



Literature & Character Education

Jamaica's Find

by *Juanita Havill*

Teacher Resource Guide

Grade K + Theme 2: Perspective Taking

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ABOUT VOICES

Reading Comprehension Strategies & Skills

Each Teacher Resource Guide offers explicit instruction in one of the comprehension strategies and one of the critical thinking skills listed below.

Strategies

- Ask & Answer Questions
- Infer
- Make Connections
- Monitor Comprehension
- Predict
- Summarize
- Take Perspectives
- Visualize

Skills

- Analysis
- Author's Style
- Categorize & Classify
- Cause & Effect
- Character, Setting, Plot
- Compare & Contrast
- Draw Conclusions
- Evaluate
- Fact & Opinion
- Literary Forms
- Main Idea & Supporting Details
- Points of View
- Problem & Solution
- Sequence
- Synthesis
- Text Features

The Voices Approach

The *Voices* literature and character education approach encourages students to develop their own voices by integrating character education, violence prevention, reading, and writing.

Voices & Character Development

Six thematic concepts help students develop their social-emotional learning and strengthen their understanding of democracy.

Identity Awareness Students explore how to integrate the various parts of their lives into a healthy self-concept.

Perspective Taking Students learn to express their own points of view and to understand the perspectives of others.

Conflict Resolution Students learn ways to resolve conflicts with their peers and in society.

Social Awareness Students develop their awareness of social realities and injustices in their world.

Love and Friendship Students gain insight into the nature of their relationships with friends, family members, and neighbors.

Freedom and Democracy Students reflect and act upon their social responsibilities in a democratic society.

The Voices Instructional Plan

Each guide is organized around a Central Question that relates the theme of the book to students' lives. Six sections develop the Central Question as they promote literacy and social skills.

Connect Prereading activities help students connect their personal experiences to the issues raised in the book.

Read The teacher models and students practice comprehension strategies and skills. (See sidebar for the list of strategies and skills.)

Discuss Whole-class discussions deepen comprehension and encourage students to think critically about the book's themes.

Practice Interactive activities allow students to practice social skills related to the Central Question and the book.

Express Students use a variety of genres to express their understanding of the Central Question and the book.

Participate Students participate in family activities and community service learning projects.

ABOUT THE GUIDE

Theme: Perspective Taking

Students explore events in the story from the perspectives of the main characters. They articulate their own perspectives and learn to appreciate each other's perspective.

Target Reading Comprehension Strategy

Take Perspectives Students take the perspective of characters in the story through role play.

Target Reading & Critical Thinking Skill

Cause & Effect Students explore the concept of cause and effect. They practice identifying existing causes and effects, and they predict future causes.

Writing

This guide provides a number of writing options, including shared writing, Literature Response Journal suggestions, an expository poster, and prompts for descriptive, narrative, and persuasive writing.

Vocabulary

Students use new vocabulary words to discuss the story.

Oral Language, Listening, & Fluency

Students develop their oral language, listening, and fluency skills through partner sharing, discussions, read aloud, role play, and oral presentations.

Perspective Taking

Perspective Taking is unique in that it is both a reading strategy and a *Voices* character development theme. Learning how to take the perspectives of the characters in a story will help students to express their own points of view and to identify, understand, and appreciate the points of view of others in social interactions.



ABOUT THE BOOK

Awards & Honors

- Reading Rainbow Selection
- Child Study Children’s Book Award
- Bank Street College Award
- Children’s Choice Award
- Ezra Jack Keats New Writer Award

More About Juanita Havill

“Writing as an Act of Discovery:
A Conversation with Juanita Havill”
by Anna Olswanger.
[www.underdown.org/
havill.htm](http://www.underdown.org/havill.htm)

Story Summary

While playing at the park, Jamaica finds a stuffed dog underneath the slide and brings it home. Jamaica wants to keep the dog, but her mother helps her understand that her find probably belongs to a girl just like her. Jamaica returns the dog to the Lost and Found at the park. Not only does the owner find her stuffed dog, but Jamaica finds a new friend.

About the Author

Juanita Havill says she began to write even before she could print. She dictated poems to her mother, who wrote them down for her.

While watching a little girl play in the park one day, Ms. Havill came up with the idea of Jamaica. She remembers thinking, “There’s something about that girl that I want to put in a story.”

Ms. Havill lives in Arizona, where she continues to practice and teach writing.

About the Illustrator

Anne Sibley O’Brien was born in Chicago in 1952. She has collaborated with Juanita Havill on all the books about Jamaica. She sometimes becomes friends with her models, like Brandy, the young girl who posed for the picture of Jamaica.

Context of the Story

Jamaica lives in an ethnically diverse neighborhood with grass- and tree-covered spaces and well-kept, middle-class homes. The story illustrations suggest that Jamaica is between the ages of six and eight. She independently rides a two-wheeled bike around the neighborhood and is allowed to stop at the playground alone on her way home. These may not be freedoms that most children in your class share. Families have different criteria for making rules regarding their children’s autonomy, responsibility, and safety. You might want to discuss this issue with your students.

DAY 1

CONNECT

Introduce the Central Question

What should we do when we find something that belongs to someone else?

Ask students if they have ever found something that belonged to someone else. You might want to ask,

- *What did you find?*
- *Where did you find it?*
- *What did you do?*

Write the Central Question on the board and read it aloud. Explain that we have different choices when we find something that belongs to someone else. Sometimes it's hard to decide what to do.

Teacher Sharing

Share a story about a time when you (or someone you know) found something that belonged to someone else. It could be about a recent event or an incident from your childhood. Try to choose an incident when you found something that you really liked, and you were undecided about whether to keep it or try to return it to its rightful owner. If you prefer, you might want to create a hypothetical story based on an incident you have observed at school.

The following questions might help you develop your story.

- *What did you find?*
- *Where did you find it?*
- *Was it something you liked or were interested in?*
- *Did you think about keeping it for yourself?*

Before revealing how your story ends, invite students to think about the choices you had and what you should have done. Ask,

- *What choices did I have?*
- *What do you think I should have done?*
- *Why do you think that's what I should have done?*

Encourage a variety of responses.

Plan & Prep

Objectives

- To explore the Central Question
- To think critically about a situation
- To brainstorm solutions to a problem
- To participate in shared writing
- To participate in learning center activities

Materials

- Chart paper and marker
- Materials and supplies for learning centers

Teacher Preparation

Be prepared to share a story about a time when you or someone you know found something that belonged to someone else.

Organizing Partners

Prepare a list of partners ahead of time. You might want to mix students by culture, gender, learning style, or personality. For example, you might pair a shy student with an outgoing student. For consistency, keep the same partners together for *Voices* activities throughout the week, unless there are special difficulties.

Partner Sharing

Organize students into pairs. Have partners share stories about a time when they lost something. What did they lose? How did they feel? Did they ever find what they lost? How did that feel? Ask, *How is the feeling you have when you lose something different from the feeling you have when you find something?*

EXPRESS

Shared Writing: What Could We Do?

As a class, brainstorm a list of things you could do when you find something that belongs to someone else. Encourage a variety of ideas. You might want to guide the discussion by asking questions based on specific situations. For example,

- *What could you do if you found something at school?*
- *What could you do if you found something on the bus?*
- *What could you do if you found something in the park?*

Ask students to share their ideas and suggestions. Invite them to dictate sentences for you to write on the board or on chart paper (e.g., *We could give it to the teacher.*). You might want to have students copy, write, and/or draw in their Literature Response Journals.


PARTICIPATE

Learning Centers

Set up your learning centers on Day 1 so that students have all week to explore them. Model the activities and provide instructional rebus cards when necessary. Prompt students to draw and write about their learning center experiences in their Literature Response Journals. Guide them to connect the activities with the Central Question and the issues raised in the book. Here are a few suggestions for center activities that relate to *Jamaica's Find*. Select and use those that would be most meaningful to your students.

Art Invite students to use watercolors (like Anne Sibley O'Brien did for *Jamaica's Find*) to paint pictures that show how Jamaica felt at different times in the story. Prompt students to tell about the cause of each feeling.

As an alternative, place an object (one with distinct "sides," such as a stuffed animal) in the center of a table. Have two or four students sit around the table and draw the object from their unique perspective.



Students should not move their chairs or the object. They should draw only what they see. When the drawings are complete, have students compare and discuss. How can one object look different to two people? Is any drawing right? Is any drawing wrong?

Games Create several pairs of cause-and-effect cards (e.g., child getting ready to kick a ball/the ball going over a fence, child watering a plant/the plant growing and blooming, etc.). Have students shuffle the cards and then match the pairs. Prompt them to explain how the two things go together. Challenge partners to use the cards in a memory-matching game.

Dramatic Play Provide props and furniture (e.g., a red hat, a stuffed dog, a basket, a chair, a counter, etc.) for students to use when reenacting Jamaica's story. Students might also set up a Lost-and-Found Center and take turns losing, finding, and returning objects.

Language Create four to six sequence cards based on *Jamaica's Find*. Have partners work together to put the cards in order and then take turns retelling the story.

As an alternative, cut out magazine pictures of people, animals, or objects that are about to do something. Have partners discuss the questions "What will happen if [the girl kicks the ball]?" and "What will happen if [she] doesn't?"

Library Place a copy of *Jamaica's Find* and similar books, such as *Irene and the Big, Fine Nickel* or other Jamaica books in the center for children to read. (See Additional Resources on p. 22.) Prompt partners to share ideas about finding and losing things.

As an alternative, provide books that reinforce the concept of cause and effect. For example, *If You Give a Mouse a Cookie*, *Emmett's Snowball*, *Mr. Gumpy's Outing*, and *The Very Hungry Caterpillar*. (See Additional Resources on p. 22.) Prompt students to identify the causes and effects.

You might also include audio recordings of the books.

Writing Have partners or small groups work together to write/illustrate a list of safety rules for children playing in the park.

There are several opportunities for writing during the week. You might want to allow center time for some of these activities.

DAY 2

READ

Introduce *Jamaica's Find*

Invite students to sit in a circle. Introduce the book by reading the title and the names of the author and illustrator aloud. Draw attention to the picture on the cover. Help students make predictions based on information from the title and the cover illustration. You might want to ask,

- *What do you think this book will be about?*
- *Do you think one of the characters on the cover is Jamaica? Which one?*
- *The title of the book is Jamaica's Find. What do you think Jamaica finds?*
- *Where do you think Jamaica finds the dog? You may need to prompt students with further questions, such as *Do you think she finds it in a store? In her closet?* Try to elicit lots of possibilities.*
- *How do you think Jamaica feels about the dog? Why do you think that?*

Read Aloud

Read the entire book slowly, with clarity and expression, changing your voice to represent the different characters. Adapt your tone to illustrate changes in the characters' emotions or in the mood of the story. Show the pictures as you read. Prompt students to infer information about the characters from their facial expressions and body language.

DISCUSS

Reader Response

After reading, invite students to ask questions about things they wonder about or did not understand. Encourage students to respond to the story. Did they like the story? Why or why not? What was their favorite part? Model by commenting on something that brings the story alive for you. Ask,

- *What does Jamaica find on the playground?*
- *What does she do with the red sock hat? Why?*
- *What does she do with the stuffed dog? Why?*
- *What does Jamaica's mother say when she sees Jamaica's find?*

Plan & Prep

Objectives

- To make predictions
- To listen to a read aloud
- To respond to a story through discussion and writing/drawing
- To practice the reading strategy: take perspectives
- To participate in learning center activities

Materials

- *Jamaica's Find*
- Two pairs of footprints cut from different colors of construction paper
- Stuffed toy dog
- Literature Response Journals
- Materials and supplies for learning centers

Teacher Preparation

Practice reading the book ahead of time. Mark any places where you plan to stop to ask a question about something in the text or the illustrations.

Draw and cut out two sets of child-sized footprints. Use a different color of construction paper for each set.

- How do Jamaica's father and brother feel about the stuffed dog? What do they say?
- How does Jamaica feel about her family's disapproval of the dog?
- What does Jamaica think about when she goes into her room after dinner and looks at the dog? How do you know?
- What does Jamaica decide to do with the dog?

PRACTICE

Reading Strategy: Take Perspectives

Tell students that, as they listen to a story, they can think about what is happening from different perspectives. They can try to think about events in the story the way the characters, or people in the story, think about them. One way to do this is to imagine standing in the footprints of different characters. Place the two sets of paper footprints on the floor. Explain that one set is Jamaica's, and the other is Kristin's.

Model Taking Perspectives: Think Aloud Hold a stuffed dog, stand on Jamaica's footprints, and tell students what Jamaica might be thinking about Edgar dog. For example, *Hey, this dog is cute! I think I'll take this home with me. Maybe it can be my dog now.*

Still holding the dog, stand in Kristin's footprints and say what Kristin might be thinking about Edgar dog. For example, *Oh, Edgar dog, you are my best friend. I love you so much!*

Practice Taking Perspectives Invite volunteers to stand on Jamaica's or Kristin's footprints and tell what the character might be thinking or feeling. Ask Jamaica,

- *Why did you take the dog home?*
- *Why did you take the dog back?*
- *Do you think you made the right decision? Why or why not?*
- *What do you think you will do the next time you find something?*

Ask Kristin,

- *Why is Edgar dog so important to you?*
- *How did you feel when you realized that Edgar dog was gone? What did you say? What did you do?*
- *How do you feel about Jamaica?*

You might extend the activity by including other characters.

Multiple Strategies: Take Perspectives & Infer

Tell students that good readers often use more than one strategy at a time to figure out what is happening in a book. For example, thinking about the perspectives of different characters can help readers infer what those characters are thinking and feeling. You might want to use a Think Aloud sometime during reading to model the use of multiple strategies.

Teacher Think Alouds

A Think Aloud provides a way for teachers to model how they use a reading comprehension strategy (or multiple strategies) while reading. It is one of the best ways to make reading comprehension concrete for students.

As you read the story to students, stop and explain how you are using the strategy. Tell students what you are thinking, what connections you are making, the questions you ask yourself, the predictions and inferences you make, and what you visualize as you read.

Supporting All Learners

Allow emerging writers to write their own words and sentences in their journals, while taking dictation for others.

Author Study: Juanita Havill

If your students enjoy *Jamaica's Find*, they may be delighted to discover that there are three more picture books featuring Jamaica. They might also enjoy some of Juanita Havill's other books. Ask your school librarian to help you create a display of these books in your library center. See Additional Resources on page 22 of this guide for more information.

EXPRESS

Write: Literature Response Journal

The Literature Response Journal is a type of reader response journal. In it, students draw or write about connections they have made with the book. Model the process by thinking aloud as you draw and write about your own connection to the book in your journal. Then ask students to draw and write about connections they made. You may want to provide the following prompts to help students make meaningful connections.

- *Draw a picture to show how you feel when you lose something that is important to you. What do you call this feeling? (Text-to-Self Connection)*
- *Draw a picture to show how you might feel if you found something you wanted to keep but knew you couldn't. What do you call this feeling? (Text-to-Self Connection)*
- *Draw a picture to show how you look when you are trying to make an important decision. What does this look mean? (Text-to-Self Connection)*

ASSESSMENT OVERVIEW

Comprehension Assessment

Directions for Use

After reading aloud *Jamaica's Find* a second time, you may ask students to retell the story to measure their comprehension. Use the Retelling Rubric on page 24 to help you evaluate students' ability to understand and summarize the story. Give each answer one, two, or three stars. The clearer and more interesting the answer, the greater the number of stars. Comparing each student's performance on successive retellings will help you determine his or her comprehension strengths, needs, and development.

To use the Comprehension Tests as a teaching tool as well as a means of assessment, review the retelling and the rubric with the student. When it is helpful, review parts of the story that hold important information. Give constructive feedback that will help students improve their summarizing and oral presentation skills.

Portfolios

Keep copies of students' drawings and other work in their portfolios. These papers are useful tools to help document and assess a student's learning. They will also be valuable to you and the student as a review of the unit.

Character Development Observational Checklist

Directions for Use

The Character Development Observational Checklist can serve as an informal assessment of students' emotional maturity and perspective-taking skills. Use this checklist as a guide to help you monitor students' growth over the year. Record your observations at various times, using an "O" (observed) when the student is demonstrating the trait or behavior and an "N" (not observed) to indicate that the student needs more development or practice in that area.

Because individuals exhibit traits in various ways, a simple checklist will not tell the full story of any student. In the space below the checklist, or on a separate sheet, record explanatory comments and anecdotal notes to support the information on the chart.

RETELLING RUBRIC FOR *JAMAICA'S FIND*

Name _____ Date _____

	★ ★ ★	★ ★	★
<p>Characters Name each person in the story and tell something about him or her.</p>	<p>Retelling included all important characters. Descriptions gave a good idea of what the characters are like.</p>	<p>Retelling included most of the important characters. Descriptions gave some information about the characters.</p>	<p>Retelling included only one or two characters. Descriptions gave little information about the characters.</p>
<p>Sequence Tell what happened in the beginning, middle, and end of the story.</p>	<p>Retelling included all important events in the correct order.</p>	<p>Retelling included most important events, and most are in the correct order.</p>	<p>Retelling included one or two important events, and the order is unclear.</p>
<p>Problem Tell about the problem in the story.</p>	<p>Retelling identified and explained the problem completely.</p>	<p>Retelling identified and explained the main part of the problem.</p>	<p>Retelling identified and explained only a part of the problem.</p>
<p>Solution Tell how the problem was solved.</p>	<p>Retelling identified and explained the solution completely.</p>	<p>Retelling identified and explained the main part of the solution.</p>	<p>Retelling identified and explained only part of the solution.</p>