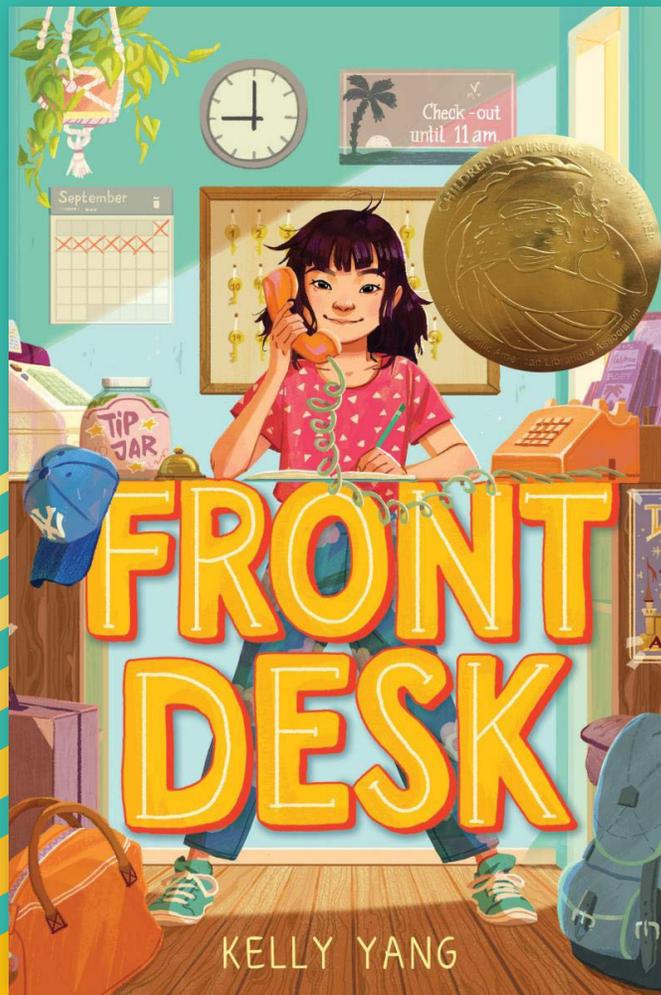


One Book, One City FOR KIDS

2021



Teacher Resource Guide



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One Book, One City

FOR KIDS

ABOUT THE PROGRAM

One Book, One City for Kids is an annual reading program for 5th grade students to read and discuss the same book. It aims to develop a lifelong love of reading and inspires readers to bring story ideas and themes to life. One Book, One City is a collaboration between GRPL and area schools.

This year's One Book, One City for Kids selection is *Front Desk* by Kelly Yang.

ABOUT THE AUTHOR

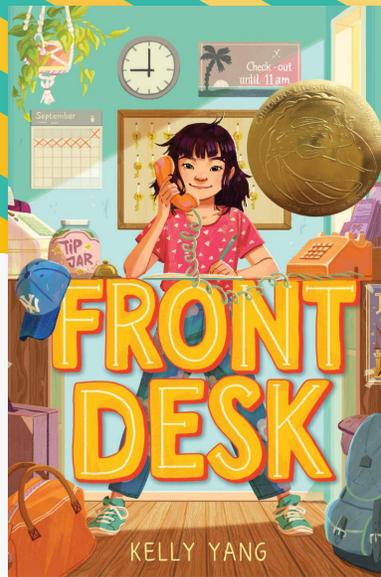
Ever since she was a little girl, Kelly Yang has LOVED telling stories. She tells all kinds of stories—stories about gutsy girls and bold boys, about motels, loan sharks, immigration, poverty, and race. The thing all her stories have in common is they are important, accessible, and filled with diverse characters.

Kelly Yang is the *New York Times* bestselling author of *Front Desk*, *Parachutes*, and *Three Keys*. *Front Desk* was awarded the 2019 Asian Pacific American Award for Literature, the Parents' Choice Gold Medal, the 2019 Global Read Aloud, and has earned numerous other honors including being named an Amazon Best Book of the Year, a *Washington Post* Best Book of the Year, a Kirkus Best Book of the Year, a *School Library Journal* Best Book of the Year, a NPR Best Book of the Year, and a *Publisher's Weekly* Best Book of the Year.



Kelly immigrated to America when she was 6 years old and grew up in Southern California, where she and her parents worked in three different motels. She eventually left the motels and went to college at the age of 13 and law school at the age of 17. She is a graduate of University of California Berkeley, where she majored in Political Science, and Harvard Law School. After law school, she gave up law to pursue her passion of writing and teaching children writing. She is the founder of The Kelly Yang Project (kellyyang.edu.hk), a leading writing and debating program for kids in Asia. As a writing teacher for 13 years, Kelly helped thousands of children find their voice and become better writers and more powerful speakers.

Before turning to fiction, she was also a columnist for the *South China Morning Post* for many years. Her writing has been published in *The New York Times*, *The Washington Post*, and *The Atlantic*. She has three children and splits her time between Hong Kong and San Francisco, California.



ABOUT THE BOOK

Mia Tang has a lot of secrets:

Number 1: She lives in a motel, not a big house. Every day, while her immigrant parents clean the rooms, ten-year-old Mia manages the front desk of the Calivista Motel and tends to its guests.

Number 2: Her parents hide immigrants. And if the mean motel owner, Mr. Yao, finds out they've been letting them stay in the empty rooms for free, the Tangs will be doomed.

Number 3: She wants to be a writer. But how can she when her mom thinks she should stick to math because English is not her first language?

It will take all of Mia's courage, kindness, and hard work to get through this year. Will she be able to hold on to her job, help the immigrants and guests, escape Mr. Yao, and go for her dreams?

IN YOUR CLASSROOM

Here are some ways you can use the 5th grade reading standards for literature, Common Core Standards, and the Michigan Grade Level Content Expectations while reading *Harbor Me*.

READING LITERATURE

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.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.

CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure:

CCSS.ELA-LITERACY.RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-LITERACY.RL.5.5

Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

CCSS.ELA-LITERACY.RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.5.9

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

READING INFORMATIONAL TEXT

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure:

CCSS.ELA-LITERACY.RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CCSS.ELA-LITERACY.RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CCSS.ELA-LITERACY.RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-LITERACY.RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

WRITING

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Range of Writing:

CCSS.ELA-LITERACY.W.5.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.5.9

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

LANGUAGE

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Range of Writing:

CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.L.5.4

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RESOURCES

QUICK TIP

To access links more easily, view the Teacher Resource Guide PDF on www.grpl.org/onebookforkids. Some of these resources are found on GRPL databases through GRPS Connect.

INTRODUCTION TO THE AUTHOR, KELLY YANG

Kelly Yang's website
<https://kellyyang.com/>

Also by the author:

Chapter Books

- Front Desk (2018)
- Parachutes (2020)
- Three Keys (2020), sequel to Front Desk

CHART ACTIVITY FOR ANY OF THE KEY THEMES IN FRONT DESK:

Create a "What You Know, What You Want to Know, What You Learned" poster chart for your classroom.

THEMES WITH RESEARCH SUPPORT:

RACIAL PROFILING

- Teaching Tolerance: Racial Profiling
<https://www.tolerance.org/classroom-resources/tolerance-lessons/racial-profiling>
– Lesson plan on racial profiling
- Many Black and Asian Americans Say They Have Experienced Discrimination Amid the COVID-19 Outbreak <https://www.pewsocialtrends.org/2020/07/01/many-black-and-asian-americans-say-they-have-experienced-discrimination-amid-the-covid-19-outbreak/>
– Pew Research Center study on increased racism during COVID outbreak

IMMIGRATION

- AAPI Data <https://aapidata.com/policy/immigration/>
– Demographic data on Asian Americans and Pacific Islanders
- Huddled Mass or Second Class?: Challenging Anti-Immigrant Bias in the U.S. <https://www.adl.org/education/educator-resources/lesson-plans/huddled-mass-or-second-class-challenging-anti-immigrant>
– Curriculum unit for Grades 3-12 on challenging anti-immigrant bias
- Education Resources on Immigration, Immigrants and Anti-Immigrant Bias <https://www.adl.org/education/resources/tools-and-strategies/education-resources-on-immigration-immigrants-and-anti>
– Collection of lesson plans on various immigration-related topics

- Myths and Facts About Immigrants and Immigration <https://www.adl.org/resources/fact-sheets/myths-and-facts-about-immigrants-and-immigration-en-espanol>
 - Immigration fact sheet
- Refugee Education Center (Grand Rapids) <https://refugeeeducationcenter.org/>
 - Resources for refugees in West Michigan
- Michigan Immigrant Rights Center <https://michiganimmigrant.org/>
 - Legal resource center Michigan’s immigrant communities

FRIENDSHIP

- Friendship, Romance and Race: What sociologist Grace Kao found <https://news.yale.edu/2019/11/13/friendship-romance-and-race-what-sociologist-grace-kao-found>
 - Interview with researcher who found that “giving young people the opportunity to interact with individuals of different races is essential to promoting interracial friendships...”

BULLYING

- OK2SAY <https://www.michigan.gov/ok2say/>
 - Student safety program which allows students to confidentially report tips on potential harm or criminal activities directed at school students, school employees, and schools.

- Act to Change <https://acttochange.org/>
 - Act To Change is a national nonprofit organization working to address bullying, including in the Asian American and Pacific Islander (AAPI) community.
- Ten Things Students Wish Teachers Knew about Name-Calling and Bullying <https://www.adl.org/education/resources/tools-and-strategies/ten-things-students-wish-teachers-knew-about-name-calling>
 - 10 tips for teachers on dealing with bullies
- Safe and Inclusive Schools for All <https://www.adl.org/education/resources/tools-and-strategies/safe-and-inclusive-schools-for-all>
 - Anti-bullying information
- Responding to Hate and Bias at School <https://www.tolerance.org/magazine/publications/responding-to-hate-and-bias-at-school>
 - Teacher resources
- Bullying & Victimization and Asian-American Students <https://www.apa.org/pi/oema/resources/ethnicity-health/asian-american/bullying-and-victimization#>
 - Data and resources

WRITING

- Asian American Writers’ Workshop <https://aaww.org/>
 - The Asian American Writers’ Workshop (AAWW) is devoted to creating, publishing, developing and disseminating creative writing by Asian Americans, and to providing an alternative literary arts space at the intersection of migration, race, and social justice.

- Q & A with Kelly Yang <https://www.publishersweekly.com/pw/by-topic/childrens/childrens-authors/article/83270-q-a-with-kelly-yang.html>
 - Author Kelly Yang discusses *Front Desk*, her writing process, and gives advice to aspiring authors.
- Kelly Yang On Persevering Through Unprecedented Times <https://88cupsoftea.com/kelly-yang/>
 - Interview with Kelly Yang about self-care during COVID, xenophobia, and staying creative.
- Kelly Yang Teen Writing Class <https://www.youtube.com/watch?v=Vk6SAI9T4Xg>
 - Virtual writing class for teens featuring author Kelly Yang.

STEREOTYPES

- Looking Behind the Myths of Asian American Parenting https://ssa.uchicago.edu/ssa_magazine/looking-behind-myths-asian-american-parenting
 - Study exploring the myths and reality behind Asian Americans.

- What Is the Model Minority Myth? <https://www.tolerance.org/magazine/what-is-the-model-minority-myth>
 - Resources to break down common Asian American stereotypes.

INEQUALITY

- Income Inequality in the U.S. Is Rising Most Rapidly Among Asians <https://www.pewsocialtrends.org/2018/07/12/income-inequality-in-the-u-s-is-rising-most-rapidly-among-asians/>
 - Data showing rising Asian American income inequality.
- Asian Americans are falling through the cracks in data representation and social services <https://www.urban.org/urban-wire/asian-americans-are-falling-through-cracks-data-representation-and-social-services>
 - Research showing how social programs are missing some Asian Americans.

FAMILY

- Michigan Resources Toolkit for Asian Communities and Families https://www.michigan.gov/documents/lara/MAPAAC_Toolkit_534715_7.pdf
 - Toolkit highlighting resources and information for Asian Americans.

RACISM

- The long history of racism against Asian Americans in the U.S. <https://www.pbs.org/newshour/nation/the-long-history-of-racism-against-asian-americans-in-the-u-s>
 - Overview of the history of racism against Asian Americans.
- Talking to kids about xenophobia <https://www.nationalgeographic.com/family/2020/05/talking-to-kids-about-xenophobia-coronavirus/>
 - Parent guide for discussing racism and racial bias with kids.
- ‘I Will Not Stand Silent.’ 10 Asian Americans Reflect on Racism During the Pandemic and the Need for Equality <https://time.com/5858649/racism-coronavirus/>
 - Stories of racist experiences during COVID.
- Asian Americans, racism, and antiracism in the COVID Era <https://www.embracerace.org/resources/asian-americans-racism-and-antiracism-in-the-covid-era>
 - “COVID racism” discussion for families.

COLLECTIVE POWER

- We are not a Sleeping Giant: New Report on Voting Power and Priorities of Asian American/Pacific Islander Women <https://www.napawf.org/press-releases/082620>
 - New data on Asian American and Pacific Islander women voting power.

ACTING AS AN ALLY

- 6 Ways to Be an Ally <https://www.adl.org/education/resources/tools-and-strategies/6-ways-to-be-an-ally-en-espanol>
 - Bullying prevention and allyship guide.
- Act to Change <https://acttochange.org/>
 - Act To Change is a national 501(c)(3) nonprofit organization working to address bullying, including in the Asian American and Pacific Islander (AAPI) community.
- Stop AAHI Hate <https://stopaapihate.org/>
 - Bullying and racism reporting center for Asian Americans.

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