

ELA: Grade 6, Lesson 17, Author's Central Idea

**Lesson Focus:** This lesson focuses on how the two textual styles of the article, narrative and informational, work together to support the author's central idea.

**Practice Focus:** Students will write a travel journal entry using the text as a model.

**Objective:** Students will use “A Taste of Sticky Rice, Laos’ National Dish” to learn about the importance of sticky rice in Laos with a focus on how the author conveys the central idea through the use of narrative and informational text.

**Academic Vocabulary:** glutinous, nonglutinous, urbanization, migration, consumption, thrive, congeals, implement, travel narrative, implement

**TN Standards:** 6.RL.CS.5, 6.RL.KID.1, 6.W.TP.2

**Teacher Materials:**

- The Teacher Packet for ELA, Grade 6, Lesson 17
- Chart paper or white board and markers

**Student Materials:**

- Paper, pencil, surface to write on
- The Student Packet for ELA, Grade 6, Lesson 17 which can be found at [www.tn.gov/education](http://www.tn.gov/education)
- Student response to Lesson 16 independent activity

**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. Myanmar (mee-in-**maí**); Khao niaw(cow-now); Luang Prabang (luh-wahng prah-bahng) ; jeow (jeé-ow); mok pa fork (maok-paw-fauk); Theravada (Terra-vaí-nuh) Buddhism; khao tom (cow-toí) Vientiane (vee-en, tee-en)-capital city

Teacher Do	Students Do
<p><b>Opening</b> (1 min)</p> <p><b>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 second in this week’s series.</b></p> <p><b>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!</b></p> <p><b>If you didn’t see our previous lessons, you can find them at <a href="http://www.tn.gov/education">www.tn.gov/education</a>. You can still tune in to today’s lesson if you haven’t seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we’ll be talking about things we learned previously.</b></p>	

<p>Today we will be learning more about sticky rice! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"><li>● Paper, pencil, surface to write on</li><li>● The Student Packet for ELA, Grade 6, Lesson 17 which can be found at <a href="http://www.tn.gov/education">www.tn.gov/education</a></li><li>● Student response to Lesson 16 independent activity</li></ul> <p>Ok, let's begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>
<p><b>Intro</b> (4 min)</p> <p>In our previous lesson, we began reading the informational article, "A Taste of Sticky Rice, Laos' National Dish," and we learned how the author used a strong hook to get readers involved in the text. Let's review the types of hooks we talked about. [Show slide L17-A or chart you made for Lesson 16.]</p> <p><b>How does an author "hook" a reader?</b></p> <ol style="list-style-type: none"><li>1. Anecdote-Remember the word anecdote is just a fancy word for story.</li><li>2. Statement -a strong sentence that relates directly to the central idea.</li><li>3. Question -Asking a question is a basic way to hook a reader because it gets them thinking about the topic.</li></ol> <p>The author of the text, "A Taste of Sticky Rice, Laos' National Dish" introduces the article with a story about Luck and his need for sticky rice.</p> <p><b>For your independent activity,</b> [Show slide L17-B or visual you made for Lesson 16.] <b>you wrote 2 new hooks for the beginning of the article about sticky rice. One hook was a question hook, and one was a statement hook. I also asked you to include at least one of the following words from the text in your hooks: staple, gastronomic, cuisine, culinary heritage. Take a minute and reread what you wrote. [Pause.] I'm going to read an example to you. I want you to listen to each hook and the explanation for why the student chose the hook to engage readers.</b></p> <p><b>Hook 1:</b> "Have you ever felt like you have a hole in your stomach and you need that one meal to make it close? I have, and I know of a cuisine that has the perfect stickiness to make me whole again!" (Nice play on words with hole and whole, wasn't it?)</p>	<p>Students will review types of hooks.</p> <p>Students will listen for explanations of the hooks.</p>

I chose this hook because I feel that all people can relate to being hungry and also having that one craving that will solve the hunger. Also, I included “stickiness” to give a hint about the food that the article would be about.

**Hook 2:**

With all the new culinary recipes available in the world, there is one place that is still using a recipe that is more than 4,000 years old to create a *very* sticky cuisine.

I chose this hook because it emphasizes that Laos still depends on a food that has been prepared the same way for 4,000 years and shows that it is important and sticky.

I noticed that in both of the hooks that the student wrote, there was something to get the reader interested in reading the text. After writing your own hooks and hearing these two as well as the author’s choice of a story hook, which hook do you think is the most effective for introducing our sticky rice text? [Pause.] I don’t know what you picked, but I think the author chose the right hook! Luck’s story really has me interested to find out more about the sticky rice that he was craving so much.

Today, our goal is to see how the author uses both narrative and informational text to support a central idea. 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.

Before we read our text today, let’s see where the country of Laos is on the world map. Laos is a country in Southeast Asia below China. [Show slide 17-C.] Laos is a landlocked country, meaning they do not have access to a fresh water port. [Show slide 17-D.] Here are some pictures that capture life in Laos. The picture in the upper left corner is an aerial view of the capital city, Vientiane (vee-en, tee-en), which has the largest population in Laos. The picture to the right is a street market, like the one mentioned in the introduction of the story yesterday, where customers can buy food and goods.

The bottom left picture shows rice farmers using a water buffalo to help harvest the country’s staple crop, sticky rice. Finally, the bottom right picture is how the traditional cuisine of sticky rice is served in Laos.

Students will choose the type of hook that was most effective for this text.

<p><b>Teacher Model/Read-Aloud</b> (17 min)</p> <p>In our first lesson, we analyzed how the author in “A Taste of Sticky Rice, Laos’ National Dish” started the article. The author tells us a story about how his Laotian friend Luck was really hungry and craving some sticky rice. Luck was able to buy some sticky rice from a woman outside the bus, and once Luck ate his sticky rice, he felt much better.</p> <p>There were a few more details to the story, but overall the author is just trying to introduce the topic of sticky rice being an important part of Laotian cuisine. The author decides to address this topic by writing a travel narrative.</p> <p>In this travel narrative, the author will talk about his own personal experience <i>and</i> provide factual details about Laos and sticky rice. By the end of the lesson today, you’ll write your own travel narrative that blends a true personal story with factual details. Your travel story will be an informational text, similar to the one we are reading.</p> <p>Before we begin, let’s start our notes. I would like you to draw a 2 column chart with the headings on the columns <b>Travel Narrative and Informational Text</b>. [Show slide L17-E.] Your chart should take up about half of the page. [Pause and allow students time to draw the chart.]</p> <p>In this chart we are going to write down some characteristics of travel narratives and informational texts. I bet you could already write some characteristics of travel narratives. Remember narrative means story. Write down some characteristics that a travel narrative might include. [Pause.]</p> <p>I hope you wrote something down. It’s important that you really think about these prompts and try to answer the questions on your own. If you didn’t don’t worry, I’m here to help.</p> <p>Now I know that narrative means story, so when I filled in my chart I filled in characteristics that I know exist in stories. Here’s what I filled in: [Show slide 17-F. Read bullet list on chart.] As I read, add anything you need to your chart. So here are some characteristics of a travel narrative:</p> <ul style="list-style-type: none"> <li>• Includes characters, or real life people.</li> <li>• Has dialogue.</li> <li>• Describes setting or character actions.</li> <li>• Has to deal with travel.</li> </ul>	<p>Students follow along, comprehending the text. They use teacher think-alouds and tips (e.g., definitions of words) to support their comprehension, and they think or write as directed in response to prompts and questions.</p> <p>Students will create chart for their notes.</p> <p>Students will write down characteristics that a travel narrative might include.</p>
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[Pause and allow students time to fill in the chart.]

**This information will be helpful when you complete your independent practice, so keep it with you. We will finish the second half of this chart after we read our text today.**

**Let's get started.**

**We will begin our reading starting with paragraph 6 and read through paragraph 12 today. On your paper below your chart, I want you to number your paper 6-12. [Pause.] For each paragraph, you will have to analyze what the paragraph is saying and create a heading for it. As we go along, I will give you an example. If you feel that your response is similar, you'll put a check. If not, cross out your response and write a revised sub-heading right next to it.**

**Ready? Let's go.**

[Show slide L17-G.] **(6) 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.**

- **Take a close look at this paragraph. What do you think a good heading would be for this paragraph? Write your response, next to number 6 on your paper. [Pause.]**
- **When I look at this paragraph the phrase "national love of sticky rice" and "Laos' culinary heritage" really stick out to me. These phrases provide clues for me when I think about what type of information this paragraph is giving me. Your answer for number 6 should look something like: [Show slide L17-H.]**
  - **"Sticky Rice is an Important Dish in Laos" or**
  - **"Sticky Rice is an Important Part of Laos' Culinary Heritage"**
- **Check to see if your heading is similar to the examples. If it is, put a check. Great job! If not, write a revised heading. [Pause.]**

**Let's keep reading. [Show slide L17-I.]**

**(7)Sticky, or "glutinous," rice has been growing in mainland Southeast Asia for at least 4,000 years. Historians debate**

Students will fill in narrative side of chart.

Students will number their papers 6-12

<p>whether ancient farmers grew sticky rice because it was suited to local growing conditions or because they liked its taste and chewy texture. What's clear is that, by the 18th century, sticky rice had been largely replaced across the region by varieties of nonglutinous rice, a.k.a. "white rice."</p> <ul style="list-style-type: none"> <li>• Before we write a heading for this paragraph, let's make sure we know what the word "glutinous" means. I bet you can figure out what glutinous means by looking at the context clues.</li> <li>• Let me reread the first sentence: "Sticky, or "glutinous," rice has been growing in mainland Southeast Asia for at least 4,000 years." What do you think glutinous means? [Pause.] Great job! It means sticky! The root word for glutinous is actually "glue", so glutinous means sticky or glue-like. I bet with this information you can figure out what non-glutinous means. [Pause.] If you said, "not sticky" you are 100% correct!</li> <li>• Now, what is this paragraph about? Phrases like "for at least 4,000 years", "historians debate", and "by the 18th century" might give you a clue.</li> <li>• On your paper next to number 7, write a heading that describes what type of information this paragraph is giving us. [Pause.]</li> <li>• Excellent work! A correct answer might look something like this: [Show slide L17-J.]             <ul style="list-style-type: none"> <li>○ "History of Sticky Rice in Southeast Asia" or</li> <li>○ "Sticky Rice's History"</li> </ul> </li> <li>• If you got it correct, put a check. If not, please write a revised heading now. [Pause.]</li> <li>• As we continue reading, think about what type of information each paragraph is giving.</li> </ul>	<p>Students will write a heading for paragraph #6.</p> <p>Students will edit heading for paragraph #6 as needed.</p>
<p>Let's read on. [Show slide L17-K.]</p> <p>(8) But sticky rice is still the primary staple in Laos and parts of the five countries bordering it: China, Myanmar (mee-in-maí) Thailand, Cambodia, and Vietnam. In Laos, slightly larger in area than Utah, per-capita sticky rice consumption is the highest on earth at more than 345 pounds per year. The average American, by contrast, eats less than 20 pounds of rice annually, according to the United States Drug Administration.</p> <ul style="list-style-type: none"> <li>• This paragraph gives us some pretty interesting information. The first half of the paragraph gives us some geographical information about Laos and the surrounding countries. And, the second half of the</li> </ul>	<p>Students will write a heading for paragraph #7.</p>

<p>paragraph compares how much rice Laotians eat compared to the U.S.</p> <ul style="list-style-type: none"> <li>● I think your heading could go in two directions for this paragraph. Let's see what you come up with. Take a close look at this paragraph and write a heading next to number 8 on your paper. [Pause.]</li> <li>● Great job! I think your subheading could focus on either the first or second part of this paragraph. An appropriate heading might look like this: [Show slide L17-L.] <ul style="list-style-type: none"> <li>○ "Sticky Rice is an Important Food for the countries of Southeast Asia" or</li> <li>○ "Laotians Eat a Lot of Sticky Rice!"</li> </ul> </li> <li>● Your heading should either focus on the geographical information or on the fact that Laotians eat a lot of sticky rice compared to other countries. Check your work. If your heading looks good, put a check. If not, write a revised heading now. [Pause.]</li> </ul>	<p>Students will edit heading for paragraph #7 as needed.</p>
<p>[Show slide L17-M.] (9) Urbanization, migration, and other forces are altering rice-consumption habits across Laos, says historian Grant Evans, to the point where some urban dwellers now associate sticky rice with "country bumpkin ways of eating." But Evans, the author of several books about Laos, also says he doesn't know a single Laotian person who never eats sticky rice. From a cultural perspective, he explained, sticky rice is still "the way the Lao identify themselves." Case in point: as of the mid-1990s, a popular Laotian band in the United States was calling itself Khao niaw (cow-now) — the Laotian words for, sure enough, sticky rice.</p> <ul style="list-style-type: none"> <li>● To better understand what this paragraph is about, we need to define a few words. Let's take a look at the words urbanization, altering, and consumption in the first sentence.</li> <li>● Let me reread that sentence: "Urbanization, migration and other forces are altering rice consumption habits across Laos..."</li> <li>● You may be able to figure out the definition of each of these words by looking at the root words.</li> <li>● The root word of urbanization is urban. You might know that urban means "characteristic of a town or city". The word urbanization means the process of making a city. For many years, most of Laos was farmland and small towns, but now cities are growing bigger and bigger and more people are living in these cities.</li> </ul>	<p>Students will write a heading for paragraph #8</p> <p>Students will edit heading for paragraph #8 as needed.</p>

- The root word for altering is alter. If you alter something, you are making a change. So altering means changing.
- The root word for consumption is consume. What does it mean to consume? [Pause.] That's right! It means to eat or take in. So when I see the phrase "rice-consumption habits," I might reword that as "rice-eating habits".
- Great! Now I want you to look carefully at this paragraph and write a useful heading for paragraph 9. [Pause.]
- This was a tough one. Let's see how you did. An appropriate heading might be: [Show slide L17-N.]
  - "Rice-Consumption is Changing in Laos" or
  - "Even though Laos is Changing, Most People Still Eat Sticky Rice"
- Take a look at your heading. If you like it, put a check. If not, please write a revised heading now. [Pause.]

For number 10, we'll actually be reading two paragraphs.  
[Show slide L17-O.]

(10) The dish comes in various shapes and sizes — a recent agricultural research project on rice in Laos involved more than 13,000 rice samples, more than 11,000 of them glutinous — but the basic method of consuming khao niaw (cow-now) is the same countrywide. Harvested sticky rice grains, which are typically shorter and fatter than non-glutinous ones, are soaked overnight, steamed in the morning, and eaten all day.

Sticky rice still tastes great after two steamings, said Luck, but steaming it thrice (three times) makes it "too sticky." Because sticky rice lacks the starch *amylose*, it congeals — and breaks off into fist-sized pieces — more easily than white rice under similar cooking conditions.

- When I read these paragraphs, there are some details that stand out. As I read I noticed lines like:
  - "the basic method . . . is the same"
  - "soaked overnight, steamed in the morning"
  - "still tastes great after two steamings"
- With these details in mind, what do you think a good combined heading would be for paragraphs 10? Write your answers on your notes. [Pause.]

Students will write a heading for paragraph #9.

Students will edit heading for paragraph #9 as needed.



- You're doing a great job today. Keep up the good work. Let's check our heading. A good heading might look like this: [Show slide L17-P.]
  - "How Sticky Rice is Prepared" or
  - "How Sticky Rice is Made"
- If you wrote something like that, put a check. If not, write a revised heading now. [Pause.]
- Great! Let's focus on the second paragraph for a moment. What do you think the word "thrice" means? [Pause.] That's right! Thrice means three times. Thrice is like the word twice. What happens when you steam sticky rice three times? [Pause.] Correct, it gets too sticky and it all sticks together. The author uses a good word to describe this. The author uses the word "congeal". Do you know what "congeal" means? [Pause.] Congeal means to form into one solid mass. Jello is a good example of something that is congealed. So, all those grains of rice congeal into one lump of rice. Now that doesn't sound too appetizing.

**Let's keep reading.** [Show slide L17-Q.]

**(11) A hunk of sticky rice is a delicious, bread-like dipping implement. Laotians prefer to eat sticky rice with non-soupy dishes, rather than with just curries and sauces, said Caroline Gaylard, co-founder of Tamarind, a café and cooking school in Luang Prabang (luh-wahng prah-bahng), the former Laotian royal capital. According to Gaylard, an Australian who moved to the country, sticky rice complements the popular Laotian dish jeow (jeé-ow), a dry paste made from chili peppers and herbs, as well as the royal dish mok pa fork (maok-paw-fauk), which features steamed fish, dill, shallots and coconut milk.**

- This paragraph gives us some interesting information, but I'm having trouble thinking of a heading. Let's look more closely at some of the lines that appear in this paragraph.
- The first line says, "A hunk of sticky rice is a delicious, bread-like dipping implement." If I took out the word "implement", what is another word I could put into its place? [Pause.] That's right! The word "tool" would fit perfectly here.
- Some other lines that stand out to me are:
  - "Laotians prefer to eat sticky rice with non-soupy dishes"

Students will write a heading for paragraph #10.

Students will edit heading for paragraph #10 as needed.

<ul style="list-style-type: none"> <li>○ The paragraph also lists different Laotian dishes that fit perfectly with sticky rice, such as “jeow” (jeé-ow) and “mok pa fork” (maok-paw-fauk).</li> <li>● Think about why the author includes these details as you decide on a good heading. Write your heading next to number 11 in your notes. [Pause.]</li> <li>● Excellent work! Let’s see how you did. Here’s some good examples of a heading for this paragraph: [Show slide L17-R.]             <ul style="list-style-type: none"> <li>○ “How Laotians Eat Sticky Rice” or</li> <li>○ “Sticky Rice Can Go with Many Laotian Dishes”</li> </ul> </li> <li>● Was your heading similar? [Pause.] If it was, put a check. If not, please revise your heading now. [Pause.]</li> <li>● Let’s move on to the final paragraph that we will read today. Think about what type of information this paragraph gives us.</li> </ul> <p>[Show slide L17-S.] <b>(12) Sticky rice figures in religious traditions across Laos, where the predominant faith is Theravada (Terra-vaí-nuh) Buddhism. Laotians cook sticky rice dishes — notably khao tom (cow-toṃ), a fusion of sticky rice, coconut, banana, and mung bean — for ceremonies related to plantings, rainfall, harvests, and death. During the popular baci ceremony, uncooked sticky rice grains are tossed into the air after communal prayers. And when a Laotian is dying, a village elder may rub sticky rice on the person and throw the rice away to banish bad spirits.</b></p> <ul style="list-style-type: none"> <li>● I bet you can already think of a good heading for this paragraph. Here are some clues that you might use to help you come up with a heading.</li> <li>● There is a lot of information on the religious practices of Laotian people. Lines such as:             <ul style="list-style-type: none"> <li>○ “sticky rice figures in religious traditions”</li> <li>○ “predominant faith”</li> <li>○ “for ceremonies relate to plantings, rainfall, harvests, and death”</li> <li>○ “tossed into the air after communal prayers”</li> </ul> </li> <li>● Write your heading for this paragraph next to the number 12 on your paper. [Pause.]</li> <li>● Excellent. Let’s check your work. From the details in this paragraph, I know that sticky rice plays a role in their religious practice. I’ll want my heading to address that. Here are two good examples [Show slide L17- T.]</li> </ul>	<p>Students will write a heading for paragraph #11.</p> <p>Students will edit heading for paragraph #11 as needed.</p> <p>Students will write a heading for paragraph #12.</p>
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<ul style="list-style-type: none"> <li>○ “Sticky Rice Plays an Important Role in Religious Practices in Laos”</li> <li>○ “Sticky Rice is More than Just Food, It also Plays a Role in Laotian Spirituality”</li> <li>● Your answer might even be better than mine! If your headline talks about Laotian religion and sticky rice, then it’s correct! Put a check. If not, please revise your heading now. [Pause.]</li> </ul> <p>Great work! We’ll stop there for today. Let’s move on to our guided practice.</p>	<p>Students will edit heading for paragraph #12 as needed.</p>
<p><b>Guided Practice</b> (5 min)</p> <p>Before we started reading today, we took some notes on the characteristics of a travel narrative. We said that a travel narrative:</p> <ul style="list-style-type: none"> <li>● Includes characters, or real life people.</li> <li>● Has dialogue.</li> <li>● Describes setting and character actions.</li> <li>● Has to deal with travel.</li> </ul> <p>During our reading though, the story about Luck and the author as they travel through Laos takes a back seat and we are given a whole lot of information about sticky rice and its impact on Laotian culture.</p> <p>What we read today was more like an informational text, not a travel narrative. On the other half of your chart under <b>INFORMATIONAL TEXT</b>, let’s write some characteristics of informational text. You can look at the headings that you wrote to help you come up with some ideas. [Pause.]</p> <p>Okay. Here are some things that I noticed about our reading today. I’ve listed some of the characteristics of informational texts in our chart. You’re welcome to use my notes to copy onto yours. [Pause.] [Show slide L17-U.]</p> <p><b>Informational texts:</b></p> <ul style="list-style-type: none"> <li>● convey factual information</li> <li>● may include numbers or data</li> <li>● may provide historical or geographical facts</li> <li>● explains information</li> <li>● uses quotes from experts</li> </ul> <p>Looking back at the article, it’s clear that the author uses a blend of writing styles, specifically travel narrative and informational writing.</p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>By the end of the guided practice, students will be prepared to write their own travel narrative for independent practice.</p> <p>Students will write some characteristics of informational text on their charts.</p> <p>Students will add information to their charts as needed.</p>

<p><b>You all have done such a great job today! Now it's time for independent practice. You will be using our text today as a model for your own writing.</b></p>	
<p><b><u>Independent Work</u> (1 min)</b>  <b>Pay close attention and either write down the task or take a picture of the prompt as I read it to you. [Show slide L17-V.]</b></p> <p><b>Today you will: Write a 1-page journal entry about a time when you traveled to somewhere new. Similar to our article, your journal entry should use characteristics of a travel narrative and also an informational text. That means that you will write a true personal account and also include factual details about the place you traveled to.</b></p> <p><b>You can gather the factual details by using your own background knowledge, by doing some research online, or by asking an adult about the place you are talking about in your journal entry.</b></p> <p><b>Let me repeat the prompt one more time. Today you will: Write a 1-page journal entry about a time when you traveled to somewhere new. Similar to our article, your journal entry should use characteristics of a travel narrative and also an informational text. That means that you will write a true personal account and also include factual details about the place you traveled to.</b></p>	<p>Students will write a journal entry about a place they have visited. Using the text as a model, they will include both narrative and informational text.</p>
<p><b><u>Closing</u> (1 min)</b>  <b>I enjoyed learning more about sticky rice 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!</b></p>	