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Instructional Support Components

This Teacher’s Guide contains instructional support for each topic in Welcome Newcomers. The nonfiction and fiction books as well as the survival vocabulary cards are addressed within each topic’s pages.

**TOPIC INTRODUCTION** (one page for each topic): The introduction page is intended to give the teacher an overview of the topic and its books. Suggested instructional resources that can be used at any time during the unit to prepare students for the topic or extend their understanding are also listed.

**LESSON PLAN** (one page for each topic): The lesson plan page includes three distinct sections. Activate Background Knowledge suggests one or more activities to help prepare students for instruction by making connections with what they already know about the topic. Introduce This Topic includes suggested whole group, small group, and partner activities to help students explore the topic in their school or local community. Prepare to Read provides teachers with brief previews to read aloud to students to get them excited about the books for the topic.

**VOCABULARY LESSON** (one page for each topic): The vocabulary page focuses on the ten survival vocabulary words highlighted in the topic’s books and cards. The words are listed with their definitions. Suggested activities that integrate the survival vocabulary cards are provided. A suggested lesson that helps students make real-world connections to the vocabulary is included.

**GUIDED READING QUESTIONS** (one page for each topic): Comprehension questions are provided for both the nonfiction and the fiction books for each topic. Use these questions after students initially read the books. They allow for a deeper rereading of the book and an exploration of key elements related to the topic. Questions are appropriate for whole class, small group, or individual instruction.
TOPIC-BASED ACTIVITY (one page for each topic):
This activity page provides a place for students to show their understanding of the topic. Graphic organizers, vocabulary activities, and puzzles are all examples of activities on these pages. Activities are appropriate for paired or independent work.

BOOK-BASED ACTIVITIES
(two pages for each topic): These activity pages provide opportunities to monitor students’ comprehension of the topic’s two books and to build reading skills. One page focuses on the nonfiction book and one page focuses on the fiction book. Activities are appropriate for paired or independent work.

QUIZ (one page for each topic): The topic quiz consists of three multiple-choice questions and five vocabulary questions. The vocabulary questions require matching words to their definitions. These can be considered summative assessments for each topic.

PROGRAM PROGRESS CHART (Reproduce one for each student.) A reproducible progress chart is provided on pages 13 and 14 so that teachers can track student progress as they read the books and complete the activities and quizzes.

SURVIVAL VOCABULARY CARDS (one set per box):
The cards include 10 words from each of the 14 topics for a total of 140 cards. These are the same words highlighted and defined in the books. Each full-color, 3.5” x 5” card features a photograph on one side and the vocabulary word and definition on the other. These can be used for individual and partner vocabulary practice. The vocabulary page for each topic integrates these cards into the suggested activities. Each topic has its own color, and each card has one rounded corner for ease of organization.
<table>
<thead>
<tr>
<th>Book</th>
<th>Fiction/Nonfiction</th>
<th>Theme</th>
<th>Readability Level</th>
<th>Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Culture</td>
<td>NF</td>
<td>what it means to be an American</td>
<td>2.5</td>
<td>755</td>
</tr>
<tr>
<td>A New View</td>
<td>F</td>
<td>adjusting to a different culture</td>
<td>1.6</td>
<td>1000</td>
</tr>
<tr>
<td>Citizenship</td>
<td>NF</td>
<td>rights and responsibilities of US citizens</td>
<td>2.5</td>
<td>728</td>
</tr>
<tr>
<td>New American</td>
<td>F</td>
<td>an immigrant becomes a citizen</td>
<td>2.4</td>
<td>909</td>
</tr>
<tr>
<td>Community Services</td>
<td>NF</td>
<td>services available in the community</td>
<td>2.5</td>
<td>787</td>
</tr>
<tr>
<td>A New City</td>
<td>F</td>
<td>helping a family member who is ill</td>
<td>1.7</td>
<td>1000</td>
</tr>
<tr>
<td>Finding and Keeping a Job</td>
<td>NF</td>
<td>getting a job and doing good work</td>
<td>2.5</td>
<td>765</td>
</tr>
<tr>
<td>Job Hunt</td>
<td>F</td>
<td>an interview goes very badly</td>
<td>2.2</td>
<td>996</td>
</tr>
<tr>
<td>Food and Meals</td>
<td>NF</td>
<td>buying food and eating out in the US</td>
<td>2.3</td>
<td>754</td>
</tr>
<tr>
<td>Gold Medal Chef</td>
<td>F</td>
<td>hosting a holiday meal</td>
<td>2.0</td>
<td>998</td>
</tr>
<tr>
<td>Grooming</td>
<td>NF</td>
<td>grooming habits and tools</td>
<td>2.5</td>
<td>781</td>
</tr>
<tr>
<td>A Clean Start</td>
<td>F</td>
<td>bad grooming habits cause dating problems</td>
<td>1.7</td>
<td>1000</td>
</tr>
<tr>
<td>Health Resources</td>
<td>NF</td>
<td>ways to get medical care</td>
<td>2.5</td>
<td>748</td>
</tr>
<tr>
<td>Hidden Danger</td>
<td>F</td>
<td>dealing with an injury</td>
<td>2.4</td>
<td>973</td>
</tr>
<tr>
<td>Managing Money</td>
<td>NF</td>
<td>banking, saving, and credit</td>
<td>2.5</td>
<td>743</td>
</tr>
<tr>
<td>Money Matters</td>
<td>F</td>
<td>money gets stolen</td>
<td>2.1</td>
<td>993</td>
</tr>
<tr>
<td>Money Basics</td>
<td>NF</td>
<td>currency and spending in the US</td>
<td>2.3</td>
<td>774</td>
</tr>
<tr>
<td>Cinco Cents</td>
<td>F</td>
<td>choosing work over a party</td>
<td>1.6</td>
<td>995</td>
</tr>
<tr>
<td>A New Home</td>
<td>NF</td>
<td>finding and caring for a home</td>
<td>2.5</td>
<td>715</td>
</tr>
<tr>
<td>Second Thoughts</td>
<td>F</td>
<td>struggles with a new roommate</td>
<td>2.2</td>
<td>995</td>
</tr>
<tr>
<td>School Basics</td>
<td>NF</td>
<td>American educational system</td>
<td>2.4</td>
<td>724</td>
</tr>
<tr>
<td>Bus 17</td>
<td>F</td>
<td>mistakes on the first day of school</td>
<td>2.0</td>
<td>900</td>
</tr>
<tr>
<td>School Expectations</td>
<td>NF</td>
<td>how American schools work</td>
<td>2.5</td>
<td>739</td>
</tr>
<tr>
<td>Finding Her Way</td>
<td>F</td>
<td>balancing school and family responsibilities</td>
<td>2.2</td>
<td>985</td>
</tr>
<tr>
<td>Transportation</td>
<td>NF</td>
<td>ways to get around in the US</td>
<td>2.4</td>
<td>762</td>
</tr>
<tr>
<td>Found</td>
<td>F</td>
<td>an orphan travels to meet his brother</td>
<td>1.9</td>
<td>968</td>
</tr>
<tr>
<td>Weather and Natural Disasters</td>
<td>NF</td>
<td>types of weather in the US</td>
<td>2.4</td>
<td>742</td>
</tr>
<tr>
<td>Climate Change</td>
<td>F</td>
<td>dealing with weather emergencies</td>
<td>2.0</td>
<td>910</td>
</tr>
</tbody>
</table>
American Culture

DESCRIPTION The topic of American Culture explores the traits and beliefs that define the US and are rooted in our history. Two of the things that set the US apart most are its diversity and its emphasis on individual choice. Immigrants who come from cultures more centered around the needs and desires of groups—such as families or religious groups—may be surprised at the level of individual expression they see around them. The books in this set address the American belief that allowing individuals freedom to live as they want helps to accommodate our many diverse cultures and can offer new opportunities for those who seek them. The books also explore common aspects of American culture such as national holidays, traditions, pastimes, and foods that unite people who came from all over the world.

NONFICTION SYNOPSIS American Culture surveys the diverse nature of America’s population, the American spirit of independence, and the shared traits that have come to define our culture. As a nation of immigrants, Americans continue to celebrate their different ethnic and cultural backgrounds. But a common American culture has emerged as well, making this a “melting pot” nation. This book looks at the freedom of choice, belief in the individual, and emphasis on hard work that define the American dream. It also explains our shared national holidays, favorite forms of entertainment, and the uniquely American music and foods that have emerged from our blended society.

FICTION SYNOPSIS A New View explores the tensions some newcomers can experience when entering a pluralistic society for the first time. Sixteen-year-old Prem and his younger sister Komal were recently adopted from Nepal. They now live in New York City with a journalist named David Cass. Prem is troubled by behavior he sees around him that goes against his cultural beliefs. But through his conversations with David and David’s ex-wife, Prem comes to understand that Americans highly value freedom of choice and expression. He learns that while this can expose people to views they don’t like, it can also open up new opportunities.

SUGGESTED INSTRUCTIONAL RESOURCES Use these resources at any time during the unit to extend students’ understanding of the topic and give them first-hand experiences with American customs.

- Bring a range of popular magazines to class, from lifestyle and entertainment to news and sports. Discuss what students think they reveal about American culture.
- Look at a typical American restaurant menu together. Discuss which foods in the menu come from other countries. Then discuss which foods seem completely American. Discuss how this mix reflects an important idea about American culture.
- Show clips from American sports news or pre-game shows, especially clips that focus on sports fans. Discuss the importance of sports in the US and how American fans compare to sports fans from other countries.
American Culture

ACTIVATE BACKGROUND KNOWLEDGE

• Have a class discussion in which students share examples of ways people behave differently in the US than in students’ countries of origin. Make one or more T-charts on the board to record the cultural differences between the US and other countries. Discuss which differences students like and which they don’t like.

• Have students help you brainstorm a list of America’s most famous brands, such as Apple, Levi’s, McDonald’s, and Nike. Discuss how these brands reflect American cultural values.

• Invite students to play or stream a favorite American song to the class. Discuss the genre of the music and which ethnic group or groups in America inspired that kind of music. If any students know a song that mixes different genres or cultural influences, have them play the song and tell how cultures blended in the song.

INTRODUCE THIS TOPIC

Whole Class Activity  Have small groups research the life of a famous person who lived the American dream. This could be an immigrant such as Shahid Khan, Madeleine Albright, Sergey Brin, Gloria Estefan, Arnold Schwarzeneggar, or I.M. Pei, or it could be an American who started with very little, such as Oprah Winfrey or Pharrell Williams. Have groups present a brief biography to the class in the format of their choice and then explain why they think this person is a good example of the American dream.

Small Group Activity  Provide an assortment of popular magazines. Have partners work together to look through the magazines and find an image they believe communicates something important about American values or culture. Have them cut out the image and glue it to a sheet of paper. Then have them present their image to the class, explaining what they think it shows about American culture.

PREPARE TO READ  Show students the covers of the two books for this topic. Ask them what they notice on the covers. Read them the following previews:

**American Culture Preview:** When you think of American culture, you might think of hamburgers, hip-hop, and blue jeans. But Americans also share common beliefs and attitudes. Learn about the cultural traits that unite all Americans no matter where they came from.

**A New View Preview:** After an earthquake destroys their home in Nepal, teenagers Prem and Komal want to move to the US. Their wish comes true when they are adopted by a man in New York City. But Prem does not like everything he finds in the US. Can his sister persuade him to accept his new home?

Ask students to turn to a partner and talk about the topic and what they think will happen in *A New View*. Then ask volunteers to tell the class some of their predictions.
American Culture

**INTRODUCE THE SURVIVAL WORDS**  Point out that each of the books students just previewed includes ten words that are highlighted in the text. These words are key vocabulary related to American culture. Introduce the words and their definitions below using the survival vocabulary cards in the *Welcome Newcomers* box.

- **casual:** ordinary; not formal or fancy
- **clique:** a group of people who hang out together; they may not be friendly to people outside their group
- **culture:** the beliefs and everyday activities of a group of people; their way of life
- **diverse:** made up of many different people or things
- **holiday:** a special day that people celebrate; a day many schools and offices close
- **independence:** freedom to make choices for oneself; to not be controlled by others
- **Independence Day:** a national holiday in the US celebrated on July 4, which is the day the Declaration of Independence was adopted in 1776
- **individual:** one person who is separate from a group
- **slang:** words that people use with friends and family; they are not part of regular vocabulary and may not be in a dictionary
- **Thanksgiving:** a national holiday in the US celebrated on the fourth Thursday in November; a day people show they are thankful for the food, shelter, and things they have

**VOCABULARY ACTIVITIES**  Display the word and definition side of the ten American Culture vocabulary cards. Have students copy each word on an index card, and then trace the letters as they say the word. Emphasize proper pronunciation.

Display the photo side for each vocabulary card. Have the class name the word represented by the photo and then brainstorm situations where they might use that word.

Have students work with partners. Assign two or three words to each pair. Have partners draw their own pictures for the words and write a sentence using each word. Ask students to share the pictures and sentences with the class.

**VOCABULARY LESSON**  Assign students to small groups. Then tell students you will hold up a word. Each group should talk among themselves and come up with a real-life example or scenario having to do with that word. For example, for the word casual, a group might use “sneakers” as an example. For Thanksgiving, students might name a Thanksgiving food or tradition. Remind students that the examples they provide for each word should relate to the US. Give groups a minute to write down an example for each word in the stack as you hold it up. After the activity, have groups share and compare the examples they came up with for each word.
American Culture

**American Culture Guided Reading Questions**

**PAGES 4–7:** Why is the US called a melting pot? (Different cultures blend together.)

**PAGES 10 AND 11:** What are examples of belief in the individual? (One person can start a business, run for office, decide how to dress, and go to any church.)

**PAGES 14 AND 15:** How are states in the US different? (different culture, foods, history)

**PAGES 20 AND 21:** What is the American dream? (working hard to become successful)

**PAGES 26 AND 27:** What happens on July 4 every year? (Americans celebrate Independence Day with parades, picnics, and fireworks.)

**PAGES 30 AND 31:** What is the purpose of Thanksgiving? (to give thanks for what people have)

**PAGES 32–39:** What are some American foods? (hamburgers, corn dogs, onion rings) What kinds of music started in the US? (country, rock, hip-hop, jazz)

**PAGES 40–47:** What does informal mean? (not formal, casual, not fancy)

**PAGES 56 AND 57:** How can cliques make fitting in harder? (Some cliques do not welcome people outside their group.)

**PAGES 58–61:** How can you make friends in the US? (find groups that share your interests)

**A New View Guided Reading Questions**

**PAGES 3–9:** How did David meet Prem and Komal? (David was in Nepal after an earthquake. Prem and Komal lost everything. David wrote an article about them.)

**PAGES 12–15:** What bothers Prem when he looks out the window? (Women are wearing short clothing.)

**PAGES 16 AND 17:** Why does David approve of things he may not like? (He believes in the freedom to choose.)

**PAGES 20–23:** Why is Prem shocked to see people kissing? (He doesn’t think they should do it in public.) Why does Kamal say it is ok? (They have the right to do so.)

**PAGES 24–29:** Why does Komal say Amanda can do anything she wants? (because there is a spirit of independence in America)

**PAGES 30 AND 31:** Why does Komal not obey Prem? (She wants to use her freedom.)

**PAGES 34–39:** What do Komal and Prem disagree about? (Komal wants to try out new things. Prem wants Komal to be safe.)

**PAGES 40–45:** How does Prem think differently now? (He wants to embrace new opportunities.)
All About American Culture

**DIRECTIONS:** Think about what you know about American culture. Write your ideas in the web.

**DIRECTIONS:** Read each pair of words. Write a sentence that uses both words.

1. casual, slang

2. Thanksgiving, holiday

3. independence, Independence Day
# American Culture

**Name ____________________________ Date ____________________________**

## What is American Culture?

**DIRECTIONS:** Write what you learned about American culture in the chart. List several ideas in each section.

<table>
<thead>
<tr>
<th>What Americans Believe</th>
<th>How Americans Behave</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What Americans Celebrate</th>
<th>How Americans Are Different</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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**DIRECTIONS:** Answer the questions. Use complete sentences.

Imagine your future in America. How might you change? How might you stay the same?

...
Two Different Views

**DIRECTIONS:** Read each sentence. Decide if it is something Prem believes or something Komal believes. Write **Prem** or **Komal** in the blank.

1. ____________ Women should not wear shorts and sleeveless shirts.

2. ____________ People should not kiss in public.

3. ____________ People have a right to kiss in public.

4. ____________ Women should not be police officers.

5. ____________ Amanda should have children.

6. ____________ Amanda can be whatever she wants.

7. ____________ There is a spirit of independence in America.

8. ____________ Being in the US is scary.

9. ____________ I intend to use my freedom here.

10. ____________ It is important to be open to new things.

**DIRECTIONS:** Answer the questions. Use complete sentences.

11. Do you agree more with Prem or Komal? Why?

Name ___________________________ Date ___________________________
Quiz

DIRECTIONS: Read the question. Then fill in the circle next to the correct answer.

1. Which is an important part of American culture?
   - A. belief in the individual
   - B. freedom of choice
   - C. hard work
   - D. all of the above

2. Which holiday celebrates the harvest with a big meal?
   - A. Thanksgiving
   - B. Independence Day
   - C. Labor Day
   - D. Memorial Day

3. What does “melting pot” mean?
   - A. a traditional dish Americans eat
   - B. the way different cultures blend together
   - C. a group of friends
   - D. when people from different countries do not mix

DIRECTIONS: Read the words and definitions. Write each word next to its definition.

<table>
<thead>
<tr>
<th>casual</th>
<th>culture</th>
<th>diverse</th>
<th>independence</th>
<th>individual</th>
</tr>
</thead>
</table>

4. _________ the beliefs and everyday activities of a group of people; their way of life

5. _________ made up of many different people or things

6. _________ ordinary; not formal or fancy

7. _________ freedom to make choices for oneself; to not be controlled by others

8. _________ one person who is separate from a group