



Read to Be Ready plans for: The Name Jar ( Rules) Week 2

2<sup>nd</sup> grade

ELA Standards:

- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a) Use conventional spelling for one syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends. b) Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels. (1<sup>st</sup> grade skills review)
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a) Use common, proper, and possessive nouns. b) Use singular and plural nouns with correct verbs in basic sentences. d) Use verbs to convey a sense of past, present, future. i) Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (1<sup>st</sup> grade skills review)
- 2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
- 2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RL.KID.3 Describe how characters in a story respond to major events and challenges.
- 2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2<sup>nd</sup> grade topics and texts.
- 2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally, or through other media.
- 2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 2.W.TTP.2 Write informative/explanatory texts. a) Introduce a topic. b) use facts and definitions to provide information. c) Provide a concluding statement or section.
- 2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency.

**Culture:** 2.3 Compare and contrast various cultures in the United States by engaging in collaborative conversations with partners.

**Comprehension skill:** compare & contrast; main idea

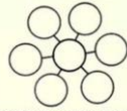
**Phonics:** Long vowels CVCe

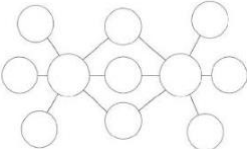
**Grammar/Writing:** subjects

**Unit Focus:** character traits; culture;

**Culminating Task:** Students will create a name poem using their first name. - Word Cloud option as a use of technology

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Beginning of the year routines and procedures
<b>M O N D A Y</b>	<p>1<sup>st</sup> reading of <u>The Name Jar</u></p> <p><b>**Begin by reading the back cover summary of the book beginning with "It's a new country....." And ending with "The only problem is....."</b></p> <p>Next, read only through the page where Unhei shows Joey her name stamp. (about ½ the story)</p> <p><b>**Have a map or globe ready to show the location of Korea</b></p>	<p>Tier 2 words for explicit instruction:</p> <ul style="list-style-type: none"> <li>• Korea</li> <li>• Blush</li> <li>• Relieved</li> <li>• Nervousness</li> <li>• Signature</li> <li>• Nickname</li> <li>• Curious</li> <li>• Identity</li> <li>• Pronounce</li> </ul> <p>Other words to teach for understanding of the story:</p> <ul style="list-style-type: none"> <li>• grace</li> <li>• broadly</li> </ul>	<p>Back cover: <i>After reading this summary of the book what do you think the title, <u>The Name Jar</u>, has to do with the story?</i> (predictions/ inferring)</p> <p>First half of the book: <i>Who is the main character and what major change has happened in her life?</i></p> <p><i>What country/culture has she grown up in? (Korean/Korea) *Show students the location of Korea on a map or globe</i></p> <p><i>Why do you think the grandmother chose a name stamp as a gift for Unhei?</i> <i>How did you feel when the children were teasing Unhei about her name?</i></p> <p><i>Why did Unhei tell the class she hadn't chosen a name yet? (reaction to being teased on the bus)</i></p> <p><i>How did the teasing affect Unhei's feelings about her first day at school?</i></p> <p><i>What did the mother mean by "You ARE different, Unhei....That's a good thing!"</i></p> <p><i>What does the name Unhei mean? What does 'grace' mean? (goodness and generosity)</i></p>	<p>Today we began to read a story called <u>The Name Jar</u>. I learned .....</p> <p>*Teacher – this prompt will be a quick assessment of comprehension, listening skills, student engagement.</p>	<p>Lots of modeling of classroom rules and procedures. 😊</p> <p>How do you want students to respond when asked a question during whole group? Raise hands? Point to chin? Etc.</p> <p>How can you help your students respect think time? Point to temple on head; etc.</p> <p>How do you want students to be accountable for how they speak to others? Polite conversation; acceptance of others ideas; etc.</p>

			<p>Why did Unhei say she didn't think the American kids would like her?</p> <p>How did you feel when the jar of names appeared on Unhei's desk?</p> <p>In Korea, the name stamp is used as a signature. What is used in America for a signature? (usually cursive handwriting)</p> <p>Unhei obviously felt comfortable showing Joey her name jar. What can you infer about Joey's character from this?</p>		
<p><b>T</b></p> <p><b>U</b></p> <p><b>E</b></p> <p><b>S</b></p> <p><b>D</b></p> <p><b>A</b></p> <p><b>Y</b></p>	<p>2<sup>nd</sup> reading of The Name Jar</p> <p>Today begin with a quick review of the first ½ of the story, then complete reading the story to the end.</p> <p><b>**Use lots of think-pair-share opportunities for students to actively engage and think.</b></p>	<p>Tier 2 words for explicit instruction:</p> <ul style="list-style-type: none"> <li>• Korea</li> <li>• Blush</li> <li>• Relieved</li> <li>• Nervousness</li> <li>• Signature</li> <li>• Nickname</li> <li>• Curious</li> <li>• Identity</li> <li>• Pronounce</li> </ul> <p>Other words to teach for understanding of the story:</p> <ul style="list-style-type: none"> <li>• grace</li> <li>• broadly</li> </ul>	<p>How did Unhei's classmates choose the names they placed in her jar?</p> <p>In grandma's letter to Unhei she says, "Here the moon is up, but there the sun is up." What does this mean?</p> <p>When did Joey learn Unhei's real name?</p> <p>Why was Joey in Mr. Kim's store?</p> <p>Why did Unhei decide to share her real name with the class?</p> <p>Why did Joey take the jar?</p> <p>Why do you think Mr. Kim chose the Korean name Chinku for Joey?</p>	<p>The main characters in our story are Unhei and Joey. What lesson did their relationship teach us? Use complete sentences in your answer, then share with a partner.</p> <p><b>**Teacher – look for reference to the main idea of accepting people who are different than us, and welcoming new people to a classroom, etc.</b></p>	<p><b>**During discussions use think-pair-share routines for student engagement &amp; thinking.</b></p> <p><b>**Establish strong routines during these first two weeks for whole group behavior during read alouds such as:</b></p> <ul style="list-style-type: none"> <li>• hands to self</li> <li>• listen quietly &amp; politely</li> <li>• tap sides of head with finger to indicate you are thinking</li> <li>• tap chin with finger to indicate that you have an answer to share</li> <li>• wait for your turn to talk</li> </ul> <p>accountable talk</p>
<p><b>W</b></p> <p><b>E</b></p> <p><b>D</b></p> <p><b>N</b></p> <p><b>E</b></p> <p><b>S</b></p> <p><b>D</b></p> <p><b>A</b></p> <p><b>Y</b></p>	<p>Show the short video Book Talk about <u>The Name Jar</u>: <a href="http://tinyurl.com/ycvqnxpz">http://tinyurl.com/ycvqnxpz</a> as a review of the story.</p> <p>Use the book to display pages during questioning to remind students of character traits related to Unhei and Joey.</p>	<p>Tier 2 words for explicit instruction:</p> <ul style="list-style-type: none"> <li>• Korea</li> <li>• Blush</li> <li>• Relieved</li> <li>• Nervousness</li> <li>• Signature</li> <li>• Nickname</li> <li>• Curious</li> <li>• Identity</li> <li>• Pronounce</li> <li>• <b>Character traits</b></li> </ul>	<p>What is the purpose of names? Why do we have them? Does your name help make you who you are? Why or why not?</p> <p>Describe Unhei's character. <b>*Teacher, record student responses on a chart.</b></p> <p>Describe Joey's character. <b>*Teacher, record student responses on a chart.</b></p> <p>Based on our character descriptions does Unhei's name fit her personality traits? Does Joey's nickname of Chinku fit his personality traits?</p> <p>Using the word 'respect' from last week, how can we show respect for other people's names?</p>	<p>Unhei means Grace. Chinku means friend. Using a bubble map write your name and tell what you think it means based on your personality traits.</p> <div style="text-align: center;"> <p><b>BUBBLE MAP</b></p>  <p><b>FOR DESCRIBING USING ADJECTIVES</b></p> </div>	
<p><b>T</b></p> <p><b>H</b></p> <p><b>U</b></p> <p><b>R</b></p> <p><b>S</b></p>	<p>Show video of the story, <u>My Name is Yoon</u>, asking the students to think about <u>The Name Jar</u> story as they watch, concentrating on how the two stories are alike and</p>	<ul style="list-style-type: none"> <li>• Korea/Korean</li> <li>• Wrinkled my nose</li> <li>• Patient</li> <li>• Print (write)</li> </ul>	<p>Who is the main character in the book <u>My Name Is Yoon</u>?</p> <p>Where did she move from?</p> <p>What did her name mean? (shining)</p>	<p>Imagine that Unhei and Loon had a conversation. What would they tell one another about their experiences?</p>	

<p>D A Y</p>	<p>different.</p> <p><u>My Name is Loon:</u> <a href="http://tinyurl.com/ybgt pesc">http://tinyurl.com/ybgt pesc</a></p>	<ul style="list-style-type: none"> <li>Shining wisdom</li> </ul>	<p>wisdom)</p> <p><i>Who does that remind you of?</i></p> <p><i>Why do you think Yoon did not want to write her name?</i></p> <p><i>Why did she like the name cat? (could hide and cuddle on her mother's lap)</i></p> <p><i>Why did she like the name bird? (could fly back to Korea)</i></p> <p><i>Why did she like the name cupcake? (who doesn't love a cupcake!)</i></p> <p><i>"Maybe different is good too." What does this mean in this story?</i></p> <p><i>Why do you think she finally wrote her name, Yoon?</i></p> <p><i>*Teacher –model using a double bubble diagram to list the similarities and differences between the characters. Draw only two bubbles on each side for differences.</i></p> 	<p>Create a drawing of each character with conversation word bubbles – What would Unhei say to Loon? What would Loon say to Unhei?</p> <p>*Teachers – look for reference to how to treat others in the classroom, the significance of a name, and/or how difficult it is to move to a new place and new school.</p>	
<p>F R I D A Y</p>	<p>Review the importance of a name, and review looking for character traits.</p>	<p>Character traits Poem Describe</p>	<p><i>Why are names important?</i></p> <p><i>What lesson did both Unhei and Loon learn about their names?</i></p> <p><i>How would you describe Unhei's character?</i></p> <p><i>How would you describe Loon's character?</i></p> <p><i>How would you describe your own character? What do you like? What do you dislike? For instance, do you like to be quiet and or do you like to always be around noise?</i></p> <p><i>How do you treat others? Are you patient or are you quick to act?</i></p> <p><i>How do you behave around others? Are you polite, generous, sharing, helpful, etc.</i></p> <p><b>*3 pages of character traits are available on the BCS R2BR web site to print off or display for students during this activity.</b></p>	<p>Students will create a name poem.</p> <p>*Teacher – choose between the document called Writing Name Poem or instruct students on how to write an acrostic poem – use each letter of first name to create a poem about themselves.</p> <p><b>See also the Word Cloud activity in next column.</b></p>	<p>Additional Activity using technology:</p> <p><b>Word Cloud:</b> Students will select 8-10 words that describe themselves, including their name, favorite animal, color, etc. Students must also select at least 4 words that describe their personality. (character traits) Using those words they will create a word cloud using the following web site: <a href="http://tinyurl.com/zzam24h">http://tinyurl.com/zzam24h</a></p> 