



### About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 583

### Book Summary

In *A New Way of Speaking*, readers are introduced to a young boy named Raj who has recently moved to the United States from India. On his first day in a new school, Raj is anxious to make a good first impression. As he makes his way through the day, Raj is often confused by idioms used in the American English language. With a new friend and a bit of humor, Raj soon becomes accustomed to this new way of communicating.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Connect to prior knowledge
- Analyze character
- Consonant *sh* digraph
- Names of people as proper nouns
- Idioms

#### Materials

Green text indicates resources that are available on the website.

- Book—*A New Way of Speaking* (copy for each student)
- Chalkboard or dry-erase board
- A recording of someone speaking in a foreign language
- Sheets of poster board
- Map of the world
- Analyze character, proper nouns: names of people, idioms worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- Content words:  
 Story critical: **confuses** (v.), **greet** (v.), **idiom** (n.), **nervous** (adj.), **relief** (n.), **success** (n.)  
 Enrichment: **giving** (adj.), **marks** (n.), **namaste** (n.)

### Before Reading

#### Build Background

- Write the word *nervous* on the board. Explain to students that *nervous* means afraid, tense, or edgy. Ask students to tell what they know about feeling nervous. Have students describe feelings they might have when they feel nervous (butterflies in their stomach, sweaty palms, and so on).

- Have students share examples of when they felt nervous about something. List these examples on the board and explain to students that all people feel nervous at one point or another. Discuss with students that going somewhere new or trying something new can cause a person to feel nervous.
- Play a short portion of a foreign language recording. Ask students to tell what the person said. If playing a recording is not an option, ask students if they have ever heard or tried to speak a foreign language. Have them talk about what it feels like to not understand what another person is saying and what it feels like to not be able to make themselves understood. Ask students if they think they would feel nervous if they were in another country and did not know the language very well and why.
- Show students a map of the world. Locate the United States on the map. Locate India on the map. Discuss that people in other parts of the world speak different languages and have different customs, or ways of doing things. Point out that students will be reading a story about a young boy who has just moved from India to the United States.

### Preview the Book

#### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, illustrator's name and author's name).

#### Introduce the Reading Strategy: **Connect to prior knowledge**

- Discuss with students how thinking about what they already know about the topic of a book as they read helps them be more effective readers and helps them understand and remember the text.
- Model using the table of contents as way to connect to prior knowledge.  
**Think-aloud:** *Before I read a story, I always check to see whether there is a table of contents in the beginning of the book. If there is, I pause to look at the table of contents and consider the title of each section. Doing this helps me consider what the story will be about and how I can make connections to prior knowledge, or what I already know about the topics. For example, as I look at the titles of the sections in this story, I notice that the first four sections mention something new such as a new school, new friend, new classroom, and so on. The titles of these sections make me think of a time when I was in second grade and moved to a new school where I did not know anybody. Everything was new to me. I remember getting lost in school and getting used to a new teacher. I remember feeling very nervous about my first day at this school. Eventually, however, I met new friends and became familiar with my new school and classroom. Thinking about my prior knowledge as it connects to the story will help me to understand, remember, and enjoy what I am reading. (Tailor comments to fit your personal experiences.)*
- Have students preview the rest of the book consider the illustrations. Invite them to discuss what they notice. Ask whether any of the illustrations remind them of experiences they have had or have heard about from friends.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Analyze character**

- **Think-aloud:** Explain that there are many ways to learn about a character in a story. One way is to look at a character's words. Another way is to look for the character's actions, or what they do. Finally, considering a character's thoughts can often help the reader to learn about a character. Explain to students that the author uses the character's words, thoughts, and actions to help the reader get to know the character and form an opinion about him or her.

- **Discussion:** Direct students to page 4. Ask them to identify the main character in the story (*Raj*) and share what they can tell about him from the illustrations on the page (*Raj looks scared and nervous*).
- Read page 4 aloud while students follow along silently. Ask students what Raj's actions say about him. (*Raj is biting his nails, which shows that he is nervous.*) Have students share why Raj is feeling so nervous and biting his nails. (*Raj and his family just moved from India to the United States, and it is his first day of school.*)
- Have students once again consider the illustration on page 4. Ask them who they think is standing next to Raj (*Raj's mom*). Ask students what they can tell about Raj's mom on the basis of the illustration.
- Model analyzing characters on the basis of the character's actions.  
**Think-aloud:** *After reading page 4 and looking at the illustration, I now know a little bit more about the main character, Raj, and his mom. It is Raj's first day of school, and while he is waiting in the office, he is biting his nails. This shows that Raj is nervous about his first day of school. As I look at the illustration, I can see that Raj has a nervous and concerned look on his face. I can also gain information about Raj's mom from the illustration on page 4. I can see that she is patiently waiting with Raj and has her arm around his shoulder. This shows me that Raj's mom knows that he is feeling nervous and that she wants to comfort him. On the basis of this information, I know that Raj's mom is loving, kind, and compassionate.*
- Introduce, explain, and have students complete the [analyze character worksheet](#). Use the information from the think-aloud to model for the students how to use evidence from the text to complete the worksheet.

### Introduce the Vocabulary

- Write the following story-critical words on the board: *confuses, idiom, relief, success*. Read the words aloud with students and ask them to share what they know about each word. Explain that these four words can be found in the story and that knowing what these words mean will help students better understand events of the story.
- Write each of the words listed on the board on separate sheets of poster board and hang the posters in various places around the classroom. Have students work in small groups and assign each group a poster. Have students discuss what they know about the meaning of the word and write or draw a definition on the poster board. Rotate the groups and have them repeat the process with the remaining words.
- Review all four words as a class. Read the students' definitions aloud and discuss their prior knowledge. Create a single definition for each word and write it on the board.
- Have each student work with a partner and use each word in a complete sentence.
- Have a volunteer read the definition for each word in the glossary. Compare students' definitions with the glossary definitions. Use the comparison to modify the definition for each word or phrase on the board.

### Set the Purpose

- Invite students as they read the story to think about what they already know about feeling nervous about trying something new.

## During Reading

### Student Reading

- **Guide the reading:** Have students read pages 4 through 6. Ask them to pay special attention to words, phrases, or ideas in the story that remind them of experiences they have had or have heard about from people they know. Encourage those who finish early to go back and reread.

- Model making connections to prior knowledge.  
*Think-aloud: As I read the section titled "A New School," I remember my first day of kindergarten and how nervous I felt. I didn't know any of the kids in my class, and it was the first time I met the principal and my teacher. I was so nervous! I remember that my mom walked me into the classroom, and I really did not want her to leave me. Everything in the school felt unfamiliar and overwhelming. I remember wondering whether I was going to do things right because I had never been in kindergarten before.*
- Invite students to share any connections they made to their prior knowledge after reading the section "A New School." If students have not had the experience of moving to a new school, invite them to consider a time they were in a new place or surrounded by other kids that they did not know. Ask students to describe how they felt in these situations. Remind students that when they pause to make connections to their prior knowledge, it helps them to remember, understand, and enjoy the text.
- Have students reread page 5. Remind them that in order to understand a character while reading, it is important to consider the character's words, thoughts, and actions. Have students reread the second paragraph on page 5.
- Model analyzing characters using clues from page 5.  
*Think-aloud: As I am reading this story, I continue to pause and consider the thoughts, words, and actions of the main character, Raj. On page 5, I learned that Raj's dad taught him that people in America shake hands to greet one another. Raj was very nervous to shake the principal's hand because he did not want to do it wrong. When the principal does not reach out to shake his hand, Raj feels relieved. On the basis of this information, I can tell that Raj is very thoughtful and cares about making a good first impression in his school and with the principal. I can also see that Raj is trying to adjust to living in a new country.*
- Have students work with a partner to discuss pages 4 through 6 to identify Raj's thoughts, words, and actions and how this helps them to better understand his character.
- **Check for understanding:** Have students work with a partner and read pages 7 and 8. Invite students to share with their partner any connections they made to their prior knowledge while reading this section. On the basis of the information from these pages, have them complete the analyze character worksheet. Invite students to share their responses with the class.
- ✍ Have students read the remainder of the book. Remind them to continue to pause and make connections to their prior knowledge. Have students make a star next to any part of the text that activated prior knowledge. Additionally, have them consider Raj's thoughts, words, and actions and what this tells them about Raj as a character.
- ✍ Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Remind students that when reading a story it is important and helpful to connect what you read to what you already know. Point out that by connecting to prior knowledge, a reader is better able to understand, remember, and enjoy the text.
- Have students turn to a partner and explain the importance of connecting information in the text to prior knowledge.
- Invite students to work with a partner to review the book and locate any portions of the text where they made a connection to their prior knowledge. Have students share the connections they made with the class.

### Reflect on the Comprehension Skill

- **Discussion:** Discuss with students how some authors let the reader get to know a character through the character's thoughts, actions, and words. Review the analyze-character worksheet with students. Have them identify any other actions, words, or thoughts that helped them to better understand Raj.
- Have students work with a partner to choose a minor character from the story (Sandeep, Mr. Washington, and so on) to analyze. Have students refer back to the book to locate the thoughts, actions, and words of each character and what this information tells about the character. Have students share their findings with the class.
- **Enduring understanding:** In this book, you learned about a student who was beginning his first day of school in a new country. If Raj were in your class, how would you help him feel more comfortable in America?

### Build Skills

#### Phonics: Consonant *sh* digraph

- Write the words *shout* and *shell* on the board. Read the words aloud with students.
- Ask students what the two words have in common. Circle the consonant *sh* digraph and point out that this letter combination makes the /sh/ sound. Have students reread the words *shout* and *shell* aloud, stressing the /sh/ sound.
- **Check for understanding:** Write the following words on the board: *shut, rush, shrug, should, brush, shake*. Have students read each word aloud. Invite volunteers to circle the letter combination in each word that makes the /sh/ sound.



**Independent practice:** Have students reread the book with a partner and underline all the words with the consonant *sh* digraph sound. Have students share their responses.

#### Grammar and Mechanics: Proper Nouns: Names of people

- Review or explain that a *noun* is a *person, place, or thing*. Have students turn to page 4 and identify examples of nouns from the text (*school, mother, country, family*, and so on).
- Review or explain that a *proper noun* is the name of a specific person, place, or thing. Remind students that proper nouns always begin with a capital letter. Write your name on the board. Point out that your name is a proper noun because it is the name of a specific person. Have students explain why your name is capitalized. Point out that the common noun for your name is *teacher*, and the proper noun is your name; therefore it is capitalized.
- Have students turn to page 5 and invite them to locate the proper nouns that name a person (*Raj, Ms. Alvarez*). Write these proper nouns on the board and have students explain why the names of these people are capitalized. Then, have students provide a common noun for each proper name (*student, principal*).
- Remind students not to confuse the capital letter in a proper noun with the capital letter used at the beginning of a sentence or in the title of a chapter. Point out examples in the text where capital letters are used but proper nouns are not present.



**Check for understanding:** Have students work in pairs to reread the section "A New Friend." Have them circle the names of people that are proper nouns. Review students' responses as a class.

- **Independent practice:** Introduce, explain, and have students complete the [proper-nouns-names-of-people worksheet](#). If time allows, discuss their answers aloud after students finish.

#### Word Work: Idioms

- Have students turn to page 6. Read the page with students. Explain that in the English language there are special phrases, or sayings, that have meaning beyond the meaning of the individual words that are written or said. Authors often include idioms in their writing to make it more interesting to the reader and to make their writing less formal. Identify the idiom on page 6 with students.

- Discuss with students why idioms might be confusing to a person who is learning to speak English. Have students view the illustration on page 6 and have them explain how the illustration explains Raj's confusion.
- Have students reread page 10 and identify the idiom. Have students turn to a partner and explain what Raj thought Mr. Washington meant when he said *take a seat* and what Mr. Washington actually meant.
- ✍ **Check for understanding:** Have students work in pairs and circle all of the idioms in the text. Invite students to share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the [idioms worksheet](#). If time allows, discuss answers aloud after they are finished.

### Build Fluency

#### Independent Reading

- Invite students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students demonstrate how a reader uses a character's actions, thoughts, and words to better understand him or her.

### Extend the Reading

#### Writing Connection

Have students pretend they have moved to a country where no one speaks their language. Invite them to write about an imaginary experience at a new school. Tell them to include how they feel and how they handle the situation. Have them share their stories with the class. Discuss the ways in which different students responded to the challenge of not speaking the language.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on writing.

#### Social Studies Connection

Provide Internet and print resources for students to research the art, dress, geography, language, culture, and so on of another country. Have them also research several words of that country's native language, such as counting from 1 to 10 or saying *My name is \_\_\_\_\_*. *What is your name?* Have students report their findings to the group in poster form.

#### Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.



**Assessment****Monitor students to determine if they can**

- consistently make connections to prior knowledge to comprehend the text during discussion;
- understand and accurately identify a character's thoughts, feelings, and actions in text, during discussion, and on a worksheet;
- consistently recognize consonant *sh* digraph in the text;
- correctly identify names of people as proper nouns in the text, during discussion, and on a worksheet;
- accurately identify and understand the use of idioms during discussion, in the text and on a worksheet.

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)