

## READY READERS BOOK PLAN

<b>Suggested Grade:</b> 2 <sup>nd</sup> -3 <sup>rd</sup>	<b>Facilitator:</b>	<b>Grade:</b>	<b>Lesson Date(s):</b>
<b>Book Title and Author(s)/Illustrator(s):</b> <u>The Name Jar</u> <b>Author-</b> Yangsook Choi			
<b>Theme(s)/Big Idea(s):</b> Be proud of where you come from; It's okay to be unique or different; It's okay to change your mind or feelings; Identity; Traditions; Perspective			

### VOCABULARY PLAN

<b>Focus word &amp; kid-friendly definition:</b> <b>Perspective-</b> how you think or feel about something	
<b>Image/symbol:</b> Show children the picture of the child eating carrots. (attached to the end of the book plan) Remind them that <b>perspective</b> is how you think or feel about something. Ask what the child in the picture's <b>perspective</b> is on carrots and why they think so.	<b>Gesture:</b> Explain that our <b>perspective</b> is how we think or feel about something. To remember what this word means, let's put 1 finger to our brain and 1 hand over our hearts.
<b>Use in context:</b> I used to hate winter because of how cold it was but changed my <b>perspective</b> when I got to build a cool snowperson. Now I really love winter.	
<b>Prompt kids to use in context:</b> Ask children to think about how they feel about snow. Prompt children to <b>Turn and Talk</b> to a neighbor and share their <b>perspective</b> or how they feel about snow.	
<b>Bridge to book:</b> Explain that in our story today, our main character Unhei is moving to a new place. As we read, we are going to see how her <b>perspective</b> or feelings change in the story.	

### BEFORE READING

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

<ul style="list-style-type: none"> <li><input type="checkbox"/> Review RR expectations</li> <li><input type="checkbox"/> Introduce Book/Author/Illustrator</li> <li><input type="checkbox"/> Teach focus vocab word ( See plan above)</li> <li><input type="checkbox"/> Ask 1-2 questions to activate prior knowledge/ solicit predictions</li> </ul>	<p>Explain that today for Ready Readers, you are going to be reading a book called <b>The Name Jar</b>. Explain that this book was written by Yangsook Choi. Explain that before we read our story, we are going to learn about a special word. That word is <b>perspective</b>. Ask children to repeat the focus word. Follow the <b>steps in the vocabulary plan</b> to teach the focus word. Once all steps in vocabulary plan are complete, continue with before reading questions below.</p> <p><b>Q1. Ask children if any of them have ever moved to a new place or gone to a new school. Prompt children to give you a thumbs up if they have. Ask children how it feels (or how they think it feels) to move to a brand new place to live.</b></p> <p><i>Prompt children to <b>act out</b> with their faces and bodies what they think it feels like to move to a new place to live. Facilitator should share some of the emotions that they see the children act out. Explain that we are going to see how our main character, Unhei feels about moving to a new place that is very far away. Begin Read Aloud.</i></p> <p><b>Additional Notes:</b> <i>Facilitator may wish to show children a map or globe to quickly point out Korea and show how far it is from the United States of America.</i></p>
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## DURING READING

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

- Ask 3-4 questions that target different comprehension strategies (predict, infer, connect, synthesize)
- Note opportunities to reinforce focus word.
- Identify other potential new vocab to define while reading

**Q1. How do you think Unhei is feeling about moving away from Korea? What makes you think she feels this way?-pg. 3-Popcorn**

*Call on volunteers to answer and prompt children to support their answers. Ideas to look for: She is sad. We can tell because she was crying when she said goodbye to her grandmother.*

**Q2. Why does Unhei tell her classmates that she has picked a name yet?-pg.7-Turn and Talk**

*Prompt children to Turn and Talk for 1-2 minutes. Bring children back and take a few shares from pairs. Ideas to look for: She is feeling embarrassed or nervous; other children seem to be making fun of her name; other students a struggling to pronounce it correctly.*

**Q3. What do you notice about the places to eat in Unhei's neighborhood? What kinds of restaurants or places to eat are in your neighborhood?-pg. 11- Stop and Jot**

*Prompt children to Stop and Jot for 1-2 minutes. Prompts children to hold up boards. Call out some of the types of food places or foods that you see.*

**Q4. How do Unhei's classmates try to help her? Follow-up: What do you think she will do?-pg.19 –Turn and Talk**

*Prompt children to Turn and Talk for 1-2 minutes. Bring children back and take a few shares from pairs. Ideas to look for: they give her a jar and added suggestions for name to help her pick one; Answers will vary for the follow-up, but children should give a reason for their idea.*

**Q5. What do you think happened to Unhei's name jar?-pg. 25- Popcorn**

*Call on volunteers to answer. Ideas will vary.*

**What additional words might you address while reading?**

- Nervousness
- Pronounce
- Introduced
- Applaud

## AFTER READING

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

- Ask 1 question reflecting on book theme
- Make connection to extension activity

**Q1. How did Unhei's perspective change in the story?-Turn and Talk**

*Review definition if needed. Prompt children to Turn and Talk for 2 minutes. Bring children back and take a few shares from pair. Ideas to look for: she was nervous about using her real name in the beginning, but became more comfortable at the end; Unhei was embarrassed to use her real name at first, but was proud to share it in the end; She was worried that the other children wouldn't like her Korean name, but learns that this isn't true in the end.*

**Q2. What do you think Unhei learned?- Popcorn**

*Take a few volunteers. Ideas to look for: She learned to be herself and to be proud of who she is; She learned that it was okay to be unique.*

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**What will you say to connect theme or big idea to extension activity:** *Remind group that our character Unhei learned that is important to be proud of who you are and to be yourself. She decided to share her real name instead of trying to be someone else. Today, we are going to get a chance to celebrate our names by creating our very own Rainbow Name Poems!*

### EXTENSION ACTIVITY

#### Activity Description

Children will create a name poem, by choosing a word that describes them for each letter of their first name. They will then create a cloud and rainbow using these words.

#### Materials

- Word List (1/pair or group of children)
- Brainstorming Worksheet (1/child)
- Cloud and Rainbow Strips template (1/child)
- If child has a longer name, they can be given more strips
- Crayons/colored pencils/Markers (will need ROY G. BIV colors)
- Black crayons or markers to write words
- Glue/glue sticks
- Cotton balls

#### Introduction

Explain that when we make a name poem, we choose words that describe us using each letter of our first name. You are going to use those words to create a cool rainbow that shares more about your name and who you are.

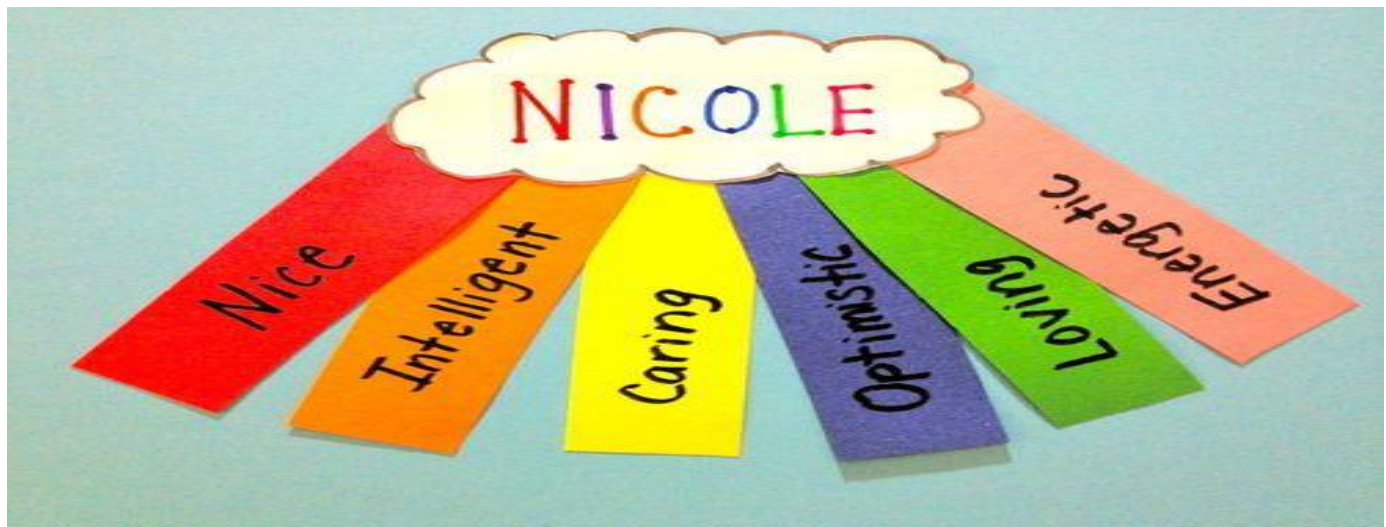
#### Brainstorm (Whole group and/or Individual)

Explain that before we create our name poems, we are going to brainstorm some words that we can use to describe ourselves. Display chart paper with a few pre-written words like “ kind, funny, dancer” etc. Ask children to share other words we could use to describe ourselves or someone else. Be sure to include character traits (kind, funny, creative) and talents/skills/hobbies (artist, dancer, football player, friend). Facilitator can divide chart into these categories if they wish or just create one big list. After you have done some group brainstorming, explain that now they will get a list of words. They will have some time to choose one word for each letter in their name from the list. Explain that they can use a word from the list or a different word, as long as it has the same first letter. Give each pair or group a word list and hand out brainstorming worksheet. Explain that they should write the letters of their name in the boxes going down. Model on large chart paper and then give 1-2 minutes for children to complete. Ask them to look at the first letter in their name. Explain that they will now choose one word from the list or a word they know that starts with the same letter. They will write this word on the line. Model on large chart paper and then give 1-2 minutes for children to complete. Instruct children to repeat this process for every letter in their name. Give 5 minutes to complete. Adjust, as needed.

#### Model

Facilitator should create and share model using their own name, but can use the examples below as a guide. Be sure to point out the order of the colors in your rainbow and encourage children to color their strips in the same order to make a rainbow. Hang where it is visible to the whole class. (This means it will need to be larger than the ones children are making)

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### Instructions for Independent Work

Collect any unused or unneeded materials from the brainstorm. Hand out cloud and rainbow template. Instruct children to write their names in the center of the cloud. Then instruct them to color the strips, using the colors of the rainbow and to write the words they chose for each letter of their name, using a black crayon. Once the template has been completed, children can cut out their cloud and strips and begin pasting. Optional: Children can add cotton balls to their cloud around their name.

Facilitator can modify by pre-cutting rainbow strips with construction paper and giving each child just enough for their name. Children can then write the words and glue strips to the cloud. This will save some time and reduce steps for children, if needed.

### Share Back and Reflection

Instruct children to share their Name Poem with a partner and then take 1-2 shares with the whole group. Ask children to choose and share their favorite word from the name poem they created. Share in a whip around.

### Additional Ideas for Extension Activities

- Children write a Acrostic Poem using the letters of their name



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Focus Word Image

