



Read Aloud
The Name Jar
 Read 4 of 5

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| 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 Objective | I can compare characters and key events in <i>The Name Jar</i> and <i>Chrysanthemum</i> . (R.11.K.a, R.11.K.b, R.11.K.c, R.11.K.d) |
| Language Objective | I can use words and phrases from our unit about communities to describe characters from stories. (L.6.K, Civics & Government 3) |
| Vocabulary | <p>compare: to note similarities and differences</p> <p>nervous: worried and a little scared</p> <p>pronounce: to show how something is said</p> <p>curious: interested and wanting to learn</p> <p>tease: to make fun</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● <i>The Name Jar</i>, Yangsook Choi ● <i>Chrysanthemum</i>, Kevin Henkes ● <i>The Name Jar</i> Story Elements chart ● <i>Chrysanthemum</i> Story Elements chart <p>Post the two Story Elements charts so they can be reviewed simultaneously by the whole group.</p> <ul style="list-style-type: none"> ● Think, Pair, Share chart |

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| | <ul style="list-style-type: none"> Unit 1 End of Unit Assessment prompt (from Stations), child’s copy, one copy <p>On the whiteboard write: How are Unhei and Chrysanthemum’s family communities similar?</p> <p>How does Unhei’s classmate Joey act differently than Chrysanthemum’s classmates?</p> <p>Review any My Name Home Connection sheets that have been returned. Sit down with children who have not returned them to complete the interview and drawing before the Day 5 lesson. Send a reminder to families to complete the sheet, if possible.</p> |
| <p>Opening 1 minute</p> | <p>Introduce the text. <i>Last week we read Chrysanthemum, and this week we’ve been reading The Name Jar. These two stories are similar in some ways, and different in other ways. When we talk about what’s similar and different, we are comparing.</i></p> <p>Set a purpose for the read. <i>Today, we’ll look at our Story Element charts from both stories and compare them. Then, we’ll think about how the school and home communities in the stories are similar and different by looking back at important parts of the stories.</i></p> |
| <p>Text and Discussion 12 min</p> <p>Story element charts</p> | <p>Refer to the Story Elements charts and reread the Problem sections on both charts. <i>What is similar, or the same, about the problems the characters faced in the two stories?</i></p> <p>Harvest several responses before synthesizing children’s ideas.</p> <p>Reread the Resolution sections on both charts. <i>What’s different about how the problems in the stories were resolved?</i></p> <p>Harvest several responses before synthesizing children’s ideas. <i>In Chrysanthemum the teacher, Ms. Twinkle, helps solve the problem, but in The Name Jar, something different happens. Unhei’s classmates, her family, and her neighbors like Mr. Kim, support her, and Unhei solves the problem herself.</i></p> <p><i>Even though Chrysanthemum’s classroom community acts differently than Unhei’s, their families act similarly. Let’s look back at some important parts from both stories.</i></p> |
| <p>slide 2</p> | <p>Show the illustrations and read the excerpt.</p> |

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| | <p><i>How were Chrysanthemum's parents caring members of her community?</i></p> <p>Harvest a few responses.</p> |
| slide 3 | <p>Show the illustration and read the letter from Grandma.</p> <p><i>How was Unhei's grandma a caring member of her community?</i></p> <p>Harvest a few responses.</p> |
| slide 4 | <p>Show the illustration and read the excerpt.</p> <p><i>How was Unhei's mom a caring member of her community?</i></p> <p>Harvest a few responses.</p> |
| Slides 5 and 6 | <p>Show the illustration from the text and read the excerpt on the slide.</p> <p><i>Even though he wasn't part of her family, we can see that Mr. Kim also was a caring member of Unhei's community.</i></p> <p>Invite children to Think, Pair, Share in response to the first question on the whiteboard.</p> <p><i>How are Unhei and Chrysanthemum's family communities similar?</i></p> |
| slide 7 | <p><i>Let's think more about what was different in the two stories. One of the big differences is how the classmates act.</i></p> <p><i>What do you remember about how Chysanthemum's classmates acted? Look at the illustration to help you.</i></p> <p>Harvest a few responses.</p> |
| slides 8-9 | <p>Review the slides.</p> |
| Key Discussion and Activity 6 minutes | <p>Invite children to Think, Pair, Share.</p> <p><i>How is Joey a caring member of Unhei's community?</i></p> <p>During the share, encourage children to use key details from the story to support their ideas.</p> <p><i>How did all of the other classmates, besides Joey, also act like caring members of the community?</i></p> |
| Closing 1 minute | <p>Show children the writing paper for the Unit 1 Assessment.</p> <p><i>Next week in the Writing Station, you'll think more about how Unhei's classmates acted. This paper asks the question, How did Unhei's classmates act like caring members of a community? You'll talk, draw and write about your thinking.</i></p> |
| Standards | <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> |

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| | <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Civics and Government 3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> |
| <p>Ongoing assessment</p> | <p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <ul style="list-style-type: none"> Do children reference specific details when sharing ideas? What similarities in the two texts do children describe? What differences in the two texts do children describe? How do children use their growing knowledge and vocabulary about communities to compare texts? |

Notes