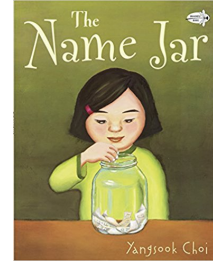


WEEK 5 Day 2



Read Aloud
The Name Jar
 Read 2 of 5, Pages 15-30

Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Questions	How do we develop fairness, inclusivity and friendship in our community? How do you most effectively communicate your thoughts, ideas, feelings, and traditions?
Content Objectives	I can use details from the text to describe the characters and major events in <i>The Name Jar</i> . (R.4.K, R.6.K.a, R.6.K.b, R.8.K.a, R.8.K.b) I can use details from the text to make predictions about a character. (RL.K.1)
Language Objective	I can confirm understanding of a text read aloud by answering questions during a class discussion. (SL.2.K.a)
Vocabulary	nervous: worried and a little scared pronounce: to show how something is said curious: interested and wanting to learn tease: to make fun
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Name Jar</i>, Yangsook Choi ● <i>The Name Jar</i> vocabulary cards ● Story Elements Chart, from Day 1 ● Think, Pair, Share chart <p>On the whiteboard write:</p>

	<p>What is the story’s resolution?</p> <p>Why do you think that Unhei made the decision to keep her name?</p>
<p>Opening 2 minutes</p>	<p>Introduce the text. Open the book to page 15. <i>Yesterday we read the first half of The Name Jar. We left off here, as Unhei is looking at all the American names her classmates put in the jar.</i></p> <p><i>Do you think Unhei will choose one of the names from the jar to be her new name, or do you think she’ll keep her name? What makes you think that?</i></p> <p>Harvest responses and encourage children to support their predictions with details from the story so far.</p> <p>Set a purpose for the read. <i>Today, we’ll read to find out what Unhei decides! Then, we’ll use details from the story to discuss how the problem was resolved.</i></p>
<p>Text and Discussion 10 min</p> <p>page 17</p>	<p><i>We see that Joey is treating Unhei differently than the children on the bus treated her that first day. How is Joey acting?</i></p> <p>Harvest a few ideas.</p>
<p>page 21</p>	<p><i>What do you think Unhei is thinking about in front of the bathroom mirror?</i></p> <p>Harvest several ideas, and reread the grandma’s letter to support comprehension.</p>
<p>page 25</p>	<p><i>What predictions do you have now? How have the events on the last few pages changed your ideas about what Unhei might decide?</i></p> <p>Harvest a few responses to each question.</p> <p>Read through to the end of the story with minimal stopping.</p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Invite children to Think, Pair, Share about the two questions on the board. <i>What is the story’s resolution? How was the problem resolved?</i> Invite children to share responses, waiting to record ideas on the chart until after the second prompt.</p> <p><i>Why do you think that Unhei made the decision to keep her name?</i> During the share, record a synthesis of children’s responses to the two questions on the Story Elements chart.</p>

	<p><i>Have we met any other important characters since yesterday who we should include on our Story Elements chart? [Joey, Mr. Kim, Grandma]</i></p> <p><i>Why are these characters important in resolving the problem in the story?</i></p> <p>Leave the Message on the chart for subsequent lessons.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we'll read the story again and think about how Unhei changed in the story.</i></p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>Do children reference specific details when making a prediction?</p> <p>What understandings do children demonstrate about Unhei's feelings and actions?</p> <p>Do children demonstrate understanding of story elements?</p> <p>Do children confirm understanding through engagement in discussion protocols? Do they seek clarity if the text is not understood?</p>

<p>Notes</p>
