

ELA: Grade 6, Lesson 16, Sticky Rice

Lesson Focus: Finding evidence in the text to develop an understanding of how the author introduces his central ideas about the importance of sticky rice in Laos.

Practice Focus: Students will write alternate “hooks” for the text and explain why they might be effective.

Objective: Students will use “Sticky Rice” to learn about an important food in Laos with a focus on how an author introduces a text by linking the author’s hook to the central ideas of a text.

Academic Vocabulary: versatile, staple, discarded, husk, landlocked, gastronomic, cuisine, baguettes, culinary, heritage

TN Standards: 6.RI.KID.3, 6.RL.KID.1, 6.W.PDW.5

Teacher Materials

- The Teacher Packet for ELA, Grade 6, Lesson 16
- Chart paper or white board and markers

Student Materials:

- Paper, pencil, surface to write on
- The Student Packet for ELA, Grade 6, Lesson 16 which can be found at www.tn.gov/education

Teacher Delivery Notes:

- Lessons 16-20 are a lesson set, so you will want to keep all of your materials for the lessons accessible. You may find you need to go back and show a reference chart, an independent practice example response, or other visual.
- There are several visuals used in today’s lesson. If you are not casting your screen in a way that students can see it, you will want to prepare your own charts. Please refer to the teacher packet for examples.
- Pronunciations: This text is about the importance of sticky rice in the country of Laos. Laos rhymes with mouse. Vientiane (vee-en, tee-**en**)-capital city; Vilayluck (vee-lie-luck); Onphanmany (On-**phon**-my-nye); Ao khao bor? (Ow-cow-**buer**)-Do you want sticky rice?

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 6th graders out there, though everyone is welcome to tune in. This lesson is the first in this week’s series.</p> <p>My name is ____ and I’m a ____ grade teacher in Tennessee schools. I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn’t see our previous lessons, you can find them on www.tn.gov/education. You can still tune in to today’s lesson if you haven’t seen any of our others.</p> <p>Today we will be learning about sticky rice! Before we get started, to participate fully in our lesson today:</p> <ul style="list-style-type: none">• Paper, pencil, surface to write on	

<ul style="list-style-type: none">● The Student Packet for ELA, Grade 6, Lesson 16 which can be found at www.tn.gov/education● Since we are focusing on this text for several lessons, you will want to keep all of your notes together. <p>I'll pause while you get your supplies. [Pause.]</p> <p>[Show Slide L16-A.] We will begin reading the text "A Taste of Sticky Rice, Laos' National Dish". We will analyze how the author uses a hook to introduce the central idea that sticky rice is an important part of Laotian culture and daily life.</p> <p>Today, we will focus on paragraphs 1-6 of the text. You will need a piece of paper and something to write with.</p> <p>Before we get into the text, we will learn a little about the country of Laos.</p> <p>Ok, let's begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>
<p>Intro (4 min)</p> <p>In our lessons last week, we read the origin myth, <i>Arachne</i>. You wrote your own myth that included a moral or lesson. I hope you shared your writing with someone!</p> <p>Today, our goal is to find evidence in the text to develop an understanding of how the author introduces his central ideas about the importance of sticky rice in Laos.</p> <p>We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.</p> <p>As we explore the text, we will be asking and answering questions. We will find and keep track of evidence to support our ideas about each question. [Show slide L16-B.] Take a minute to create a graphic organizer like the one I have created. We want to label the 3 boxes on the left Central Idea, Hook, and Why Did The Author Choose This Hook For The Central Idea. I will give you another moment to finish. [Pause.] Great work! Now that we have our organizer for notes, we can begin reading the text!</p> <p>The text we are reading today is an informational article, "A Taste of Sticky Rice, Laos' National Dish." It is an article</p>	<p>Students will use a piece of paper to create a graphic organizer. [Slide L16-B.]</p>

<p>about sticky rice that uses a travel narrative with interviews as well as information to describe sticky rice's importance in Laos. It was written by Mike Ives and first published on Smithsonian.com in 2011.</p> <p>Let's learn a little about the country of Laos before we read.</p> <p>Laos is a small, landlocked country in Southeast Asia just south of China. [Show slide L16-C.] When we look closer at the map of Laos [Show slide L16-D.], we see that Laos borders China, Vietnam, Thailand, Cambodia, and Burman. Look at the map and think about what the word LANDLOCKED means. Can you come up with an explanation or definition? [Pause.] Correct! When we talk about Laos being landlocked, we are referring to the fact that they do not have immediate access to an ocean for trading with other countries. If they want to import (buy) or export (sell) products to other countries, they must go through one of the 5 countries they border to do so.</p> <p>The capital city of Laos is Vientiane [vyen-tyahn], and it has a population of approximately 567,000 people. When comparing the population of Vientiane to our state capital, Nashville, our population in Nashville is approximately 670,000 people. Wow! Our population in the capital city of our state is over 100,000 people larger than the capital of a country!</p> <p>Let's take a moment and locate the capital city of Vientiane on the map. What symbol do they use to identify Vientiane as the capital? [Pause.] That's correct! They use a star on a map to show that it is the capital.</p> <p>The total population of Laos is almost 7.5 million people. For another comparison, we have nearly 6.8 million people that live in our state, Tennessee. We have over 333 million people who live in the United States!</p> <p>The official languages of Laos are: Lao, French, and English.</p> <p>Wow! We have really learned some interesting facts about the geography of Laos! Now that we have some background on the country of Laos, let's begin our read of "A Taste of Sticky Rice, Laos' National Dish".</p>	<p>Students listen and follow the teacher as he/she describes the geography of Laos.</p> <p>Students examine map and answer that the capital is denoted by a star symbol.</p>
<p><u>Teacher Model/Read-Aloud</u> (16 min)</p>	

<p>Let's think about how authors begin a text. The way details are presented can be just as important as the details themselves. And nowhere is this more important than at the very beginning.</p> <p>Author's often use a hook to begin a text. A hook is a sentence, paragraph, or section that gets a reader interested in the text. It can be almost anything, but might be one of the following: [Show L16-E.]</p> <ul style="list-style-type: none"> • a question • an anecdote (which is a story) • a statement <p>The purpose is to get the reader interested in what the author has to say and to continue reading the text. As readers, it's important to understand how authors introduce ideas in a text as well as how the details of the text support that beginning.</p> <p>Today, we are going to analyze how Mike Ives, the author of the article, uses a hook to introduce the central idea that sticky rice is an important part of Laotian culture and daily life. Let's record that central idea in your notes. Central idea: Sticky rice is an important part of Laotian culture and daily life. [Pause.] [Show L16-F.]</p> <p>Let's begin by reading the title and subtitle of this article. [Show L16-G.]</p> <p>"A Taste of Sticky Rice, Laos' National Dish"</p> <p>One cannot travel to the Southeast Asian country without many meals of sticky rice, the versatile staple of Laotian cuisine.</p> <p>By Mike Ives</p> <ul style="list-style-type: none"> • The sentence below the title is actually a subtitle. [Point or highlight the subtitle of the article.] How does having it as part of the title help the reader know what the article will be about? [Pause.] I think so, too. By including the sentence as part of the title, the reader gets the idea that this text will include the experience of someone traveling through Laos. • There are some key words in this subtitle that might help us as we begin to analyze the central idea of the text. Let's take a look at the word "staple" and the word "cuisine". 	<p>Students will follow along as the teacher begins the lesson.</p> <p>Students will write the central idea of the text in their notes. Sticky rice is an important part of Laotian culture and daily life.</p> <p>Students will think about why the author included a sentence as a subtitle.</p>
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- One definition of the word “staple” is the main part of someone’s diet. What do you think the phrase “versatile staple” refers to in this section? [Pause.] If you said sticky rice, then you’re correct! Sticky rice is a staple of the Laotian diet. It is a very versatile food because it can be used in a variety of different dishes.
- The other word is “cuisine”. Let’s say that word together. Repeat after me: cuisine. [Pause.] Great! I bet you already know what cuisine means. What’s another word that we could use instead of cuisine? [Pause.] If you said “food”, you’re correct! Cuisine means the type of food or type of cooking specific to a particular country or region.
- These words and the subtitle can help us identify the central idea. As we begin reading our text, think about all the clues that help us determine the central idea.

Luck was losing patience, and his stomach was grumbling like the diesel engine of the bus transporting him to northern Laos. He needed to eat sticky rice, he said, so badly!

- Why does the author begin the article with “Luck was losing his patience, and his stomach was grumbling...”? [Pause.] Hmm... As a reader, I am immediately asking some questions. Who’s Luck? What does he want to eat? So, if I’m asking questions, I will want to know the answers and will read on. If this is part of the author’s hook, it has accomplished its purpose, hasn’t it? I want to keep reading! Let’s collect some evidence for the hook that the author uses in your notes. In the Hook section of your graphic organizer, write: “Luck was losing patience, and his stomach was grumbling...” [Pause.] [Show slide L16-H.]
- We also read, “He needed to eat sticky rice, he said, so badly.” This is the first mention of sticky rice, so it’s probably important. How does that fit in with the author’s hook? [Pause.] Right! We already knew that Luck was hungry. Now we know what he’s hungry for: sticky rice! Let’s add that to our notes. Luck wanted to eat sticky rice. [Pause.] [Show slide L16-I.]

[Show slide L16-J.] He checked his cellphone: No service.
Slumping into his seat, he looked out the windows — but it

Students answer to themselves the question posed by the teacher.

Students will write down the hook in their notes. "Luck was losing patience, and his stomach was grumbling..."

Students will write down the hook in their notes. "Luck wanted to eat sticky rice."

was mid-November in the Lao People's Democratic Republic, and in field after field, Laotian farmers were harvesting sticky rice and burning the discarded husks for fertilizer. Luck sighed. The smoky air carried a sweet, ricey aroma.

- The official name for Laos is the Lao People's Democratic Republic. Laotian is the adjective form of Laos, so Laotian farmers are farmers in Laos. Notice that the "t" in the word "Laotian" sounds like an "s". Don't be confused by this. It's just one of those strange pronunciation exceptions.
- What were the Laotian farmers doing? [Pause.] That's right! They were harvesting sticky rice and burning the discarded husks for fertilizer. This tells me that sticky rice is actually grown in this country. That's something we should include in our notes. Take a minute to add that now. Farmers were harvesting sticky rice. [Pause.] [Show slide L16-K.]
- Before we move on, let's make sure you understand what's going on here. Let's look carefully at the author's word choice. The text says that the farmers were "burning discarded husks". What do you think the phrase "discarded husks" means? [Pause.] Let's think this through. The word "husks" looks familiar to me. Can you think of any other crop that has a husk? [Pause.] Yes, corn also has husks, but we don't eat the corn husks, right? [Pause.] Corn husks are unnecessary so we can just throw them away. Can you relate the phrase "discarded husks" back to sticky rice somehow? [Pause.]
- A good response would be something like, "Sticky rice has a husk that farmers discard. They get rid of the husk by burning it to make fertilizer". If you said something like that then you're on the right track!

Let's keep reading. [Show slide L16-L.]

It was the first day of a six-day, northbound journey from Vientiane (vee-en-tee-en), the tranquil capital, to a remote village near the Laos-China border. Luck —short for Vilayluck (vee-lie-luck) Onphanmany (On-phon-my-nye)— is my 23-year-old Laotian friend and translator whom I'd met on my first of three previous trips to the landlocked Southeast Asian country. He was assisting a gastronomic investigation: a friend and I were on a mission to learn the secrets of sticky rice, the mainstay

Students will write down the hook in their notes. "They were harvesting sticky rice."

of Laotian cuisine, and in the process, to eat as much of it as possible.

- Okay, so there are some tough words to pronounce in this section. Luck's full name for example may be difficult for us to pronounce. Another word that is strange is "gastronomic". Repeat after me: gastronomic. [Pause.] Excellent! Gastro- is a word part that means stomach and the word gastronomic refers to good cooking or eating delicious food. What do you think the author means by the phrase "gastronomic investigation". [Pause.] Normally, the word investigation is reserved for detectives. The phrase "gastronomic investigation" doesn't mean that the author is investigating a crime though. The author plans to investigate good food! Now that's some detective work that I wouldn't mind taking part in!
- I'm going to reread the last sentence in that paragraph. *He was assisting a gastronomic investigation: a friend and I were on a mission to learn the secrets of sticky rice, the mainstay of Laotian cuisine, and in the process, to eat as much of it as possible.* Here, the author states his purpose for his travels: to learn about sticky rice and its importance. Let's add that to our notes. He was with the author and a friend to help them learn about sticky rice. [Pause.] [Show slide L16-M.]

Let's read on: [Show slide 16-N.]

When our bus rattled into a dusty market, a group of women crowded the windows. "Ao khao bor?" (Ow-cow-buer) they called ("Do you want sticky rice?"). Luck snapped to attention and called for two bags — one for me and my traveling companion, and one for himself. We ate with our hands, Laotian-style. Luck finished his portion before the bus started rolling.

"I feel better!" he said, and promptly dozed off. Other passengers were either eating sticky rice or, like Luck, sleeping it off.

- What effect does eating the sticky rice have on Luck? [Pause.] Correct! Eating the sticky rice made Luck feel better. Let's include that in our notes. Write: Luck announces, "I feel better!" after he eats his sticky rice. [Pause.] [Show slide L16-O.]

Students will write down the hook in their notes. "He was with the author and a friend to help them learn about sticky rice."

[Show slide L16-P.] **What explains the national love of sticky rice? Many Laotians laughed when I asked them. Sticky rice is what their grandparents and great-grandparents ate, they said. Perhaps they were caught off guard by my question: like baguettes in France and sushi in Japan, sticky rice is so ingrained in Laos' culinary heritage that most Laotians don't think about it in isolation.**

- **As we continue reading this text we keep seeing words that relate back to food. We learned the word "staple", the word "cuisine", and the word "gastronomic". In this paragraph we have another food related phrase: "culinary heritage". You may have seen these words before in separate settings. You may have seen the word "culinary" to describe a school for chefs. Or you may have seen the word "heritage" in your social studies class. When we combine these words though, what do you think they mean? Think about the phrase "culinary heritage" and try to come up with a definition.**
[Pause.]
- **The phrase "culinary heritage" refers to the type of cooking or the type of foods that are characteristic of a certain culture. The paragraph we just read gives us some examples of culinary heritage. We know that sushi comes from where? [Pause.] Correct! Japan. And we know that baguettes which are long, narrow loafs of bread come from where? [Pause.] Look at the text. The answer is there. [Pause.] That's right! France.**
- **The central idea of the article directly relates to a specific example of culinary heritage. Can you identify the food and the country that the article discusses in depth? [Pause.] Great job! It should be fairly obvious by now that this article is exploring the importance of sticky rice as an important part of Laotian cuisine.**

We'll stop here in the article for today, but to complete our notes we need to answer the question, "Why did the author choose this hook for the central idea?"

Remember, the central idea is that sticky rice is an important part of Laotian culture and daily life. Now, we need to ask how the author introduces the central idea in the first section. Look at the notes you have about the details we learned in this first section. We've learned that Luck is really hungry and wants some sticky rice. Luck is

Students will write down the hook in their notes. "Luck announces, 'I feel better!' after he eats his sticky rice."

<p>with the author to help him learn about sticky rice. And when he gets some sticky rice to eat, he is happy. Why is he so happy? [Pause.] I guess that's why sticky rice is so important!</p> <p>So, the author introduces the article with the story of Luck finding sticky rice. That's his hook! Great! We found it! Now, we want to ask, "Why did the author use <i>this</i> hook to introduce his central idea?" Why did he choose a story about a Laotian desperate to get sticky rice? [Pause.] First, the author needed to show how important sticky rice is to Laotians. How did he accomplish that by using this story? [Pause.] That's right! Luck's need for sticky rice represents the need of all Laotians.</p> <p>The author also included himself in the story. How does that help hook the reader? [Pause.] I agree. It was a great way for the author to let the reader know that his purpose for his trip was to learn about the importance of sticky rice in Laos. Now, take a minute to answer the question, "Why did the author choose this hook for the central idea?" on your paper. [Pause.] I'll share my response. [Show slide L16-Q.]</p> <p>The author uses the story about Luck to represent how Laotians feel about sticky rice and lets the reader know that the purpose for his (the author's) trip is to learn about Laos and sticky rice. It is an interesting and impactful way to introduce the information.</p> <p>I hope the author's hook worked as well for you as it did for me! I'm looking forward to learning more about Laos and sticky rice in our next lesson.</p>	<p>Students will write down their answer to the question "Why did the author choose this hook for the central idea?"</p>
<p>Guided Practice (4 min)</p> <p>There are multiple ways for authors to write a hook. In today's article, the author used an anecdote (which is another word for story) to introduce readers to the topic of sticky rice in Laos.</p> <p>This was a successful hook because it immediately got us interested in what was happening in the text. Aside from using an anecdote, how else could the author have hooked his readers? [Pause.] Here's a basic list of ways authors write hooks:</p> <ol style="list-style-type: none"> 1. Anecdote-Remember the word anecdote is just a fancy word for story. 	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p>

2. **Statement** -If you use a statement, you'll want a strong sentence that relates directly to the central idea.
3. **Question** -Asking a question is a basic way to hook a reader because it gets them thinking about the topic.

Let's write this in our notes, below the graphic organizer.

Write:

Hook Examples:

1. **Anecdote**
2. **Statement**
3. **Question**

[Pause.] [Show slide L16-R.] Let's think back to last week's lessons. Last week we read an article about Greek mythology. If we were to write an essay about Greek mythology, we might want to hook the reader, using one of the 3 strategies that we mentioned.

Let me give you an example of a hook, and you tell me if it is an anecdote, a statement, or a question.

1. "Even though some Greek myths were written thousands of years ago, Greek mythology is still studied by many people today. The fact that ancient Greek myths are still relevant is quite astonishing."
 - What type of hook is this? [Pause.] That's right, it's a statement!
2. "What do you think it would be like to grow up in the times of Ancient Greece? By studying ancient Greek myths, we can get an idea of how the ancient Greeks thought and how they approached life."
 - What type of hook is this? [Pause.] That's right, it's a question!
3. Arachne loved to weave and she was very talented. She created the most beautiful tapestries until one day when the goddess Athena came to challenge her.
 - What type of hook is this? [Pause.] That's right, it's an anecdote! I'm telling a story to get you interested in the text.

Okay. Now that you've had some time to think about how authors create hooks and why authors write hooks, it's time you practice writing a hook.

Students will write down the ways authors write hooks in their notes.

<p>Independent Work (2 min)</p> <p>For your independent practice I want you to write 2 alternate hooks for this text. Since, the author of our text already used an anecdote, you will write an example of a statement hook and an example of a question hook.</p> <p>To make things a little more challenging, I want you to include some vocabulary from today's lesson. So let's review. On your paper, below your graphic organizer I would like you to list these words. Use at least one of them in each hook that you write:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● staple ● gastronomic ● cuisine ● culinary heritage <p>[Pause.] [Show slide L16-S.]</p> <p>I'm going to repeat the independent practice. Be sure to write down the task or take a picture of it. [Show slide L16-T.]</p> <p>For your independent activity for today's lesson:</p> <ul style="list-style-type: none"> ● Write 2 new hooks for the beginning of the article "A Taste of Sticky Rice, Laos' National Dish". ● Write a statement hook and a question hook. ● Use one of the vocabulary words that is listed in your notes for each hook that you write. <p>After you have written the 2 hooks, write a brief explanation on which hook strategy—anecdote, statement, or question—you think is most effective for getting readers interested in this text.</p> <p>All right, you're ready to start your independent practice.</p>	<p>Students will follow along to the directions of the teacher for their independent practice.</p> <p>Students will write 2 new hooks for the beginning of the story and give an explanation about how their hook is effective in engaging readers.</p>
<p>Closing (1 min)</p> <p>I enjoyed analyzing how an author introduces a central idea with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	