

Lesson Plans and Teaching Resources for Jabari Jumps

5 COMPREHENSION STRATEGY LESSON PLANS & PRACTICE PAGES

Asking Questions Lesson Plan

Jabari Jumps
By: Gaia Cornwall
Grade Level: 1 / Guided Reading Level: J

Asking Questions

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

Summary
Being brave and trying new things can be hard. *Jabari Jumps* is about a boy who is spending his day at the pool. He really, really wants to jump off the big diving board, just like the older kids. But when he gets in line for the diving board, it feels a little scary. Jabari starts to lose his courage. Luckily, his dad has some surprising advice that helps Jabari take the big leap!

Link to What You Know

- What are some brave things you do when you go swimming?
- Why might jumping off a diving board feel scary for some people?

Important Words to Know and Understand

Backflip – When somebody turns their body over backward in the air and lands on their feet again

Double – Twice as much or twice as many

Why Readers Ask Questions While Reading
Readers ask questions because it makes reading much more interesting. By asking questions readers can turn to lead into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

At the end, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understand what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Asking Questions Lesson Plan

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Asking Questions

3 Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions will help you better understand the text

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 5 and 6 – Look at the pictures on these pages. What are you wondering about the setting of this story?

Page 12 – Jabari decided to take a break and stretch. Now he is looking at the diving board. What are you wondering about Jabari?

Pages 17 and 18 – Jabari is standing at the end of the diving board. What does this picture make you wonder? Is it helpful for you to stop and wonder on these pages? Why or why not?

Page 20 – Jabari is thinking about jumping like a surprise. What are you wondering about the surprise? Why?

Page 28 – Jabari jumped! What are you wondering about Jabari now? How does your question help you as a reader?

Time to Reflect
Think – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy *Jabari Jumps*?

Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect – Think about the questioning work you did while reading *Jabari Jumps*. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write – Give your Strategy Slip into your reader's notebook. (Remember to include examples from the book)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

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Identifying the Author's Purpose

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3 Identify the Author's Purpose While Reading

- Think about what the author is trying to do in your book
- Decide if the author wants you to know something
- Did the author write the book for someone else or to entertain you?

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 8 – Why do you think the author took the time to tell us about the things about the diving board? What does the author want you to know about the diving board?

Page 20 – Jabari is thinking about jumping like a surprise. What are you wondering about the surprise? Why?

Page 28 – Jabari jumped! What are you wondering about Jabari now? How does your question help you as a reader?

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Making Connections

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3 Make Connections While Reading

- Does this book remind you of another book you've read?
- Does this book remind you of other things you've read?
- Does this book remind you of things you've heard about?

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 8 – Why do you think the author took the time to tell us about the things about the diving board? What does the author want you to know about the diving board?

Page 20 – Jabari is thinking about jumping like a surprise. What are you wondering about the surprise? Why?

Page 28 – Jabari jumped! What are you wondering about Jabari now? How does your question help you as a reader?

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Author's Purpose

Making Connections

Answer Key for Asking Questions with Jabari Jumps

Pages 5 and 6: Look at the pictures on these pages. What are you wondering about the setting of this story?

Page 12: Jabari decided to take a break and stretch. Now he is looking at the diving board. What are you wondering about Jabari?

Pages 17 and 18: Jabari is standing at the end of the diving board. What does this picture make you wonder? Is it helpful for you to stop and wonder on these pages? Why or why not?

Page 20: Jabari is thinking about jumping like a surprise. What are you wondering about the surprise? Why?

Page 28: Jabari jumped! What are you wondering about Jabari now? How does your question help you as a reader?

Answer Key for Making Connections with Jabari Jumps

Does this book remind you of another book you've read? Does this book remind you of other things you've read? Does this book remind you of things you've heard about?

Answer Key for Identifying the Author's Purpose with Jabari Jumps

Page 8: Why do you think the author took the time to tell us about the things about the diving board? What does the author want you to know about the diving board?

Page 20: Jabari is thinking about jumping like a surprise. What are you wondering about the surprise? Why?

Page 28: Jabari jumped! What are you wondering about Jabari now? How does your question help you as a reader?

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Making Inferences

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3 Make Inferences While Reading

- Look for clues that tell you how the author is feeling or what they might be thinking
- Study the pictures, illustrations, and captions to help you understand the characters, settings, and events

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 3 and 4 – Jabari is feeling confident about jumping off the diving board. Read the words and look at the pictures on these pages. What clues does the author give you to show you that Jabari is feeling confident?

Page 8 – Jabari is stretching. Make an inference about why he is stretching instead of going up the ladder. How does your inference help you understand the story?

Page 12 – Jabari decided to take a break and stretch. Now he is looking at the diving board. What are you wondering about Jabari?

Page 20 – Jabari is thinking about jumping like a surprise. What are you wondering about the surprise? Why?

Page 28 – Jabari jumped! What are you wondering about Jabari now? How does your question help you as a reader?

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Understanding Text Structure

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3 Understand Text Structure While Reading

- Notice the author's structure: How does the author organize the story? How does the author use text structure to help you understand the story?
- Notice the author's structure: How does the author use text structure to help you understand the story?

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 3 and 4 – Jabari is feeling confident about jumping off the diving board. Read the words and look at the pictures on these pages. What clues does the author give you to show you that Jabari is feeling confident?

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Page 28 – Jabari jumped! What are you wondering about Jabari now? How does your question help you as a reader?

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Answer Key for Making Inferences with Jabari Jumps

Page 3 and 4: Jabari is feeling confident about jumping off the diving board. Read the words and look at the pictures on these pages. What clues does the author give you to show you that Jabari is feeling confident?

Page 8: Jabari is stretching. Make an inference about why he is stretching instead of going up the ladder. How does your inference help you understand the story?

Page 12: Jabari decided to take a break and stretch. Now he is looking at the diving board. What are you wondering about Jabari?

Page 20: Jabari is thinking about jumping like a surprise. What are you wondering about the surprise? Why?

Page 28: Jabari jumped! What are you wondering about Jabari now? How does your question help you as a reader?

Answer Key for Understanding Text Structure with Jabari Jumps

Page 3: Jabari is feeling confident about jumping off the diving board. Read the words and look at the pictures on these pages. What clues does the author give you to show you that Jabari is feeling confident?

Page 8: Jabari is stretching. Make an inference about why he is stretching instead of going up the ladder. How does your inference help you understand the story?

Page 12: Jabari decided to take a break and stretch. Now he is looking at the diving board. What are you wondering about Jabari?

Page 20: Jabari is thinking about jumping like a surprise. What are you wondering about the surprise? Why?

Page 28: Jabari jumped! What are you wondering about Jabari now? How does your question help you as a reader?

Making Inferences

Understanding Text Structure

Practice Pages and Answer Keys

WRITING ABOUT READING (WITH OPTIONAL CCSS ALIGNMENT)

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Jabari Jumps: Understanding Text Structure

Does this story describe something that can happen in real life? Do you think it's an example of fiction or nonfiction? How do you know?

I can tell the difference between fiction and nonfiction. CCSS: RL.1.5

Jabari Jumps: Understanding Text Structure

Does this story describe something that can happen in real life? Do you think it's an example of fiction or nonfiction? How do you know?

I can tell the difference between fiction and nonfiction. CCSS: RL.1.5

Jabari Jumps: Understanding Text Structure

Does this story describe something that can happen in real life? Do you think it's an example of fiction or nonfiction? How do you know?

I can tell the difference between fiction and nonfiction. CCSS: RL.1.5

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Jabari Jumps: Understanding Text Structure

Does this story describe something that can happen in real life? Do you think it's an example of fiction or nonfiction? How do you know?

Jabari Jumps: Understanding Text Structure

Does this story describe something that can happen in real life? Do you think it's an example of fiction or nonfiction? How do you know?

Jabari Jumps: Understanding Text Structure

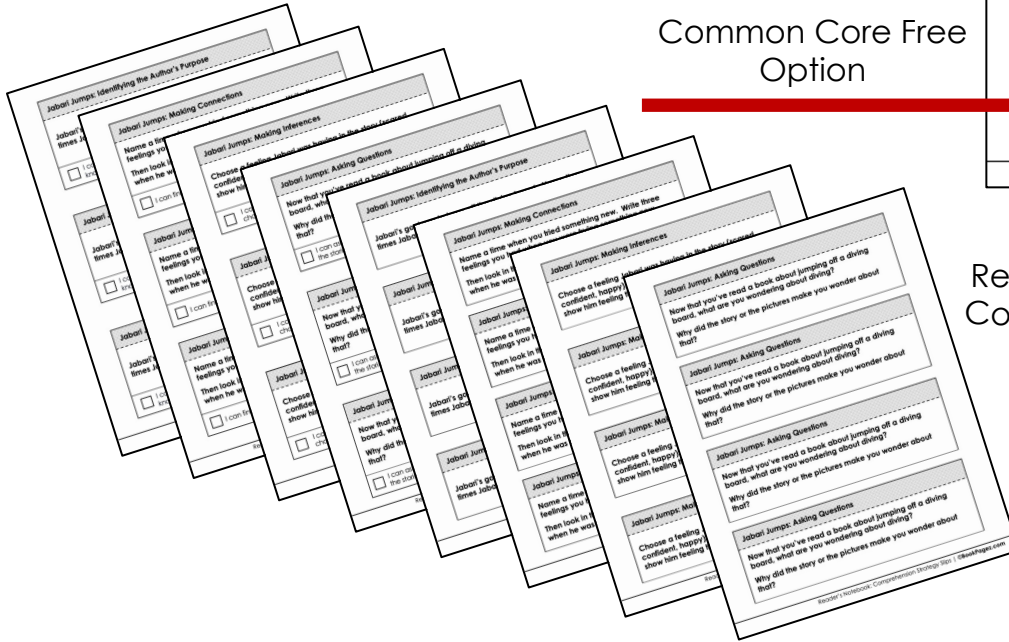
Does this story describe something that can happen in real life? Do you think it's an example of fiction or nonfiction? How do you know?

Jabari Jumps: Understanding Text Structure

Does this story describe something that can happen in real life? Do you think it's an example of fiction or nonfiction? How do you know?

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Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Asking Questions

Title: _____

Question Sentence Starters

I wonder... Why didn't... How does...
I am confused about... I am not sure why...

| | |
|----------|--------|
| Question | Answer |
| Question | Answer |
| Question | Answer |
| Question | Answer |

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Identifying the Author's Purpose

Title: _____

Who is the author of your book?
What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?
 Text-to-Self Text-to-Text Text-to-World

Draw a picture of your connection in the box below.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Title: _____

| | | |
|----------------------------------|----------------------------------|-----------------------------------|
| What the Text Says | What I Know | What I Can Infer |
| Write down the text or pictures. | What do you know about the text? | Details, thoughts, Cause, Setting |

Draw a picture to illustrate your inference.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Understanding Text Structure

Title: _____

| Text Structure | Where the Text Structure Was Used | How the Text Structure Helped Me |
|----------------|-----------------------------------|----------------------------------|
| Page: _____ | Page: _____ | Page: _____ |
| Page: _____ | Page: _____ | Page: _____ |
| Page: _____ | Page: _____ | Page: _____ |

Text Structures You Might See While Reading

| | | |
|----------------------|----------------------|------------------|
| Expository | Sequence | Cause and Effect |
| Compare and Contrast | Problem and Solution | |

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

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Asking Questions

Identifying the Author's Purpose

Making Connections

Making Inferences

Understanding text Structure

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

Jabari Jumps
By: Gaia Cornwall
Grade Level: 1 / Guided Reading Level J

Word Work

Instructional Focus:
Short /i/ sound

Background:
If there is one vowel in a single syllable word, the vowel is usually short.
For example, the word "sit" has a consonant "t," therefore the "i" is short.

| Short /i/ words |
|------------------|
| It, If, Is |
| Bin, Fig, Him |
| Drip, Flip, Milk |

Materials and Preparation:

- A Copy of *Jabari Jumps*
- Chart Paper or White Board
- Markers
- Odds or Evens (1 page per student)
- Prepare spinners or dice (optional)
- Note: If using spinners, use the die template.
- Code Cracker (1 per student)
- Optional - Word Detective

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Word Work

Step 1: Introduce the Focus of Word Work

Introduce the Short /i/ Sound

- Tell students that today you will be learning about words that make a short /i/ sound.
- Review vowels by writing them on an anchor chart.
- Explain that a short /i/ sound happens when the "i" is sandwiched between two consonants (all the other letters in the alphabet that are not vowels).
- Write an example on the anchor chart (Flip), then invite students to think of words that rhyme with the word you wrote. Write the words they brainstorm on the anchor chart.
- Then show students that the short /i/ sound happens because it's between two consonants. In the case of the word "flip", the i is between the l and the p.
- Next, you can deepen your students' understanding by exploring words that begin with the letter "i". Write *is, it, and if* on the anchor chart. Explain that because the letter "i" comes first in these words, it depends on the rest of the letters in the word to decide if it makes a long or short sound.
- Tell students that *is, it, and if* are three common words that use the short "i" sound that are important to learn.

Words That Make the Short /i/ Sound in the Text

- Tell students that the book they will be reading today has several examples of words that make the short "i" sound.
- Remind students that these words usually have the letter "i" sandwiched between two consonants, and sometimes, words that begin with the letter "i" make a short vowel sound.
- Show students **page 14 of *Jabari Jumps***.
- Tell students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear a word with a short "i" sound.
- After reading, ask the students to identify the words with short "i" sounds. (*is, little, his, it, if*).
- Tell the students that you are going to read the book once, from beginning to end. Ask them to listen and look for other words that follow the rule.
- Read *Jabari Jumps*.

Examples of Words That Follow the Long /e/ Rule Found in the Text:
his, little, finished, swimming, swim, kids, big, it, kid, think, important, it, fill, tips, whispered, fat, did, is

Note: you may want to focus on single-syllable words. The rules and exceptions are more complicated as syllables increase.

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

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Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Tell students they will play a game called "Odds or Evens".
- Divide students into pairs.
- Invite one pair of students to model how to play the game for the class.
 - Give the pair of students a pre-made spinner or a die.
 - Ask the students to spin or roll. The student with the higher number will go first. They will also take the odd or even column based on the number they spin or rolled. Tell player 1 to write their name at the top of their column.
 - Player 1 spins or rolls. If player 1 gets a number in their column, they choose a picture to spell. If player 1 gets a number in player 2's column, player 2 spins a picture on their side.
 - Then player 2 spins or rolls. If player 2 gets a number in their column, they choose a picture to spell. If player 2 gets a number in player 1's column, player 1 spins a picture on their side.
 - Play continues until all the words/pictures are spelled in one of the player's columns. The player whose column is completed first wins.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the **Crack the Code Practice Page**.
- Read the directions with the class.
- Say each of the pictures aloud as a class (each picture is an example of a short "i" word).
- Tell the students to complete the practice page.
- Monitor students while they work.
- Invite students to share the cracked code when everyone is done.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Odds and Evens
Short "i" words

| ODDS | EVENS |
|-----------------------|-----------------------|
| YOUR NUMBERS: 1, 3, 5 | YOUR NUMBERS: 2, 4, 6 |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Name: _____ Odds or Evens (short /i/ words) | @BookPagez.com

Odds and Evens
DICE TEMPLATE

Directions: Cut on the solid lines.

Give

Independent Practice Page

Extension Activity

Word Detective: Short "i" words
Extension Activity

Directions:
Be a word detective!
Be on the lookout for short "i" words while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

| Word | Book Title | Page | Sentence |
|------|------------|------|----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Name: _____ Word Work Extension Activity | @BookPagez.com

Crack the Code
Word Work Practice Page

1. Use the code to write each word in the sentence below.
2. Write the sentence on the lines.
3. Circle all the words with a short "i" sound.

| A | B | C | D | E | F | G | H | I | J | K | L | M |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | |
| N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| | | | | | | | | | | | | |

Name: _____ Independent Word Work Practice | @BookPagez.com

ASSESSMENTS

Running Record Assessment:
Use the first 100 words from
the text to assess oral reading
fluency



| Running Record | | | | | |
|--|---|---|-----------------|----------------------------|------------------|
| Title: Jabari Jumps | | Guided Reading Text Level: J | Word Count: 100 | | |
| Name: _____ | | Date: _____ | | | |
| Accuracy Rate: (# of words correct/100 words) _____ | | | | | |
| Error Rate: (# of incorrect words/100 words) _____ | | | | | |
| Self-Correction Rate: (# of words self-corrected/100 words) _____ | | | | | |
| Time: (in seconds) _____ | | Words Per Minute: (100/seconds read x 60) _____ | | | |
| Easy 95% - 100% Accuracy | | Instructional 90% - 94% Accuracy | | Hard 50% - 89% Accuracy | |
| E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual | | | | COUNT | INFORMATION USED |
| Page | | E | SC | E MSV | SC MSV |
| 2 | "I'm jumping off the diving board today, Jabari told his dad. "Really?" said his dad. | | | | |
| 3 | The diving board was high and maybe a little scary. But Jabari had finished his swimming lessons and Passed his swim text, and now he was ready to jump. | | | | |
| 4 | "I'm a great jumper," said Jabari, "so I'm not scared at all." | | | | |
| 5 | Jabari watched the other kids climb the long ladder. They Walked all the way out to the end of the board, as big as Tiny bugs. they they stood on the edge. They spread their Arms and bent their knees. And sprang up! up! *... | | | | |
| Analysis and Comments: | | | | | |
| Tested By: _____ | | | | ©BookPagez.com | |

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)



| Jabari Jumps CCSS Assessment | Name: _____ Score: / 9 |
|--|---------------------------|
| Directions: Use what you know about <i>Jabari Jumps</i> to answer each of the following questions. | |
| 1. Who is the main character in the story? | |
| <input type="radio"/> A The lifeguard <input type="radio"/> B Jabari <input type="radio"/> C Jabari's dad <input type="radio"/> D Jabari's sister | |
| 2. What advise did Jabari's dad give him? | |
| <input type="radio"/> A To run fast and jump off the board <input type="radio"/> B To wait until later to jump <input type="radio"/> C To take a deep breath and tell himself he's ready <input type="radio"/> D To close his eyes and have fun | |
| 3. Where does this story take place? | |
| <input type="radio"/> A A pool in the city <input type="radio"/> B A pool in Jabari's backyard <input type="radio"/> C At the ocean <input type="radio"/> D A pool in the country | |
| 4. What feeling did Jabari have when he climbed the ladder? | |
| <input type="radio"/> A Worried <input type="radio"/> B Scared <input type="radio"/> C Excited <input type="radio"/> D Sad | |
| CCSS Assessment 1 st Grade Reading Standards for Litera | |

| |
|---|
| 5. How do you know this book is not nonfiction? (RL.1.5) |
| <input type="radio"/> A The book has people in it <input type="radio"/> B The book is about something that can actually happen <input checked="" type="radio"/> C The book doesn't have any nonfiction text features <input type="radio"/> D None of the above |
| 6. Who is narrating this story? (RL.1.6) |
| <input type="radio"/> A Jabari <input checked="" type="radio"/> B A Narrator <input type="radio"/> C Jabari's dad <input type="radio"/> D Jabari's swim instructor |
| 7. Jabari is smiling when he comes out of the water after jumping off the diving board. What does this tell you about him? (RL.1.7) |
| <input checked="" type="radio"/> A Jabari is happy. <input type="radio"/> B Jabari is silly. <input type="radio"/> C Jabari is likes to laugh. <input type="radio"/> D Jabari is funny. |
| 8. How is Jabari most like other characters who achieve their goals? (RL.1.9) |
| <input checked="" type="radio"/> A He is confident and brave. <input type="radio"/> B He is afraid and sad. <input type="radio"/> C He is happy and kind. <input type="radio"/> D He likes the water and the pool. |
| 9. What lesson did you learn from reading <i>Jabari Jumps</i> ? (RL.1.10) |
| <input type="radio"/> A Swimming is good exercise. <input checked="" type="radio"/> B It's okay to be scared of doing something new. <input type="radio"/> C Diving boards are for big kids. <input type="radio"/> D Having fun is most important. |
| CCSS Assessment 1 st Grade Reading Standards for Literature BookPagez.com |

Answer Key



WORKSHEETS

Story Elements Worksheet and Answer Key

Name: _____

Directions:
In the book *Jabari Jumps*, Jabari was able to jump off the diving board because he was prepared and determined to reach his goal. Color the stars that tell why Jabari was able to jump off the diving board (hint: there are 5 stars). Then cut the stars out and glue them to his swim trunks.

© BookPagez.com | Worksheet

© BookPagez.com | Worksheet Answer Key

Compare and Contrast Matching Game and Answer Key

Name: _____ Date: _____

Directions:
1. These are cause and effect cards for *Jabari Jumps*. Read the cards.
2. Cut out the cause and effect cards.
3. Mix the cards up then place them face down in front of you.
4. Turn two cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.
5. Play until you find all the matches.
6. Hint: The cards with a square are cause cards. The cards with a circle are effect cards.

| | |
|--|---|
| Jabari thought he was ready to jump off the diving board because | he was ready. |
| Jabari let the other kids in line go before him because | he started to feel nervous. |
| Jabari's dad gave Jabari some advice because | Jabari was scared to jump off the diving board. |
| Jabari jumped off the diving board because | he was a great jumper and wasn't scared at all. |

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Name: _____ Date: _____

EFFECT CARDS

- 1
- 2
- 3
- 4

REMEMBER!
Cause is why something happened. Effect is what happened.

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Compare and Contrast Questions Stems and Answer Key

Name: _____

Directions:
The first part of the sentences below tell what happened (the effect) in the book *Jabari Jumps*. Complete each sentence by telling the cause.

Jabari thought he was ready to jump off the diving board because _____

Jabari let the other kids in line go before him because _____

Jabari's dad gave Jabari some advice because _____

Jabari jumped off the diving board because _____

Reading Tip!
Remember: the **cause** is why something happened. The **effect** is what happened.

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Answer Key

Jabari Jumps
Cause and Effect

of the diving board because he was a

him because he started to feel

because Jabari was scared to jump

ause he was ready.

g happened. The **effect** is what happened.

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