

# READY READERS BOOK PLAN

<b>Suggested Grade:</b> K-2	<b>Facilitator:</b>	<b>Grade:</b>	<b>Lesson Date(s):</b>
<b>Book Title and Author(s)/Illustrator(s):</b> <u>Jabari Jumps</u> Author and Illustrator: Gaia Cornwall			
<b>Theme(s)/Big Idea(s):</b> We can do hard things. We can face our fears with support from our family and friends. Courage; Determination; Encouragement, Family; Facing New Challenges			

## VOCABULARY PLAN

<b>Focus word &amp; kid-friendly definition:</b> <b>Persevere-</b> To continue to try, especially when something is hard to do	
<b>Image/symbol:</b> Show images at the end of the lesson. Ask children what challenge or hard thing each person is trying to preserve through.	<b>Gesture:</b> N/A
<b>Use in context:</b> Facilitator should share an example of a time that they faced a challenge and persevered.	
<b>Prompt kids to use in context:</b> Ask children if any of them have ever tried to do something that was hard, scary or new for them. Invite children to think. Then prompt them to turn and talk or simply, take a few ideas.	
<b>Bridge to book:</b> Our main character Jabari is facing a new challenge in our story. Let's find out what the challenge is and if he perseveres.	

## BEFORE READING

*write questions and student interaction (T/T, S/J, Act-it-out)*

<ul style="list-style-type: none"> <li>Review RR expectations</li> <li>Introduce Book/Author/Illustrator</li> <li>Teach focus vocab word (See plan above)</li> <li>Ask 1-2 questions to activate prior knowledge/ solicit predictions</li> </ul>	<p>Welcome children to Ready Readers. Explain that today, we are reading a book called <u>Jabari Jumps</u>, which was written and illustrated by Gaia Cornwall. First, let's learn our new word of the day. Use the vocab plan to teach the focus word and then continue below.</p> <p><b>Q1. Let's take a look at the cover of our new book and make some predictions. What challenges or hard things do you think Jabari will face in the story? Alt: What new, scary or hard thing do you think Jabari is going to try?</b></p> <p><i>Invite one child to share a prediction. Prompt other children to agree or disagree with a thumbs or thumbs down. Ask if someone has a different idea. Take a few more ideas..</i></p> <p><b>Begin Read Aloud.</b></p>
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## DURING READING

*write questions and vocab with page numbers and student interaction (T/T, S/J, Act-it-out)*

<ul style="list-style-type: none"> <li>Ask 3-4 questions that target different comprehension strategies (predict, infer, connect, synthesize)</li> <li>Note opportunities to reinforce focus word.</li> </ul>	<p><b>Q1. The author says that the children on the diving board looked "as big as tiny bugs." What do you think that means? Follow-up: What might that tell us about the diving board?</b></p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Answers to look for: They look really small like bugs. The diving board is far away. They look small because they are high up and Jabari is on the ground. If children are stuck try these follow-up questions:</i></p> <ul style="list-style-type: none"> <li><i>When we look at something that is far away, does it look big or small?</i></li> </ul>
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<ul style="list-style-type: none"> <li>Identify other potential new vocab to define while reading</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean for something to be tiny?</li> <li>Why might the children on the diving board look like tiny bugs?</li> </ul> <p><b>Q2: (pg. 12) Why do you think Jabari says that tomorrow will be a better day for diving? Follow-up: How do you think he is feeling about diving? What makes you think so?</b></p> <p><i>Give all children time to think and then call on volunteers. Build on the conversation by asking other children to agree, disagree or add on. Then use follow-up questions.</i></p> <p><b>Q3. (p.26) He did it! Jabari preserved and took his jump. How do you think he felt when he was jumping off the diving board? Show me with your face and body.</b></p> <p><i>Prompt children to act it out. Call out what you see.</i></p> <p><b>Additional Notes: N/A</b></p>
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### AFTER READING

*write questions and student interaction (T/T, S/J, Act-it-out)*

<ul style="list-style-type: none"> <li>Ask 1 question reflecting on book theme</li> <li>Make connection to extension activity</li> </ul>	<p><b>Q1. It is normal to feel scared or nervous or unsure when we try something new. What are some things that Jabari did to make himself feel better when he was scared? What else helped him to feel better?</b></p> <p><i>Take responses popcorn style. If available, record responses on a chart.</i></p> <p><b>Q2. What are some other things we can try if we are feeling scared, nervous or unsure about something?</b></p> <p><i>Prompt children to Stop and Jot ideas. Explain that they can write or draw ideas. After 1 minute, ask children to hold up what they wrote or drew. Call out some of what you see and call on children to clarify anything they drew or wrote.</i></p> <p><b>What will you say to connect the theme or big idea to extension activity:</b> Jabari was able to try something new in our story. Even though he was feeling a bit scared, he didn't give up and everything turned out okay! He persevered!</p>
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### EXTENSION ACTIVITY

<p><b>Activity Description</b></p> <p>Children will think about something new that they want to try or something they want to get better at. They will act it out for the group and then end in a freeze frame. The rest of the group will cheer them on as they act it out and then try to guess what the action is.</p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Brainstorm Sheet</li> <li>Pencils or Markers</li> <li>Your body!</li> </ul>
<p><b>Introduction</b></p> <p>Say: "Just like Jabari, sometimes we might feel scared, nervous or unsure when we try something new or something that is hard at first. Jabari showed us that sometimes we just need some encouragement, some practice and to keep trying. For today's activity, you are going to think about something new you want to try or something that you want to do better, but maybe it's a little hard. Then you are going to have a chance to act it out! First, we are going to get some</p>	

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inspiration from famous singer and actress, Janelle Monae.” Play [The Power of Yet-Janelle Monae on Sesame Street](#).

### **Model**

Explain that you are going to show them an example of what they are going to do. Explain that you are going to act out something new that you want to try or something you want to do better, but is hard for you. While you act it out, they should cheer you on to give you encouragement. They can cheer you on with claps, snaps, and kind words. After you act it out for 10 seconds, you are going to freeze in a pose. Then, they will have a chance to guess what you were acting out. Model an example and clarify instruction, if needed.

### **Brainstorm (Whole group and/or Individual)**

Give each child a brainstorm sheet and give them 3 minutes to jot down ideas. Remind them that their group mates will be guessing, so they shouldn't show or share what they are writing down. If you are doing this activity with younger students, they can write or draw out ideas. When brainstorm time is up, ask them to pick 1 idea and think about how they will act it out. Give another minute or two to plan.

### **Instructions for Independent Work**

Give each child a turn acting out. Remind them that they should act it out for ten seconds and then freeze. Prompt them with a “ 3.2.1.Action” or another cue. As each child acts out, the rest of the group should be giving encouragement. Once the acting child is frozen, call on other children in the group to guess what they were doing.

**Share Back and Reflection: Ask:** How did it feel to have others cheer you on while you acted out your new or hard activity? How else can we encourage or help someone if they are scared, nervous or unsure about something?

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Focus Word Images



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