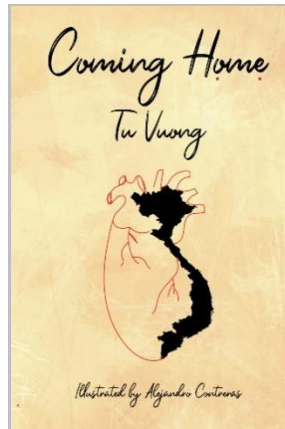


Classroom Conversations: A Starting Point

Language Arts



“These vignettes are intended to echo a piece of the immigrant experience as well as to affirm the importance of our identity. This book can be read in sequence or each poem can be a pause for reflection.”

Metacognition

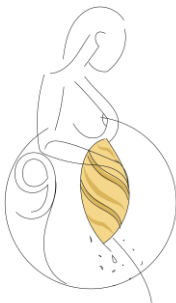
Before you begin reading, reflect on your story as a student. How have your **identity** and **experiences** been **reflected** or **omitted** in your learning at school? Do you see yourself represented in the texts you read?

| Bread of Life

Describe the **mood** in this poem? Which words illustrate mood? Which emotions come to mind?

How can we **visualize** the **setting** of the story? What’s happening?

How is **symbolism** used in the illustration? Which details resonate with you?



(Coming Home | Illustrated by Alejandro Contreras | copyright EduMatch Publishing)

What are major **themes** in | *Part I* | *Heart*? Which line supports an important theme? Do you notice any **word play** that supports a key theme?

Home can have so many meanings and conjure up many emotions. How does the author use **symbolism** around the concept of home? What words and images come to mind?

Students can look for images that **symbolize** home and create a collage.



(Coming Home | Illustrated by Alejandro Contreras | copyright EduMatch Publishing)

Introduce/discuss the literary elements of **imagery, paradox and double-entendre**.

Clarity has come from
taking a step back
to appreciate the details.

Looking inward.

| Insight

Try writing a minimalist, free-flow stanza/poem related to one of the key themes using specific literary elements.

Additional Resources:

Sing Me a Lullaby – CBC Short Docs

<https://www.youtube.com/watch?v=5D1FrNerHQE>

Return Home – NFB Canada

<https://www.nfb.ca/film/return-home/>