

Going Home

Literacy Lesson Plan for 3rd Grade: Multicultural book containing multiple points of view
(60 minutes)

Standard: Writing 3.7.5 Organization and Delivery of Oral Communication: Organize ideas around major points of information or chronologically (in the order that they happened)

Objective: Given a family object or story of their choosing, students will orally describe how the object or story reminds them of home/family with a rubric score of at least 8 out of 12.

Assessment: In small groups, students will orally describe an object or memory that incorporates their concept of home. Students will evaluate themselves according to the rubric.

Supporting Materials:

- *Going Home* by Eve Bunting
- an object from my family or heritage
- sound recording and poster showing lyrics to “Heads, Shoulders, Knees, and Toes” in Spanish
- 12-point rubrics for all students (3 points possible for each of 4 areas: introduce the object, tell why it is meaningful to the home/family, stage presence, appropriate length [1/2 – 1 minute])

Introduction

The previous day, students learned about the idea that everyone’s family has a history filled with happy and sad parts. Students were asked to bring to class an object that carries special meaning for their family or heritage. They also watched a video of someone briefly explaining why a certain object represents their family.

Show students a brown paper bag. Pull out an object from **my** family history that carries special meaning. Ask: Why do you think this is special to me? Explain the story behind the object. (5 minutes)

Step by Step Instructions

1. Show the book *Going Home*. Ask: What is a home? Can you have more than one home at a time? How? This story is about children who were born in Mexico, but whose family moved to California to find work as farm laborers. (Ask a student to show locations on a map.) Which place is their home? Why? (Bloom: analysis) (5 minutes)
2. Read the book aloud. During reading, stop to ask questions. How is La Perla similar to the family’s home in California? How is it different? (Bloom: analysis) What does the word *opportunities* mean to the parents? What does it mean to the children? If the family moved to a different city in California, where would their home or homes be? (Bloom: synthesis) Page 19 includes the figurative language “The walls bulge with talk and rememberings.” What does this really mean? (Bloom: comprehension) (5 minutes)
3. At the end of the story, discuss the presence of English and Spanish in the story. Page 5 mentions that the parents know much less English than the children; English is not needed in the fields, but the children need English in school. Both parents and children use their bodies in their daily work. Ask a student to lead the class in “Head, Shoulders, Knees, and Toes” in English, with actions. Using a recording and a poster with Spanish lyrics, teach the students “Head, Shoulders, Knees, and Toes” in Spanish. They should be familiar with names of body parts from past experience and lessons. (Gardner: bodily-kinesthetic, musical-rhythmic) (10 minutes)
4. Discuss the idea that a home sometimes has more to do with *people* than *place*. Ask each student to write three reasons why their chosen object represents something meaningful to their family or home. (Gardner: intrapersonal) As an example, repeat my own speech about the object I brought. (10 minutes)

5. Tell students they are going to do very short oral presentations about their objects and how their objects are connected to their homes/families. Remind them of good oral presentation skills as discussed yesterday after watching the video (e.g., stand straight, make eye contact, smile). Give them a rubric for self-evaluation. (5 minutes)

6. Place students into small groups. Have students take a turn presenting their objects or drawings of objects if they did not bring actual objects. (Gardner: verbal-linguistic) Encourage them to pass around the object within the group and ask each other questions. (Gardner: bodily-kinesthetic) Walk around and observe the groups. (15 minutes)

Closure

Bring the class together. Take a class picture of students holding up their home objects. Collect the students' writing for an informal assessment. Tell students that tomorrow they will be preparing interview questions to ask their families regarding an object or story that is meaningful to them. They will add this information to the writing they produced during today's lesson. (5 minutes)

Adaptations

ADHD: Giving the students a rubric will especially help students with ADHD have a concrete goal as they write and present their message.

High ability: Ask these students to include something extra in their presentation: a song they learned at home, an additional story, or their opinion of whether the object means the same thing to others in their family.

Autism: Give this student a checklist of the stages of the lesson. He or she can check off each one as it is completed. The list adds structure and should avert problems resulting from surprise changes in activity.

Intellectual disability: Have this student come to the front of the class to do the actions to the song.

Reflection

How did students from "troubled" family backgrounds react to the activity? How can I ensure this is a positive activity for them? Did I talk too much? Would I rather see each student's presentation – in front of the class? How seriously did the students treat the oral presentation within their groups?

Resources

- <http://www.webenglishteacher.com/bunting.html>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/creating-family-timelines-graphing-870.html?tab=4#tabs>