

Book Notes

Jump the Broom / Helmsó Saltar la escoba

Author Candy Grant

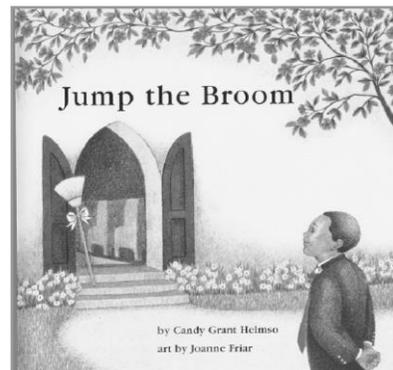
Illustrator Joanne Friar

16 pages ■ 119 Eng. words ■ 134 Spn. words

Fountas and Pinnell Level L

Intervention Level 15

Descubriendo la Lectura Level 6



Jump the Broom

SYNOPSIS

A boy learns about an African American custom when he attends a wedding.

WHAT THE BOOK OFFERS

- Realistic fiction
- Third person
- Past tense with two different time perspectives, flashback into history
- Nonfiction section describing traditional custom, flashback in illustration and text
- One incident
- Strong cultural perspective
- Concept load probably more challenge than the text itself
- Some vocabulary may be unfamiliar: altar, honor

POSSIBLE SKILLS EMPHASIS

- Seeing an event from a specific cultural perspective
- Maintaining meaning in two-part text
- Inferential reading

INTRODUCING THE BOOK

Let's try to link the title and the illustration.

What is unusual about the broom?

Where is it? What do you predict will be the setting for the story?

Do you think jumping the broom is something that happens every day? Why or why not?

Now turn to the title page. I wonder what has taken place in between. Let's read to find out.

Read the title and see what you find out. Remember to look for parts of the word you know and chunk that first word if you need help. So now what are you thinking? Let's look at the title page and see if it gives us any more information. What do you know about harmonicas?

- You may have to provide students with some background knowledge regarding fireflies (a.k.a. lightning bugs) and harmonicas.



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FOCUS OF INSTRUCTION

- The number of unfamiliar (though decodable) words and the probable unfamiliar content mean that slow and thoughtful reading should be encouraged. Meaning of unfamiliar words should be established/checked during the reading rather than at the end for the readers to maintain the thread of the story.

Astute readers will notice that Tyrick changes position in the pew on page 8. *Why did Tyrick change places to next to the aisle?*

Page 13: *Notice how the illustration has changed. How does that reflect the text?*

Page 15: *What is significant about this illustration? What or who do you think Tyrick's father was thinking about when he explained to Tyrick why people still jump the broom?*

FOLLOWING THE READING

- A short glossary could be made of words that may have been unfamiliar: ancestors, legal, right (in this context).

What extra information did the illustrations provide? How did they help you understand how the people felt? And what else did they help you think about?

- Discussion about the word “custom” should lead to a focus on the celebratory aspect of the broom jumping. The group could share how they celebrate important occasions and write a recount of a special day.

- The group could discuss customs in their culture, but it is important to do this without judgment or any negativity. ■ Discuss family customs.

What are some things that your family does on special days? These are things that you always do on a certain day and in a certain way.

- The children could each write about a family or cultural custom important to them and compile these in a book..



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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>The boy in this story wanted to know why . . . By reading the Nonfiction Note box on the inside back cover, I learned that . . .</i>
USE YOUR MEMORY	<i>Where did Tyrick sit at the wedding? How do you know? Who put the broom on the floor? Why did he do that? Show where it tells you why in the story.</i>
WHAT'S YOUR OPINION?	<i>Do you think it's a good idea to keep the 'jump the broom' tradition or not? Explain your opinion. Why do you think the author wrote this book? Would you recommend it to your friends to read? Why or why not?</i>
BE CREATIVE	<i>There are lots of wedding traditions around the world. Choose 3 countries that interest you and see if you can find out what their traditions and customs are for weddings. Then make a bulleted list under the name of each country and see which traditions are the same and which are different.</i>
VOCABULARY AGENT	<i>Make a list of all the words that go with the category of WEDDINGS. Think of all the things you already know about weddings. Find books about weddings if you get stuck. Use the pictures in this book to help you make your list. Here comes the list of wedding words!</i>