 31-36

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 6. Students who were absent will have some time to get started reading.

Step 2: Summary Writing and Review Questions

Pass out **Chapter 6 Review** handout and *Sent Away*, pp. 35-39. 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

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: 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:

- *How can someone show a good or bad attitude?*
- *What kind of attitudes do the characters have in Sent Away?*
- *Foreshadowing is in stories to prepare readers for what will happen. What are some examples of foreshadowing from Sent Away, another story, or from real life?*

Step 2: Instructions and Modeling

Students studied the words *attitude* and *foreshadowing* earlier in the week. Elicit definitions and examples of these terms.

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 it important to practice class discussions?* 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 in step 1 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. 17-36, **Single Copy for Teacher Reference:** Handout: **Suggested Key Events in Chapters 4-6**, Resource: **scissors**

### Step 1: Instructions and Modeling

Students will work in pairs or small groups to select key events from the chapters 4-6 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 4 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. 17-36, **Single Copy for Teacher Reference:** Handout: **Suggested Key Events in Chapters 4-6**, 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 4-6 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 unit.

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 5: Literacy/Writing –Materials/Prep:** none

Step 1: Prep

Write the following chart on the board, leaving room to fill in the boxes later. Students do not need to copy the chart. Try to leave space on the side of the board to write a paragraph later.

Sense	Key Words	Example Sentence


Step 2: Fill in the Chart

Remind students that they found examples of three types of sensory details on Wednesday in chapter 6. Ask them what they were and fill them in the “Senses” column on the chart (seeing, hearing, and feeling/touching).

Ask students what key words show that a person is seeing something and write a few in the chart (i.e. *see, look, watch, light, colors*). Repeat with the next box for words that tell what a person is hearing (i.e. *hear, quiet, loud, tap, bang*). Then for words that show that a person is feeling/touching something (i.e. *feel, touch, soft, hard, rough, smooth, hot, cold*).

Ask students for example sentences that describe using each sense and write one for each row in the chart. Any sentence that makes the senses wake up will work. Elicit adjectives and other details to add to the sentences. (i.e. *Mama saw only sand and a bright sky. They heard the sound of hammers and the blowing wind. Heavy bits of sand blew in her face.*)

Step 3: Write an Example Paragraph

Explain that students will write a paragraph with sensory details. The paragraph can be about a real place they visited, or a made up story about someone else. First, the class will write an example together. Ask: *Should we write about this school or about a place we all have visited like the library or a shopping center?*

Write the name of the place students choose as the title. Ask students to share ideas about what you see, hear and feel in this place. Write their ideas in a paragraph. Ask for ideas for more details to add.

Step 4: Students Write Paragraphs

Instruct students to write their own paragraphs about a place they have been.

Students write independently or in pairs, using the ideas on the board as inspiration. Encourage students to add more details. If they copy too much from the example paragraph, erase it.

Make corrections that interfere with comprehension, but otherwise focus feedback on the goal of adding lots of details. Students may use dictionaries to check their own spelling.

As students finish, pair them up to share with others.

# Chapter 6 Review

## REVIEW CHAPTER 6

Instructions: Review Chapter 6 of *Sent Away* and then fill in the blanks to write a summary of the chapter. Try not to look at Chapter 6 when you write. Use your memory.

Chapter 5 was set in \_\_\_\_\_ (place). The trip to Poston Camp is \_\_\_\_\_ . When the Higashis arrive \_\_\_\_\_ . Poston Camp is \_\_\_\_\_ .

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

1. \_\_\_\_\_ Chapter 6 has sensory details to help the reader understand the story.
  2. \_\_\_\_\_ The Arizona desert is a comfortable place for the Higashis.
  3. \_\_\_\_\_ Keiko feels nervous in chapter 6.
  4. \_\_\_\_\_ The dust storm foreshadows what life will be like in the camp.
  5. \_\_\_\_\_ Poston Camp is much better than the Racetrack Camp.
- 

# Chapter 6 Review

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

1. \_\_\_\_\_ Chapter 6 has sensory details to help the reader understand the story.
2. \_\_\_\_\_ The Arizona desert is a comfortable place for the Higashis.
3. \_\_\_\_\_ Keiko feels helpless in chapter 6.
4. \_\_\_\_\_ The dust storm foreshadows what life will be like in the camp.
5. \_\_\_\_\_ Poston Camp is much better than the Racetrack Camp.

## Sequencing Strips

Instructions: Choose key events from chapters 4-6 in *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 4:**

- The Higashis sell almost all of their belongings.
- The Higashis and many other Japanese people take buses to a camp.
- The camp is like a prison.

## **Chapter 5:**

- The Racetrack camp has poor living conditions.
- Mama tries to make the best of things.
- A group of young Japanese men stand up to the police and are beaten with clubs.

## **Chapter 6:**

- The Higashis must travel by bus and train to Poston Camp.
- Keiko feels like a helpless child.
- Poston camp is hot, windy, noisy, under construction, and very large.

## Vocabulary Cards

Make one set for the class and cut them apart.

<b>personification</b>	<b>sensory details</b>	<b>foreshadow</b>
<b>injustice</b>		<b>character trait</b>
<b>attitude</b>	<b>connection</b>	<b>chronological</b>