

Teacher Resource Guide

Jayylen's Juneteenth Surprise

Developed by
Lavette Books

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Format for Teaching and Learning

Each mini lesson is supported by the *I will, We will, You will* model. It is used to demonstrate to students how to perform a task or activity and give them a chance to experience teacher support before they work independently.

Resources: All graphic organizers are included.

Interactive Read Aloud

Start the read aloud by explicitly sharing the purpose with students. Here are two examples:

"We are going to learn new words from our story. This will be helpful as you learn to read and write more."

"We are going to learn about a little boy in the story, Jayylen. Listen carefully as we find out what he likes and how he helps his family."

Often during a read aloud, a comprehension question is asked to give students a purpose for listening to text.

Benefits to a comprehension question:

- give students a purpose for reading;
- focus students' attention on what they are to learn;
- help students to think actively as they read;
- encourage students to monitor their comprehension
- help students to review content and relate what they have learned to what they already know

Benefits of an Interactive Read Aloud

- Provides modeling of good fluent reading
- Creates a classroom community
- Creates an enjoyable classroom experience



- Allows students to listen to a higher leveled text
- Increases vocabulary
- Encourages imagination, visualization and creativity
- Deepens comprehension through discussion and active thinking

Characteristics of an Effective Mini lesson

- Have a clear/targeted goal.
- Use specific language that matches with the lesson.
- Build one concept on another to progress in learning.
- Allow time for students to practice the strategy.
- Build academic vocabulary according to the level of students.
- Foster community through a shared language.
- Check for understanding to give accurate feedback.
- Share metacognitive strategies to help students monitor their understanding of the text.

First Read Aloud

Goal: Increase listening skills and develop vocabulary.

Vocabulary Development

Zydeco
Juneteenth
Emancipation proclamation

Ask students what they know about each vocabulary word. Definitions from the text are:

Zydeco - A type of music originally from southern Louisiana.

Juneteenth (June 19, 1865) - The day when enslaved African Americans in Galveston, Texas, finally learned that they were free. It took almost two and a half years after the Emancipation Proclamation for the news to reach them.

Emancipation Proclamation - An executive order issued by our 16th president, Abraham Lincoln on January 1, 1863 that freed slaves in the South.

Listen as I read the story – Jayylen’s Juneteenth Surprise by Lavaille Lavette. Illustrated by David Wilkerson. We are going to learn new words from our story. This will be helpful as you learn to read and write more. Today I want you to listen carefully and enjoy.

Ask the following Comprehension Question at the start of the read aloud to give a purpose for listening:

What is Jayylen’s surprise?

Suggestion: Post the comprehension question

(Next time the story is read, students will be more involved in the text.)

Second Read Aloud

Goal: Increase listening skills and develop critical thinking skills as students become actively engaged in the read aloud.

Use the following **Read Stop and Think Questions** as the story is read to students.

Turn and Talk strategy is suggested during this read aloud to have students share with a partner. Students can receive about a minute to give each student an opportunity to respond to the question. If needed, name an *A* and *B* partner to control who should be sharing and who should be listening during turn and talk.

Read Stop and Think Questions:

Page 1-2

What do you think Jayylen is looking at?

Page 3

Looking at the picture, Paw Paw Jimmy is wearing a frottoir.
What do you know about a frottoir?



Page 4

On page 4, Paw Paw Jimmy is wearing a frottoir. How did he define a frottoir?

Page 5

What does family traditions mean? Can you name a family tradition for your family?

Turn and Talk

Page 7

What do you know now about the Emancipation Proclamation?

Page 8

Jayylen's mom said, "Enslaved people are people who are forced to work without pay. Then Jayylen's sister said, "Kind of like us when you force us to do chores!" Do you think she was right? Why or why not?

Look at the word, **forced**. It means to make someone do something against their will. Let's practice how to pronounce the word and count the syllables. We will divide **forced** into syllables.

- Say the word – **forced**
- I will clap for each syllable – **forced** (one syllable)
- Your turn to clap each syllable – **forced** (one syllable)
- Say the word again – **forced**

(The base word for forced is **force**. It is also on this page and has one syllable.)

Page 9

Look at the word, **African**. This means a person from Africa. Let's practice how to pronounce the word and count the syllables, We will divide **African** into syllables.

- Say the word – **African**
- I will clap for each syllable – **Af/ri/can** (three syllables)
- Your turn to clap each syllable – **Af/ri/can** (three syllables)
- Say the word again – **African**

Use a map to show where Africa is compared to North America (continent) and the United States (country).

Page 12

How do you think Paw Paw Jimmy feels? What evidence from the text leads you to believe that?

Page 13

The students will answer four different types of questions about the photograph. They will be able to answer some of the questions by looking directly at the page and others based on best guess or their own prior knowledge.

What do you feel when looking at this photograph/picture? What do you see in the photograph/picture?

What do you notice first? Describe what else you see? What are the relationships of these objects? Where are these objects? How are they arranged?

Who is Elijah McCoy? (Engineer-Inventor-Innovator)

Page 14

How do you think Jayylen feels? What evidence from the text leads you to believe that?

Turn and Talk

Page 15

How is the picture on page one compared to the picture on page 15? Where is Jayylen? (Share how the author brought Jaylen back to the same moment from page 1-flashback.)

Page 16

(This page shows the sign that Jayylen stared at that notified him, Beau Frank was in town.)

Page 17

Why did Jayylen go to the restaurant?

Page 19

Why did Beau Frank decide to go see Jayylen?

Turn and Talk

Page 20

Beau Frank decided to attend their Juneteenth celebration only if Jayylen did what? How would you describe Beau Frank's personality?

Page 22

Do you think Paw Paw Jimmy enjoyed the surprise? How do you know?

Did the story end as you expected? Why or why not?

Mini lessons – Comprehension Strategies and Activities

(1). Monitoring and Adjusting – In this lesson we will reread a sentence to see if our reading makes sense (meaning), looks right (visual clues) and sounds right (syntax). We want students to know when there is a problem in reading text and what to do to make adjustments. As they monitor comprehension, students are able to understand text better.

I Will:

Think Aloud (Say the italicized text below as if you are thinking aloud.)

From page 2, display the sentence below somewhere everyone can view it. Cover up the word *smile*. Read the sentence and pause at the covered word **smile**.

*Then, a big **smile** spread over his face.*

Ummm...What could this word be? What word would make sense and sound right? Could it be frown? I will check it to see if I am right.

Uncover the word and pass your finger underneath it as you say the word.

The word does make sense in the sentence but it does not start with the /f/ sound. I know, the word is smile. It starts with the /s/ sound, looks right and makes sense in the sentence.

From page 6, display the sentence below somewhere everyone can view it. Cover up the word **hand**. Read the sentence and pause at the covered word **hand**.

Repeat with the word *hand* on page 6.

Paw Paw Jimmy waved his **hand**.

Ummm...What could this word be? What word would make sense and sound right? Could it be hand? I will check it to see if I am right.

Uncover the word and pass your finger underneath it as you say the word. The word does start with the /h/ sound, looks right and makes sense in the sentence. Yes, the word is hand.

We Will:

Invite your students to read a new word with a partner. Repeat the process with another sentence from the story. Instruct your students to do the following:

Reread the sentence and decide what word would make sense and sound right.

Then turn to your partner and ask the following:

What could that word be? Talk to your partner about why you think so.

The teacher monitors the partners for any clarification needed. After the students discuss their word, ask a few partners to share their prediction. Then uncover the word to confirm that it looks right. Also, reread the sentence to confirm that it makes sense and sounds right in the sentence.

You Will:

Invite your students to read a new word independently. Repeat the process with a sentence from the story. The teacher monitors for any clarification needed.

Writing about Reading:

Allow students to make a quick sketch to remind them what they learned about the story. They can write a word or sentence that explains their picture.

Extend their Learning:

During independent reading time, ask students to write/reflect on what they did when they came to a word they were not sure of in the text. How did they monitor their comprehension?

When beginning readers hear a word they do not know, ask students what they do to understand text.

(2). Making Inferences – In this lesson, we will organize useful information in a graphic organizer to support students in making inferences.

Think Aloud: (Say the italicized text below as if you are thinking aloud.)

I Will:

Sometimes when a question is asked about text, you can't find the exact answer there. You may have to make an inference. To make an inference, you take the clues from the text (picture, word, phrase, paragraph) and add what you know (background experience).

On page 12, I wonder what I can infer about how Paw Paw Jimmy was feeling when playing the frottoir?

Question 1: How does the picture help?

Question 2: What evidence from the text leads me

To an inference because it is not stated in the story?

Name _____ Date _____

Inference Chart

From the Text	From my Background	Inference

Let's look at the Inference Chart and I will fill in the inference for the picture and an inference from the text.

I can see the picture of Paw Paw Jimmy playing the frottoir. From my experiences, (background knowledge) when you are enjoying yourself you may close your eyes and become involved in what you are doing. He also seems to be smiling. I can infer that Paw Paw Jimmy was enjoying himself while playing the frottoir.

I can see in the text, Paw Paw Jimmy said playing felt like magic in the air. He was also tapping his feet. From my experiences (background knowledge), usually magic describes a positive experience. Plus tapping your feet is often a reaction of getting into the music and liking it. I can infer that Paw Paw Jimmy was really feeling good and having fun.

An example for the chart is below. Use the inference chart to model this activity.

Name _____

Date _____

Inference Chart

From the Text	From my Experience	Inference
Picture of Paw Paw Jimmy playing the frottoir.	When you are enjoying yourself you may close your eyes and become involved in playing. He also seems to be smiling.	I can infer that Paw Paw Jimmy was enjoying himself while playing the frottoir.
Paw Paw Jimmy said playing felt like magic in the air. He was also tapping his feet.	Usually magic describes a positive experience. Plus tapping your feet is often a reaction of getting into the music and liking it.	I can infer that Paw Paw Jimmy was really feeling good and having fun.

We Will:

Invite your students to create an inference statement by filling in the inference chart. Students can work with a partner. Ask students the following:

On pages 19-20, Jayylen saw Beau Frank after he opened his eyes. What can you infer about what brought Beau Frank down to see Jayylen?

Solicit responses from students to fill in the chart- **From the Text** and **From my Experiences**.

An example of an inference is below:

I can infer that Jayylen's dancing, clapping and singing got the attention of the crowd. So, Beau Frank wanted to see what was going on.

You Will:

Invite your students to create an inference statement by filling in the inference chart. Students can work with a partner. Ask students the following:

What can you infer about the hobbies or interests that Jaylen enjoys doing?

Some responses:

Jayylen enjoys being with his family.

Jayylen enjoys dancing, singing and clapping.

Jayylen enjoys reading about Elijah McCoy and engineering activities.

The teacher monitors the partners for any clarification needed.

Writing about Reading:

During independent reading time, allow students to use the inference chart to make inferences. Review their charts for student understanding.

Extend their Learning:

Have students to ask their family about Juneteenth. Write their responses and share with a partner.



Name

Date

Inference Chart

From the Text

From my Experience

Inference



(3). Making Inferences or Not – In this lesson we will ask questions about the story and decide if it is there in the text or if we have to make an inference. When students are being assessed they sometimes don't recognize if the answer is right there in the text or from my experience (an inference is made).

I Will:

Think Aloud (Say the italicized text below as if you are thinking aloud.)

Inferences are made when the author gives some information but not enough to completely answer the question. We have to think about our own experiences as related to the information. However, some answers are right there in the text. We are going to practice looking at questions and deciding if an inference has to be made or not.

I am going to ask a question and decide if the answer is in the story.

What is a frottoir? Looking at page 4, Paw Paw Jimmy tells us that a frottoir is used for playing zydeco music. Also looking at the picture on page 3, I can see that it looks like a vest that straps on the body. So the answer is right in the text and I don't have to make an inference.

Let's look at the Inference Chart below and fill in the information. An example is below:

Questions	Answer in the Book	Answer is from my Experience
What is a frottoir? Pages 3-4		
Why was the lady at the restaurant frowning when Jayylen walked there? Page 17		

We Will:

Students can work with a partner to decide if the answer is in the text or from my experience. Ask the students the following question:

Why was the lady at the restaurant frowning when Jayylen walked there?

Questions	Answer in the Book	Answer is from my Experience
<i>What is a frottoir?</i> <i>Page 3-4</i>		
<i>Why was the lady at the restaurant frowning when Jayylen walked there? Page 17</i>		

The answer was not directly stated in the story so we have to make an inference, which is from my experience. The checkmark would go under the title – *Answer from my Experience*.

Possible response:

The lady was concerned that he was alone because she stated that he was a little young to be alone. Discuss responses with students.

You Will:

Students can work with a partner or independently. Ask the students the following question:

Who is Beau Frank?

On page 11, Paw Paw Jimmy explains that he is one fine zydeco singer. The answer is directly stated in the story. The checkmark would go under the title – *Answer in the Book*.

Reading about Writing:

On the students reading assessment, allow students to write if their response is an inference or not an inference. The teacher should model this action first.

Extend their Learning:

Have students to ask their family or research information about zydeco music. Write their responses and share with a partner.

Name

Date

Questions	Answer in the Book	Answer is from my Experience
<i>What is a frottoir? Page 3-4</i>		
<i>Why was the lady at the restaurant frowning when Jayylen walked there? Page 17</i>		

(4). Characterization I

Stop and Jot – In this lesson the teacher will read, stop and ask a question about a section of the story using the information in the chart. The teacher will jot or record the student responses on the Read, Stop, Ask & Record chart. This will allow students to monitor comprehension and create a community of learners to increase their critical thinking skills.

I Will:

Think Aloud (Say the italicized text below as if you are thinking aloud.)

(Read page 17)

Ask yourself – *Why did Jayylen go to the restaurant?*

Umm... Looking at the text, I think he went because he knew his Paw Paw Jimmy loved Beau Frank. So, he was hoping Beau Frank could attend his Juneteenth Celebration.

Let's look at the Read, Stop, Ask & Record chart and fill in the who and what information. An example is below:

Who Or What?	Jayylen
What Happened?	Jaylen went to the restaurant because he knew his Paw Paw Jimmy loved Beau Frank. He wanted Beau Frank to attend his Juneteenth Celebration.

We Will:

(Read page 18)

Ask the following questions:

Where did he perform?

According to the text Jayylen feels Paw Paw Jimmy's frottoir on his chest. Why do you think he did? Why did Jayylen begin to perform outside of the restaurant?

Students can work with a partner to answer the where and why in the chart:

Examples of responses are below:

Where Did It Happen?	Jayylen was outside the restaurant when he started dancing and singing. He became overjoyed with excitement thinking about his Paw Paw Jimmy.
Why Did It Happen?	He felt the frottoir because of his love for Paw Paw Jimmy. He made up a song and two-stepped to his beat. He was not allowed to come into the restaurant.

You Will:

(Read pages 18-19)

Ask – *When did Beau Frank come face to face with Jayylen?*

How did it happen?

Students can work with a partner or independently.

Jot students' responses on the chart or allow students to write their responses on sticky notes and place on a big chart.

Examples of responses are below:

When Did It Happen?	After a large crowd of dancing, clapping and singing along, Beau appeared.
How Did It Happen?	It happened after hearing all the singing and clapping. Beau was standing in front of Jayylen.

Reading about Writing:

Write a retell of pages 17 – 19 using the information in the chart. This will be a guided retell with the teacher.

Extend their Learning:

Ask students what is their favorite music. Allow students to write/name the artist and song. Students can also choose to draw a picture of themselves enjoying the music.



Read Stop Ask & Record

Who Or What?	
What Happened?	
Where Did It Happen?	
Why Did It Happen?	
When Did It Happen?	
How Did It Happen	
Write a paragraph using above information or draw a picture.	

(5). Characterization II (Pages 18-23)

Thinks Says Does– In this lesson the teacher will explain what is revealed about the major (main) character (Jayylen) and minor (supporting) characters (Paw Paw Jimmy and Beau Frank) to determine their internal traits. This will allow students to remember what to listen and look for during the Internal Characterization Chart.

I Will:

Think Aloud (Say the italicized text below as if you are thinking aloud.)

Read page 19.

As you read, ask yourself the following question to reveal the *THINK*, *SAYS*, *DOES* section of the chart for Jayylen's character.

How would you describe Jayylen? Why?

Umm... Looking at the text, I think Jayylen was full of excitement. Why ? Because he said this was it - his chance. Jaylen then grabs a spoon from his bag, he made up a song, closed his eyes and two-stepped to his beat.

Example of filled in chart as the teacher does the think aloud.

Character	FEELS/THINKS	SAYS	DOES
Jayylen	He was full of excitement.	<i>This was it – his chance!</i>	He grabs a spoon from his bag, he made up a song, closed his eyes and two-stepped to his beat.
Paw Paw Jimmy			
Beau Frank			

We Will:

(Read page 22)

Ask the following questions to the students below:

How would you describe Paw Paw Jimmy? Why?

What is Paw Paw Jimmy thinking? What does Paw Paw Jimmy say? What does Paw Paw Jimmy do?

Possible responses for Paw Paw Jimmy's character below:

THINKS – Looking at Paw Paw Jimmy, we can infer that he is happy and excited to see Beau Frank.

SAYS - Paw Paw Jimmy said – *What...how...?* He stuttered.

DOES - Paw Paw Jimmy jumped for joy.

Examples of responses are below:

Character	FEELS/THINKS	SAYS	DOES
Jayylen	He was full of excitement.	<i>This was it – his chance!</i>	He grabs a spoon from his bag, he made up a song, closed his eyes and two-stepped to his beat.
Paw Paw Jimmy	Looking at the picture, we can infer that he is happy and excited to see Beau Frank.	<i>What...how...? He stuttered</i>	Paw Paw Jimmy jumps for joy.
Beau Frank			

You Will:

(Read pages 20 - 22)

Ask the following questions to the students below:

How would you describe Beau Frank? Why?

What is Beau Frank thinking? What does Beau Frank say? What does Beau Frank do?

Now allow students to build the internal character traits for Beau Frank and fill in the remaining sections for Beau Frank.

Students can work with a partner or independently. Teacher monitors for clarification.

Reading about Writing:

After completing the Internal Characterization Chart, students move into writing. Use the chart and write two complete sentences about Jayylen, Paw Paw Jimmy or Beau Frank.

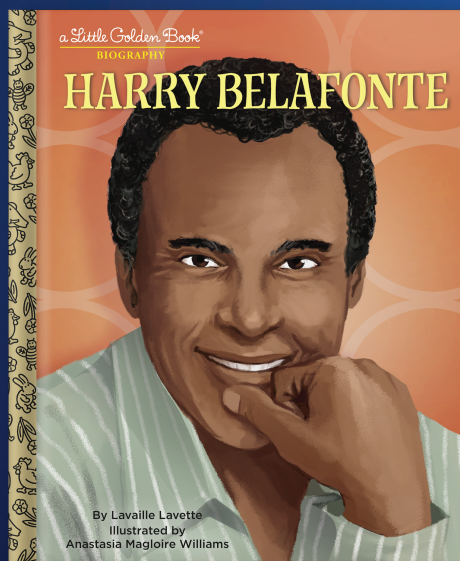
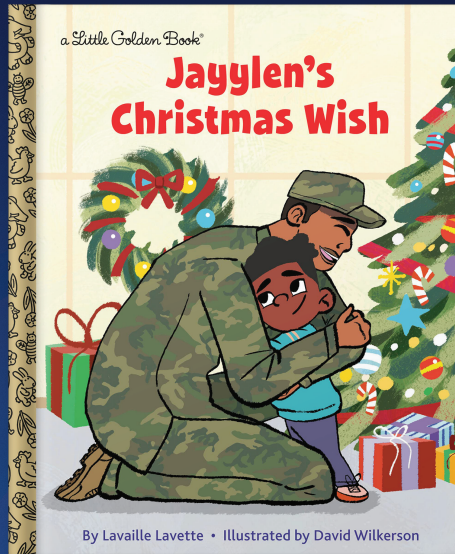
Extend their Learning:

Create a character playlist. What songs will be on it and why? How does each song represent the character.

Internal Characterization Chart

Character	FEELS/THINKS	SAYS	DOES
Jayylen			
Paw Paw Jimmy			
Beau Frank			
Moving into Writing: Write two complete sentences about Jayylen.			

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