

The MOSAIC Community

Teaching Guides

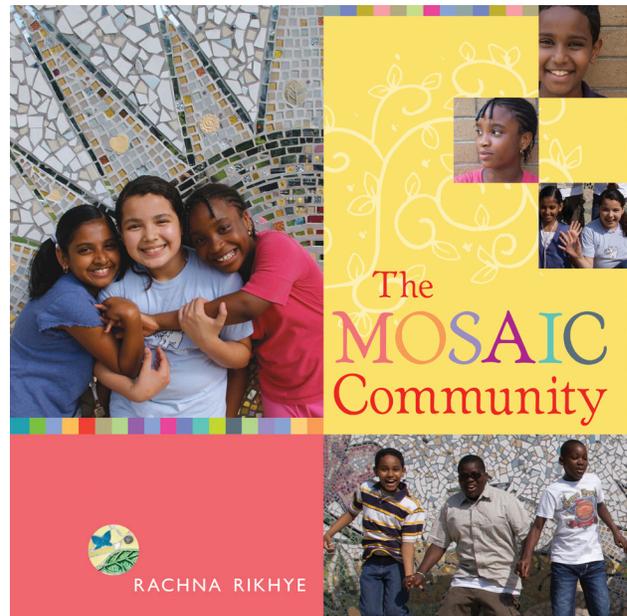
About the Book

Set in the town of Takoma Park, Maryland, *The Mosaic Community* is a heartwarming story of diversity and integration. Invited to contribute to a community mosaic for their town, six culturally diverse children share their personal stories and offer hopes and dreams to their new community through the creative process of making clay mosaic tiles. Beautifully decorated with photographs and rich colors, Rachna Rikhye's book brings young immigrant voices to life in this story about art, inspiration, and the meaning of belonging.



How This Book Can Be Used

This book is a valuable resource for educators of English Language Learners, for Art and Reading/Language Arts teachers, and for schools that practice theme-based cross-curricular collaboration. It is also a culturally rich resource for educators and future educators to deepen their understanding of the funds of knowledge diverse students bring to the educational process. In the community or whole school setting, the book can be used as a springboard to launch an art project or to build bridges between ethnically diverse groups. Moreover, *The Mosaic Community* is a fun read for kids who just want to explore the worlds of other kids at home and abroad.



The following teaching guides have been provided.

1. Grades 3-6 Classroom Guide
2. Grade 3-6 Intermediate/Advanced English Language Learners Guide
3. Educator/Future Educator Reflection Guide





The MOSAIC Community

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Teaching Guide for Grades 3-6 Intermediate/ Advanced English Language Learners

Introduction

The overarching theme of *The Mosaic Community* is a celebration of the unique strengths and talents people from different cultural backgrounds bring into the collaborative process of co-creating a community. Written in the linguistic patterns of English Language Learners (ELLs) from across the globe, the book allows students to see themselves in the text they read, and gives them opportunities to view their own experiences as valuable and relevant to the academic and social lives of their community.

The teacher's guide explores the book through thought-provoking discussion questions and cross-curricular activity ideas that promote linguistic competence, creative thinking, critical analysis, collaboration, and intellectual risk-taking within the academic setting of the upper-elementary school ELL classroom.

Additionally, the guide offers 'Language Focus Ideas' for ELLs to develop communicative competence across content areas. The cross-curricular activities offer multiple opportunities for students to acquire the vocabulary, language structures, concepts, skills and self-confidence required for linguistically proficient success in academically rigorous settings.

Before Reading

Activating Background Knowledge and Building Vocabulary

- Show the students pictures of mosaics from all over the world. A short film of mosaic art is available at: <http://www.youtube.com/watch?v=p0x8HCpMULs&feature=related>
- Talk about the front and back covers of the book and discuss different materials, shapes and colors the students see.
- Discuss the title. Talk about communities and who lives in them. Make connections between the pieces of a mosaic and members of a community.
- Explore the text features in the book. Explain how text features help the students better understand the book. Some text features in this book are: the table of contents, headings, photographs, bold print, captions, index and glossary.
- Start creating word wall vocabulary lists in different categories such as Polygons (Math), Community, and Geography (Social Studies), Materials (Art and Science), and Character Traits, Figurative Language, Comparatives, and Text Features (Language Arts). Students can add to these lists as they read the book.
- Read 'About This Book' to the students and ask students to share personal experiences of moving to a different community and making new friends.





During Reading Discussion Guide

1. What is a community? Who lives your community? How do the different people living and working in a community help each other?
2. What was Alice's dream? Do your parents have hopes and dreams? How are they similar and different to yours?
3. Who helped Alice? What clues do the pictures on pages 17, 18, and 19 provide about Arturo? Do you have special words or languages to communicate with the different people in your life?
4. What inspires Arturo? How do you know? If you were an artist, what would inspire you? List 4 images from your life that you would put into a mosaic.
5. How did different people want to help with the mosaic? If you could be in the project, what would you want to do?
6. What was the special thing that Alice decided to do and why? How do you think that made the children feel?
7. What inspired Karla's drawing? How is Karla's life in America different from her life in El Salvador?
8. How did Karla deal with bullies? What are some ways you deal with bullying?
9. What did you learn about El Salvador from the text and pictures? What country are you and your family from? Draw the flag of your country and write a simile or metaphor to describe where you are from.
10. What were some things that Ibrahima and his friends brought from home? Do they remind you of anything you have in your home? If you could bring one thing to show who you are, what would it be and why?
11. Do you have friends from many lands? List all the countries that your friends come from.
12. What are Nickson's hopes and dreams for his new community? How did his life in Tanzania influence his ideas? Have you ever lived or visited family in another country? How is life for kids living there different from your life here?
13. What does Lahari miss now that she has moved to America? Read the story about Diwali. Identify the story elements. Is it realistic fiction or fantasy? How can you tell?
14. How does Lahari's clay tile represent her hopes and dreams for her new community? If you could decorate the doorway of your community center, what tile would you create and why?
15. What does Bereket dream about? How does that make you feel and why? What do colors remind you of? (See Color Poem template and example attached).
16. Bereket has mixed feelings about moving to America. How is his experience similar and different to yours?
17. What did you learn about Cameroon from Chelsea's story? What do you think about Chelsea's idea that it's better not to look back?
18. In Cameroon, people speak more than 200 different languages and use dance to communicate with each other. If you communicated through dance, what would you say, and how?
19. Look at the picture of the children's mosaic. Can you match any of the pieces to the children in the book? What is your favorite mosaic piece, and why?

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After Reading Cross-Curricular Activity Ideas

Reading Skills

1. **Analyzing Text Features:** *Language Focus Idea: Present Tense.* Students discuss how the text features helped them to understand the author's message and children's stories in the book. Using text features and graphic aids such as bold print, captions, headings, and illustrations, they create posters about the book.
2. **Synthesizing Information:** *Language Focus Idea: Transition Words.* Students create a flow chart for the process of making a mosaic. They use the table of contents and children's stories to gather information about the process.
3. **Evaluating the Book Title:** *Language Focus Idea: Cause and Effect.* Students use details from the text to evaluate whether *The Mosaic Community* is a good title for the book.

Poetry

1. **Figurative Language:** *Language Focus Idea: Nouns, Adjectives, and Verbs.* The students reread the colored boxes on pages 19, 27, and 47 and identify what makes the language in these boxes poetic. (Alliteration, repeated words, rhyming, similes, metaphors, etc.) Students create their own poems using these elements. Some ideas for poetry writing are: I Am, and Where I Am From. (See templates and examples)
2. **Sensory Descriptions:** *Language Focus Idea: Similes and Metaphors.* Students reread the green box on page 41, and talk about colors. They create Color Poems. (See template and example)

3. **Imagery:** *Language Focus Idea: Adjectives and Adjective Phrases.* Students create mosaic pieces out of Shape Poems. An excellent free online resource for creating Shape Poems is available at ReadWriteThink.org <http://www.readwritethink.org/classroom-resources/student-interactives/theme-poems-30044.html>

Writing

1. **Personal Narrative:** *Language Focus Idea: Verb Tenses.* Each student creates a personal narrative page for a class Powerpoint book. Possible titles/themes for the book are: Who We Are, Our Hopes and Dreams, or A Mosaic of Stories. Students could illustrate their pages with images from <http://www.flickr.com> or with photographs of themselves, their families, artwork, cultural artifacts, or community. After being presented in to the group, the books can be published online, as a bulletin board display, or an addition to the school library. Students could also take copies home to share with their families.

Social Studies

1. **Cultural Heritage:** *Language Focus Idea: Character Traits, and Nouns as Ideas.* The students use a world map to identify the home countries of the children in the book. They also identify their own countries of heritage, and using page 27 as a model, write about the symbolism of the flags or emblems of the country of their choice to present to the group.
2. **Communities:** *Language Focus Idea: Wh Questions.* Students work in collaborative groups to plan a community-building event, such as a picnic, book exchange, yard sale, gardening or clean-up day. An excellent free



planning tool which can be used with the questions: Who, What, Where, When, Why and How is available at ReadWriteThink.org <http://www.readwritethink.org/classroom-resources/student-interactives/cube-creator-30850.html>

Math

1. **Symmetry:** *Language Focus Idea: Language of Geometry, and Conditionals.* Students identify and name the different polygons in the children's mosaic on pages 48 and 49. They list the number of angles, sides and lines of symmetry for each polygon. Using the conditional "if.....then.....", they explain why each polygon has its number of lines of symmetry. A free online resource to identify lines of symmetry is: http://www.innovationslearning.co.uk/subjects/maths/activities/year3/symmetry/shape_game.asp

Science

1. **Biodiversity:** *Language Focus Idea: Language of Life Sciences, and Prefixes.* Students make connections between the pieces of a mosaic, people in a community, and the biodiversity of our planet. A good resource is available on the American History Museum website: <http://www.amnh.org/ology/?channel=biodiversity>. After exploring the site, students identify prefixes as they investigate the subject of biodiversity, such as bio, eco, and re.
2. **Materials and their Properties:** *Language Focus Idea: Language of Scientific Experiments, and Comparatives and Superlatives.* Students conduct a scratch-test experiment on different materials such as rocks, glass, wet clay, dried out clay, baked clay tiles and glazed clay. They graph their findings to investigate and compare the relative hardness of different materials.

Art

1. **Understanding Mosaics, Murals or Collages:** *Language Focus Idea: Future Tense.* Students plan and design individual mosaics, murals, or collages to decorate an area of the school. The artwork can be mounted on small wooden boards or recycled Styrofoam lunch trays that fit together and can be taken home at the end of the school year.

Music

1. **Exploring Non-verbal Communication:** *Language Focus: Culturally Appropriate Body Language.* Students work in collaborative groups to create a short song and dance routine to teach a concept in Math, Social Studies, Science, or to tell a story.

Multicultural Activities

1. **Collaboration:** *Language Focus Idea: Giving and Listening to Opinions.* Students plan and create a group mosaic. Tiles can be made out of a variety of materials, such as clay, paper, Styrofoam trays, or cardboard. The mosaic tiles can be inspired by:
 - a. Cultural artifacts from home
 - b. Hopes and dreams in the form of visual displays or poetry
 - c. Cultural and family traditions such as holidays, flags, and clothing
 - d. Personal cultures or stories
2. **Cultural Awareness:** *Language Focus Idea: Speaking to Inform, and Asking and Answering Questions.* Students bring an artifact from home that represents their cultural heritage and present it to their group. The presentation can have a strong question-answer component where both the speaker and the audience are given rubrics



that assess speaking. The presentations can be video-taped, and artifact photographed. The photograph can later be used as inspiration for poetry-writing, the creation of artwork such as a mosaic tile, or to tell their personal stories. Photographs can also be used to decorate a group “Culture Tree”. The tree could have roots that are labeled with the qualities that all cultures have in common, such as Values, Cuisine, Fashion, Language, Music, Dance, Art, Customs, and Holidays. The branches could be decorated with photos of cultural artifacts, greetings in

different languages, names of culturally diverse foods, etc.

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3. **Creative Expression:** *Language Focus Idea: Persuasive Language.* Students research countries that represent their cultural heritage, and create multi-media presentations to persuade the group to visit their countries. These could be in the form of travel brochures, posters, or “television commercials”. Students can be encouraged to use music, dance, videos and native clothing for their presentations.



I Am Poem Template

I am _____
(A simile or metaphor)

I wonder _____
(Something you think about)

I hear _____
(Something you hear in your imagination)

I see _____
(Something you see in your imagination)

I want _____
(Something you want to do or have)

I am _____
(The first line of the poem repeated)

I pretend _____
(Something you pretend in your imagination)

I feel _____
(A simile or metaphor)

I touch _____
(Something you touch in your imagination)

I worry _____
(Something that bothers you)

I cry _____
(Something that makes you sad)

I am _____
(The first line of the poem repeated)

I understand _____
(Something you know is true)

I say _____
(Something you believe in)

I dream _____
(Something you dream about)

I try _____
(Something you try to do or say)

I hope _____
(Something you hope for)

I am _____
(The first line of the poem repeated)





I Am Alone In My Dreams

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POEM EXAMPLE

*I am alone in my dreams
I wonder when I'm going back to my country
I hear my father speaking
I see my brother reading a book
I want to go back to them
I am alone in my dreams*

*I pretend that my grandmother is here
I feel that my heart is like a broken toy
I touch my father's hands
I worry about what has happened to this world
I cry because I want to go back to my country
I am alone in my dreams*

*I understand that maybe I'm not going to be alone
I say, "It doesn't matter that you are from another country."
I dream that one day both my parents will be with me
I try my best in school
I hope that I make new friends
I am alone in my dreams*



Where I Am From

BRAINSTORMING IDEAS

Directions: List names and descriptions of the following

My Country, City, or Town	People and Places in My Neighborhood
Family Members and Family Activities	Places and Things in My House
Cultural Traditions, Holidays, and Meals	Things That are Precious to Me and My Family

Now use descriptive phrases and sentences to create a poem about some of the things you have listed above. Every other line tells who, what or where you are from, and the second line describes each person, place, thing, or idea.

Don't forget to use figurative language!





Where I Am From

POEM TEMPLATE

I am from _____

Where _____

From _____

Where _____

I am from _____

Where _____

And _____

Who _____

I am from _____

That _____

From _____

Which _____

I am from _____

That _____

From _____

And _____

I am from _____





Where I Am From

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POEM EXAMPLE

*I am from Timor Leste in the Pacific Ocean.
Where people are friendly and love to play guitar
From a green island with big rivers full of fish
But watch out! There are crocodiles.*

*I am from the quiet library next to my school
Where I go to read as quiet as a mouse.
And the friendly crossing guard at the red stop sign
Who says, "Hello there," and "Have a nice day!"*

*I am from my baby sister Heni, and my mom Inacia
Who are proud of me and think I'm the man.
From the book about dragons fiery and beautiful
That I dream of riding when I'm sleeping at night.*

*I am from white rice and coconuts
Shining brightly like my mother's smile
From coffee smell in the morning and chicken curry at night
Which make me feel good and warm inside.*

*I am from East Timor, the home of my brother,
Who is waiting for me to come back to him.*



Color Poem

TEMPLATE

_____ is _____
Color Noun with description

_____ is the taste of _____
Color Noun that tastes like the color with description

_____ is _____
Color Noun that feels like the color with description

_____ smells like _____
Color Noun that smells like the color with description

_____ is _____
Color Noun that looks like the color with description

_____ is the sound of _____
Color Noun that sounds like the color with description

_____ is _____
Color Adjective





Color Poem

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EXAMPLE

Red is a planet spinning around in space.

Red is the sweet juice of a strawberry in my throat.

Red feels like a warm blanket on a cold winter night.

Red smells like anger wanting to fight.

Red is a valentine as shiny and sparkly as a promise.

Red is the sound of a fire engine shouting, "Watch out! Watch out!"

Red is spicy.

Red is love.

