

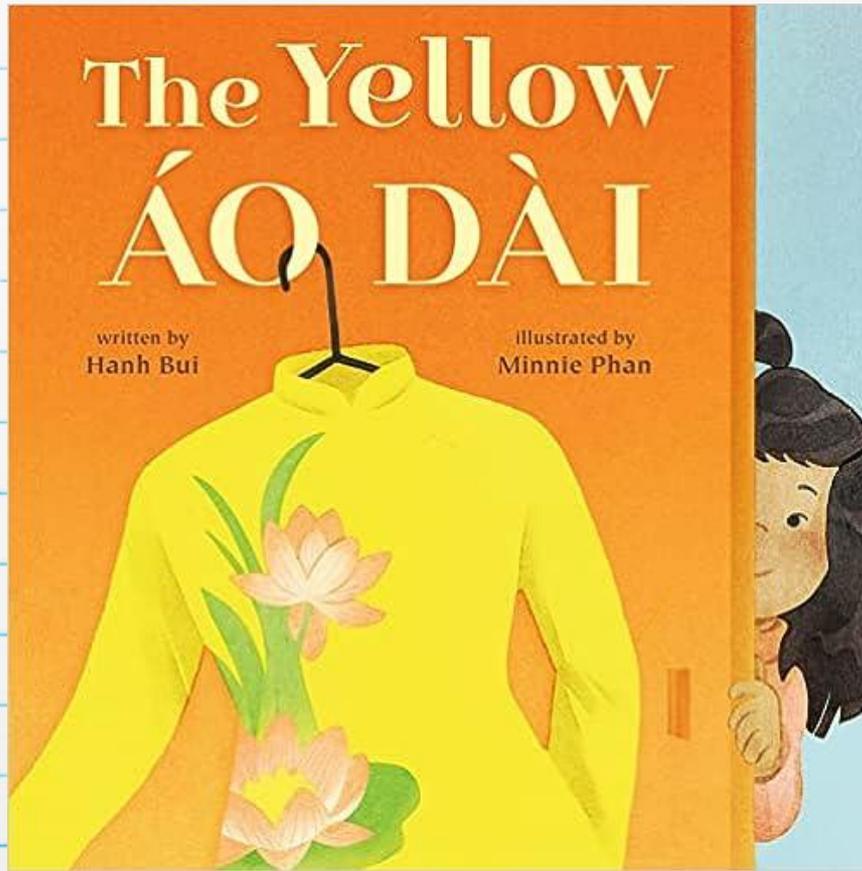
THE YELLOW ÁO DÀI

WRITTEN BY HANH BUI

ILLUSTRATED BY MINNIE PHAN

-A CLASSROOM COMPANION-

Images on
this slide are
clickable
links!



AUTHOR: HANH BUI



ILLUSTRATOR: MINNIE PHAN



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A NOTE TO EDUCATORS, LIBRARY MEDIA SPECIALISTS AND PARENTS

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Thank you for choosing this Google Slide Deck to use with your students! The material can be used before, during and after you read *The Yellow Áo Dài* by Hanh Bui.

When you clicked on the link, you were prompted to create a copy of the slide deck. Before presenting to students, feel free to delete any slides that you don't feel will be necessary for the content you will be teaching.

The material in this deck is directly aligned to the Common Core Learning Standards and the Virginia Department of Education (VDOE) Standards of Learning for English, with some alignment to New York's NextGen Standards. In the cases of standards not applicable to your grade level, most can be found along the same strand (i.e., if a standard is listed as **CCSS.ELA-LITERACY.RL.1.1**, look to **CCSS.ELA-LITERACY.RL.2.1** for alignment).

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TODAY'S OBJECTIVES

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Today we will:

**Engage in a discussion with our classmates about the picture book *The Yellow Áo Dài* and analyze the significance of events in the story, evaluating character emotions and decisions as we read.*

**Examine the role of identity in *The Yellow Áo Dài* and explore the Vietnamese culture.*

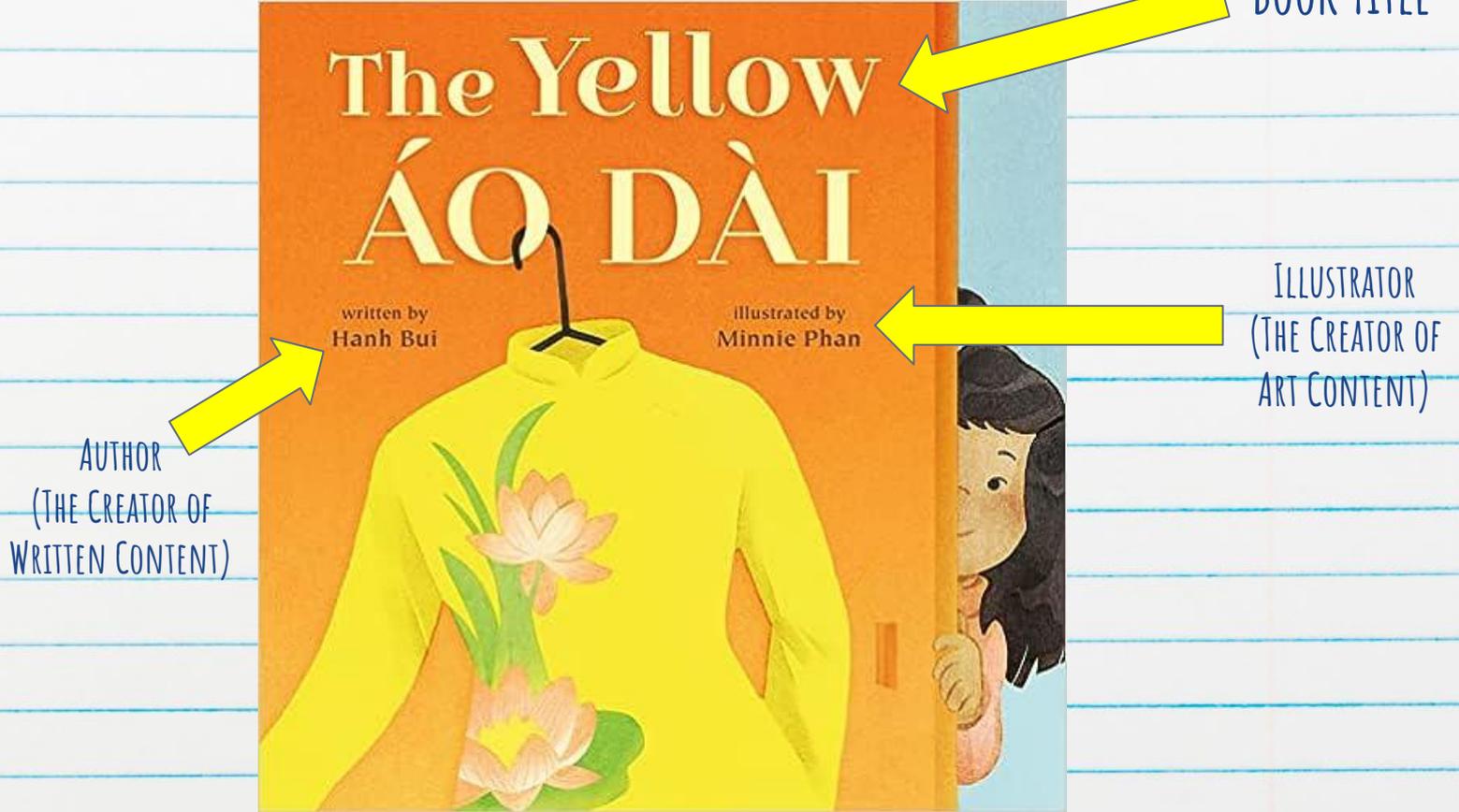
**Identify how the characters demonstrate sustainability by reusing materials passed down through generations.*

CCSS.ELA-LITERACY.RL.2.3 - Describe how characters in a story respond to major events and challenges.

CCSS.ELA-LITERACY.RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

VDOE 2.7.d - The student will read and demonstrate comprehension of fictional texts - Describe characters, setting, and plot events in fiction and poetry

IDENTIFYING TEXT FEATURES ON THE BOOK COVER



BOOK TITLE

ILLUSTRATOR
(THE CREATOR OF
ART CONTENT)

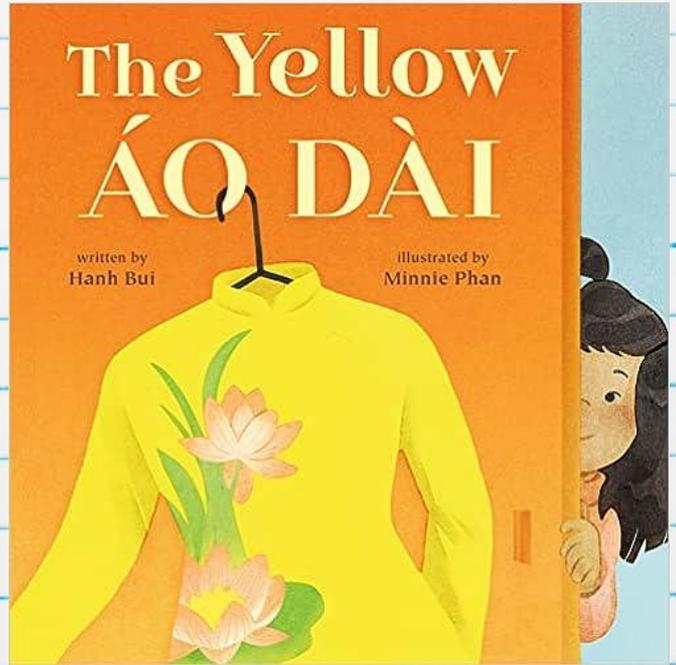
AUTHOR
(THE CREATOR OF
WRITTEN CONTENT)

INFER FROM THE COVER

What do you think this book will be about? What do you think an áo dài is?

What clues does the author give you in the title?

What clues does the illustrator give you in the cover art?



CCSS.ELA-LITERACY.RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Next Gen 1R5: Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL)

TEKS §110.3.b.6.B - Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;

VDOE 1.9a, 1.9b - The student will read and demonstrate comprehension of a variety of fictional texts - Preview the selection; Set a purpose for reading.

WORDS TO KNOW AND THINK ABOUT AS WE READ



áo dài

(sounds like "now fly")

traditional

Mid-Autumn
Festival

dismayed

graceful

Link to the PDF vocab cards
and vocab assessment:



*CLICKING ON THE BLUE WORDS ABOVE WILL LINK TO THEIR DICTIONARY DEFINITIONS

Next Gen 2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.

CCSS.ELA-LITERACY.RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

VD0E 2.6 - The student will expand vocabulary and use of word meanings

MAKING CONNECTIONS - TEXT TO SELF

THINK BEFORE WE READ!

(Whole class or partner share)



Think of a time when you made a mistake or you broke or ripped something that belonged to someone else.

What were your choices on how to handle it? What reaction were you expecting the other person to have?

What did you ultimately decide to do? What did the other person say or do?

UNDERSTANDING STORY CONTEXT

At the start of the book, we learn that Naliah is going to be dancing a traditional Vietnamese dance on International Day, an event taking place at her school.

How does Naliah feel about dancing in the event?

-
-

Why is the Fan Dance important to Naliah?

-
-



TALK ABOUT IT!

Is there a tradition in your family that you have shared with others?

QUESTIONS TO ASK WHILE WE READ

*How do you know Naliah's áo dài is important to her?

*What is Naliah's reaction when she enters her mother's closet?
What does Naliah do?

*What do you think is the significance of mom's yellow áo dài? Why is Naliah drawn to it?

CCSS.ELA-LITERACY.RL.1.1 - Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.9 - Compare and contrast the adventures and experiences of characters in stories.

CCSS.ELA-LITERACY.RL.2.1 - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text

Next Gen 1R1: Develop and answer questions about key ideas and details in a text. (RI&RL)

Next Gen 2R3: In literary texts, describe how characters respond to major events and challenges. (RL)

VDOE 2.7c - The student will read and demonstrate comprehension of fictional texts - ask and answer questions using the text for support



MAKE A PREDICTION

When Naliah tries on her mother's yellow áo dài, she practices her fan dance but accidentally rips the dress.

What do you think Naliah will do? What would you do?



How do you think her mother will react?

CCSS.ELA-LITERACY.RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text..

NextGen 1R2: Identify a main topic or central idea in a text and retell important details.

NextGen 3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)

VDOE 2.7c - The student will read and demonstrate comprehension of fictional texts - ask and answer questions using the text for support

IDENTIFYING DETAILS

What details does the author tell us about the yellow áo dài that Naliah accidentally ripped?

**How does the illustrator use details in her artwork to show the importance of the yellow áo dài?*



[CCSS.ELA-LITERACY.RL.K.7](#) - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

[CCSS.ELA-LITERACY.RL.1.7](#) - Use illustrations and details in a story to describe its characters, setting, or events

Next Gen 1R4: Identify specific words that express feelings and senses.

TEKS §110.3.b.10.C - Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes

VDOE 2.7c - The student will read and demonstrate comprehension of fictional texts - ask and answer questions using the text for support

EVALUATING CHARACTER DECISIONS



When mom goes looking for her yellow áo dài, Naliah apologizes and tells her mom that she accidentally ripped it.

What does this tell you about Naliah? What does this tell you about Naliah's relationship with her mother?

LET'S TALK ABOUT CONFLICT AND RESOLUTION

WHAT IS A CONFLICT IN A STORY?

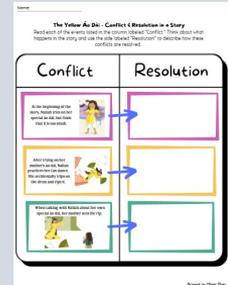
A CONFLICT IS...

WHAT IS A RESOLUTION IN A STORY?

A RESOLUTION IS...

Now let's think about what happens in The Yellow Áo Dài. Complete the worksheet to think about the events that occurred in the story, and specifically, how conflicts within and among characters were resolved.

Link to the PDF worksheet on Conflict and Resolution:



UNDERSTANDING PLOT



*What do we learn
about the
connection among
family generations
in this story?*

*How can you relate
this to your
own life?*

LET'S SEQUENCE THE EVENTS IN THE STORY

What are some of the words we use to describe the order in which events happen?

SEQUENCING WORDS WE KNOW

*Now let's think about what happens in the story *The Yellow Áo Dài*. Complete the sequencing worksheet to practice placing events from the story in the order in which they occurred.*

[Link to the PDF worksheets:](#)



CLOSING

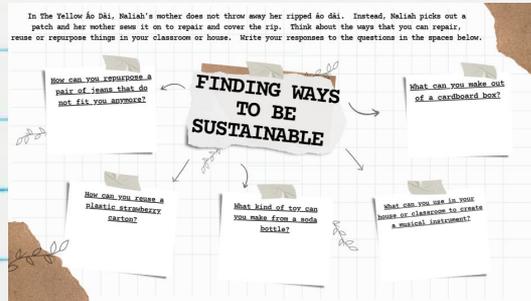
How does Naliah's family demonstrate how something that is broken can be repaired instead of getting rid of it?

Think about a time when something special to you either ripped, broke or became too small for you.

What did you do with it? Why?

What ways can you repurpose something to use it again?

Link to the PDF worksheet on Sustainability:



EXTRA

A MESSAGE FROM THE AUTHOR

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From the Author

Dear Reader,

Thank you for spending time with *The Yellow Áo Dài*. Sharing this story with you and the rest of the world is a dream come true. I hope this book encourages you to share your own family's stories with others and know that your words matter.

Have fun reading Naliah's story and learning with these fun activities!

A special thank you to teachers and librarians for sharing a love of books with children!

With Gratitude,
Hanh



EXTRA

LET'S HAVE FUN!

After you read *The Yellow Áo Dài*, choose one of these activities for fun (Click on the images for the PDF versions):

SCAVENGER HUNT

THE YELLOW AO DAI SCAVENGER HUNT

Look through the book and find these images in the illustrations. Check them off after you find them.

COLORING PAGE

THE YELLOW AO DÀI
BY HANH BUI

Decorate Nalakh's áo dài as it was shown in the book or color and decorate a new áo dài for her!

DRAWING PAGE

MY AO DÀI

Use the space below to draw a picture of yourself in an áo dài. Decorate your áo dài with colors and details that are important to you.

My áo dài is special because _____

THE YELLOW AO DÀI - MAZE GAME

Nalakh needs to put on her new áo dài for the school celebration. Find the best path for her to reach the áo dài in time for International Day!

MAZE

THE YELLOW AO DÀI - WORD SEARCH

Search below for words from *The Yellow Áo Dài*. Cross the words off in the word bank when you find them.

F	M	V	L	O	A	S	N
H	A	O	D	A	I	L	M
A	N	N	F	N	T	A	U
R	T	D	D	T	U	T	T
V	E	Y	O	A	M	E	U
E	I	Q	J	L	N	P	A
S	V	R	T	V	F	C	Y
T	E	L	O	T	U	S	E

FANDANCE • AODAI • HARVEST • PETALS
LOTUS • VIETNAM • AUTUMN

WORD SEARCH

LESSON CONTENT CREATED BY: STEPHANIE FITZPATRICK

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Stephanie Fitzpatrick is an educator with sixteen years of experience in the NYC Department of Education and a passion for children's books. She taught fifth and third grade and was an elementary assistant principal for ten years before becoming an educational consultant. She has a B.A. in History and Political Science from Binghamton University, an M.S.T. in Elementary Education from Pace University and an Ed.M. in Educational Administration from Teachers College Columbia University.

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