

Lesson plan for: Daly, Niki, *Where's Jamela?* New York, Farrar Straus & Giroux, 2004

Grade Ranges: Pre-K-2

SYNOPSIS:

After the teacher indicates that the class will view a video of a special guest reading of *Where's Jamela?*, show the cover of the book followed by the video. The class will have a discussion of the emotions that may be involved in moving, the work involved and possible problems.

KEYWORDS:

moving in this context, precious, greasy, squeaky sergeant, *shu! kwaito, yebo*,

BODY:

1. Discuss the keywords. For the South African words, the teacher should have a large world map to show where South Africa is in relation to the U.S. Have a discussion of how moving might be different in the two countries and whether such differences are seen in the book
2. Ask if any students have moved or if they were around when other family members moved. What do they remember of the event? Teacher might share some personal experience.
3. Discuss the amount of work involved in moving and some of the possible problems involved.
4. Do a story map: Begin: who are the main characters, add the friends who helped. When did the story take place? Middle: What is the problem and how did it happen? How did the characters try to solve the problem? End: How was it finally solved? What did Jamela find out about herself?
5. Give the class drawing materials. Have each child draw favorite items that he/she would want to pack, if the family would move. Then share with the class why they wanted these objects.
6. Pre-K to K classes could also pack large cartons with items from a section of the classroom, such as the kitchen with a discussion about breakable items.

OBJECTIVES:

- Students will listen to a reader attentively and responsively whether in person, or on a video.
- Students will show an understanding of the story and be able to identify main characters and support characters.
- Students will understand moving from one home to another, including the work and problems involved.
- Students will find similarities and differences between themselves and students from another country.

STANDARDS:

CT

Language Arts Standard, Content

Standard 1 Reading and Responding:

Students will describe the thoughts, opinions and questions that arise as they read, view or listen to a text and use relevant information from the text to summarize the content. Students will use what they know to identify or infer important characters, settings, themes, events, ideas, relationships or details within a work.

Standard 2. Producing Text:

Students will produce written, oral and visual texts to express, develop and substantiate ideas and experiences

Visual Arts, Content Standard Connections:

Students will make connections between the visual arts, other disciplines and daily life.

NJ

Language Arts and Literacy

Standard 3.1:

All Students Will Speak For A Variety Of Real Purposes And Audiences.

Standard 3.2 (writing)

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Standard 3.4 (Listening)

All students will listen actively to information from a variety of sources in a variety of situations.

Visual and Performing Arts

Standard 1.1 (Aesthetics)

All students will use aesthetic knowledge in the creation and in response to dance, music, theater, and visual art.

NY

English Language Arts

Standard 1:

Students will read, write, listen, and speak for information and understanding.

Standard 2:

Students will read, write, listen, and speak for literary response and expression.

Standard 3:

Students will read, write, listen, and speak for critical analysis and evaluation.

Standard 4:

Students will read, write, listen, and speak for social interaction.

NYC**E. Literature**

E5a Respond to non-fiction, fiction, poetry, and drama using interpretive and critical processes.

E5b Produce work in at least one genre that follows the conventions of the genre.

Technology and Materials Needed:

- Video player and tape of recorded reading of *Where's Jamela?*
- Drawing materials
- Packing boxes for K - 1 classes

Assessment:

1. Check for comprehension of story by asking questions.
2. Check for application by explanation of drawings of items to be packed.