Unit 1/Week 2

Title: Dear Juno

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.5, RL3.6 (extension activity), RL.3.7, RL.3.10; RF.3.3, RF.3.4; W.3.1, W.3.3, W.3.4, 3.7 (extension activity); SL.3.1, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.5

Teacher Instructions

*Refer to the Introduction for further details. (Introduction is a document in drop-box that is titled)*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

There are many ways to communicate and strengthen relationships with others over distances (settings). (Letters and drawings)

Synopsis

Juno receives a letter from his grandmother who lives in Seoul Korea. Even though he cannot read the text since it is written in Korean, he is able to communicate with her through letters that include pictures and objects. It is through their communications and actions that we learn just how much they care about each other.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

|  |  |
| --- | --- |
| **Text Dependent Questions** | **Answers** |
| Based on what you read, what do we learn about Juno and how he feels? | Juno misses his grandmother and he is thinking about her. He thinks that planes might be flying from Korea where his grandmother is and thinks about what she may be doing. |
| In the beginning of the story, what evidence supports the idea that Juno and his grandmother live in different locations? | Juno imagines his grandmother is on a plane he sees in the sky. He wonders if one is flying from Korea. \* Teachers should explain where Korea is in relation to the U S |
| A simile uses *like* or *as* to compare two things. The author uses a uses a simile to compare two things. What two things are being compared and why? | The planes’ blinking lights are compared to shooting stars. The simile helps the reader understand that the planes’ lights are small, bright, and faraway. |
| What does the word “tucked” mean? Which word in the sentence gives you clues about its meaning? | The word *inside* shows that the picture and flower were with the letter. *Tucked* must mean “put or placed.” That meaning makes sense in the sentence. |
| Why couldn’t Juno read the letter his grandmother wrote? Use details from the story and or illustrations in your answer. | Juno was unable to read Korean. You can tell that the letter is written in a different language by looking at the illustration. Juno knew that he would have to wait until his parents were done cleaning before they could read the letter to him. |
| How did Juno figure out how to read the letter? What does this tell you about him? | Juno looked at the picture sent to him from his grandmother. He figured that she was telling him she got a new cat because she wouldn’t send him a picture of any cat. He also figured that she planted a garden because she sent him a flower and she wouldn’t send him a flower from another person’s garden. Juno is observant and probably knows his grandmother because he is making guesses from the items that she sent to him. |
| Why do Juno’s father and mother act surprise that he knows about his grandmother’s new cat and her flower garden? | His parents act surprised because they know that he can’t read the letter from grandmother, but he was able to tell them what it said based on the items sent to him from his grandmother. |
| Why do you think Juno’s grandmother names her cat after him? What does this show about her feelings for Juno? | Juno’s grandmother named her new cat after him because she misses him a lot. Grandmother cares for him deeply. |
| Why does Juno bring the letter to school? What does this tell about his relationship with his grandmother? How does the picture on page 54 help you to understand his relationship with his grandmother better? | Juno brings the letter to school to share with his teacher and classmates. The story tells us that Juno stares at the posted letter and wonders if his grandmother likes getting letters as much as he does. Juno loves his grandmother and enjoys communicating with her. Not all students may see the subtle detail in the picture that Juno is looking in his desk at the flower. This helps to emphasize the idea that he keeps looking at the things his grandmother sent and is a proud to share them with his teacher and classmates. |
| Why does Juno decide to draw in order to communicate with his grandmother? | Juno realizes that he was able to understand his grandmother’s message through the pictures; therefore, he decides to use pictures to communicate with her. |
| What does the word “underneath” mean? | “Underneath” means below. The story says that Juno drew a picture of Sam underneath the big swinging tree. |
| The author describes the pictures that Juno decides to draw and send to his grandmother. What pictures does Juno draw and why does he choose to draw those pictures? | Juno chooses to draw a picture of his mom and dad near their house; a picture of Sam playing under his big swinging tree, and a picture of himself standing under an airplane in a starry nighttime sky. Juno chooses to draw pictures of all of things that he loves and that are important to him in his life. |
| Using the text, compare where Juno lives to where his grandmother lives. Use details from the selection to support your answer. | It is much colder where Grandmother lives. It is becoming cooler where Juno lives because leaves are beginning to fall. They are experiencing different seasons because they live so far apart. |
| Does the author’s description help you picture Grandmother’s hair? What did the author say to help you envision Grandmother’s hair? | The author uses a simile when he says that Grandmother’s hair looks like a powdered doughnut. Grandmother’s hair is gray, and she wears it in a bun on top of her head, which is in the shape of a doughnut. |
| Why does Juno laugh when he sees the picture of the cat with kittens? What does he realize?” | I know that when a cat has kittens, it is a female cat not a male. That means that Grandmother had a big surprise, because she thought the cat was a male since she had named the cat Juno, which is a male’s name in Korea. Now Grandmother will have to give the cat a new female name. |
| The author states, “Then he pulled out a small toy plane. Juno smiled. His grandmother was coming to visit.” How does Juno know that his grandmother is coming for a visit? | Juno knows that his grandmother is coming for a visit because she is giving him clues with the things that she is sending to him. The small toy plane was a clue that she was going to ride a plane to come for a visit. She will need to ride a plane since Korea is such a long way away. |
| Why does the author use the adjectives “crisp” and “crackle” to describe the cool air? | Crisp and crackle help the reader better visualize the coolness of the air by adding these adjectives |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Soared, shooting stars, (Seoul) Korea | Persimmons, smudge  Neat  Gentle  Weed  Peeking  Carefully  Announced  Fast, village |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Underneath  Crisp, crackle, powdered | Tucked  Pinned  Starry, placed |

Culminating Task

Juno and his grandmother communicated with each other in different ways. Use information from the text to tell the things they communicated. How did these communications help their relationship become stronger?

Answer:

Juno and his grandmother communicated using letter, drawings and photographs to communicate. First, Juno’s grandmother sends him some things to show him some things that were important in her life: a picture of herself with her new cat, and a flower from her garden. Then Juno sent pictures of his parents in front of their house, his dog underneath his tree swing, and a picture of himself in a setting that he loved. This showed his grandmother things that were important in his life. Finally, his grandmother sent him things to give him clues about some things that she wanted and that were happening in her life like the crayons (she wanted more letters from him), a picture of the cat with two kittens, and a small toy plane to show that she would be coming for a visit. These items helped them to be able to communicate and know each other better. Even though they spoke different languages, they will know each other better because they are sharing things about themselves with each other.

Additional Tasks

1. Ask students to write a new chapter to the story showing Juno’s meeting with his grandmother. Have them explain how their ending changes the story. This activity would address W.3.3b, c, and d. Here are some extensions of things to do depending on how far you take original writing piece you can address standards W.3.4, W.3.5, W.3.6
2. Extension activity on word study
   1. Crisp and Crackle (provide examples)
3. Pair with the nonfiction vocabulary text, Mail for Matty, and use details from both selections communicate with their relatives. (examples in basal).
4. Short research project focused on communication over time, across different cultures, etc.
5. To better illustrate the author’s use of the vocabulary, pour room temperature water over ice so students can hear and see what happens to the ice.

Note to Teacher

* This story gives teachers an opportunity to present to readers’ an understanding of background knowledge on Setting.
* Teacher Note about the donut
* This is happening before a teacher reads the story. Students have to read text independently before teachers read text aloud.
* Since this document has revised the original focus of Character, Setting, and Plot, the focus of the story is to include communication.