



**Read Aloud**  
***The Name Jar***  
 Read 3 of 5

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| <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?<br>How do you most effectively communicate your thoughts, ideas, feelings, and traditions?   |
| <b>Content Objectives</b>        | I can use details from words and illustrations to describe how Unhei changed in the story. (R.6.K.a, R.6.K.b, , R.11.K.a, R.11.K.c)<br><br>I can use illustrations to retell events from the story. (R.5.K.a, R.5.K.b)  |
| <b>Language Objective</b>        | With support, I can explore using various adjectives to describe Unhei’s feelings and actions at different parts of the story. (L.5.K)  |
| <b>Vocabulary</b>                | <b>nervous:</b> worried and a little scared<br><b>pronounce:</b> to show how something is said<br><b>curious:</b> interested and wanting to learn<br><b>tease:</b> to make fun  |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>The Name Jar</i>, Yangsook Choi<br/>Flag pages 6-7, 26-27.</li> <li>● <i>The Name Jar</i> vocabulary cards</li> <li>● <i>The Name Jar</i> slides for close viewing</li> <li>● Story Elements chart, from previous days</li> <li>● Think, Pair, Share chart</li> </ul> <p>On the whiteboard write:</p> |

|  | How does Unhei change in the story?   |
|--|---|
| <p><b>Opening</b><br/>1 minute</p>                                   | <p>Introduce the text.<br/><i>Today we'll reread important events from The Name Jar by Yansook Choi.</i></p> <p>Set a purpose for the read.<br/><i>We'll gather details from both the words and illustrations to answer this question: How does Unhei change in the story?</i></p> <p><i>We'll use describing words called <b>adjectives</b> to talk about and act out how Unhei is feeling at the beginning and end of the story.</i></p> <p><i>Instead of reading the whole story again, we'll read just some parts; at other parts we'll use the illustrations to retell what we remember.</i></p>   |
| <p><b>Text and Discussion</b><br/>12 min</p> <p>page 7 (slide 2)</p> | <p>Reread pages 1-7 without stopping. Then show slide 2 to allow for close viewing of pages 6-7.</p> <p><i>What are some words the author uses to describe how Unhei is feeling when she first arrives at her new school in a new country?</i><br/>[nervous, excited]</p> <p>Harvest and affirm responses by finding specific adjectives in the text and rereading them. Invite children to demonstrate the meaning of the adjectives with body language.</p> <p><i>Take a close look at the picture. How else might we describe Unhei's feelings as she meets her new class?</i> [unsure, afraid, curious, shy]</p> <p>Harvest responses and use descriptive adjectives.</p> |
| <p>page 9</p>  | <p><i>Unhei told her mom her feelings. What did she share with her mom?</i></p> <p>Harvest a few responses, rereading as needed, key dialogue ("I don't want to be different from all the American kids.").</p>   |
| <p>pages 10-24</p>   | <p><i>As I turn through the pages, you can retell the story using the illustrations to remind you of important events and feelings.</i></p> <p>Turn through this section of pages. If misunderstandings surface, strategically select key pages to reread.</p>  |
| <p>page 25</p>   | <p>Begin reading at the top of page 25 and continue through page 27 without stopping.</p>   |
| <p><b>Key Discussion and Activity</b><br/>6 minutes</p>              | <p>Invite children to Think, Pair, Share, displaying slide 3 for close viewing of pages 26-27.</p> <p><i>How is Unhei acting differently in front of her class than she did on the first day she arrived? With your partner, think of words that describe Unhei at this part of the story.</i></p>  |

Read Aloud U1 W5 D3

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| pages 26-27                | <p>Invite children to share ideas from their partner conversations before asking prompt 2. As needed, model using descriptive adjectives (confident, sure, proud).</p> <p>Refer to the whiteboard.<br/> <i>How does Unhei change in the story?</i></p> <p>Highlight responses that compare Unhei’s feelings and actions at the beginning and end of the story. Show the slides for comparison, as needed to support discussion.</p>  |
| <b>Closing</b><br>1 minute | <p><i>In the books we have read so far, so many of the characters have changed over the course of the story! Tomorrow we’ll compare The Name Jar with Chrysanthemum.</i></p>   |
| <b>Standards</b>           | <p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><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.</p> <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>L.5.K</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> |
| <b>Ongoing assessment</b>  | <p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children reference specific details when sharing ideas?</p> <p>What understandings do children demonstrate about Unhei’s feelings and actions?</p> <p>Do children describe how Unhei changed over the course of the story?</p> <p>What words do children use to describe Unhei at the beginning and end of the story?</p>  |

**Notes**