

Contents



TEACHER GUIDE

• Assessment Rubric	4
• How Is Our Literature Kit™ Organized?.....	5
• Graphic Organizers	6
• Bloom's Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story.....	8
• Vocabulary	9



STUDENT HANDOUTS

• Spotlight on Thanhha Lai	10
• Chapter Questions	
<i>Chapters 1-14</i>	11
<i>Chapters 15-27</i>	14
<i>Chapters 28-38</i>	17
<i>Chapters 39-51</i>	20
<i>Chapters 52-64</i>	23
<i>Chapters 65-77</i>	26
<i>Chapters 78-87</i>	29
<i>Chapters 88-99</i>	32
<i>Chapters 100-113</i>	35
<i>Chapters 114-121</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



EASY MARKING™ ANSWER KEY..... 47

GRAPHIC ORGANIZERS..... 53

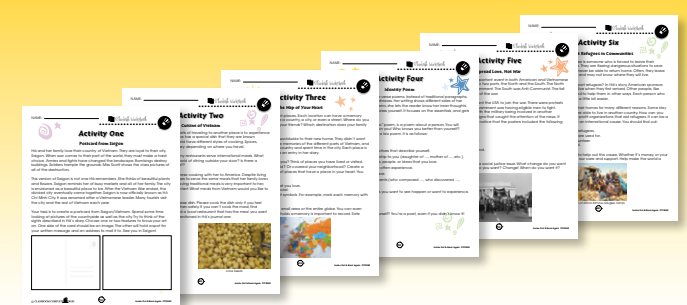
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Thanhha Lai

Thanhha Lai's life is reflected heavily in *Inside Out & Back Again*. Lai herself fled Vietnam for safety in Alabama. She had to learn English as well as deal with the grief of a father who was missing in action. Lai believes it's important for people to not only know where a place is, but the feelings that are there as well. That is why she focused on Hà describing Vietnam with all her senses.



Lai also had a hard time fitting in with her classmates. She arrived in America when she was in fourth grade. Support for the Vietnam War was changing in the U.S. and she has said she doesn't blame her peers. Lai stresses in interviews that it's important to welcome refugees warmly. Her book, *Inside Out & Back Again*, is dedicated "to the millions of refugees in the world."

more like the Vietnamese language she grew up with. She wanted her character's voices to be true to their language. It is important for her as an author to focus on character feelings and emotions.

Thanhha Lai enjoys reading poetry. She reads Vietnamese poetry and finds inspiration in free verse. Lai thought poems would be most likely how a 10-year-old like Hà would think and speak. In her own life, Lai eventually mastered English and made friends. She got good grades and used her childhood to help identify with her classmates. Lai felt that writing in prose poetry made her writing feel

Lai moved from Alabama and now lives in New York State. She had spent fifteen years trying to write an adult novel before she started writing for kids. The rejection of that book helped her to frame her future stories. She has written several books and *Inside Out & Back Again* is her first novel.

Did You Know?

- There were nine children in Lai's family.
- In an interview, Lai said Hà was a "spunkier" version of herself.
- One of the titles Lai thought for the book was *Buddhists in Alabama*.



Chapters Fifteen to Twenty-seven

(From "Birthday Wishes" to "Crisscrossed Packs")

Answer the questions in complete sentences.

1. What do you think will happen after the presidential palace bombing?

2. Hà will make some wishes on her birthday. What do you think she'll wish for? What would you wish for?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	crescent	Small, slight.	A
2	wrung	Worth and honor.	B
3	chiding	Lasting, unchanging.	C
4	permanent	Pod whose pulp is used in cooking.	D
5	democracy	A scolding.	E
6	tamarind	Recreates, duplicates.	F
7	extend	A single curved shape.	G
8	mere	Government where citizens choose the officials.	H
9	reproduces	Squeezed and twisted.	I
10	dignity	Make longer or wider.	J



Chapters Fifty-two to Sixty-four

(From "Alabama" to "Neigh Not Hee")

1. Put a checkmark (✓) next to the answer that is most correct.

- a) How did the family get a sponsor?
 - A Mother had to sell her wedding ring to pay the fee.
 - B The brothers had to be separated for anyone to want them.
 - C Mother was crying and sad when the man visited. He was sympathetic.
 - D There was a mistake on the paperwork and they were given another family's sponsor.
- b) What American state does the family arrive in?
 - A Alabama
 - B California
 - C New York
 - D Idaho
- c) What job does Brother Quang start training for?
 - A A police officer.
 - B A mechanic.
 - C A plumber.
 - D A doctor.
- d) What is the American sponsor compared to?
 - A A cowboy.
 - B A pig.
 - C A bear.
 - D A pirate.
- e) What becomes the most important thing to do once they've arrived?
 - A Buy a house.
 - B Get a dog.
 - C Learn English.
 - D Get a plane ticket to go back home.

Chapters Seventy-eight to Eighty-seven

(From "Neighbors" to "Smart Again")

Answer each question with a complete sentence.

1. How do some neighbors treat the family one night?

2. What is the reaction of their neighbors when the family introduces themselves?

3. What does Miss Scott do to help Hà at school?

4. How does Miss Washington help Hà learn English?

5. What is a problem with learning more English?

6. What does the cowboy think Hà and her family should do to win over the neighbors?

Journaling Prompt

Miss Washington plays a huge part in helping Hà learn English. Hà meets with her every day after school to practice. She finds it easier when she uses words in everyday language. Miss Washington is a great teacher. Has there been a teacher that has helped you more than others? What made them a good teacher? How did they inspire you? Write about this great teacher in your life.



Chapters 1 to 14

A Journey for Your Tastebuds

Hà takes readers through a food journey. She describes the beautiful produce of Vietnam. Her diary recounts the delicious fried dough at the market and the sweet papaya she grew. Hà has journal entries of all the tasty food her mother cooked for the family. What is your favorite food? Choose one dish that you can't get enough of. It could be a treat from a restaurant, or something you make at home. Perhaps it's a cultural dish that reminds you of your heritage. Describe that food. Take time to savor each flavor and bite. What is the texture? What does it smell like? Take a tour through your tastebuds. Don't be surprised if you're hungry after!



Chapters 56 to 87

Say What?

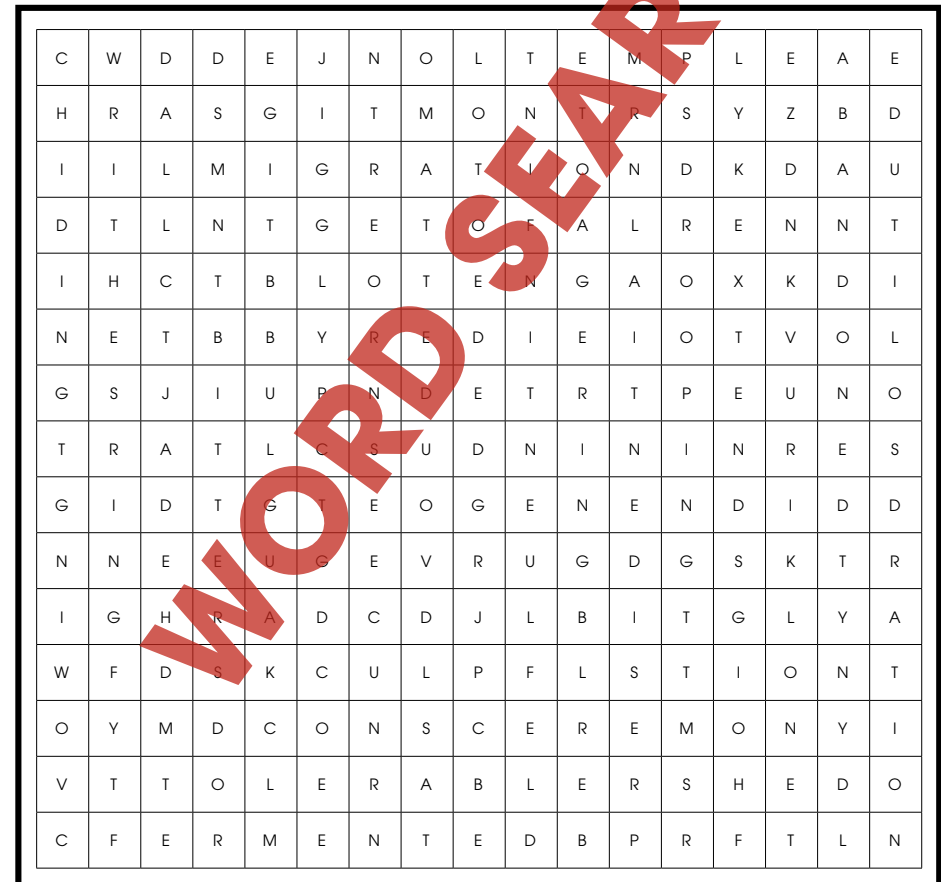
After moving to America, Hà and her family have to learn English. It seems like there are so many rules! From verbs to common phrases, Hà is often confused. Her Vietnamese vocabulary is hard to translate in English. Miss Scott and Hà get mixed up on lots of words, like Hà's own name! What words do you and your friends use a lot? Are there words in your first language that you use often? Maybe your family blends two languages together? Make a list of at least five words or expressions that others may not know. Make sure the phrases are appropriate for all readers. The words can be cultural or ones popular with people your own age.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

abandoned	fermented	plucks	temple
bitter	fluent	presidential	filled
ceremony	jiggly	ration	tolerable
chiding	matted	solitude	vowing
extends	migration	sturdy	writes



Comprehension Quiz

Answer each question in a complete sentence.

1. Why is Hà's best friend Titi leaving?

2. What does Titi give Hà before she leaves?

3. How did Mother and Father meet?

4. Which part of Vietnam was Communist? North or South?

5. What does the President host every spring?

6. The ship travels in complete darkness. Why?

7. How long do they have rations for?

SUBTOTAL: /9

You: Inside & Out

In the diagram, write phrases and words that describe your outward appearance. What do people assume about you? How are you perceived by the world? On the inner side, describe how you feel inside. What do you like to do? What are you afraid of? What makes you happy. Be creative and add color and pictures if you need to. Show the world who you are!

OUTWARD APPEARANCE	INNER SIDE

NAME: _____

After You Read 



Chapters One to Fourteen

(From "1975: Year of the Cat" to "Birthday")

Answer each question with a complete sentence or short paragraph.

- Where is Hà's father?

- What is happening in the city of Saigon?

- How does Hà get treats at the market?

- What other country has been involved with Saigon? Are they friends or foes?

- What event takes the city by surprise?

- Hà has to attend class on Saturday afternoons. What is her school experience lately?

Journaling Prompt

In this first part of the story, we are introduced to the main character Hà and her life in Saigon. She describes a city that is magical and menacing. There are beautiful papaya trees but also scenes of impending war. There are often two sides to the places we live. Places have both positive and negative things. What is a good thing about where you live? What would you change?

1. He is missing after a navy mission.

2. War is approaching, there are soldiers in the streets.

3. She buys slightly less than her mother asked for so she has leftover change.

4. Americans are in Saigon and begin to leave, they are friends.

5. A pilot bombs the presidential palace.

6. The teacher talks of current events, the Americans leaving, and the violence getting closer to them.

1. Answers will vary.

2. Answers will vary.

Vocabulary

1. G

2. I

3. E

4. C

5. H

6. D

7. J

8. A

9. F

10. B

14

1.

a) T

b) F

c) F

d) F

e) T

f) T

2.

a) 2

b) 4

c) 5

d) 1

e) 3

f) 6

15

1.

Communism.

2.

A ceremony to honor wives of the military.

3.

She resents her for being the teacher's pet. She pinches her.

4.

A navy boat.

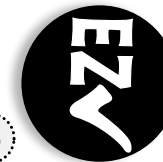
5.

He thinks they should stay to help rebuild the country.

6.

She doesn't want Hà to worry about saving food; she wants a better life.

16



EASY MARKING ANSWER KEY

Inside Out & Back Again – Gr. 5-6

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.



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(From "Birthday Wishes" to "Crisscrossed Packs")

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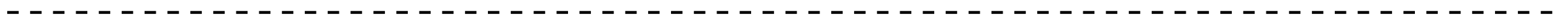
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OUTWARD APPEARANCE	INNER SIDE