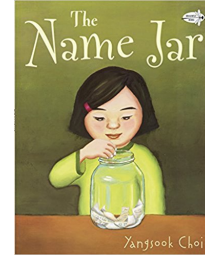


WEEK 5 Day 1



**Read Aloud**  
***The Name Jar***  
Read 1 of 5, Pages 1-15

<b>Big Idea</b>	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
<b>Unit Question</b>	What does it mean to be a member of a community?
<b>Guiding Questions</b>	How do we develop fairness, inclusivity and friendship in our community? How do you most effectively communicate your thoughts, ideas, feelings, and traditions?
<b>Content Objective</b>	I can use details from the text to identify and describe the characters, settings, and major events in <i>The Name Jar</i> . (R.6.K.a, R.6.K.b, R.8.K.a, R.8.K.b)
<b>Language Objective</b>	I can confirm understanding of a text read aloud by answering questions during a class discussion. (SL.2.K.a)
<b>Vocabulary</b>	<b>nervous:</b> worried and a little scared <b>pronounce:</b> to show how something is said <b>curious:</b> interested and wanting to learn <b>tease:</b> to make fun
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● My Name sheets, 1 for each child Send these sheets home to families, to be completed together with their children. Request that sheets be returned before the Day 5 lesson. Invite families to also share name stories through electronic communication to increase accessibility. These sheets will be used during the Day 5 Read Aloud lesson.</li><li>● <i>The Name Jar</i>, Yangsook Choi</li></ul>

	<p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “Through the school bus window..”</p> <ul style="list-style-type: none"> <li>• <i>The Name Jar</i> vocabulary cards</li> <li>• chart paper and markers</li> </ul> <p>Prepare a new Story Elements chart.</p> <table border="1" data-bbox="500 373 1362 1083"> <tr> <th colspan="2" data-bbox="500 373 1362 441">Story Elements</th> </tr> <tr> <td colspan="2" data-bbox="500 441 1362 508"><i>The Name Jar</i> by Yangsook Choi</td> </tr> <tr> <td colspan="2" data-bbox="500 508 1362 575"><b>Orientation:</b></td> </tr> <tr> <td data-bbox="500 575 932 743">Characters</td> <td data-bbox="932 575 1362 743">Setting</td> </tr> <tr> <td colspan="2" data-bbox="500 743 1362 810"><b>Sequence of Events:</b></td> </tr> <tr> <td data-bbox="500 810 932 947">Problem</td> <td data-bbox="932 810 1362 947">Resolution</td> </tr> <tr> <td colspan="2" data-bbox="500 947 1362 1083"><b>Message:</b></td> </tr> </table>	Story Elements		<i>The Name Jar</i> by Yangsook Choi		<b>Orientation:</b>		Characters	Setting	<b>Sequence of Events:</b>		Problem	Resolution	<b>Message:</b>	
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<p><b>Opening</b> 1 minute</p>	<p>Introduce the text.</p> <p><i>Today we are reading a story called The Name Jar. Yangsook Choi is the author and illustrator of the story. What do you see on the cover? Based on the title, what do you think is in the jar?</i></p> <p>Harvest a few responses.</p> <p>Set a purpose for the read.</p> <p><i>The character on the cover is Unhei. Today, we are going to use details from the story to describe how Unhei feels in the first half of the story. Then, we’ll complete part of our new Story Elements chart and identify the problem in the story.</i></p>														
<p><b>Text and Discussion</b> 10 min  page 1</p>	<p><i>What does it mean to be nervous? How would you look if you were nervous?</i></p>														

<p>pages 3</p>	<p><i>What have we learned about Unhei so far?</i></p> <p>Harvest a few responses and reread key details as needed. [Unhei is from Korea; she has a Korean name; she is new to the United States of America; she is nervous about and excited for school.]</p> <p>As needed, clarify that the airport is a memory rather than the current setting.</p>
<p>page 5</p>	<p><i>The text tells us that “Unhei felt herself <b>blush</b>,” which means that her face is turning red and hot. How do you think she is feeling? What makes you think that?</i></p> <p>Harvest several responses.</p>
<p>page 7</p>	<p><i>The text says she felt “<b>curious</b> eyes on her.” That means the classmates were interested and wanted to learn more about her.</i></p>
<p>page 8</p>	<p><i>Why do you think Unhei told her classmates that she hasn’t picked a name yet, and why is she now asking her mom for an American name?</i></p> <p>Harvest several responses.</p> <p>Clarify the meaning of the word <b>pronounce</b>.</p>
<p>Page 11</p>	<p><i>Unhei’s neighborhood includes stores from many different cultures. It seems that Unhei is not the only person from another country in her community. I wonder if other people in the neighborhood have names they have to help people pronounce!</i></p> <p>Read to page 15 with minimal stopping; page 13 will be revisited in the key discussion.</p>
<p><b>Key Discussion and Activity</b> 8 minutes</p>	<p>Turn back to page 13 and reread the phrase in italics, “I don’t think American kids will like me, she worried as she began to brush her teeth.”</p> <p>Invite children to Think, Pair, Share.</p> <p><i>Why is Unhei feeling this way?</i></p> <p>After their Pair conversations, invite children to share ideas with the whole group before moving to the second prompt.</p> <p><i>What is the problem in the story?</i></p> <p>During the share, record a synthesis of children’s responses on the Story Elements chart.</p> <p>Invite children to identify the characters and settings, then record on the chart. Leave the Resolution and the Message sections for subsequent lessons.</p>

<p><b>Closing</b> 1 minute</p>	<p><i>Tomorrow we'll read to find out what Unhei decides to do about her name and the name jar!</i></p>
<p><b>Standards</b></p>	<p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.  <b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  <b>R.8.K.a</b> Identify texts that tell stories.  <b>R.8.K.b</b> Identify texts that provide information.  <b>SL.2.K.a</b> 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><b>Ongoing assessment</b></p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <ul style="list-style-type: none"> <li>Do children reference specific details from the story to explain their thinking?</li> <li>Do children demonstrate understanding of story elements?</li> <li>What understandings do children demonstrate about Unhei's feelings and actions?</li> <li>Do children confirm understanding through engagement in discussion protocols, or seek clarity if the text is not understood?</li> </ul>

**Notes**