Title/Author: *Jamie’s Journey: The Savannah* by Susan Ebbers

Suggested Time to Spend: 5 Days

Common Core grade-level ELA/Literacy Standards: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RL.K.9; RF.K.1, RF.K.2; W.K.2, W.K.8; SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6; L.K.1, L.K.2, L.K.4

Lesson Objective:

Students will actively listen to *Jamie’s Journey: The Savannah* to understand that a person can learn about the world through reading. Students will also participate in speaking, listening, and writing activities to deepen their understanding of the text and the idea that reading can unlock one’s imagination.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

Through reading books and using maps Jamie fuels his imagination and visits places in the savannah. All readers can learn about and “visit” far off places through books. How do books help Jamie achieve his dream of visiting the savannah?

Synopsis

Jamie is interested in learning more about the savannah located on the continent of Africa. He reads books and uses his imagination to cross the ocean and visit the savannah. He sails across the ocean, sees stars, survives a thunderstorm, and makes a friend before awakening safely in his bed, hoping that someday he will fulfill his dream to actually visit the savannah.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *Jamie’s Journey* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/2564/jamie-s-journey-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| FIRST READING:  Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| SECOND READING:  During the second read the teacher may want to provide word meanings or form a discussion around certain words to enhance understanding. Suggested restating opportunities are placed in parentheses throughout this plan. Repeated readings provide opportunities to build vocabulary. Use your discretion when determining what words to teach explicitly and what words may be understood through context, illustrations, and discussion.  Give each student a blank sentence strip and crayons which will be used to keep a picture record of Jamie’s journey. This will be explained throughout the lesson and modeled by the teacher.  **Reread the title *Jamie’s Journey: The Savannah***  What is a journey?  Look at the word “journey” on the front cover of the text. Let’s look at all of the letters in the word. With a shoulder partner, discuss the letter o. What is different about the letter o?  Look at this compass. (Show the students a compass, demonstrate how the compass works, and guide a discussion about why it may be used.)  Why might the author have chosen to make the “o” look like a compass?  While I am reading, look at the illustrations.  **Reread pages 1 and 2**  Where is Jamie on page 1?  Where is he on page 2?  How do you know where Jamie is?  What time of day is it?  How do you know what time it is?  Reread “The time to imagine and to dream” (Model a think-aloud.) “We just said it’s bedtime and Jamie is reading books about Africa. All of these things in the illustrations make me think Jamie is about to go on a trip to Africa in his imagination.”  Next reread “and the shadowy gloom.” Look at the illustration on page 2 for a shadow of Jamie and the dark colors around him. Why did the illustrator use these colors? Turn and tell your partner.  Look at page 2. What do you see on Jamie’s wall and on his bed? Where is Jamie pretending to go? If necessary, guide the classroom discussion in identifying the items in the picture that reflect what Jamie is interested in.  Show on a map or globe where the continent of Africa is. Ask, “If you went to the continent of Africa, what would that be called?” (Refer students back to the title of the text and the compass, if needed.)  What is Jamie sitting on?  Is this mat important to Jamie? How do you know?  Model drawing a mat on the far left of the sentence strip. Now, let’s all draw a mat on our sentence strips the same way that I did.  **Reread page 3**  “With his mat on his back and his dreamer unfurled (with his mat on his back and his imagination opened wide), Jamie journeys through town to the end of the world.”  “Where is Jamie’s imagination taking him?”  **Reread pages 4 and 5**  “To the shimmering (shining) ocean, it’s welcoming wide, so he flattens his mat and approaches the tide (goes to the ocean shore).  “Now his mat is a boat, It’s a marvelous craft (a fantastic boat)! He is exiting (leaving) town on his remodeled (reshaped) raft.”  “Jamie surfs (rides on the waves) in the breeze on the sun-speckled sea (sun is sparkling on the ocean), passing dolphins and harbor seals, laughing with glee (laughing happily).”  What does Jamie use to make a boat? What evidence from the picture helps you to know what Jamie used?  Draw a boat on your sentence strip next to Jamie sitting on the mat. (Provide modeling, guidance, and support to students, as needed.)  **Reread pages 6 and 7**  “On he sails, through the day, into darkening night, heading east by a heavenly, sparkling light.  What is another name for heavenly, sparkling light? ‘Amazing! Amazing!” he shouts to the stars. ‘I think I see Jupiter, Venus, and Mars.’”  How do you think Jamie knows about the planets – Jupiter, Venus, and Mars?  Draw a star on your sentence strip next to the boat. (Provide modeling, guidance, and support to students, as needed.)  **Reread pages 8 through 11**  “When the waves up ahead become twisted and strange Jamie knows that his fortune (luck) is going to change.”  Look at pages 8 and 9.  How does the illustration show that Jamie’s luck will change? What words from the text help you to know that Jamie’s luck will change?  Ask students to draw a lightning bolt next to the boat. (Provide modeling, guidance, and support to students, as needed.)  “Wicked winds from the west strike (hit) his weakening raft.  How it teeters and totters, first forward (teacher leans forward), then aft (teacher leans backward).”  Ask students to demonstrate teetering and tottering - first forward, then aft.    “Jamie battles the ocean, but he’s losing that fight, and from then until dawn (when the sun comes up), he must hold on tight.”  On the sentence strip, model drawing a symbol to represent the dawn (like a half sun resting on a line to represent the horizon) next to the lightning bolt. (Provide guidance and support as students draw their symbol on their sentence strip.)  **Reread page 12**  “When his mat runs aground on a rock-littered land (his mat hits the land that has a lot of rocks on it), Jamie rolls it up neatly, and struggles to stand.”  What did Jamie roll up?  Why do you think Jamie rolled up the mat neatly? Turn and tell your partner.  Explain why Jamie struggles to stand.  “Now his heart is still eager; he’s willing and brave, but his legs still remember (they still feel weak) the force of that wave.  So he waits on the beach till his muscles stop shaking (he’s resting).  Shake your legs to help Jamie feel stronger.  Then he hikes, southeast, as morning is breaking (as the sun is coming up).”  Draw a rock on the sentence strip next to the symbol representing the dawn. (Provide modeling, guidance, and support, as needed.)  **Reread page 13**  “Jamie walks through the sand as a desert breeze blows, till he reaches the plains, where savannah grass grows (plains and savannahs are flat areas).”  Draw a few blades of glass on your sentence strip next to the rock. (Provide guidance and support, as needed.)  **Reread pages 14-15**  “First a zebra he spots (sees), and a splendid (wonderful) giraffe. Then he hears a hyena’s hysterical laugh.”  Explain that a hyena looks something like a big dog, and the noise it makes sounds like a person laughing wildly.  (The sound is on this website: <http://scientistatwork.blogs.nytimes.com/2011/07/11/why-do-hyenas-laugh/?_php=true&_type=blogs&_r=0>)  “As he hikes to the heart (center) of that thirsty dry place, one single drop lands- splashdown – on his face. So he looks to the sky looming over the plain: Every cloud is a battleship, loaded with rain.”  Think aloud, “I know that battleships are big, can be loud and dangerous. Why does the author call the cloud a battleship?”  Why Jamie is looking up to the sky.  **Reread pages 16-17**  “Soon lightning strikes how, with a sizzling sound! Soon hailstones, like boulders (big rocks), come hammering down!  The big beasts panic (get very scared), stampeding around (running wildly around), while the wee (little) ones escape into holes in the ground.  Guide students in acting out the scene, with feet stamping and small animals escaping into holes in the ground.  **Reread page 18**  “Is Jamie secure (safe) in this dangerous storm?  His mat is a roof! He’s protected and warm.”  How is Jamie using his mat?  Turn and discuss with your partner.  Draw a storm cloud on your sentence strip next to the blades of grass. (Model drawing a storm cloud on the sentence strip next to the blades of grass, if needed.)  **Reread pages 19-21**  “As he hides from the hail in his marvelous dome…  …an elephant suddenly enters his home!  He’s only a baby, not even one year. Feeling lost and alone, he’s quaking (shaking) with fear. Jamie tenderly murmurs (whispers) and gives him a cuddle. The courageous new friends form a weather-bound huddle.”  What do you think Jamie murmured to the elephant?  As students respond, list their ideas on the board.  Now, huddle with your partner and murmur (whisper) something comforting in your partner’s ear.  Let’s draw the dome-shaped mat with two happy faces under it on our sentence strips next to the storm cloud.  **Reread page 22**  “Then just like a spotlight, the sun reappears, and with it, a rainbow, to chase away fears.”  Draw a rainbow on the sentence strip next to the mat, stating that the storm is over and everything is calm.  **Reread pages 23-24**  “Sudden feet strike a beat like a drum on the ground. The quiet plains ring with an echoing sound!  It’s a trumpeting blast from a horn like no other. Frantic with fear comes a furious mother.”  (<http://www.youtube.com/watch?v=uAF63rrzE-w> for elephant trumpeting)  Authors sometimes compare things that are not alive to things that are alive to help the reader understand something. Jamie heard a loud sound, like a drum beating. (Students can stomp their feet like the beating of a drum. If a drum is available, one student could beat the drum as the other students stomp. Students can imitate the sound of an elephant trumpeting.)  Whose mother this is, and why she is furious (mad)?  “How she bellows (yells, trumpets) at Jamie. She threatens to charge! (He thinks she is going to attack him) His heart beats hard as the beast looms large. (He is scared because this big beast is coming very close.)  In anger, she roars. Like thunder, she rumbles. Afraid for his life, Jamie panics and stumbles.”  **Reread pages 25-27**  “As he stares at her tusks, deadly sharp, like a spear…  …the worried calf (baby elephant) whispers one word in her ear.  Explain that the tusks are like very big teeth that are very sharp, like a spear.  Why is the calf worried?  What word might he have whispered in her ear? Turn and tell your partner.  **Reread pages 28-29**  “Then she bows her great head, kneeling down in the sands, until Jamie, with wonder and joy…understands.”  What does Jamie understand?  **Reread pages 30**  “Now he’s up on that elephant, high as a tree, calling down to the calf, ‘How FAR I can see!’”  For his mat is a saddle, a traveling seat, and Jamie can’t believe this astonishing (surprising) treat!”  How is the mat being used now?  Facilitate student drawing of a saddle on the sentence strip next to the rainbow.  **Reread page 31**  “From daylight to dusk, the elephant bears (carries) him. On *her* mighty back, there’s nothing that scares him. (Jamie thinks he is safe on her back.)  ‘I’ll stay up all night,’ Jamie thinks with a yawn. ‘I’ll watch the last star disappear into dawn.’  But his marvelous mat becomes soft, like a bed, and despite his intentions, he slumbers instead.”  What does Jamie want to do?  What happened instead?  **Reread page 32-33**  “Jamie wakes in his home (what, how did he get there?), feeling happy and wise. There’s hope in his heart and a light in his eyes.  For he journeyed to Africa, his mat on his shoulder, and for real, he’ll return, when he’s just a bit older.  Yes, he saw the savannah, *dreaming* the way, and he’ll see it again. He’ll do it someday.”  Where is Jamie is now? How did he get there?  Guide the students in understanding that Jamie was actually pretending to travel to the savannah in his imagination, meeting the elephant, and getting a ride on the mother elephant’s back.  Prompt students to draw Jamie in his bed with the mat as his cover on the sentence strip.  Ask the partners to take turns telling the story as they point to the pictures on their sentence strips. | A journey is a long trip.  The o has a compass in it.  To show that the journey may be a long one.  Jamie is waiting for bedtime by the window.  Jamie is at his house in his bedroom.  He is sitting on a bed.  It is bedtime. He is in his bed reading stories before going to sleep. The lamp is lighting his books. Page 1 tells us the city is turning dark, and on page 2 he has to use a lamp because it is dark.  The illustrator used dark colors, colors of the night, because he wanted the reader to know that it’s night. Jamie needs a lamp to read in the dark, and the colors around the lamp are brighter. The shadowy gloom is the dark in his room.  We see a picture of Africa, a poster of Africa, pictures of animals, stuffed animals, and books about Africa. Jamie is pretending to go to Africa.  It would be called a journey.  Jamie is sitting on a mat on his bed.  Guide the students in remembering that the mat appeared on various pages during the first read. It was used by Jamie in various ways (boat, a tent, a saddle, an umbrella, a cover…)  After modeling, students draw an illustration on their sentence strip of Jamie sitting on his mat.  Jamie is outside in the city. He is dreaming that he is going on his journey. The text says he journeys through town to the end of the world.  Jamie used his mat to make his boat – we know that because it has the same design on it that was on his mat.  On the sentence strip students add a boat next Jamie sitting on the mat.  Another name for heavenly, sparkling light is a star.  Maybe he learned by reading about the planets.  On the sentence strip students draw a star next to the boat.  There is lightning, it’s dark, there is a big wave, it’s stormy. It looks scary.  On the sentence strip students draw a lightning bolt next to the boat.  Students lean forward and aft while saying “forward” and “aft.”  On the sentence strip students draw the symbol representing dawn next to the lightning bolt.  The mat  The mat is special to Jamie, and he wants to take good care of it.  Jamie has been in a storm, the raft wrecked, and it’s hard to stand up.  Students shake their legs.  On their sentence strip, students draw a rock next to the symbol representing dawn.  On their sentence strip, students draw a few blades of grass next to the rock.  Students can laugh like a hyena.  Students may need to be led into the discussion about the thunderstorm approaching. The cloud would be big, bringing thunder and lightning, and maybe a dangerous storm. The author uses the word battleship to help us understand the storm is coming.  The single drop of rain causes Jamie to look at the clouds which are dark and stormy.  Students stamp their feet like the hailstones hammering down. Then they sit down like the wee ones escaping into holes in the ground.  Students respond that Jamie is using his mat like an umbrella to protect him from the storm.  Students add a storm cloud to their sentence strip next to the blades of grass.  Jamie might have said “Don’t be afraid, we’ll be okay, we’re safe from the storm”  Students huddle with their partner and murmur something comforting in their partner’s ear.  Students draw the dome-shaped mat with two happy faces under it on their sentence strip next to the storm cloud.  Students draw a rainbow on their sentence strip next to the mat.  After listening to the sound of an elephant trumpeting, the students act out the sound of the feet beating the ground like a drum and the elephant trumpeting.  This is the elephant’s mother. She is furious because she thinks Jamie will hurt her baby elephant.  The calf is worried because his mother is furious and may hurt Jamie.  The author doesn’t provide this answer, but it may have been something like “friend.”  Jamie may understand that the mother elephant is happy with Jamie, she may be thanking him for taking care of her baby, she may be letting him know that he is safe, that they are friends now.  His mat is being used as a saddle on the elephant.  Students draw the mat as a saddle on their sentence strip next to the rainbow.  The students respond that Jamie wants to stay up all night to see whatever he can see.  Jamie falls asleep instead.  Jamie is in his own bed, with his mat as his cover. He only traveled in his imagination before falling asleep.  Students draw Jamie in his bed with the mat as his cover on their sentence strip.  Students retell the story to each other using the picture on the sentence strips. |

FINAL DAY WITH THE BOOK - Culminating Task

Ask the students to listen for the ways Jamie uses his mat during his imaginary journey. Draw a mat on the board (this will become the center of a web). Ask them to put their hands on their heads when they hear something the mat is transformed into. Reread *Jamie’s Journey: The Savannah.* When they put their hands on their heads, ask the students what the mat has become. Add pictures of the items they name on the web. After the story is read each student chooses one of the items the mat became to write a picture story/word story telling what it is and how it was used (e.g., picture of the mat as a boat at the top of the page/ sentence telling the mat was a boat to go across the ocean at the bottom of the page)

Vocabulary

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| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students ) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Title – journey – a long trip  Page 2 – time to imagine – time to pretend  Page 2 – shadowy gloom – darkness that you can hardly see through  Page 3 – unfurled – unfolded, opened wide  Page 4 – shimmering – shining  Page 4 – approaches – goes to  Page 6 – heavenly, sparkling light – star  Page 11 – dawn – when the sun comes up  Page 20 – quaking – shaking  Page 20 – murmurs - whispers | Page 2 – “the time to imagine and to dream in his room”  Page 3 - “with his mat on his back and his dreamer unfurled”  Page 33 – “dreaming the way” – the concept of imagining things that we would like to accomplish or places we would like to go, getting ideas from what we have read |

Extension learning activities for this book and other useful resources

* After the third reading of the book, facilitate a discussion in which students share other stories that they have read that have helped them to know about places/events they haven’t actually visited. Prompt each student to pick one story and to write a picture story/word story. (Picture story goes on the top half of the page/word story of a sentence or two goes on the bottom half.) Create a class book (*Our Class Journeys)* to keep in the reading center.
* Using the sentence strips that were created during the reading of the story, create a mural depicting Jamie’s journey, with students drawing/painting the events and writing a caption under each one. Include a compass rose to show that Jamie traveled from west to east (left to right). *Note: This is particularly supportive of English Language Learners.*
* Post a map of the world on the wall, and throughout the year put push-pins to show places the class has traveled through reading.
* Reread *Jamie’s Journey: The Savannah* emphasizing the first word in the rhyme and asking students to supply the second word that rhymes. (ex. “As the city grows dark from the east to the **west**, Jamie watches and waits for the time he likes \_\_\_\_ *best*.)

Note to Teacher

* *Jamie’s Journey: The Savannah* works well in a text set with *Here is the African Savanna (*Madeleine Dunphy) and *We All Went on Safari: A Counting Journey through Tanzania* (Laurie Krebs).

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

\_\_800\_\_\_

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

The author’s purpose is to instill a love of reading. The story is about a little boy who is reading books about Africa, a subject he about which he is very interested. In his mind he visits these places. The message of the books is to “read to awaken your dreams.”

This imaginative text is written in rhythmic verse.

Metaphors, similes – (e.g., heart is still eager, legs still remember, like thunder she rumbles)

Vocabulary (e.g., unfurled, glee, aft, hysterical, murmurs)

Knowledge of weather, animals, and geography of the African continent.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

*Students will struggle to understand the difference in Jamie’s dream (desire) to go to the savannah and his nighttime dream of his travels. With repeated readings students can be guided in understanding the difference in his travels (dreams) and his present reality of wanting to follow the dream.*

How will this text help my students build knowledge about the world?

*There are numerous opportunities to learn about the continent of Africa – animals, weather, astronomy, and geography.*

1. **Grade level**

What grade does this book best belong in? *K*

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