

Unit 1/Week 2

Title: Angel Child, Dragon Child

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7, RL.3.10; RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2; L.3.1, L.3.2, L.3.4

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Though challenges exist, cross-cultural friendships can be forged. Different cultures have different ways of expressing respect and friendship. All people, regardless of where they come from, share many of the same fears and worries.

Synopsis

Angel Child, Dragon Child illustrates the challenges involved in cross-cultural friendships. During her first days at school in America, Ut experiences alienation and separation. Later, she finds understanding and acceptance. With his first encounters with a child from Vietnam, Raymond sees only her differences. Later, through closer encounters, he is able to see similarities in their needs and feelings.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.

2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions	Answers
Pg. 28 How does Ut feel on the first day of school? . Use evidence from the text to support your answer.	She feels lonely and shy. Her sisters skipped school. Her mother was not there to help her. She hugged her sisters and peeked around the corner.
Look at the illustration on page 28. How does it help you understand why the students called Ut “Pajamas”?	The native Vietnamese clothing she is wearing is pajamas
Pg. 28-29 How does the author show that Ut feels different from the other children?	The boy has “fire-colored hair”, wearing “white pajamas to school.”, the American children had “long noses”. They didn’t sit together and chant, they waved their hands during their lessons one by one.
On page 31, Ut “bowed like an Angel child and the children “screeched like bluejays”. What does this mean? Why did the author use this term to describe the children’s reaction?	The students laughed in high-pitched sound which she describe as bluejays she had heard before. This sound was strange to American children, so they laughed at her. Her reaction of their laughing at her was an unpleasant sound like screaming bluejays.
Pg. 32 How did Ut cope with all the strange and unkind things she encountered on her first day at school?	She thought of her mother and what she would do. She looked at her mother’s picture in her little book and tried to be brave as her mother would want her to be.
On page 29, the author says the bell “jangled”. The word sounds like the bell sounded: loud and harsh. On page 32, she also says the bell “trilled”. That word indicates a sound like a bird. What can you infer about what the ringing bell meant to Ut?	“Jangled” is a rather harsh sound and it signifies something dreaded. At the end of the day, she heard a bell which symbolizes a happier, more exciting sound. She was excited to go home to her family.

<p>On page 33, read the paragraph that begins, “At night...” What does this tell you about Ut’s feelings for her mother?</p>	<p>She doesn’t just miss her mother, but worries about her mother being lonely and safe.</p>
<p>Pg. 35 When Chi Hai is hit by a snowball, Ut says she couldn’t be a “noble Dragon.” What does this mean? What does this tell you about Ut? Find other evidence of this earlier in the story.</p>	<p>She should not retaliate, but she feels she has to protect her sister, thus not being “noble” or honorable. Family is important to Ut. She held and played with her brother. She helped her father. She cuddled and prayed for her mother.</p>
<p>Pg. 35 How would you describe the red-haired boy up to this point in the story? What text in the story supports your answer?</p>	<p>He was unkind and acted superior to Ut. He pointed at her, laughed at her and called her names every day of school. He threw a snowball at her when she threw a snowball at him.</p>
<p>Pg. 36 Up to this point, the author has only referred to Raymond as “the red-haired boy”, but now she gives him a name and uses that name for the rest of the story. What is the significance of this?</p>	<p>Up to now he was a cruel, but unknown part of her environment. Now she has to interact directly with him. She gets to know him as a person, as do we.</p>
<p>Pg. 37 Use details from the story to describe how Raymond and Ut felt when the principal put them in a room together. What does “the clock needles blurred before her eyes” tell you?</p> <p>Teacher Note: Have students consider these words: whined, crinkled, snapped, slammed, squeegeed. How are these words similar and why did the author choose to use these words?</p>	<p>Raymond whined, crinkled the paper, snapped, and hid his face. This demonstrates how uncomfortable Raymond was around Ut. Ut was extremely upset and tears were in her eyes as was stated by “The clock needles blurred before her eyes”. She is also looking at the clock because it is moving too slowly, and she did not want to talk to Raymond.</p>
<p>Pg. 37 Ut seems to change how she feels about Raymond on this page. How did she change and why? What does this tell you about Ut’s character?</p>	<p>At first Ut is angry and won’t talk to Raymond. When she hears him crying, she tries to <u>comfort</u> him and becomes <u>compassionate</u>.</p> <p>Teacher Note: Introduce the word “compassionate” as more specific than the word “kind” for example.</p>
<p>Pg. 38 Now Raymond seems to act differently toward Ut. What caused his change in attitude and behavior?</p>	<p>Ut said his name and talked to him in English. This may seem so strange or threatening to him.</p>
<p>Pg. 42 How can you tell that Ut is not feeling shy anymore about being different?</p>	<p>She wears her Vietnamese clothes to the fair and says Vietnamese greetings to the others.</p>
<p>The illustrator uses the pictures to help tell the story. Find examples of this.</p>	<p>The illustrations help tell the story from beginning to end. For example, on page 28, it shows the beginning of the story. On page 38 highlights the middle of the story. On page 43, the illustration shows the end of the story.</p>

<p>What do you understand now about the title? What is “Angel Child”? What is “Dragon Child?” Use the text to explain.</p>	<p>A person can have both happy, kind feelings and an unhappy feeling inside them. Different situations bring out either type of feelings. Angel child is a good child. (“Be an Angel Child. Be happy...” She was an Angel Child. They slept like Angel children and were not angry, unhappy. She hides her Dragon face and she tells her to be a brave Dragon. She tried, but she was a “noble Dragon”.</p>
<p>What is the theme/lesson/moral of this story? Explain why.</p>	<p>If you get to know someone who seems different, you will understand that person better, and you will have a connection and become friends.</p>

Vocabulary

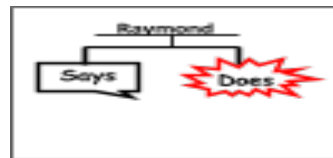
	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided
<p>TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text</p>	<p>Jangled Trilled Noble Hissed</p>	<p>Chao buoi sang Hoa-phuong Ao dai</p>

<p>STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text</p>	<p>Chant Twittered Trilled Chives Squeegeed Scrawled Crowed Glared Margins Dashed Exclaimed</p>	<p>Page 28 - Hugged the wall Page 29 - "curved over my soldiers" Page 30 - "true name" Page 31 - "Screeched like bluejays" Page 32 - "music of her voice" Page 33 - "Gleamed like watermelon seeds" Page 34 - "angry trees with no leaves" Page 35 - "he thundered and marched us" Page 37 - "cruel-hearted" Page 41 - "The principal's eyebrows wiggled"</p>
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Culminating Task

- Re-Read, Think, Discuss, Write

How do the main characters, Ut and Raymond, change from the beginning of the story to the end? What caused the changes in both characters? Support your answer with evidence from the story. You might want to use the following tree maps to find the evidence to support your answer before you begin writing:



Change when character

Evidence

<p>Raymond</p> <pre> graph TD Raymond --- Says[Says] Raymond --- Does[Does] </pre> <p>"Pajamas!"</p> <ul style="list-style-type: none"> • poked Ut's back • hits her with a snowball • laughed • tackled Ut <p>Beginning of Story What does this map tell you about Raymond? Raymond was unkind.</p>	<p>Raymond</p> <pre> graph TD Raymond --- Says[Says] Raymond --- Does[Does] </pre> <p>Example of student entries (evidence from text)</p> <ul style="list-style-type: none"> • Writes Ut's story about Vietnam • "Ut's mother!" • Helped with fair • ran home with Ut needs money! <p>We could have a fair</p> <p>End of Story What does this map tell you about Raymond? Raymond is caring now.</p>
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Answer:

Raymond changed from an insensitive bully, who was threatened by someone who was different from him, so a kind friend, who could accept someone who was different from him. At the beginning of the story, Raymond only saw Ut as different and called her names, laughed at her, and threw snowballs at her sister. When he was confronted and forced to see her as a human being, he was able to learn some things about her life, her family, and her feelings. Knowing these new things, helped him to realize her differences weren't really a threat to him. He could empathize with her feelings. He even helped to organize the fair to raise money for her mother to come to America. In the end, he was comfortable with being her friend.

Ut changed from a shy person into someone who was more comfortable with herself. In the beginning of the story, Ut felt unwelcome and shy because other child laughed at her and called her names. Everything was new and different for her, and this made things very difficult. Being accepted by Raymond and others helped her to embrace her own cultural differences with pride. Knowing her mother had the money to come to America gave her hop, and having Raymond as a friend made her happy.

Additional Tasks

- Fluency

This story has a great deal of rich vocabulary and interesting word pairings. Have students work in pairs and read the story aloud to each other. Choose particular excerpts for them to focus their attention if need be. For example page 37 has some nice language with words like “slid, splish-splashed and tip toed.”

Note to Teacher

- There are many opportunities to show the cause and effect of a character's actions on the plot in this story. Using a graphic organizer to chart those cause/effect situations may help students prepare for the culminating task.



because

Name _____

Date _____

“Angel Child, Dragon Child”

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2. Look at the illustration on page 28. How does it help you understand why the students called Ut “Pajamas”?
3. How does the author show that Ut feels different from the other children? (Pgs. 28-29)
4. On page 31, Ut “bowed like an Angel child and the children “screeched like bluejays”. What does this mean? Why did the author use this term to describe the children’s reaction?

5. How did Ut cope with all the strange and unkind things she encountered on her first day at school? (Pg. 32)
6. On page 29, the author says the bell “jangled”. The word sounds like the bell sounded: loud and harsh. On page 32, she also says the bell “trilled”. That word indicates a sound like a bird. What can you infer about what the ringing bell meant to Ut?
7. On page 33, read the paragraph that begins, “At night...” What does this tell you about Ut’s feelings for her mother?
8. When Chi Hai is hit by a snowball, Ut says she couldn’t be a “noble Dragon.” What does this mean? What does this tell you about Ut? Find other evidence of this earlier in the story. (Pg. 35)
9. How would you describe the red-haired boy up to this point in the story? What text in the story supports your answer? (Pg. 35)

10. Up to this point, the author has only referred to Raymond as “the red-haired boy”, but now she gives him a name and uses that name for the rest of the story. What is the significance of this? (Pg. 36)
11. Use details from the story to describe how Raymond and Ut felt when the principal put them in a room together. What does “the clock needles blurred before her eyes” tell you? (Pg. 37)
12. Ut seems to change how she feels about Raymond on this page. How did she change and why? What does this tell you about Ut’s character? (Pg. 37)
13. Now Raymond seems to act differently toward Ut. What caused his change in attitude and behavior? (Pg. 38)
14. How can you tell that Ut is not feeling shy anymore about being different? (Pg. 42)
15. The illustrator uses the pictures to help tell the story. Find examples of this.

16. What do you understand now about the title? What is “Angel Child”? What is “Dragon Child?” Use the text to explain.

17. What is the theme/lesson/moral of this story? Explain why.