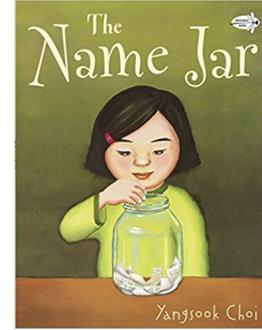


Unit 1: Our Community

WEEK 5 Day 5



Read Aloud
The Name Jar
Read 5 of 5

Big Ideas	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities. One way people in communities communicate is through stories.
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 retell the message in <i>The Name Jar</i> . (R.5.K.a, R.5.K.b)
Language Objective	I can ask and answer questions about name stories. (SL.2.K.b)
SEL Objective	I can share the story of my name and its meaning to my family and community.
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● <i>The Name Jar</i> Story Elements chart● completed My Name Home Connection sheets

Read Aloud U1 W5 D5

	<p>Distribute all completed My Name sheets to children during the read aloud lesson. Connect with children prior to the lesson who need support in completing the activity. Review all of the sheets and choose two children who will model having a conversation to share their name stories.</p> <p>On the whiteboard write: What is the story of your name?</p>
<p>Opening 1 minute</p>	<p>Review the text. <i>We have done so much work with the story The Name Jar this week!</i></p> <p>Set a purpose for the lesson. <i>Today, we'll finish the final part of our Story Elements chart, the story's message. We'll think about what Yangsook Choi wanted to teach her readers.</i></p> <p><i>Then we'll share our own name stories with each other!</i></p>
<p>Text and Discussion 6 minutes Pages 26-30</p>	<p>Reread pages 26 to the end of the story without stopping. Refer to the Story Elements chart. <i>Think back to the full story and the parts we just heard again. What do you think the author, Yangsook Choi, wants to teach us? What's her message?</i> [What is different about us makes each of us special; our identity is important; knowing the stories behind our names can be a way of getting to knowing each other; caring members of communities learn about and celebrate differences]</p> <p>Harvest several ideas and encourage children to support their thinking with details from the text. Turn to relevant pages to support discussion. Synthesize children's ideas and record them in the Message section.</p>
<p>Key Discussion and Activity 9 minutes</p>	<p>Have children sit in a circle. Invite the selected children to the center of the circle to have a conversation about their name stories.</p> <p>Invite two children to share the stories of their names, using their sheets for reference. Invite them to model taking turns, listening and asking questions. Support each turn in the conversation. <i>Let's watch and listen as ____ shares her name story with her partner.</i></p> <p><i>Now her partner can share what she learned and what she's wondering about ____'s name. Now it's ____'s turn to share his name and ____'s turn to learn and ask questions.</i></p> <p>Harvest observations about the conversation and affirm expectations for partner conversations.</p>

	Distribute all children’s My Name sheets. Set children up in pairs to share their name stories.
Closing 1 minute	<i>We can learn so much about each other by learning the stories of our names!</i>
Unit Question Chart 3 minutes	Refer to the Unit Question Chart. <i>We have been thinking about this question: What does it mean to be a member of a community?</i> Invite children to share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: members of a community support each other; members of a community celebrate each person’s (cultural and linguistic) identities; members of a community learn about each other.
Standards	R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how. R.5.K.b Retell key details of text with prompting and support, including the main topic. SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.
Ongoing assessment	Listen to children’s responses during whole group conversation and Think, Pair, Share. 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? How do children listen to each other in sharing their name stories? What new connections are formed among classroom community members?

Notes