Established Goals:
Students will be able to identify problems and solutions embedded in a fiction story.
Students will be able to support their own conclusions using evidence from the text.

Understandings:
Student will understand that...
Human emotion is universal, but emotional expressions can differ by culture.
Good readers use clues from the text to understand how characters are feeling.

Essential Questions:
How do people express their emotions?
How do authors translate human expressions of emotion into writing?

Key Knowledge and Skills:
Students will know...
Essential emotional expression vocabulary.
The categories of textual evidence and their working definitions.
Students will be able to...
Define key vocabulary.
Identify character emotions.
Find evidence in the text to support conclusions about the characters’ emotions.
Describe the main problems and solutions of the story.
Close read a short passage for details.
Assessments

Performance Tasks:
Cite evidence of emotion from the text
Use evidence to support a conclusion about the character’s emotion

Other Evidence:
Articulate an emotional expression word on a paper doll
Define categories on ‘evidence from the text’ bookmarks
Write/act out another possible story ending
Participation in discussion of the text and students’ ideas

Learning Plan

Lesson Plans: (See the following pages)
Lesson 1

Objectives:

- SWBAT define key vocabulary: dignified, embarrassed, relieved, respectful, disturbed, and cautiously.
- SWBAT articulate these definitions in terms of emotional feeling and emotional expression.

Materials:

- Smartboard slides
- Reading notebooks, pencils
- Hat, expression word charades sentences on slips of paper
- Doll form worksheets

Activities:

Introduce the unit with the Enduring Understanding: “People have the same feelings all over the world, but they might not show them the same way.”

Begin with an idea web with the question ‘How do people communicate their feelings?’ in the center. Take responses from the whole class. Example responses: words, body language, facial expressions, actions, etc.

Ask for volunteers (by show of hands) to answer: “Can someone show us a facial expression for anger? ... What is something you might say if you are happy? ... How could you show sadness with your whole body?” Connect it back, saying that each is an example of a facial expression, words, or body language that communicates emotion.

Introduce the new vocabulary. “Here are some more expression words that you may or may not know.” Show the slide with words down one side and definitions (covered) down the other. Take students’ definitions (What does it mean to be _____? [embarrassed, relieved, cautious, disturbed, etc.]), then show definitions on Smartboard slide.

Next, have students reproduce the table entitled ‘What do you do when you’re...’ (with columns for each emotional expression vocabulary word) in their reading notebooks and fill it in as you fill it in on the Smartboard. Play expression words charades (one student performance per word) and fill in the table by taking observations of what the actor did to portray each expression:

- You listen respectfulty while your teacher introduces a new student.
- You just spilled your milk at lunch, and you feel embarrassed.
You drop a book on the floor, and you want to act **dignified** as you pick it up.

You are at a busy street and must cross **cautiously**.

You feel **relieved** because you thought you were late for school but you really aren’t.

You are walking through a classroom and don’t want to **disturb** the people who are hard at work.

Have students fill in the doll form worksheet. Give instructions, model for ‘happy,’ then have students work independently (worksheets will have the human outline and instructions: Please draw a facial expression and some body language that show your expression [choose from the vocabulary expression words: disturbed, relieved, cautious, dignified, respectful, and embarrassed] on the front of your person. On the back, please write a sentence using your expression word like the ones we used in charades. Explain what it means to feel that emotion. An example from student work: ‘Embarrassed is how I feel when my mom comes to school and does her wacky dance in front of my friends.’). Encourage students to use their filled-in tables and the displayed slide of the words’ definitions.

Assessment:

- Informal observation of student participation in discussion
- Written/drawn dolls
Lesson 2

Objectives:

• SWBAT Identify character emotions and describe their expression using evidence from the text.

• SWBAT Identify evidence in the text, including quotes of the characters’ dialogue, the character’s actions, and the author’s description.

Materials:

• Smartboard slides
• Copies of Halmoni and the Picnic
• Sticky notes
• Foam bookmarks

Activities:

Begin by calling students to the carpet with their copies of Halmoni and the Picnic, their reading notebooks, a pencil, and a clipboard if they would like.

Before reading, ask students to be ready to talk about differences in the way that characters show respect to others. Read page 44 by popcorn reading, then by reading the page aloud myself. Discuss the different ways that characters would express their respect. What is the situation? What expressions are rude/polite by Halmoni’s definition? By Yunmi’s?

Then, popcorn read pages 44-47. Ask, “What is Halmoni feeling in these first pages?” (Get responses, write the brainstorm on the smartboard, simplify as naturally as possible to ‘unhappy in the USA’). Then, “What is the author doing to show that the character feels this emotion? Turn to a partner and mark with sticky notes three things in the text that tell you that Halmoni is feeling sad or unhappy.”

After ten minutes or so, ask students for their quotes from the text. Ask them to explain how each shows that Halmoni is sad, and record on the board any that can be defended. Write quotes in columns by category of evidence (Halmoni’s Words, Halmoni’s Actions, What the Author Says, and Other Characters’ Words, etc.) without labels for the columns. When the students don’t offer any more new evidence from the text, ask if students can give category titles for the kinds of evidence given in the text. Explain the distinction between a description of the character’s action and the author’s description of character emotion or thoughts (labeled What the Author Says).

What the finished table might look like:
<table>
<thead>
<tr>
<th>Character's Words</th>
<th>Character's Action</th>
<th>What the Author Says</th>
<th>Other Character's Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>“English words are still too difficult for my old tongue. I will sound funny”</td>
<td>kept her eyes on the street without smiling</td>
<td>Halmoni sighed</td>
<td>My grandmother is embarrassed to speak with an accent</td>
</tr>
<tr>
<td>“I will never get used to living here.”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have students return to their desks, then write the types of evidence and a definition for each in their own words in their notebooks. Walk around and check student work as they finish. When each student's work is clear and informative, give them a foam bookmark for them to write on as a final draft. Provide a review if necessary.

Assessment:

- Informal observation of student suggestions of evidence and their justification thereof
- Reading student definitions of the categories to check for understanding
Lesson 3

Objectives:

• SWBAT Identify the main problems of a fiction story and describe possible outcomes.

Materials:

• Flip-tabs papers

Activities:

Students remain at their desks. First, ask for students to refresh our memory about the first two pages of the story: “Who can summarize what we've read so far? Don’t be afraid to look at the book to help you remember.” Prompt for any main points that students miss (ex: Who have we met? What do we know about them so far? What happened on the way to school?).

Tell students that we will be talking about problems in the story today. Read pages 48-51 in chunks, calling on students to read each part. Then, display the Smartboard slide saying “We can often spot a problem or conflict in a story by considering a character’s feelings about what is happening. What is Yunmi worried about in this story?” Pose these questions aloud and have students turn and talk with partners to consider these questions and look through the text. Model recording student-generated problems on a flip-tabs template on the Smartboard (ex: Halmoni is sad. Halmoni has few friends. Kids might make faces at Halmoni's kimbap) and have students record them on their own flip-tabs papers.

Then, ask students to write their own ending to the story, choosing either the best possible outcome or the worst possible outcome of the picnic situation. Remind students to consider characters’ hopes and fears about the picnic in their writing. ALTERNATIVELY, with additional time: split the class in half, have each half prepare a performance of the best or worst possible outcome at the picnic and perform it. Encourage students to prepare index cards for each actor telling the name of the character, some essential dialogue, and an outline of their role in the scene.

Have students write in their notebooks what they think will actually happen and why.

Assessment:

• Student participation in discussion

• Student written/performances of possible story endings
Problems
Lesson 4

Objectives:

- SWBAT Identify the main solutions of a fiction story.
- SWBAT close read a paragraph to identify the component details that convey the paragraph’s meaning.

Materials:

- Flip-tabs papers
- Frame paper for close reading illustration

Activities:

On the carpet, read pages 54-56 by reading them aloud myself. Afterwards, have groups of three break out, reread, and discuss the solutions to the problems written on their flip-tab papers. After ten minutes or so, have students fill out the solutions side of their flip-tabs pages where they are sitting in their groups (ex: Halmoni has few friends – Yunmi’s classmates befriend her at the picnic; Kids might make faces at Halmoni’s kimbap – Mrs. Nolan sets a positive example by being excited about the kimbap).

When most students are finished, call them to the carpet with their flip-tab papers and their predictions about the picnic. Ask students if any of the outcomes surprised them, and why or why not. Ask students to share why they predicted what they did.

Then, introduce the concept of close reading. Just as we can examine a picture for all of the details it shows, we can read a bit of text for the details it tells in order to get a more complete picture of what is happening. As a whole group, pull all of the details out of the last picture (model: “I notice that Yunmi and Halmoni are holding hands tightly in this picture.”). As a whole group, name as many details as they can: include what the signs say, what the people are wearing, where they are, what they are doing, etc.

Switch up the groups of three and prompt students to do the same detail-pulling activity with the second paragraph on page 56. Unpack Halmoni’s tears as a model with the whole group’s attention, then let the groups work to take all the details from that paragraph and turn them into a picture. List the details on the back of the page and write a sentence at the bottom that summarizes what they think Halmoni was feeling in that paragraph.

Assessment:

- Student participation in discussion
- Student drawings with articulated details
What do you think Halmoni was feeling?