



TEACHERS' GUIDE

Jabari Jumps

SUGGESTED GRADE LEVEL: 1st - 3rd



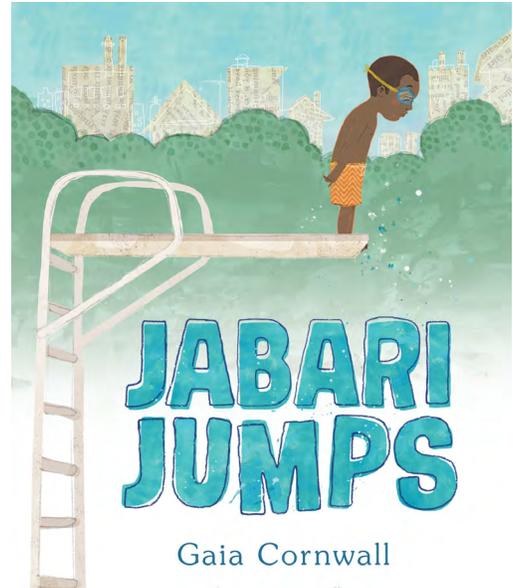
SYNOPSIS

Working up the courage to take a big, important leap is hard, but Jabari is almost absolutely ready to make a giant splash.

Jabari is definitely ready to jump off the diving board. He's finished his swimming lessons and passed his swim test, and he's a great jumper, so he's not scared at all. "Looks easy," says Jabari, watching the other kids take their turns. But when his dad squeezes his hand, Jabari squeezes back. He needs to figure out what kind of special jump to do anyway, and he should probably do some stretches before climbing up onto the diving board. In a sweetly appealing tale of overcoming your fears, newcomer Gaia Cornwall captures a moment between a patient and encouraging father and a determined little boy you can't help but root for.

THEMES IN THE STORY

- Courage
- Perseverance
- Fear
- Family support



Written by: Gaia Cornwall
Illustrated by: Gaia Cornwall
Published by: Candlewick Press
Read by: Sheryl Lee Ralph
Suggested grade level: 1st - 3rd

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Standards listed below are for 2nd grade, but can be adapted to 1st or 3rd grade standards.

BEFORE VIEWING

Standards: *CCSS.SL.2.1*

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure: Build background by discussing the following points with students:

- Look at the cover of the book. What do you think this might be about? *Turn and talk to a partner.*
- Where do you think the setting (where and when) of this story is?
- How do you think Jabari is feeling? Why?
- Do you think he jumps? *Thumbs up, thumbs down.*
- How did you feel when you were trying something for the first time?

DURING VIEWING

Focus: Ask and answer questions, making inferences.

Standards: *CCSS.SL.2.2*

Objective: Students will listen to the story and answer questions.

Procedure: Stop story at specific times to ask questions or pose prompts:

- What is Jabari going to be doing for the first time?
- How is he feeling about it? How do you know?
- Why do you think Jabari and his father squeezed each other's hands when they were watching the other kids jump?
- How is Jabari feeling when he is at the bottom of the ladder and looks up?
- What are some of the things Jabari does that show he is feeling nervous?
- Why did his father suggest that he should take a tiny rest?
- Is it okay to take your time if you are nervous about something?
- What did Jabari's father tell him that helped him feel less scared?

DURING VIEWING – CONTINUED

- What else did Jabari do to prepare himself before he jumped?
- How do you think Jabari’s father felt at the end of the story? Why?
- Jabari’s feelings changed from the beginning to the end of the story. Explain.
- What lesson did Jabari learn?
- What lesson did you learn?

AFTER VIEWING

Reading Focus: Moral/Lesson

Standards: *CCSS.RL.2.2*

Objective: Students will determine the moral – or lesson – of the story by looking closely at what the characters say and do.

Materials:

- Moral/Lesson poster
- Moral worksheet (*page 8*)
- Pencils

Procedure:

1. The teacher will review what the moral of a story is by discussing the morals that were learned in one or two other books that the class has previously read.
2. The teacher will create a **Moral/Lesson** poster for students to refer to.
3. Students will each be given a **Moral** worksheet.
4. The class will discuss the different things that Jabari and his father said and did throughout the story, focusing on the beginning, middle, and end.
5. As thoughts and ideas are shared, students will fill in their worksheets. The teacher will also write down ideas and answers on the board.
6. Next, have students work in small groups or pairs to determine the moral of the story.
7. Have groups share their worksheets. Answers may vary, but some examples could be:
 - It’s okay to be scared to try something new.
 - It takes bravery to try something new.
 - You can do anything with determination and courage.
 - You can do anything with the help of your family.

READING RESPONSE – INDEPENDENT

Reading Focus: Moral/Lesson

Standards: *CCSS.RL.2.2*

Objective: Students will determine the moral of the story and use at least three details from the text to support the response.

Reading Prompt: Jabari is scared to jump off the diving board, but he is encouraged by his father and eventually jumps. What is the moral (lesson learned) of this story? Use three details to support your answer.

WRITING – NARRATIVE

Standards: *CCSS.W.2.3*

Objective: Students will write a narrative piece, using grade appropriate sentence structure and spelling, to share about a time they overcame a fear or showed courage.

Materials:

- Chart paper or SMART Board
- **Courage** worksheet (*page 9*)
- Pencils
- Crayons

Procedure:

1. The teacher will lead class discussion to briefly review Jabari’s fear, and how he showed courage to overcome his fear.
2. Students will each write their own narrative about a time when they were courageous and faced their fears. The teacher can determine how much they want their students to write, based on student level.
3. Students will work independently on their narratives.
4. Afterward, students can work in pairs to share their ideas and edit their work, or the teacher can conference with students.
5. Encourage students to share their narrative writing with the class.

Follow-Up Lesson: Students can add a picture to go with their writing. All student work can be put together to create a class book titled, “Courage.”

SOCIAL – EMOTIONAL

Focus: Growth Mindset

Objective: Students will learn what a growth mindset is, along with strategies that can be used to help build a growth mindset in their daily lives.

Materials:

- Growth/Fixed Mindset chart (*page 10*)
- Growth Mindset Goals worksheet (*page 11*)
- Video about growth mindset
- Chart paper
- Markers

Video: Search for videos about growth mindset.

Procedure:

1. The teacher will show students a video of choice that focuses on a growth mindset versus a fixed mindset.
2. Have the class discuss the video and the differences between a growth and fixed mindset.
3. The teacher will create a **Growth/Fixed Mindset** outline on chart paper that shows ideas and strategies that can be used when someone is facing a problem, trying to achieve a goal, or is feeling scared, anxious, nervous, or disappointed.
 - Start by discussing the strategies that Jabari and his father used in the story.
 - Allow students to add their own ideas to the list.
 - Practice some of the strategies – like taking deep breaths, counting, stretching, thinking positive thoughts, etc.
4. Have students work in small groups to discuss the things that they were scared of doing for the first time, and what strategies they used to change from a fixed mindset to a growth mindset.
5. Have students share their ideas in their groups.
6. The teacher will then provide guidance to help students complete their own **Growth Mindset Goals** worksheets. The class will discuss their challenges – what someone with a fixed mindset would think, and what someone with a growth mindset would think. This poster can be hung up and referred to while the students work independently.
7. Students will complete their own **Growth Mindset Goals** worksheet independently.

HEALTH AND MATH

Health Focus: Exercising and Physical Health

Math Focus: Counting

Procedure:

1. Review the part of the story when Jabari stretches while he is at the pool.
2. Discuss the importance of stretching and exercising.
3. The teacher or students can pick various stretches or exercises to try.
4. Ask students to practice counting while they are doing the stretches. They can count by ones, twos, fives, tens, or hundreds. Examples: Touch your toes and count to ten. Jump up and down and count by twos until you get to twenty. Reach to the sky and count to fifty by counting by fives.
5. Have fun!

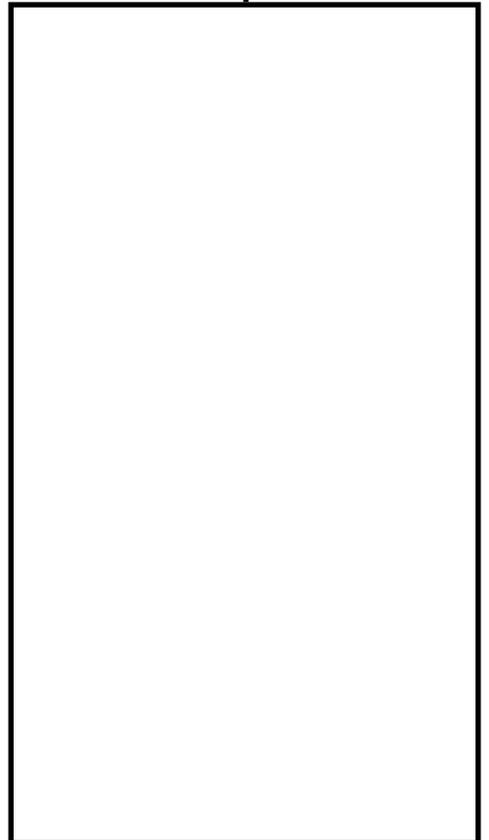
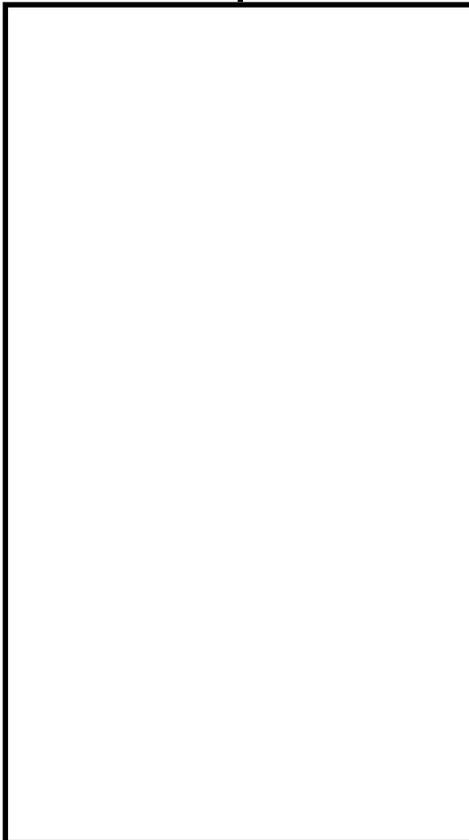
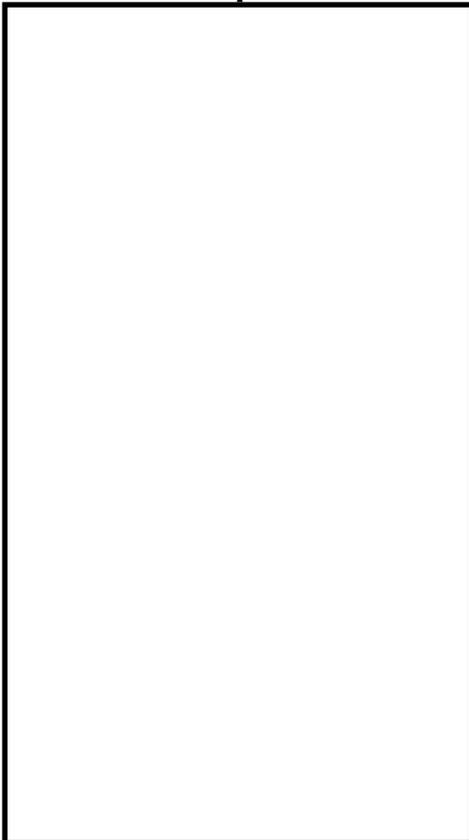
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MORAL WORKSHEET

What is the moral of the story?

What did the characters say and do that helped teach this moral?



GROWTH/FIXED MINDSET CHART

FIXED

GROWTH

I'll never be as smart as that person.

Everyone is talented in many ways.

I can't do it.

I'm still learning. I'll keep trying.

This is too hard.

With more practice, it will be easier.

I'm not good at this.

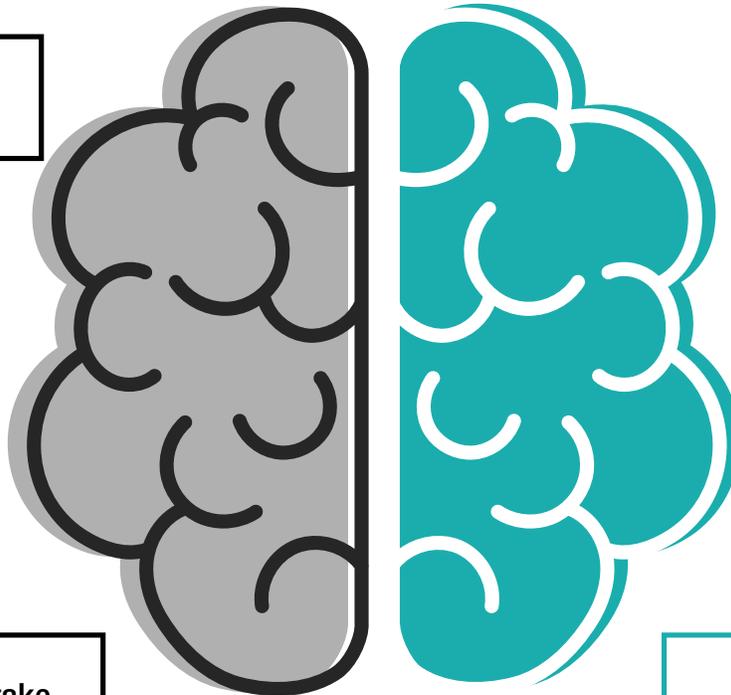
This may take some time and effort.

I made a mistake.

Mistakes help me learn.

I give up.

I can try a different strategy.



Name: _____

Date: _____

GROWTH MINDSET GOALS

A goal that I have for myself is:

Challenges I May Face	Fixed Mindset	Growth Mindset

ABOUT THIS GUIDE

This guide enhances the ELA curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.