CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON # M-8

UNIT TITLE: A Multicultural Literature Unit: Angel Child, Dragon Child

Created By: Mary Rita Bonner - Spring 2001

GRADE: 2nd
Angel Child.
Dragon Child

A Multicultural Literature Unit

prepared by
Mary-Rita Bonner

in accordance with
Second Grade

California State Educational Standards
BINKO /Study Guide for Geographic Alliance
(Always make sure your type on the transparency is big enough to show up clearly on the overhead - to back row of classroom)

Name of Lesson
by (name of presenter)
For Grades
School Name

Introduction/Set
Introduce the concept objective and draw on students background knowledge

Purpose/Set
Reinforce the “Five Themes”

Objective: (only one)
The students will __________________ by __________________________ (Bloom’s Taxonomy) (Tell the learners what they are going to learn - make it relative to their everyday life and why - and tell them how they are going to learn the objective)

Vocabulary
(Introduced in lesson)

Standards
(Grade Level - Kemper’s Standards Book)

Materials:
(Used in lesson preparation/activity)

Procedures:
(step by step instruction and/or activity procedure - assume nothing)
The teacher will.....
The students will....

Lesson Extension: (What other activities/lessons could be taught to support this, your main objective)

Attachment/Support Data
(Bibliography - source of resource gathering)
California State Educational Standards to be satisfied with this Literature Unit

Reading
1.10 Identify simple multiple meaning words
2.5 Restate facts and details in the text to clarify and organize ideas.
2.6 Recognize cause-and-effect relationships in a text.
2.7 Interpret information from diagrams, charts, and graphs.
3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.

Writing
1.2 Create readable documents with legible handwriting.
1.3 Revise original drafts to improve sequence and provide more descriptive detail.

Written and Oral English Language Conventions
1.4 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.
1.5 Use quotation marks correctly.
1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.
1.7 Spell frequently used, irregular words correctly (e.g. was, were, says, said, who, what, why)
1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant blend patterns correctly.
VOCABULARY

These vocabulary terms should be introduced to help with reading comprehension. Some of the phrases will be uniquely different for students because they are words an English Language Learner might use to describe things if they do not know the proper English terms (like at-home name for nickname).

- pajamas
- at-home name
- round-eyed children
- clock needles
- squeegeed
- brave
- fair
- scrawled
- hoping
- peeked
- pocket
- shoulders
- softly
- whispered
- frosty
- darted
- dashed
**Block Plan for Angel Child, Dragon Child Literature Unit**

<table>
<thead>
<tr>
<th>Monday (Feb 25)</th>
<th>Tuesday (Feb 26)</th>
<th>Wednesday (Feb 27)</th>
<th>Thursday (Feb 28)</th>
<th>Friday (March 1)</th>
</tr>
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<tbody>
<tr>
<td>Intro story</td>
<td>Review story</td>
<td>Review story</td>
<td>Review story</td>
<td>Art Project</td>
</tr>
<tr>
<td>Read Aloud</td>
<td>Word Map</td>
<td>Story Hand</td>
<td>Venn Diagram</td>
<td>Draw folders to display this work during Open House</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday (March 4)</th>
<th>Tuesday (March 5)</th>
<th>Wednesday (March 6)</th>
<th>Thursday (March 7)</th>
<th>Friday (March 8)</th>
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<tbody>
<tr>
<td>Cause &amp; Effect</td>
<td>Quote Marks</td>
<td>Writing Activity</td>
<td>Writing Activity - continued</td>
<td></td>
</tr>
</tbody>
</table>
State Standards:  
- Reading 1.10 – Identify simple multiple meaning words
- Reading 2.7 – Interpret information from diagrams, charts, and graphs.
- Written and Oral English Language Conventions 1.8 – Spell basic short-vowel, long-vowel, r-controlled, and consonant blend patterns correctly.

**OBJECTIVE**
After teacher explanation, modeling and guided practice, students will complete a word map for the multiple meaning word “fair”, focusing on the definition used in the story *Angel Child, Dragon Child* by Michele Maria Surat.

**MATERIALS**
Students will need:
Pencils, Word Map handout

Teacher will also need:
Copy of student basal reader to read story to students, map of World/Vietnam (or globe)

**SET**
I will show students the map/globe. I will point to Vietnam and the United States. I will tell students that we will be reading a story about these two places. I will also let them know that they will be making a map of their own when the story is over.

**PROCEDURE**
Teacher explanation:
- I will have students sit on the carpet in back of room while I read aloud the story *Angel Child, Dragon Child* from the second grade basal reader.
- I will introduce new vocabulary as it comes up in the story to ensure that students understand the meaning and how the word is used in the story.
- When finished, I will tell students they will be making a map to help them remember how the multiple meaning word “fair” is used in the story.

Teacher modeling:
- I will draw a copy of the Word Map on the board/overhead projector. (See attached blackline master). I will write the word “dashed” in the center box.
- I will ask students how dashed was used in the story. I will make sure they understand it means “move quickly” and not a broken line.
- I will show students how to fill in the other boxes (synonym, antonym, examples) on the Word Map.

Guided Practice:
- I will draw another Word Map on the board/overhead projector with the word “softly” in the center.
- I will ask students to tell me how “softly” was used in the story. (Used to mean “gently”)
- I will ask students to give suggestions for the other boxes.
- I will allow a few students to come up and write the new terms in the proper boxes.

Independent Practice:
- I will distribute the worksheet with the Word Map diagram.
- Students will finish this diagram using the word “fair” as it is used in the story.

**CLOSURE AND EVALUATION**
I will ask several students to read their Word Maps. I will briefly review what we have learned. I will collect the worksheets. I will note any errors and work with small groups of students to reteach or provide additional guided practice as necessary.
Word Map

Vocabulary Word:

Synonym:

Synonym:

Antonym:

Give some examples:
State Standards:
- **Reading 2.6** – Restate fact and details in the text to clarify and organize ideas.
- **Reading 2.7** – Interpret information from diagrams, charts, and graphs.
- **Written and Oral English Language Conventions 1.7** – Spell frequently used, irregular words correctly (e.g. was, were, says, said, who, what, why)

**OBJECTIVE**
After teacher explanation, modeling and guided practice, students will retell the story of Angel Child, Dragon Child by using the information written in the Story Hand.

**MATERIALS**
Students will need:
- Pencils, Story Hand worksheet

Teacher will also need:
- Copy of student basal reader to review / read story to students

**SET**
I will have students raise their right hands. I will tell them that this body part will improve their reading comprehension by helping them remember the important parts of a story.

**PROCEDURE**
Teacher explanation:
- I will draw a hand on the board and label the five fingers. (See attached Story Hand worksheet.)
- I will define each of the five fingers so the students understand the terms.

Teacher modeling:
- I will ask students to think about the story of Little Red Riding Hood.
- Using this story, I will fill in the Story Hand so students see show each finger is related to the story.

Guided Practice:
- I will draw another Story Hand.
- Students will help me identify the five fingers of this example using the story of The Three Little Pigs.
- I will allow students to write the answers on the board in order to complete this sample.
- I will review the basal story with students before giving out the independent practice assignment.

Independent Practice:
- I will distribute the worksheet with the Story Hand.
- Students will complete the form using the information from Angel Child, Dragon Child.

**CLOSURE AND EVALUATION**
I will ask several students to read their Story Hands. I will briefly review what we have learned. I will collect the worksheets. I will note any errors and work with small groups of students to reteach or provide additional guided practice as necessary.
<table>
<thead>
<tr>
<th>Climax (Most Exciting Part):</th>
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<th>Resolution (Fix the Problem):</th>
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<th>Problem:</th>
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<table>
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<tr>
<th>Story Hand</th>
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<th>Setting:</th>
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<tr>
<th>Characters:</th>
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</table>
State Standards: Reading 2.5 – Restate fact and details in the text to clarify and organize ideas

OBJECTIVE
After teacher explanation, modeling and guided practice, students will use a Venn Diagram to compare and contrast the main characters in Angel Child, Dragon Child.

MATERIALS
Students will need:
Pencils, Venn Diagram worksheet

Teacher will also need:
Copy of student basal reader to review / read story to students

SET
I will draw a large Venn Diagram on the board and ask students to tell me what they think it is.

PROCEDURE
Teacher explanation:
✦ After students guess, I will tell them that it is a Venn Diagram and that it is used to compare things.
✦ I will explain that things that are similar are written in the overlapping area on the diagram. Things that are different are put in the other part of the circles.
✦ I will color the two different sections (similar and different) with two different markers. I will use these two colors when filling in the diagram during modeling.

Teacher modeling:
✦ I will label the top of one circle “Dry Creek” and the other circle “Clovis Elementary.”
✦ I will write five things that are similar and five things that are different. I will use the marker color to match my first diagram so students can easily identify “same or different” places on the circle.

Guided Practice:
✦ I will draw another Venn Diagram.
✦ I will label one circle “Miss O” and the other “Mrs. Bonner.”
✦ I will ask students to give me some examples of similarities and differences in order to complete the chart.
✦ When finished, I will review Angel Child, Dragon Child.

Independent Practice:
✦ I will distribute the worksheet with the Venn Diagram.
✦ Students will complete their worksheet by comparing the two main characters in the story – Ut and Raymond.

CLOSURE AND EVALUATION
I will ask several students to read their Venn Diagrams. I will briefly review what we have learned. I will collect the worksheets. I will note any errors and work with small groups of students to reteach or provide additional guided practice as necessary.
State Standards: Reading 2.6 – Recognize cause-and-effect relationships in a text.

OBJECTIVE
After teacher explanation, modeling and guided practice, students will complete a cause and effect chart for the story Angel Child, Dragon Child.

MATERIALS
Students will need:
Pencils, Cause-and-Effect worksheet, student basal reader to review story

Teacher will also need:
Copy of student basal reader to review / read story to students

SET
I will set up a row of dominoes. I will leave them there and review the story. As the children beg to knock them down, I will ask how he will knock them down and what will happen after that. I will use the visual image of one domino causing the others to fall to help teach about cause and effect.

PROCEDURE
Teacher explanation:
- Before student knocks down the domino, I will ask them to explain what will happen if no one touches the domino. I will explain that we must knock one over in order for them to fall. If we don’t do our part, then they won’t do their reaction.
- I will define this as cause and effect. I will tell students that when something forces something else to happen, it is a cause. The result is the effect. I will tell students that the cause in this domino case is pushing the first domino. The effect is they all fall down.
- As a student knocks them down, I will point out how just pushing one domino changed the design of the domino row by knocking them over.

Teacher modeling:
- I will make two columns on the board and label them “cause” and “effect.”
- I will give some examples of cause and effect from other stories that the students have read in class.
- I will use different students in the class to demonstrate cause and effect. (e.g. hugging a student makes them smile, turning on music makes them sing or dance, etc.)

Guided Practice:
- I will draw another Cause and Effect table.
- I will remind students of the Three Little Pigs again. We will use this story to fill in our chart.
- Students will tell how different actions or events in the story caused other things to happen. (e.g. Building a house of straw meant the wolf could blow it down.)
- When finished, I will review Angel Child, Dragon Child.

Independent Practice:
- I will distribute the worksheet with the Cause and Effect Table.
- Students will complete their worksheet by finding different cause and effects in the story. They can use their books if necessary.

CLOSURE AND EVALUATION
I will ask several students to read their Cause and Effect Chart. I will briefly review what we have learned. I will collect the worksheets. I will note any errors and work with small groups of students to reteach or provide additional guided practice as necessary.
<table>
<thead>
<tr>
<th>Cause and Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAUSE</td>
</tr>
<tr>
<td>(Why does it happen?)</td>
</tr>
</tbody>
</table>
State Standard: English and Language Arts Standard for Written and Oral English Language Conventions for Punctuation 1.5 (Use quotation marks correctly.)

OBJECTIVE
After teacher explanation, modeling and guided practice, students will insert quotation marks in appropriate places in a given paragraph of dialogue with 85% accuracy.

MATERIALS
Students will need:
Pencils, macaroni colored green and red, glue

Teacher will also need:
Green and red macaroni (green as opening quotation marks and red as closing quotation marks), several simple dialogue sentences without quotation marks, enough copies for students

SET
I will display a cartoon on the overhead projector and have the students read what the cartoon characters are saying. I will ask who is speaking and point to the speech balloons as the students read the quotes. I will then ask HOW they know which words the characters are speaking and explain that their exact words are called “quotes.” If you quote someone, you are repeating his exact words. I will then tell them that there is a way to identify exact quotes when we are reading chapter books and writing stories.

PROCEDURE
Teacher explanation:
/datatables
Teacher modeling:

Teacher modeling:

Teacher modeling:

Teacher modeling:

Teacher modeling:

Teacher modeling:

Teacher modeling:

Guided Practice:

Guided Practice:

Guided Practice:

Guided Practice:

Independent Practice:

Independent Practice:

Independent Practice:

Independent Practice:

CLOSURE AND EVALUATION
I will ask several students to read individual sentences from their paragraphs aloud telling the class where they placed the quotation marks and repeating the exact words the people said in the sentences. I will briefly review what we have learned. I will collect the paragraphs that the students have completed and check that the quotation marks are placed in the proper places at least 85% of the time. I will note any error and work with small groups of students to reteach or provide additional guided practice as necessary.
Why are you so mean to me? wondered Ut.

Because you are different. You wear funny clothes and you talk with funny words, replied Raymond.

I am still a person like you. This is how they dress and talk in my home country. I am not different there, said Ut.

Where is your home country? asked Raymond.

Vietnam. My mom and my friends are still there, whispered Ut.

Your mom is still there? Man, I would sure miss my mom if she didn’t live with me! Tell me about Vietnam, said Raymond.
State Standards:  
**Reading 3.2** – Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.  
**Writing 1.2** – Create readable documents with legible handwriting.  
**Writing 1.3** – Revise original drafts to improve sequence and provide more descriptive detail.  
**Written and Oral English Language Conventions 1.3** – Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.  
**Written and Oral English Language Conventions 1.6** – Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

**OBJECTIVE**
After teacher explanation, modeling and guided practice, students will write a dialogue between Ut and Raymond that begins when Raymond throws a snowball at Ut in the story.

**MATERIALS**
Students will need:
- Pencils, crayons, draft paper, lined paper, plain paper
Teacher will also need:
- Copy of student basal reader to review / read story to students

**SET**
I will remind students of our visit with Officer Lamb where he talked about different ways to handle bullies. I will ask them to tell me different choices they can make when faced with a tough situation involving a classmate.

**PROCEDURE**
Teacher explanation:
- I will tell students that we will be writing a dialogue between Ut and Raymond. I will remind them that when Raymond threw the snowball, he was acting like a bully. I will ask students to tell me how Ut reacted in the story. (She charges at him and they fight.)
- I will ask them if this is the smartest choice. I will tell them that Ut could have used some of Officer Lamb’s tactics to help her.
- I will explain to students that we will be writing a conversation (dialogue) between Ut and Raymond to show what Ut could have done instead of tackling him. We will be using Officer Lamb’s tips to help write the story.

Teacher modeling:
- I will write down Ut’s name on the board. I will tell students that we are writing what the characters would say if the story was different. I will write Ut’s reaction to being hit with a snowball.
- Next, I would write down Raymond’s name under the Ut sentence. I would write his comments to Ut after she spoke to him.
- I would write Ut’s name again. I would highlight to students how we alternate the names of the characters to show a dialogue. I would write Ut’s response to Raymond.
- I would continue with a few more lines from each character.

Guided Practice:
- After three or four examples, I would ask students to think about what Ut and Raymond might say.
- I would invite the students to help me finish my dialogue. I would remind them that they need to fix the problem and can’t let it get mean or nasty.

Independent Practice:
- I will distribute draft paper for each student to begin his dialogue.
- They will create their own ending to that scene using some of the methods we learned about dealing with bullies.

**CLOSURE AND EVALUATION**
When students are finished, they can bring the rough draft back to my table. I will help them edit and improve their dialogues. As students come back, I can give them the individual guidance they need if they are having trouble with the assignment. I can ask questions to prompt them for more writing. When they are approved, they can write a final copy and then draw a picture to match their conversation. The finished product will be displayed during Open House.
Word Map

Antonym: Work

Vocabulary Word: fair

Synonym: Carnival

Synonym: fiesta

Give some examples:

They had a Vietnamese fair to raise money for the mom.

I rode the rollercoaster in the Fresno fair.

NAME: Brian
# TWO CLUES

Read the clues. Write the conclusions you reach on the lines.

<table>
<thead>
<tr>
<th>Clue</th>
<th>Clue</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Randy rolled the snow into a ball.</td>
<td>Something cold and hard hit Rita.</td>
<td><strong>Randy threw a snowball</strong></td>
</tr>
<tr>
<td></td>
<td><strong>at Rita</strong></td>
<td></td>
</tr>
<tr>
<td>2. Nuong gets a card from Vietnam.</td>
<td>Nuong's dad is away from home.</td>
<td><strong>Nuong's dad send the card</strong></td>
</tr>
<tr>
<td>3. The boys call Billy &quot;Carrot Top.&quot;</td>
<td>Billy's mom has red hair.</td>
<td><strong>Billy has red hair and</strong></td>
</tr>
<tr>
<td>4. Jenna's mom buys tickets to get in.</td>
<td>Jenna sees lots of wild animals.</td>
<td><strong>she goes to the zoo.</strong></td>
</tr>
</tbody>
</table>

Extension: Have children think about a pet and create two clues that lead to a conclusion about what the pet is.
GRANDMA'S LOCKET

Read the first part of the story. Make a guess about the locket and write it on the line. Then read on and see if you were right.

Grandma bought a pretty gold chain. A gold heart hung from it. Grandma held the tiny heart as though it had something very special inside.

1. Guess what was inside the heart locket.

A jewel was inside.
Pictures were inside
Candy was inside.

Pictures were inside

Grandma opened the tiny heart and let me look inside.
“It's Vo-Ding,” I said. “You have a picture of my sister in your necklace.”
“Yes,” smiled Grandma. “And I have a place for one more picture. Whose picture should I put here?”

2. Guess what Grandma and Chi did next.

They took Vo-Ding's picture out.
They read a book.
They put Chi's picture in the locket.

They put Chi's picture in the locket.

Extension: If children did not correctly predict what Grandma had inside her locket, ask them to tell why they made the choice they did. Was it reasonable?
SING A SILLY SONG

Sing the silly song together. Think about the story the song tells. Then fill in the chart below.

A Peanut Sat on a Railroad Track

A peanut sat on a railroad track,
his heart was all a-flutter,
Round the bend came number ten.
TOOT! TOOT! Peanut butter!

1. Characters (who/what): The peanut
2. Setting (where): The railroad track
3. What happened first: The train came
4. What happened next: The train. Toot Toot
5. Ending: The peanut got squashed!

Extension: Have children share their favorite story songs. Discuss the characters, setting, and plot of each.
Brian

Climax (Most Exciting Part!):

It didn't use funny words. She was English. They had a hard time to raise money.

Resolution (Fix the Problem):

They because of no friends. Mom comes to America.

Problem:

Raymond keeps making fun of his mom. His mom is still in Vietnam. Cause, there is no money.

Setting:

Raymond in a school in America.

Characters:

Raymond

Story Hand
<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why Something Happens</td>
<td>What Happens</td>
</tr>
<tr>
<td>Raymen threw a snowball at me.</td>
<td>The principal called me.</td>
</tr>
<tr>
<td>The principal and took them in class.</td>
<td>Of and Raymond became friends.</td>
</tr>
<tr>
<td>They had a fair</td>
<td>You can ride the ride.</td>
</tr>
</tbody>
</table>

23 Cause and Effect Text Pattern
"Why are you so mean to me?" wondered Ut.

"Because you are different. You wear funny clothes and you talk with funny words," replied Raymond.

"I am still a person like you. This is how they dress and talk in my home country. I am not different there," said Ut.

"Where is your home country?" asked Raymond.

"Vietnam. My mom and my friends are still there," whispered Ut.

"Your mom is still there? Man, I would sure miss my mom if she didn’t live with me! Tell me about Vietnam," said Raymond.
Ut: Hey that hurt. Why did you throw that snowrock at me.

Raymond: Your wearing pajamas?
Ut: This is a dress.
Raymond: OK, but it looks like pajamas.

Ut: You should not be mean.
Raymond: Ok, I'll stop being mean.
Read each question carefully. Circle the answer.

1) Ut missed her ____________.
   a. school
   b. mother
   c. sister
   d. fair

2) Ut was in America. Ut’s mother was in __________.
   a. Vietnam
   b. Cuba
   c. Japan
   d. America

3) Raymond teased Ut because ____________.
   a. he did not like her
   b. she was afraid of him
   c. she was different from him
   d. he had red hair

4) You can guess that before Ut came, many of the children in her new school ________.
   a. spoke Vietnamese
   b. didn’t know about Vietnam
   c. had read about Vietnam
   d. were from Vietnam

5) This story helped us learn about cause and effect. One ‘CAUSE’ in the story was when the
   principal put Raymond and Ut in the classroom together. One ‘EFFECT’ of this was ________.
   a. they threw snowballs at each other
   b. Raymond taught Ut how to speak English
   c. Raymond and Ut became friends
   d. Ut cried

Write the correct letter in the right place on the Story Hand. Be careful – there is one extra choice!

A. Characters
B. Climax
C. Plot
D. Problem
E. Resolution
F. Setting
Vocabulary

6. Ut peeked around the corner. **Peeked** means ____.
   (a) took a quick look  (b) leaned over
   (c) looked at hard      (d) ran fast

7. Chi Hai’s hands curved over Ut’s **shoulders**. **Shoulders** are part of the body above the ____.
   (a) legs  (b) feet
   (c) arms      (d) stomach

8. The children **whispered** about Ut. **Whispered** means ____.
   (a) whistled  (b) spoke softly
   (c) shouted    (d) laughed

9. Deep in her **pocket**, Ut felt her mother’s gift. **A pocket** is a ____.
   (a) place sewn into your clothes where small things fit
   (b) type of cat
   (c) large book
   (d) desk

10. Ut was **brave** when people teased her. She was ____.
     (a) very sleepy  (b) not afraid
     (c) a bit loud    (d) not quiet
Read the story. Then answer the questions.

Ann Long River was new at school.

"Long River?" Peter said. "Where did you get that name?"

"From the wonderful river in my town," Ann said.

Ann was sad and lonely because she missed her small town. She missed the sky full of stars. She hated the big city. There were no stars twinkling in the sky. There were just the lights in houses.

"Do you play baseball?" Peter asked.

"No, but I can fish," Ann said.

"I have an idea. I'll teach you to play baseball, and you teach me to fish," Peter said. Maybe Ann could learn to like the big city.

Fill in the bubble next to each right answer on pages 39–40.

Skills Application

11. Ann used to live in a______.
   a) river
   b) small town
   c) big city
   d) house with lights

(Go to the next page.)
12. Ann now lives in a ____.
   - (b) big city
   - (c) long river
   - (d) school

13. Ann misses ____.
   - (b) baseball
   - (c) the big city
   - (d) her new school

14. Mostly, Ann feels ____.
   - (b) lonely
   - (c) surprised
   - (d) afraid

15. Peter and Ann learn that ____.
   - (a) they can be friends
   - (b) baseball is fun
   - (c) fishing is fun
   - (d) stars are in the sky
BIBLIOGRAPHY AND OTHER RESOURCES


Other Resources

- Blackline masters of Word Map, Story Hand, Cause-and-Effect Chart, and Venn Diagram
- World map to show location of Vietnam
Read each question carefully. Circle the answer.

1) Ut missed her ____________.
   a. school
   b. mother
   c. sister
   d. fair

2) Ut was in America. Ut’s mother was in ____________.
   a. Vietnam
   b. Cuba
   c. Japan
   d. America

3) Raymond teased Ut because ____________.
   a. he did not like her
   b. she was afraid of him
   c. she was different from him
   d. he had red hair

4) You can guess that before Ut came, many of the children in her new school ____________.
   a. spoke Vietnamese
   b. didn’t know about Vietnam
   c. had read about Vietnam
   d. were from Vietnam

5) This story helped us learn about cause and effect. One ‘CAUSE’ in the story was when the principal put Raymond and Ut in the classroom together. One ‘EFFECT’ of this was ______.  
   a. they threw snowballs at each other
   b. Raymond taught Ut how to speak English
   c. Raymond and Ut became friends
   d. Ut cried

Write the correct letter in the right place on the Story Hand. Be careful – there is one extra choice!

A. Characters
B. Climax
C. Plot
D. Problem
E. Resolution
F. Setting
Vocabulary

6. Ut **peeked** around the corner. **Peeked** means ____.
   a) took a quick look    b) leaned over
   c) looked at hard       d) ran fast

7. Chi Hai's hands curved over Ut's **shoulders**.
   **Shoulders** are part of the body above the ____.
   a) legs                b) feet
   c) arms                d) stomach

8. The children **whispered** about Ut.
   **Whispered** means ____.
   a) whistled            b) spoke softly
   c) shouted             d) laughed

9. Deep in her **pocket**, Ut felt her mother's gift.
   A **pocket** is a ____.
   a) place sewn into your clothes where small things fit
   b) type of cat
   c) large book
   d) desk

10. Ut was **brave** when people teased her.
    She was ____.
    a) very sleepy          b) not afraid
    c) a bit loud           d) not quiet
Read the story. Then answer the questions.

Ann Long River was new at school.

"Long River?" Peter said. "Where did you get that name?"

"From the wonderful river in my town," Ann said.

Ann was sad and lonely because she missed her small town. She missed the sky full of stars. She hated the big city. There were no stars twinkling in the sky. There were just the lights in houses.

"Do you play baseball?" Peter asked.

"No, but I can fish," Ann said.

"I have an idea. I'll teach you to play baseball, and you teach me to fish," Peter said. Maybe Ann could learn to like the big city.

Fill in the bubble next to each right answer on pages 39–40.

Skills Application

11. Ann used to live in a _____.

   a) river
   b) small town
   c) big city
   d) house with lights
12. Ann now lives in a ____.
   (a) small town
   (b) big city
   (c) long river
   (d) school

13. Ann misses ____.
   (a) her small town
   (b) baseball
   (c) the big city
   (d) her new school

14. Mostly, Ann feels ____.
   (a) happy
   (b) lonely
   (c) surprised
   (d) afraid

15. Peter and Ann learn that ____.
   (a) they can be friends
   (b) baseball is fun
   (c) fishing is fun
   (d) stars are in the sky