

# JABARI JUMPS

by GAIA CORNWALL

**COMPREHENSION FOCUS**

**Inferring**  
Infer from Actions and Dialogue

**STANDARD CORRELATION**

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).



**SEL CONNECTION**  
Courage

**PREPARE**

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 5, 9, 13, and 30.

Create the anchor chart template as shown; it will be completed during the lesson.



STEP 1

**EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT**

*Paying attention to what the characters say and do helps us make inferences about how a character is feeling. An inference is what we think is happening; it is not written in the text. We can use action and dialogue clues to learn more about a character. We can understand a character better by noticing what they say or do. We can also use illustrations to help think about what a character is thinking or feeling.*

STEP 2

**INTRODUCE THE NEW BOOK**

*Jabari just finished his swimming lessons and is ready to jump off the diving board. It's a little high and maybe even a little scary. Let's see if he's really ready to jump!*

STEP 3

**READ AND DEMONSTRATE HOW TO USE THE STRATEGY**

As you read the story aloud, stop and ask a *Why* question about Jabari's dialogue or actions. Discuss the illustrations and how they support the character's dialogue or actions. Then help students make an inference about how Jabari is feeling. Add feelings words to the anchor chart.

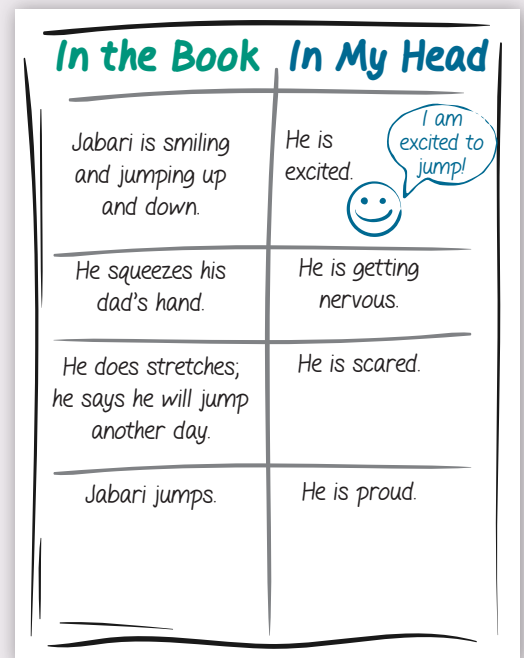
**Read pages 2-5.** *Jabari is ready to jump off the diving board. He says he is a great jumper and not scared at all. How does he feel? On page 5, the illustration shows Jabari smiling and jumping with his hands in the air. He looks excited about jumping off the diving board. Draw an excited face with a speech bubble that says, "I am excited to jump!"*

**Read pages 6-9.** *Think about what Jabari said and did on these pages. He squeezed his dad's hand, he stood and looked up the tall ladder, and he told the other kids to go first. What is he thinking? I think Jabari is changing his mind about jumping. He is getting nervous.*

**Read pages 10-13.** *How is Jabari feeling now? Why does he decide to do stretches? Why does he say he will jump tomorrow? Turn and talk with your partner about what you are thinking. Show students pages 12-13. Listen to the partner pairs, and then share some of their ideas. Ask, How is Jabari feeling? Accept reasonable answers and add them to the chart.*

**Read pages 14-30.** *Discuss the illustrations. Turn and talk with your partner about what Jabari says and does on these pages. How is he feeling now? Listen to the partner pairs, and share what you hear. Determine how Jabari is feeling and how they made that inference. Add the feelings word to the anchor chart.*

*Do you think Jabari was brave? Why or why not?*



STEP 4

**INDEPENDENT PRACTICE**

Download the activity sheet from [pioneervalleybooks.com/st](http://pioneervalleybooks.com/st). Have students draw a swimming pool with Jabari on a diving board. Have them show how he feels as he jumps off the board. Display the pictures on the wall.

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STEP 1

## REVIEW THE BOOK

Review the story by discussing Jabari's actions. Think of all the things he does in the story (smiling, jumping with hands in the air, squeezes his dad's hand, does stretches, etc.).

STEP 2

## DICTATE THE SENTENCE(S)

*Jabari jumped off the diving board. He was proud.*

STEP 3

## INTERACTIVE WRITING

*Let's write, Jabari jumped off the diving board. He was proud. Repeat that with me. As students say the sentences with you, draw a line for each word in the first sentence on a piece of chart paper.*

Have students help write the dominant sounds in each word in the first sentence. Use the ABC Wall Poster to create the sound-letter link. Share the marker with students and have them help write any familiar sight words on the chart. Demonstrate proper letter formation on a dry-erase easel. As one student writes a letter on the chart paper, have other students practice letter formation by writing it in the air. Every time you write a new word, have students repeat the sentence; this will help them remember the story.

After you write the first sentence, repeat the procedure with the second sentence, drawing a line for each word on the chart paper.

Reread the sentences. Display the chart paper next to the students' pictures from Day 1.

STEP 4

## EXTEND AND CONNECT THE LEARNING

After you read aloud other stories, discuss what the character says and does to help students infer how the character is feeling.

