



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

Advanced Level (CASAS reading scores of 221-235)

Sent Away: Week 4 of 4

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 3

- **Reading the chapters 10-12** 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 and **outlining the plot of a novel**.
- Participating in a **book club style discussion**.

Sent Away Unit: Week 4, Monday

Objectives <i>Learners will be able to...</i>	Materials
<ul style="list-style-type: none"> • review Chapter 9 by writing a summary • read the tenth chapter of <i>Sent Away</i> • reflect on their responses to Chapter 9 in a reader's response journal • use context clues to define words and phrases in Chapter 10 • give examples from a text to support their answers 	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Text: <i>Sent Away</i>, pp. 56-59 • Handout: Sent Away Chapter 10 Study Guide <p>Single Copy for Teacher Reference</p> <ul style="list-style-type: none"> • Handout: <i>Sent Away Chapter 9 Study Guide</i> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • a projector

Lesson Plan

Activity 1: Review

Description: Use a paragraph frame to summarize Chapter 9

Materials/Prep: Handout: **Sent Away Chapter 10 Study Guide**, *Sent Away*, pp. 51-54

Activity 2: Literacy/Transitions

Description: Reflect on approaches to handling difficult topics

Materials/Prep: Handout: **Sent Away Chapter 10 Study Guide**

Activity 3: Literacy/ Speaking & Listening

Description: Read Chapter 10 of *Sent Away* and answer questions to show general understanding

Materials/Prep: Text: *Sent Away*, pp. 56-59

Activity 4: Literacy/Vocabulary

Description: Use context clues to define words and phrases in Chapter 10

Materials/Prep: Text: *Sent Away*, pp. 56-59, Handout: **Sent Away Chapter 10 Study Guide**, Resource: highlighters/colored pencils/pens

Activity 5: Literacy & Critical Thinking

Description: Re-read Chapter 10 of *Sent Away*, answer questions about key details and make inferences

Materials/Prep: Text: *Sent Away*, pp. 56-59, Handout: **Sent Away Chapter 10 Study Guide**

Activity 6: Literacy

Description: Write a reader response journal entry

Materials/Prep: Handout: **Sent Away Chapter 10 Study Guide**, *Sent Away*, pp. 56-59

Activity 7: Wrap Up

If Time Allows

Description: Line up and answer wrap up questions

Materials/Prep: write the wrap up questions on the board

Teacher Directions: Activity 1: Review –Materials/Prep: Handout: *Sent Away* Chapter 7 Study Guide Text: *Sent Away*, pp. 51-54

Step 1: Context

Ask students if they remember when they read Chapter 9 (last Wednesday—Thursday was review of Chapters 7-9). Tell students that they will write a summary of Chapter 9. Students who were absent will have some time to get started reading.

Students already wrote a summary of Chapter 9 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 9 (at least, not much). Another option is to challenge students to write a summary without using the paragraph frame provided.

Step 2: Summary Writing and Review Questions

Pass out ***Sent Away* Chapter 10 Study Guide** and *Sent Away*, pp. 51-54. 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. **If a student has not read any of the novel chapters yet, they can read borrowed copies of other students' chapter summaries.**

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/Transitions –Materials/Prep: Handout: *Sent Away* Chapter 10 Study Guide

Step 1: Context

Explain that Chapter 10 is sad and may be difficult to read for some people. Before they read today, they will take some time to think about what helps them when they feel very sad or angry.

Note: If at any point students need to take a break from discussing Chapter 10, you can give them the option of doing the Reader Response Journal activity to process their reactions, or to write some sentences using irregular past tense verbs (there are a lot of them in *Sent Away*).

Step 2: Reflect

Read the instructions and question in the study guide titled “Talking about Difficult Topics.” Give students time to select their answers and circulate to make note of the answers. Don’t share the answers as a class, unless students want to. The information from this question is to help you and the students with today’s lesson.

Teacher Directions: Activity 3: Literacy & Speaking and Listening –Materials: Text: *Sent Away*, pp. 56-59

Step 1: Independent Reading

Write this question on the board and read it aloud: *What are three things you remember from Chapter 10?* Students will answer it after they read.

Pass out copies of *Sent Away*, pp. 56-59. Note: please collect copies of the novel at the end of class to save paper. Students will continue to read this novel for the rest of the week.

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

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 tenth 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/Vocabulary—Materials: Handout: *Sent Away* Chapter 10 Study Guide, *Sent Away*, pp. 56-59

Step 1: Context

Explain that instead of looking up all the new words in Chapter 10, 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 the page in their Chapter 10 study guides. Then the underline all the clues the 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 & Critical Thinking – Materials: Text: *Sent Away*, pp. 56-59 Handout: *Sent Away Chapter 10 Study Guide*

Step 1: Re-Read

Students read the After You Read instructions and questions. Then they re-read chapter 10.

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.

Fast finishers can answer the challenge questions.

Teacher Directions: Activity 6: Literacy & Transitions – Materials: Text: *Sent Away*, pp. 56-59, Handout: *Sent Away Chapter 10 Study Guide*

Step 1: Context

Explain that students will write their ideas about *Sent Away*. Read the instructions and the questions. Clarify that students should choose two *or* three questions—there is no need to answer all of them.

Step 2: Write

If students don't know what to write, ask them which question they will start with. Help them talk about their ideas first and then guide them to write the things they talked about.

Fast finishers can write about an additional question.

Step 3: Feedback

Focus feedback on the meaning of what students write. Ask clarifying questions if something is not clear. Encourage students to add details and examples.

There is no need to share the journal responses with the class. Students may share if they wish, but they may also wish to keep their reactions more private.

Teacher Directions: Activity 7: Wrap Up

Note: Skip this activity if time is running short.

Step 1: Prep

Write the following questions on the board:

Something I learned today was _____

Something I found interesting today was _____

I have questions about _____

Read the questions aloud.

Step 2:

Assign every student either the number *one* or *two*. Ask all the ones to stand up in a line (standing up at the end of class can re-energize the class). Ask the twos to stand up across from the number ones. Instruct the number ones to answer the first question. Then ask the number twos to answer the same question.

Ask all the number twos to step over to a new partner while the number ones stay in place.

Step 3:

Repeat step 2 above with the next questions on the board, as time allows.

Sent Away Chapter 10 Study Guide

REVIEW CHAPTER 9

Instructions: Review Chapter 9 of *Sent Away* and then fill in the blanks to write a summary of the chapter. Try not look at Chapter 9 when you write. Use your memory.

Chapter 9 starts with _____.
Papa _____.
Tatsu _____ because _____.
_____. Keiko _____.

TALKING ABOUT DIFFICULT TOPICS

In *Sent Away* both good things and bad things happen to the Higashi family. Chapter 10 of *Sent Away* has some difficult topics.

Think about what helps you when you feel upset. Check the boxes for what helps you. There are no right or wrong answers.

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.
- lets me stand up to move and walk around while I think.

AFTER YOU READ CHAPTER 10

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. Finally, answer the questions below.

spot
shoot

popped
heaven knows

as much as
all right

chills

1. What does *spot* mean in the text?
 - a. a place in a competition or organization
 - b. a small place or area
 - c. a stain
 - d. a short announcement

2. What does *shoot* mean in the text?
 - a. a word people yell when they are surprised or frustrated
 - b. the new part of a plant that is just beginning to grow
 - c. to take a picture
 - d. a flower

3. What does *pop* (*past tense: popped*) mean in the text?
 - a. a short, loud noise
 - b. to drink
 - c. to come out of place quickly
 - d. to sleep

4. What does *heaven knows* mean in the text?
 - a. I disagree
 - b. I won't say the answer
 - c. I know a little bit
 - d. nobody knows

5. What does *as much as* mean in the text?
 - a. not very good
 - b. a large amount
 - c. a small amount
 - d. the same amount

6. What does *all right* mean in the text?
 - a. not sick or hurt
 - b. ready to agree
 - c. truthful
 - d. turn right

7. What does *chills* mean in the text?
 - a. unfriendly
 - b. fearful
 - c. a feeling of being cold
 - d. relaxed

CAREFULLY READING THE TEXT

Instructions: Read Chapter 10 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 Keiko kept her eye on the flower bulb. The word *the* shows that the writer expects the reader to remember the flower bulb from the past (if it was a new flower bulb, the writer would say *a* flower bulb). In what chapter did Keiko get and plant the flower bulb? What other information does the author share about the flower bulb in these chapters?

2. Paragraph 1 says, "she saved water in a cup and gave it to the shoot." How is this sentence different from saying that she *got* water and gave it to the shoot? Why does she need to save the water? (You may need to look at a different chapter to find the answer.)

3. How does Keiko feel about the star flower? How do you know?

4. Both paragraphs 2 and 3 are about flies. The author gives a lot details about the flies. Why are the flies important in chapter 10?

5. In paragraph 4 Papa laughs. How does he feel? How do you know? How does Papa feel in paragraph 5?

6. Why does Mama say that she is "all right" when she is not all right?

7. A *symbol* is a thing that shows another idea. For example, a flag is a symbol of a country. Another is example is that the color green is symbol of spring. Some people say that a lion is a symbol of bravery. There are symbols in *Sent Away*.

What is Keiko's star flower a symbol of? Why?

Challenge questions:

Why is the title of chapter 10 “The Star Flower” and not “Mama”?

What is another symbol in chapter 10? What is it a symbol of? Why?

READERS RESPONSE JOURNAL

Instructions: What do you think about Chapter 10? Choose two or three of the questions below and then write your answers.

- a. How do you feel after reading Chapter 10?
- b. What do you like about *Sent Away*? What do you not like?
- c. What is interesting or surprising in *Sent Away*?
- d. What does *Sent Away* make you think about?
- e. What do you think will happen next in the novel?

Sent Away Unit: Week 4, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<ul style="list-style-type: none"> review and summarize the tenth chapter of <i>Sent Away</i> build background knowledge about the 1988 Civil Liberties Act by reading an article read the eleventh chapter of <i>Sent Away</i> give examples from a text to support their answers make connections between the “Trying to Address the Injustice of the Internment Camps” article and chapter 11 of <i>Sent Away</i> write a readers’ response journal 	<p>Make Student Copies</p> <ul style="list-style-type: none"> Text: <i>Sent Away</i>, pp. 61-65 Handout: Trying to Address the Injustice of the Internment Camps Handout: <i>Sent Away</i> Chapter 11 Study Guide <p>Single Copy for Teacher Reference</p> <p>Handout: Fred Korematsu: Why His Story Still Matters Today</p> <ul style="list-style-type: none"> Handout: <i>Sent Away</i> Chapter 10 Study Guide

Lesson Plan

Activity 1: Review

Description: Use a paragraph frame to summarize Chapter 10 and answer true/false questions

Materials/Prep: Text: *Sent Away*, pp. 56-59 Handout: *Sent Away* Chapter 11 Study Guide

Activity 2: Activity 5: Literacy & Critical Thinking

Description: Read and discuss an article about the ways the US government addressed the injustice of Japanese internment in preparation for reading chapter 11 of *Sent Away*

Materials/Prep: Handout: **Trying to Address the Injustice of the Internment Camps**

Activity 3: Literacy & Listening/speaking

Description: Read Chapter 11 of *Sent Away* and answer questions to show general understanding

Materials/Prep: Text: *Sent Away*, pp. 61-65

Activity 4: Literacy & Critical Thinking

Description: Re-read Chapter 8 of *Sent Away*, answer questions about key details, and make inferences

Materials/Prep: Text: *Sent Away*, pp. 61-65, Handout: *Sent Away* Chapter 11 Study Guide

Activity 5: Literacy

Description: Write a readers’ response journal

Materials/Prep: Text: *Sent Away*, pp. 61-65, Handout: *Sent Away* Chapter 11 Study Guide

Teacher Directions: Activity 1: Review –Materials/Prep: Handout: Sent Away Chapter 11
Study Guide Text: *Sent Away*, pp. 56-59

Step 1: Context

Ask students to share what they studied yesterday by asking what they read about (they read Chapter tenth of *Sent Away*). Tell students that they will write a summary of Chapter 10. Students who were absent will have some time to get started reading.

Step 2: Summary Writing and Review Questions

Pass out ***Sent Away Chapter 11 Study Guide*** and *Sent Away*, pp. 56-59. 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. **If a student has not read any of the novel chapters yet, they can read borrowed copies of other students' chapter summaries.**

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 & Critical Thinking–Materials/Prep: Handout: Trying to Address the Injustice of Internment Camps

Step 1: Context

Ask students what they remember about the Fred Korematsu. They read an article about him last week. They may wish to skim the article to help them remember. A basic summary is that he refused to go to an internment camp and was arrested and forced to go to a camp. Many years later a judge decided he did nothing wrong. He received the Presidential Medal of Freedom in 1998.

Tell students they will read an article about other ways the government apologized for Japanese internment called “Trying to Address the Injustice of Internment Camps.” What do they think they will read about).

Step 2: Vocabulary

Pass out **“Trying to Address the Injustice of Internment Camps.”** Students read the list of vocabulary and circle words that are new to them. Give students a few minutes to read the definitions of unfamiliar words.

Step 3: Read

Students read independently. Fast readers can read it twice.

Read the text aloud once while students listen and follow along silently so they can hear it read with fluency.

Step 3: Answer the Question

Students answer the question. Assist them by helping find the paragraph numbers that will help them answer the questions.

As you read students answers, make note of students you would like to share with the class later.

Fast finishers can compare answers with a partner and help each other add more details (examples, adjectives, reasons) to their answers.

Step 4: Discuss

Call on a couple students to share their answers.

Teacher Directions: Activity 3: Literacy & Speaking and Listening –Materials: Text: *Sent Away*, pp. 61-65, *Sent Away Chapter 11 Study Guide*

Step 1: Preview Chapter 11

Ask students: *Who is Tatsu? Why wasn't he in chapter 10?* (He is the son in the Higashi family. He joined the army in chapter 9).

Tell students that the title of chapter 11 is "Sad News."

Ask the class: *What do you expect to read in chapter 11?* Remind them that they can take a break at any time if reading or discussing is difficult for them today. They may wish to talk about it with you individually or they may wish to write about their thoughts—it is up to them.

Instruct students to read the list of vocabulary in the Before You Read section, and definitions for chapter 11 and circle new words, as they did for the article.

Step 2: Independent Reading

Write this question on the board and read it aloud: *What are three things you remember from Chapter 11?* Students will answer it after they read.

Pass out copies of *Sent Away*, pp. 61-65. Note: please collect copies of the novel at the end of class to save paper. Students will finish reading the novel this week.

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 eleventh chapter.

Step 3: 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. 61-65, Handout: *Sent Away Chapter 11 Study Guide*

Step 1: Re-Read

Students read the After You Read instructions and questions. Then they re-read chapter 11.

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: Literacy & Transitions – Materials: Text: *Sent Away*, pp. 61-65, Handout: *Sent Away Chapter 11 Study Guide*

Step 1: Context

Explain that students will write their ideas about *Sent Away*. Read the instructions and the questions. Clarify that students should choose two *or* three questions—there is no need to answer all of them.

Step 2: Write

If students don't know what to write, ask them which question they will start with. Help them talk about their ideas first and then guide them to write the things they talked about.

Fast finishers can write about an additional question.

Step 3: Feedback

Focus feedback on the meaning of what students write. Ask clarifying questions if something is not clear. Encourage students to add details and examples.

There is no need to share the journal responses with the class. Students may share if they wish, but they may also wish to keep their reactions more private.

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?

Trying to Address the Injustice of Internment Camps

Vocabulary

Read the list of vocabulary words and circle the words in the list that are new to you. Study the definitions of the new words. Then read the article.

Interment: (noun) putting people in prison during a war

Evidence: (noun) something that shows that an idea is true

Disloyal: (adjective) not supporting someone or something such as a family, job, or country

Effects: (noun) changes that happens after something else is done

Injustice: (noun) a situation or actions that are not fair

Internee: (noun) people that were an in an internment camp

Prejudice: (noun) an unfair dislike of a group of people because of their race, religion, gender, or other reason

Survive: (verb) to continue to live

(1) After the Japanese bombed Pearl Harbor in 1941, the United States government feared that Japanese people living in the United States might be on the same side as Japan. Over 120,000 Japanese people were forced to leave their homes and move to **internment** camps in 1942. The people forced to live in camps lost their homes, businesses, and their freedom.

(2) There was never **evidence** that any Japanese-Americans were **disloyal** to the US.

(3) Many years later, in April 1976, President Gerald Ford ended the order that put the Japanese in **internment** camps. Ending the order was a way of saying that it was not fair and the President would never use that order again.

(4) In 1980 Congress and President Jimmy Carter created a government organization to research the **effects** of the **internment** camps. The organization found that the **internment** camps were an **injustice**. The organization also said that the United States government should apologize for the **injustice** and help **internees** and their families.

(5) In 1988 President Ronald Regan signed a new law called the Civil Liberties Act. This law apologized for the **injustices** against Japanese-Americans during World War II. The law said that the **internment** camps were created because of racial **prejudice** and wartime fears. The

law set aside money for education to teach people not to repeat these bad mistakes. Money was also set aside to pay **internees**.

(6) In 1990, the government sent \$20,000 to each living Japanese-American that **survived** the **internment** camps. Each person also received a letter of apology.

What are all the ways the US government addressed the injustices of Japanese internment?

Sent Away Chapter 11 Study Guide

REVIEW CHAPTER 10

Instructions: Review Chapter 10 of *Sent Away* and then fill in the blanks to write a summary of the chapter. Do not look at Chapter 10 when you write. Use your memory.

Chapter 10 was set in _____ (place) and _____ (place).
It was about _____ (name). _____ (pronoun) _____
_____ (problem). After, _____
_____ she _____.

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

1. _____ The tone in chapter 10 is sad.
2. _____ Keiko's star flower is a symbol.
3. _____ Papa thinks that Mama is funny.
3. _____ Mama doesn't want her sickness to make life more difficult for her family.
5. _____ Mama's death at the end of chapter 10 is a surprise.

BEFORE YOU READ CHAPTER 11

Instructions: Read the list of vocabulary words and circle the words in the list that are new to you. Study the definitions of the new words. Then read chapter 11.

in the line of duty: while people are doing their jobs

serve a country: to have a job in the military (army), or for the government

go on: keep living

live for: a reason to keep living

times are not good: a bad situation experienced by a group of people now, or during a time in the past

act as if: act like something is true even though it is not true

stink bomb: a small weapon that makes a very bad smell (it does not usually hurt people)

scrap metal: extra metal that is left after the main part is used; scrap metal is usually small and sharp

watch out: look for something dangerous

AFTER YOU READ CHAPTER 11

Instructions: Read Chapter 11 again and write the answers to these questions. If you don't know an answer, read again to find clues in the text.

1. Why does the woman at the post office in paragraph 1 read Papa's letter to Tatsu? Does the US government trust the internees in the camp? How do you know?

2. Remember that authors use foreshadowing so that readers will not be really shocked when something bad happens. What foreshadowing is in paragraph 2?

3. How does Papa feel in paragraphs 3-6? How do you know?

4. What is the problem between the Co-op leaders and the other group of men?

5. In paragraph 9 Papa says, "We have meetings at night." Who is *we*?

6. In paragraph 9 Papa says, "No one will hurt me." Why does Keiko think people will hurt Papa? Why does she say that he not get hurt?

7. *Suspense* is a nervous feeling about what will happen in the future. Suspense often makes people want to keep reading. How does the author use suspense in chapter 11?

Challenge Question: Setting is important in *Sent Away*. The setting includes both the place and the time of a story. How is the setting of this story important in chapter 11?

READERS RESPONSE JOURNAL

Instructions: What do you think about Chapter 11? Choose two or three of the questions below and then write your answers.

- f. How do you feel after reading Chapter 11?
- g. What do you like about *Sent Away*? What do you not like?
- h. What is interesting or surprising in *Sent Away*?
- i. What does *Sent Away* make you think about?
- j. What do you think will happen next in the novel? Why?

Sent Away Unit: Week 4, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<ul style="list-style-type: none">• review and summarize the eleventh chapter of <i>Sent Away</i>• read the twelfth chapter of <i>Sent Away</i>• give examples from a text to support their answers• make connections between Chapter 12 and earlier chapters• define the elements of a plot by doing a walking dictation exercise	Make Student Copies <ul style="list-style-type: none">• Text: <i>Sent Away</i>, pp. 67-74• Handout: <i>Sent Away Chapter 12 Study Guide</i> Single Copy for Teacher Reference <ul style="list-style-type: none">• Handout: <i>Sent Away Chapter 11 Study Guide</i>• Resource: Walking Dictation Sentences

Lesson Plan

Activity 1: Review

Description: Use a paragraph frame to summarize Chapter 11 and answer true/false questions

Materials/Prep: Text: *Sent Away*, pp. 61-65, Handout: *Sent Away Chapter 12 Study Guide*.

Activity 2: Literacy/Vocabulary/Grammar

Description: Students define key vocabulary words and review irregular past tense forms

Materials/Prep: write key words on the board

Activity 2: Literacy & Listening/speaking

Description: Read Chapter 12 of *Sent Away* and answer questions to show general understanding

Materials/Prep: Text: *Sent Away*, pp. 67-74

Activity 3: Literacy/Critical Thinking

Description: Re-read Chapter 12 of *Sent Away* to answer questions about key details, and to make inferences

Materials/Prep: Text: *Sent Away*, pp. 67-74, Handout: *Sent Away Chapter 12 Study Guide*,

Activity 4: Speaking & Listening/Literacy

Description: complete a walking dictation to define plot elements

Materials/Prep: tape *Sent Away Walking Dictation Sentences* on a wall outside the room or in the back of the room

Teacher Directions: Activity 1: Review –Materials/Prep: Handout: *Sent Away* Chapter 12 Study Guide, Text: *Sent Away*, pp. 61-65

Step 1: Context

Ask students to share what they studied yesterday by asking what they read about (they read the eleventh chapter of *Sent Away*). Tell students that they will write a summary of Chapter 11. Students who were absent will have some time to get started reading.

Step 2: Summary Writing and Review Questions

Pass out ***Sent Away* Chapter 9 Study Guide** and *Sent Away*, pp. 61-65. 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. . If a student has not read any of the novel chapters yet, they can read borrowed copies of other students' chapter summaries.

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/Grammar –Materials/Prep: write key words on the board

Step 1: Prep and Set Context:

Explain to students that they will review some key words before they read chapter 12. Most of the words may be familiar, so there is no need to write them all down. Write the following words on the board:

start over
*well**
enough
on the other hand
after all
run a business
bloom

Read the word aloud and ask students which words are new to them.

Step 2: Define Key Words

Briefly define any new words or phrases. If a word or phrase is familiar, ask students to define it, if they can.

**Well* is used in the text in the sense of *healthy*.

Step 3: Review Irregular Past Tense Forms

Write two columns on the board: *Present Tense* and *Past Tense*. Write these verbs in the present tense column.

have
find
get
come
dig
loose
feel
go
take
give
lay

Invite students to come up to the board and write the past tense for the verbs they know. Fill in the ones that students don't know. Read through the list. Leave the list on the board for students to refer to as they read chapter 12.

Teacher Directions: Activity 3: Literacy & Speaking and Listening –Materials: Text: *Sent Away*, pp. 67-74

Step 1: Independent Reading

Write this question on the board and read it aloud: *What are three things you remember from Chapter 12?* Students will answer it after they read.

Pass out copies of *Sent Away*, pp. 67-74. Note: please collect copies of the novel at the end of class to save paper.

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 twelfth 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. 67-74, Handout: *Sent Away* Chapter 12 Study Guide

Step 1: Re-Read

Students read the instructions and questions. Then they re-read chapter 12.

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 12.

Step 2: Critical Thinking Questions

After checking the answers to the key detail questions, instruct students to answer the critical thinking questions. Assist students by helping them find the necessary information from the novel. Give them plenty to think about these though provoking questions. They can talk through their answers aloud before writing, if needed.

Fast finishers can work on answering the challenge questions at the end of the study guide for Chapter 12.

Teacher Directions: Activity 5: Literacy and Transitions—Materials: Text: *Sent Away*, Handout: *Sent Away Plot*

Step 1: Prep

Tape the **Walking Dictation Sentences** on a wall just outside the classroom, or in the back of the room. **You may wish to do this during the class break time.**

Then, write the following words on the board:

Plot

Introduction

Rising Action

Climax

Falling Action

Conclusion

Read the words aloud and students can repeat them for pronunciation.

Step 2: Context and Instructions

Students will out the plot of *Sent Away* during tomorrow's lesson. This activity will define the terms they will use in their outlines.

Explain that students will work in pairs. One student will be a writer and the other will be a reader and speaker. The writers stay in their seats and write in their notebooks. The readers go in the hall and read the sentences. The readers return to their partners and say one of the sentences. The writer can ask for spelling help from the reader. The reader can go back in the hall to check spelling and also if they forget the words.

Model the instructions by being the reader/speaker and asking a student to be a writer. Go in the hall, come back, and dictate to one student.

Assign pairs and ask students to choose roles (writer or reader/speaker). Instruct students to switch roles after they write three sentences.

Step 3: Walking Dictation

Students complete the exercise. Remind them to go in the hall as needed. Help them with pronunciation as needed. Also remind them to switch roles after three sentences.

When a pair is finished, they can both go in the hall to check their answers.

Sent Away Chapter 12 Study Guide

REVIEW CHAPTER 11

Instructions: Review Chapter 11 of *Sent Away* and then fill in the blanks to write a summary of the chapter. Try not to look at Chapter 11 when you write. Use your memory.

Chapter 11 is titled _____ because _____.

The author uses foreshadowing by _____.

Keiko _____.

Papa _____.

Chapter 11 is suspenseful because _____.

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

1. _____ The US government showed trust for the people living in the internment camp.
2. _____ Papa copes with Tatsu's death by staying busy.
3. _____ Keiko blames the US government for the deaths in her family.
4. _____ The Co-op leaders and other men in the camp learn to get along.
5. _____ Keiko feels safe in the camp.

AFTER YOU READ CHAPTER 12

READ CAREFULLY

Instructions: Read Chapter 12 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 does it mean when Keiko, "can't pack fast enough." Can she pack? Can she pack quickly? What does she want?

2. Why is Papa not in a hurry to leave the camp? What is he worried about?

3. In paragraph 9 Keiko tells Papa, "Things will work out." How is this different from the way Keiko talked to her family in the past?

4. Why is the government plan on page 70 important to Keiko?

5. Why might Papa *not* want to be a US citizen?

6. All of Papa’s difficulties are listed on one long sentence in paragraph 15. Why are they all in the same sentence? What does the author want to show?

7. Why does Papa decide to become a US citizen? What parts of the text support your answer?

8. A symbol is a thing that has another meaning. For example, a light bulb is a symbol of a new idea. A red light is a symbol that means *stop*. What is the star flower a symbol of in *Sent Away*? Why?

Challenge Questions

1. The end of *Sent Away* is similar to chapter 1 with a celebration with food. What is the same and different in these chapters? Why does the author want the reader to think of the celebration in chapter 1 at the end of the novel? How does it make the reader feel?

2. What did Papa and Keiko learn from the difficulties in their lives? What parts of the text support your answer?

1. A plot is an organized set of events that happen in a novel or story.

2. An introduction in a novel presents the setting and the characters.

3. The rising action is the growing problems in a story.
Rising action creates suspense.

4. The climax is when the problems in a story are the worst and the beginning of the solution to the problems.

5. The falling action is the rest of the solution to the conflicts.

6. The conclusion is what happens after the conflict is solved.

Sent Away Unit: Week 4, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<ul style="list-style-type: none"> review Chapters 10-12 of <i>Sent Away</i> by selecting key events review the key events in <i>Sent Away</i> by writing an outline of the plot participate in an academic discussion by making comments that contribute the conversation and build on the remarks of others reflect on the themes in <i>Sent Away</i> by writing a paragraph 	<p>Make Student Copies</p> <ul style="list-style-type: none"> Text: <i>Sent Away</i> Handout: Chapter 12 Review Handout: Sequencing Strips Handout: Sent Away Plot Handout: Sent Away Discussion Prompts Handout: Discussion Roles (one copy per group of four students) <p>Single Copy for Teacher Reference</p> <ul style="list-style-type: none"> Handout: Suggested Key Events in Chapters 10-12

Lesson Plan

Activity 1: Review

Description: Use a paragraph frame to summarize Chapter 12 and review key vocabulary to describe plot

Materials/Prep: Text: *Sent Away*, pp. 67-74, Handout: Handout: **Chapter 12 Review**

Activity 2: Speaking & Listening/Literacy/Critical Thinking

Description: Review Chapters 10-12 and work in pairs to choose key events

Materials/Prep: Text: *Sent Away*, pp. 56-74, Handout: **Sequencing Strips**

Activity 3: Literacy/Critical Thinking

Description: outline the key plot elements in *Sent Away*

Materials/Prep: Text: *Sent Away*, Handout: **Sent Away Plot**

Activity 4: Speaking & Listening/Transitions

Description: a book club style discussion about the key ideas and themes in *Sent Away*

Materials/Prep: Handout: **Sent Away Discussion Prompts**; Handout: **Discussion Roles**

Activity 5: Writing/Critical Thinking

If time allows

Description: write a paragraph about the themes in *Sent Away*

Materials/Prep: Text: *Sent Away*, Handout: **Sent Away Discussion Questions**

Teacher Directions: Activity 1: Review –Materials/Prep: Handout: Chapter 12 Review, Text: *Sent Away*, pp. 67-74

Step 1: Context

Ask students to share what they studied yesterday by asking what they read about (they read the last chapter of *Sent Away*). Tell students that they will write a summary of Chapter 12. Students who were absent will have some time to get caught up.

Step 2: Summary Writing and Review Questions

Pass out **Chapter 12 Review** handout and *Sent Away*, pp. 67-74. Students write summaries and answer the true/false questions.

Note that the true/false question review plot vocabulary terms that the students were introduced in the last activity of the Wednesday lesson. They may wish to refer to the sentences they wrote in their notebooks to help them answer the questions.

If a student has not read any of the novel chapters yet, they can read borrowed copies of other students' chapter summaries.

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/Literacy –Materials/Prep: write Handout: **Sequencing Strips**, Text: *Sent Away*, pp. 56-74, **Single Copy for Teacher Reference: Handout: Suggested Key Events in Chapters 10-12**

Step 1: Instructions and Modeling

Students will work in pairs or small groups to select key events from the chapters 10-12 of *Sent Away*. Survey the students to see which chapters they have read. Pair up students that have read the same chapters.

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 10 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.

Students who were absent may get caught up on their reading if they only missed a couple chapters, or they may continue reading chapter summaries, or they may observe the pairs in this activity to learn more chapters 10-12.

Step 2: Find and Write Key Events

Give the groups of students copies of the novel, sequencing strips. 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.

Note that students will not cut and scramble the strips and instead will work on creating a plot outline of the novel during this lesson.

Teacher Directions: Activity 3: Literacy & Critical Thinking –Materials/Prep: Handout: *Sent Away Plot*, Text: *Sent Away*, chapter summaries from this unit

Step 1: Instructions and Modeling

Pass out the ***Sent Away Plot*** handout to students and read it aloud. Check for understanding of the plot elements listed in the boxes. They worked with these terms in yesterday’s lesson. If students need help, fill out one of the boxes as a class.

Step 2: Outline the Plot:

Students may work independently or in pairs. Pair up new students or students who were frequently absent with students who read most of the novel. This exercise will still give them practice with understanding the parts of a plot.

Step 3: Compare Answers:

As students finish, they may share their answers with others. There is some flexibility in the possible answers. Students should give reasons for their answers if they vary.

Teacher Directions: Activity 4: Speaking & Listening/Transitions –Materials/Prep: Handout: *Sent Away Discussion Questions*, Handout: **Discussion Roles** (one per group of four students)

Step 1: Prep

Tape one copy of the **Discussion Roles** handout on the board, or project it. Write the following on the board:

- *I think that _____*
- *Why do you think _____?*
- *Could you say more about _____?*
- *I heard _____ say _____.*

Step 2: Instructions and Modeling

Explain that students will discuss their ideas about *Sent Away* in groups for students. Each student will have a different job or role. Read the four roles aloud from the **Discussion Roles** handout, pointing to each one (ask a question, answer, follow up question, and summarize). Point to sentence frames on the board and ask which roles should use each frame. They don’t have to use the frames if they have other ideas of what to say.

Demonstrate putting the **Discussion Roles** handout in the middle of a table and rotating it. Explain that after one turn, everyone will change roles and repeat with a new question.

Hold up the ***Sent Away Discussion Questions*** handout and explain that the question asker can ask any question. They don’t have to start with number one and can go in any order.

Note that discussion questions 17-21 don't require that students have read the novel. Instruct students to ask newer students these questions.

Step 2: Discussion Groups

Assign groups of four students and give them the roles handout and the discussion questions. A group of three can combine the roles of question asker and summarizer. Try to group students with similar conversational ability so that one student doesn't dominate. If you have a lower level group, join that group or stay near them to prompt them to use the sentence frames on the board. As much as possible, let the students facilitate their own conversations—it is excellent practice with independent conversation skills.

Teacher Directions: Activity 6: Writing/Critical Thinking—Materials/Prep: Text: *Sent Away*, Handout: *Sent Away* Discussion Questions

Skip this activity if time is running short.

Step 1 Prep:

Write the following on the board:

Write a paragraph with your ideas about Sent Away. Choose one question from your list of discussion questions. Write an introduction sentence to explain your topic. Write three or more sentences with details about your ideas. Write a conclusion sentence. Use as much information from the novel in your answer as you can.

Step 2: Set the Context and Give Instructions

Read the instructions aloud and check for understanding. Choose a sample topic as a class and elicit a sample introduction sentence. Talk about a few ideas for the rest of the paragraph as a class. If you decide to write a full example paragraph, erase most of it before students work independently so they won't simply copy it.

Step 3: Write

Students choose topics and write paragraphs. Help students who are stuck with reminders about what people said during the small group discussions. Refer students back to the *Sent Away* text as needed.

Focus feedback on helping students have all the parts that are listed in the instructions and save grammar and spelling corrections for the last step, if time allows for these types of corrections.

Chapter 12 Review

REVIEW CHAPTER 12

Instructions: Review Chapter 12 of *Sent Away* and then fill in the blanks to write a summary of the chapter. Do not look at Chapter 12 when you write. Use your memory.

Chapter 12 was set in _____ (place) and _____ (place).
Papa and Keiko finally _____.
They start over. Papa _____.
Keiko _____.

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

1. _____ A plot is a set of organized events that happen in a story or novel.
 2. _____ An introduction in a story presents the name of the author.
 3. _____ The rising action in a novel is when the problems are solved.
 4. _____ The climax in a novel is when the problems are the worst and then the conflicts begin to be solved.
 5. _____ The falling action is when the problems grow.
 6. _____ The conclusion is what happens after the problems are solved.
-

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5. _____ The falling action is when the problems grow.
6. _____ The conclusion is what happens after the problems are solved.

Sequencing Strips

Instructions: Choose key events from chapters 10-12 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.

Sequencing Strips: Suggested Key Events for Teacher Reference Only

Chapter 10:

- The star flower starts to grow.
- Mama gets very sick and dies.
- The star flowers blooms.

Chapter 11:

- An army man tells Papa and Keiko that Tatsu died.
- Some men that are against Co-op leaders threaten Papa.
- Papa disappears.

Chapter 12:

- Keiko finds Papa in the hospital.
- Papa and Keiko can finally leave camp and go back to California.
- Papa becomes a US citizen.
- Keiko becomes a teacher and has her own family.

SENT AWAY PLOT

3 Climax

*When are the problems the worst?
When is the beginning of the solution?*

2 Rising Action

What problems happen?

1 Introduction

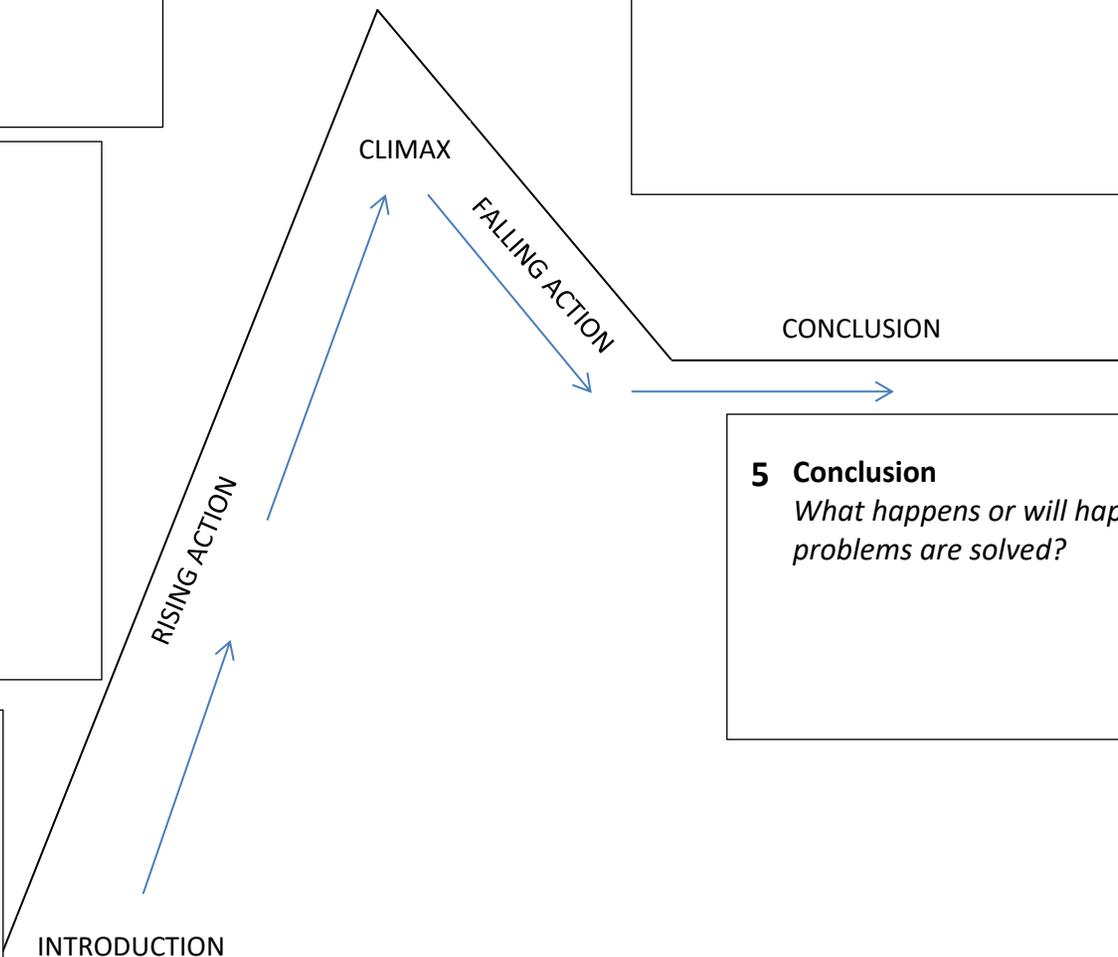
*What is the setting and who
are the characters?*

4 Falling Action

What happens to solve the problems?

5 Conclusion

*What happens or will happen after the
problems are solved?*



***Sent Away* Discussion Questions**

1. What did you like best about this novel?
2. What did you not like about this novel?
3. What question would you ask the author of *Sent Away*?
4. Is *Sent Away* a good title for the novel? Why or why not?
5. What did you learn by studying this novel?
6. Why do you think the author wrote *Sent Away*? What did she want people to think about?
7. How was the idea of *loyalty* important in *Sent Away*?
8. How are symbols important in *Sent Away*?
9. How is the foreshadowing important in *Sent Away*?
10. Did Papa change in the novel? How?
11. Did Keiko change in the novel? How?
12. What are some adjectives to describe Papa? Why?
13. What are some adjectives to describe Mama? Why?
14. What are some adjectives to describe Tatsu? Why?
15. What are some adjectives to describe Kieko? Why?
16. What are the biggest problems in *Sent Away*?
17. What is the overall tone, or feeling in *Sent Away*? Why?
18. The characters in *Sent Away* make difficult choices. How do they decide what to do?
19. What helps you keep going in a difficult situation?
20. Is loyalty important in your life? Why or why not?
21. Many people say that studying history is important because we can learn not to make bad mistakes again. What have you learned by studying history?
22. What is a fair way to treat people even if you are afraid they may hurt you?

1. Choose and ask one question from the list.

2. Answer the question.

Discussion Roles

4. Summarize what was said.

3. Ask a follow up question.