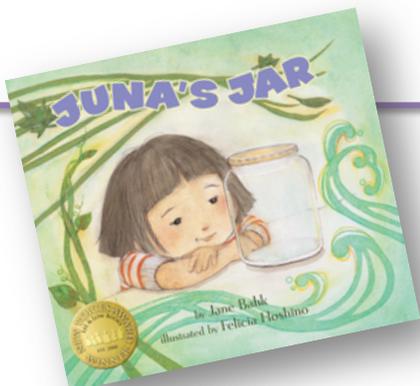




Unit: Building Classroom Community for Kindergarten
Lesson 7: Problem Solving
Read Aloud: *Juna's Jar*
written by Jane Bahk, illustrated by Felicia Hoshino



Day 1: Read Aloud to Understand the Book

Before Reading

1. Gather your class and say, **“Today we will read a book called *Juna's Jar*. *Juna's* friend moves away, and she feels really disappointed. Let's read to find out what she does about it.”**
2. If *disappointed* isn't on your list of emotions, add it and brainstorm a few examples.

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Juna's Jars* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by discussing questions with the group and a partner
- Students will follow agreed-on rules for discussion (raising hands, talking and listening to partners)
- Students will discuss strategies for managing difficult feelings and challenging situations

Common Core Standards

- RL.K.1, RL.K.2, RL.K.3
- SL.K.1/1-A, SL.K.3

NOTE: See the end of this lesson for additional English Language Learner support strategies.

During Reading

Use some of your comments and questions to help students revisit themes you've discussed already, including emotions and kindness. Also highlight how Juna copes with disappointment and solves problems. Make sure students understand that some parts of the book occur in Juna's dreams. Ask for some individual responses (raising hands) and some partner responses. For instance:

- **“What happens to make Juna feel disappointed?”**
- **“Why does Minh buy Juna the fish?” (Trying to cheer someone up is kind.)**
- **“Juna is dreaming. She is swimming with the fish in her dream but not in real life.”**
- **“What does Juna do when her fish gets too big for the jar?”**
- **“What does Juna do when her jar is empty again?”**
- **“What happens in Juna's dream about the cricket? How does her dream help her?”**
- **“What does Juna do when her cricket grows too big for the jar?”**

After Reading

1. Ask questions to help make sure students understood the events in the story. For instance:
 - **“Why is Juna sad?”**
 - **“What does she do after she finds out Hector moved away?”**
 - **“What happens at night?”**
 - **“What happens when she dreams about flying on a cricket?”**
 - **“What happens at the end?”**
2. Explain that you’ll read the book again another day and talk more about how Juna dealt with things that were challenging.

Day 2: Discuss and Respond to the Book

Before Reading

Explain that today you’ll reread *Juna’s Jar* and pay special attention to what Juna does when she has a difficult feeling or problem. Title a list “Problem-Solving Strategies.” You will write down specific behaviors you discuss so you can refer to them during the Extension activity.

During Reading

Plan your questions to highlight specific problem-solving strategies.

- Ask, **“What does Juna do when she is disappointed about Hector moving?”** Ask follow-up questions to get students thinking about how she managed to stay calm (**“Does she scream? Does she throw things?”**). Add “Stay calm” to your list.

- Ask, **“What does Juna do when _____ gets too big for her jar?”** Ask follow-up questions to get students thinking about how she asked for help when she needed it (**What does she say to Minho?**) and kept trying different ideas (**Where does she put the bean plant?**). Add, “Ask for help” and “Try different ideas” to your list.
- As you near the end of the book, ask, **“What does Juna do when her jar is empty yet again?”** Ask follow-up questions to get students thinking about how Juna didn’t get frustrated or give up (**“Did she give up and say she didn’t want to put anything else in her jar? Did she say she’d never make a new friend?”**). Add “Keep trying” to your list.

After Reading

1. Briefly review your list of strategies, asking students to give an example of how Juna demonstrated each behavior in the story.
2. End with a summary statement such as, **“In this book, Juna is very disappointed that her friend moves away, and she also keeps running into problems with things getting too big for her jar. Even though it is hard, she stays calm, asks for help, and tries lots of different ways to fix her problems. Let’s try to be like Juna when we have problems at school!”**

Extension: Acting Out Problem-Solving Scenarios

NOTE: For this extension, brainstorm specific challenges or problems you’ve observed in your class or in previous years. Write them on small pieces of paper and put them in a container. Some general ideas are below.

1. Explain that even though school is really fun, sometimes challenges occur. Today you'll act out some kindergarten problems to see how Juna's strategies might help.
2. Be dramatic to hold students' interest. Make it feel as if you are putting on a show by saying "Action!" etc.
3. Have students take turns choosing a scenario from the container. Choose volunteers and coach them through acting out the scenario. Then call "Pause!" and ask the class to brainstorm what the actor(s) might do to solve the problem. Resume the "acting" to show the situation getting resolved.
4. Possible scenarios include:
 - A student can't find a belonging or supply.
 - A student is trying to complete an assigned task but is finding it hard.
 - Students disagree about what to play.
 - Two students want to use or do the same thing.
 - One student is annoying another student.
5. Many scenarios also lend themselves to reviewing the respectful communication behaviors you've discussed: using someone's name, using a friendly tone of voice, and using friendly words. You also might review some of the Ways to Be Kind you've discussed, such as helping or giving suggestions.
6. If you run out of time, save additional scenarios to act out when you have a few extra minutes, or use the same procedure to act out possible solutions to new problems that arise.

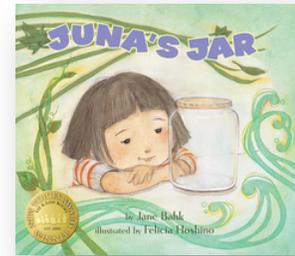
ELL Support Strategies

- Preview and/or review the target behaviors and practice the necessary language for each (e.g., provide sentence frames for "Could you please help me ____?" and "Let's try ____.").
- Have simple props related to the Extension scenarios available to support students' comprehension and ability to participate in the acting.

BOOK INFORMATION

Juna's Jar

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RESOURCES ON THE WEB

Check out the complete **Building**

Classroom Community Unit for Kindergarten at www.leeandlow.com/collections/278

Learn more about *Juna's Jar* at www.leeandlow.com/books/2867

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