

Lesson 6: *The Day You Begin*

THEMES: Appreciating Diversity, Believing in Yourself

BOOK: *The Day You Begin* Written by Jacqueline Woodson and illustrated by Rafael López

MATERIALS:

- Poem: “Diversity” by Elli Woollard
- Writing Activity Sheet for each student (Choice of 4)
- ***Laminated Poster 1 or Information written on board, or chart paper**
Include title, author, & illustrator of book and quote:

“No one there is quite like you.”

Vocabulary Words: souvenirs - something that is kept as a reminder of a place you have visited or an event you have attended

familiar - having some knowledge about (something)

unfamiliar - not having knowledge about something

fabulous - very good

in common - shared together, People who have something in common share beliefs, attitudes, opinions.

- ***Laminated Poster 2:** Poem written on poster or, chart paper, or projected
- **Poem handouts for each child to put in Poem Book (If applicable)**
- **Pointer**
- **Vis-à-vis** for laminated poster
- **Highlighter tape** (Optional)

POSSIBLE LITERACY FOCUS: Contractions - it’s, we’re, can’t, they’re, don’t

Could is repeated several times. *Can we use could and make some contractions?*

How would you contract: could not = couldn’t could have = could’ve?

BEFORE READING OF BOOK/DISCUSSION

Show book to children and read title, author and illustrator’s names.

We all know that authors have a purpose when they write a book. Sometimes they write story to give information or entertain --just for fun, or they want to tell us something. They have a message. As I read the book, I would like you to think about what the author might be trying to tell us. Listen for these words in the book: Read the quotation that you wrote on board or chart paper: “No one there is quite like you.” I would also like you to think about the title and what it means. I will ask you about this at the end of the story

DURING READING OF BOOK:

In this book, I would ask some of the discussion questions as I was reading the book. I don't think it will detract from the story. **Read the first sentence of story.** Ask children: *Who do you think the author is speaking to? Read the sentence again. She is using the word "you". She is speaking to you. What room do you think it might be? Have any of you been the new student in class? How do you think that might feel?* **On pages where children are sharing:** *Have you ever felt that you had nothing to share or say? What is the girl feeling when she hears her classmates talk about their trips and sees them showing their souvenirs? Adults sometime feel this way too. I think this is a good book for adults, as well.* **On pages where a boy is alone on the playground:** *Maybe he wants to be alone and that is okay, and maybe he really can't or doesn't want to play on the monkey bars, or play ball. But does he look very happy? Have you ever felt like you are not part of something, but you want to feel like you belong? All the children are playing here in this scene. He looks very lonely. What could one of those children do to help him feel like he belongs? They can ask him to join their game, or if he doesn't feel like joining the game, the boy can share and ask some children if they would like to play a different game. Maybe he can find someone on the playground who would like to share his book, but it is not easy to be brave and make the first step.*

AFTER READING OF BOOK/DISCUSSION: **What do you think the author is trying to tell us? Listen to responses before adding.** Go back and read:

"And in a room, where no one else is quite like you, you'll look down at your own empty hands and wonder, "What good is this when other students were flying, and sailing and going somewhere" What is the girl doing in the story? She is comparing herself to others, and she feels she is not like the others in the classroom, but she doesn't know that for sure. The other children took trips and brought back things to remind them of their times in those places, and she hasn't done any of that, but that does not mean that she does not have any thing in common with them. What happens after the young girl shares her story? She finds out that she does have something to say, and that there are others a little like her, and her world becomes bigger. Why do you think that the author titled this book, "The Day You Begin" ? Is she saying that when we start sharing who we are, we start learning more about ourselves and others, and it is a way of connecting with people and making new friends? Many beginnings!
Read last page again.

WRITING ACTIVITIES: Can be done after reading or next day. There are two choices of writing activities. One of them is on a mirrored background, and one of them has a book background in which the student is asked to share a little about themselves. Questions you might ask for mirrored background writing sheet:

What did the young girl learn in the story?

What are some things that make you not quite others?

What are some of the things that make you a lot like others?



POEM:

Project poem or have it written on chart paper, or poster board that is laminated. Read it aloud with the children, pointing to the words. First discuss the meaning and how it relates to the book, before doing any word work with the children. *Let's think about how this poem can relate to the book. First of all, we see illustrations of books in the book itself. Books are important to the main character in the book. The main character in the story talked about books and how she learned and went places in her mind without actually flying to a place. The poem talks about seeing that "Sometimes we're different, but often the same" in books, and on the last page of the book it talks about friends who have "something like you and something else so fabulously not quite like you at all."*

The young boy has a book in his hand when he is outside on the playground. "But looking at books, It is there that I see, Not only who I am, But who I could be". (In poem) In the book, we see the boy looking sadly down into the water, but in his reflection, we see him happy with beautiful colorful swirls in the water. He doesn't know what he "is ready for" but he sees in the book that there is something more, something that may be beautiful in his future -"what he could be."

After discussing poem: You can do whole class word work with the poem. You may want to have volunteers come to the board and to circle contractions, or have them do that on individual copies of the poem. You can have them write the contractions out on the back of the paper with the two-word equivalent. Children can put the poem in their poetry book, if applicable.

Diversity

When I look in a book

I see it's true:

That you could be me,

And I could be you.

We might not share country,

Appearance, or name.

And sometimes we're different,

But often the same.

And I bet if we met

in a book for a while

We would find something there

That would both make us smile.

If I just wanted me

There are mirrors for that,

But you can't get inside:

And they're boring and flat.

No, reflections don't open,

And all that they show

Is the things that you think,

Or you think you know.

But looking in books,

It is there that I see

Not just who I am

But who I could be.

The Day That You Begin

By Jacqueline Woodson

What do you think the author was trying to tell you?

The Day That You Begin

Can you begin to share your story?
Write about who you are and what you like.

My name is
