

ELA: Grade 6, Lesson 19, Sticky Rice

Lesson Focus: This lesson focuses on finding evidence in the text to develop an understanding of how the author conveys the idea of eating sticky rice as necessary for survival.

Practice Focus: From their graphic organizer notes, students will write a paragraph to answer the following question: In “A Taste of Sticky Rice...” how does the author convey the idea of eating sticky rice is necessary to the survival of the people of Laos?

Objective: Students will use “A Taste of Sticky Rice, Laos’ National Dish” to learn about an important food in Laotian culture with a focus on how the author conveys the idea of eating sticky rice as essential for the survival of the people of Laos.

Academic Vocabulary: lowlands, uplands, paddies, susceptible, drought, eco-outfitter, pastoral, food insecurity, cardamom, diminish, hospitality

TN Standards: 6.RL.KID.1, 6.RI.KID.3, 6.RL.CS.4, 6.W.TP.2

Teacher Materials:

- The Teacher Packet for ELA, Grade 6, Lesson 19
- Chart paper or white board and markers

Student Materials:

- Paper, pencil, surface to write on
- The student packet for ELA, Grade 6, Lesson 19 which can be found at www.tn.gov/education
- Response to the previous lesson’s 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. Khoua Soung (koo-wah song) Kmhm (kuh-moo), Myanmar (mee-in-mar); Khao niaw (cow-now); Luang Prabang (luh-wahng prah-bahng) ; jeow (jee-ow); mok pa fork (maok-paw-fauk); Theravada (Terra-va-nuh) Buddhism; khao tom (cow-tom) 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 fourth 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. But it might be</p>	

<p>more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today we will be learning how sticky rice is grown in Laos! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • Paper, pencil, surface to write on • The student packet for ELA, Grade 6, Lesson 19 which can be found at www.tn.gov/education • Response to the previous lesson's independent activity <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 (3 min)</p> <p>In our last lesson, we did a close read of the article, "A Taste of Sticky Rice, Laos' National Dish," and looked for how the author conveyed the idea that eating sticky rice is a joyful experience for people in Laos. We found that the author used italics on the phrase <i>really badly</i>, statistics about how much sticky rice the average Laotian ate per year, word choices like delicious and awesome, and the national identity that sticky rice is for Laotians.</p> <p>[Show slide L19-A.] In your independent practice from the last lesson, you wrote a narrative description of a food that gives you joy when you eat it. Your goal was to use some of the same techniques to convey that the food you chose brings you joy.</p> <p>I'd like to read a student's response to you. Listen for the techniques that this student used to convey her ideas.</p> <p>[Show slide L19-B.] I can still remember the first time I smelled the sweet, smoky flavor of hickory wood when we walked into the restaurant. It was my first time to ever try traditional barbecue, but I immediately knew it would not be my last. As the waitress brought the plate of pulled pork, I knew immediately this would be the first time in a while I did not need to ask for ketchup for a meal. As I ate each smoky bite, the barbecue continued to melt in my mouth. We have made several trips back to my favorite restaurant. I still eat the pulled pork sometimes, but the happiness that I feel when I try more and more off the menu lets me know that the sweet, smoky flavor of any barbecue brings a smile to my face and my stomach.</p>	<p>Students prepare to follow the gradual-release trajectory, understanding that they will be doing more listening at first and more "doing" toward the end of the lesson.</p> <p>Students will listen to example response.</p>

<p>What kinds of descriptive language did you hear? [Pause.] [Show slide L19-C.] I heard those phrases, too! Smelled the sweet, smoky flavor, melt in my mouth, and brings a smile to my face and my stomach. Nice little personification with that one since stomachs can't really smile!</p> <p>Now, take a minute to highlight or circle places in your response where you used descriptive words or figurative language to describe how the food brings you joy. [Pause.] I know you are doing some really good work.</p> <p>Today, our goal is to finish reading the informational text, "A Taste of Sticky Rice, Laos' National Dish," and we'll focus on how the author shows that eating sticky rice is essential for the people of Laos. 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>Students will highlight or circle descriptive words in their own responses.</p>
<p><u>Teacher Model/Read-Aloud</u> (15 min)</p> <p>Today, we will read the second half of the article "A Taste of Sticky Rice, Laos' National Dish". We'll be reading closely to determine how the author conveys the idea that eating sticky rice is necessary for survival for some people in Laos.</p> <p>Let's make a word web today to organize our notes. Please take a moment to set up your web. [Show slide L19-D.] Draw a circle in the middle of your paper, and write "Survival" inside the circle. You may want to wait to add arrows as we add evidence from our text. [Pause.]</p> <p>Let's read [Show slide L19-E.] "A Taste of Sticky Rice, Laos' National Dish" Starting at paragraph 13.</p> <p>(13) But sticky rice isn't merely spiritual fuel. Because it takes longer to digest than white rice does, it sates hunger for longer periods. That's good for Laotian monks, who generally don't eat after midday. "People give us only sticky rice, which is awesome," said Sary Phonesay, a 19-year-old monk with brown eyes and a gentle smile. He was standing in the sun-dappled courtyard of a Buddhist temple in Luang Prabang (luh-wahng prah-bahng), where tourists line up each morning like band groupies outside of a stadium box office to place steaming clumps of khao niaw into the monks' collection pots. When I asked why he prefers sticky rice to white rice, the monk said, "If I eat sticky rice, I'll be full longer." Laotian farmers I asked repeated variations of Sary's explanation. Agriculture,</p>	<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 web on their paper.</p>

<p>mainly subsistence rice farming, employs three out of four Laotians. Sticky rice packs well in banana leaves and is a common field-side snack.</p> <ul style="list-style-type: none"> ● We start today's reading with a great paragraph that gives us a lot of information about the impact of sticky rice in Laos. There's a lot of information here for us to analyze. I'm going to ask you some guiding questions. I want you to analyze the paragraph and see if you can come up with some good answers. You can jot down your thoughts on the back of your word web paper. Then, together, we will add some notes to our web. ● What do you think it means when it says "But sticky rice isn't merely spiritual fuel"? [Pause.] That's right! Sticky rice is also great for your physical body. The texts says "it sates hunger for longer periods of time". We learned in lesson 18 that sates means to satisfy or make you feel full. ● Why might it be a good thing for Buddhist monks to eat sticky rice? [Pause.] Correct! Buddhist monks like Sary do not eat after midday, so they need food that will keep them full for longer periods of time. ● At the end of this paragraph we go from talking about Laotian monks to talking about Laotian farmers. What information does this paragraph give us about the impact of sticky rice in farmers' lives? [Pause.] ● Here are some details you may have found: <ul style="list-style-type: none"> ○ Farmers agree that sticky rice keeps you full longer. ○ Farmers grow sticky rice to support their families. ○ Farmers are able to carry sticky rice snacks with them when they go to work. ● I learn all this when I look at the last two sentences. Let me read them once more to you: <ul style="list-style-type: none"> ○ "Laotian farmers I asked repeated variations of Sary's explanation [that sticky rice keeps them full longer]. Agriculture, mainly subsistence rice farming, employs three out of four Laotians. Sticky rice packs well in banana leaves and is a common field-side snack." ● These are great details to put on our web. Draw an arrow and write: <i>Sticky rice fills you up for long periods of time.</i> [Show slide L19-F.] [Pause.] ● Draw another arrow and write: <i>Both monks and farmers eat sticky rice for survival</i> [Pause.] 	<p>Students will answer questions on their papers.</p> <p>Students will determine the meaning of "spiritual fuel."</p> <p>Students will respond to the question.</p> <p>Students will note that farmers grow sticky rice to support their families and other important details from the paragraph.</p> <p>Students will add three details to their word webs.</p>
---	---

- Then draw another arrow and write: *Many farmers grow sticky rice as a subsistence crop.* [Pause.] We learned yesterday that “subsist” means to survive and “subsistence farming” is when your farm is your main source of food and money.
- Great job! That paragraph was packed with good details.

[Show Slide L-19-G.] **(14) Sticky rice grows in Laotian lowlands and uplands. Lowland farmers plant it in flooded paddies; upland farmers intercrop it on hillsides with companion crops like taro, cassava, and chili peppers. Because hillsides generally receive less-predictable supplies of water than paddies do, hillside rice fields tend to be more susceptible to drought.**

- This paragraph describes the different regions where sticky rice is grown. The lowlands are flat, and the uplands are hilly.
- The word *paddies* might be strange, but know that rice grows in rice paddies which are areas that allow water to pool. Rice grows better when it is in a wet environment. Here are a couple of pictures of rice paddies. [Show slide L19-H.]
- Which area is better for growing rice? The lowlands or the uplands? [Pause.] That’s right, the lowlands! Why is that? [Pause.] If we look carefully at the text we can see that the hillsides “receive less-predictable supplies of water” and they are also “more susceptible to drought”
- Do you know what “susceptible to drought” means? [Pause.] Susceptible means “prone to” or “likely to”, and drought is “a period of no, or very little, rain.”
- So, it is more likely for the uplands to experience dry periods in their weather, which has a negative impact on growing rice.

Let’s read on: [Show slide L19-I.] **(15) Curious about hillside sticky rice, my friends and I rode an overnight bus from Luang Prabang to Luang Namtha, a one-lane town near the Laos-China border. At a Luang Namtha eco-outfitter, we asked a friendly guide to take us into the town on rented motorbikes. The passing landscape alternated between forests, rubber plantations, thatch-roof houses and cleared hillsides whose golden color reminded me of California’s Santa Ynez Valley.**

- In what style did the author write this paragraph? [Pause.] Whoa, if you said travel narrative you are doing great! During the last two lessons, we learned

Students will respond to question and follow the teacher’s line of reasoning.

<p>about the characteristics of a travel narrative because the author wrote this article with two writing styles: travel narrative and informational text.</p> <ul style="list-style-type: none"> • So now after all those informational paragraphs, we get back to the author's story about traveling through Laos. <p>As we continue reading this travel narrative, try to visualize what the author is describing.</p> <p>[Show slide L19-J.] (16) Soon we were hiking near a sleepy village whose sign read Khoua Soung (koo-wah song). Farmers from the Kmhmu (kuh-moo) ethnic group were harvesting sticky rice on a distant hillside. As we approached russet-colored rice stalks, Luck praised the view: he had sketched similarly pastoral scenes in primary school, he recalled, but always from his imagination. "We're not in the lowlands anymore," said Luck, whose white headphones were playing Laotian pop music from a pocket MP3 player. "Those people have to stand up all day, and they don't have any technology to help!"</p> <ul style="list-style-type: none"> • As I read this paragraph, I imagined the author and his friend traveling into more remote and rural parts of Laos. The word pastoral actually refers to pasture land or farm land, so I imagine that they are seeing land that is used for agriculture. • The lines "on a distant hillside" and "We're not in the lowlands anymore" tell me that they have traveled into the uplands of Laos. • And when Luck says "Those people have to stand up all day, and they don't have any technology to help". I imagine the farmers farming by hand, rather than using tractors and other farm equipment. • Let's put that detail on our web. Draw an arrow and write: <i>Farmers don't have any technology.</i> [Show slide L19-K.] [Pause.] • I love this paragraph because it gives us a lot of descriptions about the landscape. Let's keep reading. <p>[Show slide L19-L.] (17) Indeed, most Kmhmu people are upland subsistence farmers, and they use decidedly low-tech production techniques. Men and women stripped sticky rice grains by hand from mature stalks, then dropped the grains into woven baskets attached to their hips. After dumping the rice into white sacks, they carried the sacks down the hill.</p>	<div> <div>Students will visualize what the author is describing.</div> <div> </div> <div>Students will add detail to their charts.</div> </div>
---	--

<ul style="list-style-type: none"> • This paragraph goes on to emphasize the hardships that the Kmhmu people face. • It reiterates that these people are subsistence farmers, meaning that farming is their main source of food and money, and also that the farmers use “low-tech production techniques.” • Since we’ve already noted these facts in our notes, we won’t rewrite them. Let’s keep reading. <p>[Show slide L19-M.] (18) Rural development experts told me that many Laotian farmers wage a constant battle against food insecurity. The farmers of Khoua Soung (koo-wah song) were no exception: Because of drought and rodent infestations, they said 16 of their village’s 57 families wouldn’t harvest enough sticky rice this year to meet their own needs. “In the cities, they eat sticky rice for taste,” said Juelang, a quiet farmer who was drinking water from a plastic motor-oil can. “Here we eat it for survival.”</p> <ul style="list-style-type: none"> • So, I can tell that the author switches back to a more informational text style as he writes. What is the most important information in this paragraph? [Pause.] • That’s right! The most important detail is that they eat for survival. What are some challenges that farmers face while growing their crops? [Pause.] If you said “drought and rodent infestations”, you are spot on! • There’s an interesting bit of vocabulary that explains this. What do you think the phrase “food insecurity” means? [Pause.] That’s right, if something is insecure it is not safe or protected. So when the author uses the phrase “food insecurity” he is trying to explain that many farmers might not be able to provide enough food for their families due to the many challenges of rice farming. • Let’s write some of these details in our notes. Draw an arrow and write: <i>food insecurity</i> [Show slide L19-N.] [Pause.] • Draw another arrow and write: <i>16 out of 57 families will not harvest enough food.</i> [Pause.] • Then finally, draw an arrow and write the quote: <i>“Here we eat it for survival.”</i> [Pause.] • In lesson 18 we talked about how the author conveys the idea that eating sticky rice is joyful in the first half of the article. But the second half seems to convey that eating sticky rice is a means of survival. It’s interesting how the author changed his tone and focus as he wrote the article. 	<p>Students will think about the most important information in the paragraph.</p> <p>Students will think about the challenges that farmers face.</p> <p>Students will add “food insecurity” to their notes.</p> <p>Students will add “16 out of 57 families will not harvest enough food.” to their notes</p> <p>Students will add “Here we eat it for survival.” to their notes.</p>
---	---

[Show slide 19-O.] **(19) Over an evening bonfire in Khoua Soung — a roadside cluster of wooden stilt houses — farmers discussed survival strategies. Some were selling rubber sap and wild cardamom to Chinese traders; others were selling rice-harvesting baskets to tourists. If all else failed, said 41-year-old farmer Han Tom Keo, needy farmers would borrow sticky rice from their neighbors.**

- In this paragraph, the author talks about how the farmers might adapt if their rice crops got destroyed. What are some ways they might try to make some money? [Pause.] That's right! The farmers might try to sell rubber sap or wild cardamom, which is a spice, to Chinese traders. They might also try to sell rice-harvesting baskets to tourists.
- What happens if they can't make the money to buy the food they need? [Pause.] Correct! They might borrow some sticky rice from their neighbors.
- Let's put that in our notes. Draw an arrow and write: *"Needy farmers would borrow sticky rice from their neighbors"*. [Show slide L19-P.] [Pause.]

Last paragraph. [Show slide L19-Q.]

(20) The threat of hunger didn't diminish their hospitality. As stars replaced the sun in a cloudless sky, the farmers invited us into a stilt house and served us spicy jeow, pickled bamboo shoots, fresh chicken soup and steaming hunks of khao niaw. I handled my sticky rice carefully, conscious of how much elbow grease had gone into each grain. We ate and chatted, and ate some more, until about 8 p.m. Afterward we were so full that we went directly to bed. Lying under a mosquito net in the head villager's drafty stilt house, I listened for sounds of evening activity. Silence. The farmers were sleeping, and for good reason: There was more sticky rice to harvest, starting at daybreak.

- So, we are back to the author's travel narrative in this paragraph. The first line of this paragraph really says a lot about the Laotian people that he is visiting.
- The line says "The threat of hunger didn't diminish their hospitality". What do you think that means? [Pause.] The word "diminish" means to decrease, and the word "hospitality" means friendliness and generosity. When I read this line, I am inspired because even though these farmers have very little and work very hard for what they do have, they are willing to happily welcome and feed the author and his friends.

Students will add "Needy farmers would borrow sticky rice from their neighbors" to their notes.

<ul style="list-style-type: none"> ● I think the first line is a good detail for us to include in our notes. Draw an arrow and write: <i>The threat of hunger didn't diminish their hospitality.</i> [Show slide L19-R.] [Pause.] ● In this concluding paragraph, what do you think the author learns on his trip? [Pause.] It seems to me that the author learned a whole lot about sticky rice and its effects on one South Asian country. He learned that the dish can inspire joy and togetherness, but also acknowledges the fact that people depend on the food for survival. ● I think the author did a great job of blending travel narrative and informational text to explain the importance of sticky rice in the country of Laos. 	<p>Students will add "The threat of hunger didn't diminish their hospitality." to their notes</p>
<p>Guided Practice (4 mins.)</p> <p>Today you have read and collected evidence that will help you answer the question, how does the author convey the idea that eating sticky rice is necessary for survival?</p> <p>To answer this question, you'll write a paragraph that explains how the author uses various details in the text to support this idea. Fortunately, you've already written a lot of these details in your notes.</p> <p>Before you answer this question in your independent practice, I would like to show you how to do this by answering a different question.</p> <p>In lesson 18, you took notes that helped you answer the question, how does the author convey the idea that eating sticky rice is a joyful experience? [Show slide L19-S.] This is the web we created. [Show slide L19-T.]</p> <p>I'm going to show you an example response and we'll look closely at why the example response is a good answer. As I read the example response, think about what type of information the person included and how they organized their sentences.</p> <p>Here's the example response: [Show slide L19-U.]</p> <p><i>The author uses many different details to convey the idea that eating sticky rice is a joyful experience. First, the story of Luck trying to find sticky rice on the bus shows how badly people in Laos want sticky rice. Also, the author presents several details to show that sticky rice is identified with Laos "like baguettes in France and sushi in Japan." They eat a lot of it: about 345 pounds per person, according to the article.</i></p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Teacher will lead students through a model response using the prompt from the previous day's lesson. Because the prompts are similar, students will be prepared to write their response for this lesson's independent activity.</p>

<p><i>Sticky rice has been grown in Southeast Asia for over 4000 years. Finally, sticky rice is used in both everyday dishes and religious ceremonies. Monks use it for food because it helps them stay full for longer. A monk said, "People give us only sticky rice, which is awesome." Since so much sticky rice has been eaten by so many people in many ways for so many years, these details show the joy of eating sticky rice.</i></p> <p>So what can we learn from this response? [Pause.]</p> <ul style="list-style-type: none"> • Notice how the first sentence restates the question to help clarify the focus of the response. • Notice how the author uses many different details to express the idea that sticky rice is an enjoyable meal in Laos. • Also, notice how the person who wrote this response included quotes as well as paraphrased information from the text to support their answer. <p>You'll want to do the same in your independent practice. Make sure your evidence supports the idea that sticky rice is eaten as a means for survival.</p> <p>To help you get started, I'm going to give you an introductory sentence that you can use. Go ahead and write this sentence down:</p> <ul style="list-style-type: none"> • In the article, "A Taste of Sticky Rice, Laos' National Dish," the author included several details to support the idea that sticky rice is necessary for survival in Laos. <p>That's a good way to start your answer. From there you should be able to use your notes to complete your response.</p>	
<p>Independent Work (1 min)</p> <p>Listen carefully as I tell you what your independent practice is. You can write the prompt down quickly or take a picture. [Show slide L19-V.] For your independent practice, you will write a paragraph response that answers the question, how does the author convey the idea that eating sticky rice is necessary for survival?</p> <p>You are encouraged to use your notes from today's lesson. Try to use quotations and paraphrased details to support your response. Let me repeat the independent practice again. Write a paragraph response that answers the question, how does the author convey the idea that eating sticky rice is necessary for survival?</p>	<p>Identify here what students will accomplish during independent work. (Remember also to script the teacher's explanation of that work for students in the column to the left.)</p>
<p>Closing (1 min)</p>	

PBS Lesson Series

<p>I enjoyed reading “A Taste of 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!</p>	
--	--

English Language Arts Guidebook Units by the Louisiana Department of Education and LearnZillion is licensed under a Creative Commons Attribution 4.0 International License.