

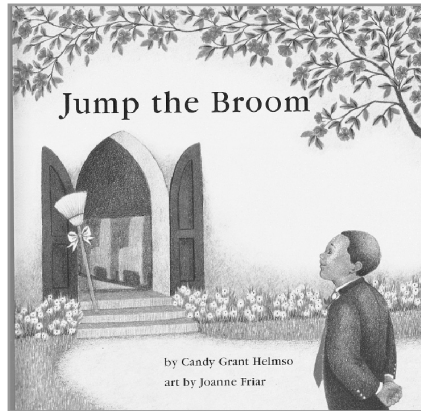
Books for Young Learners Teacher Resource

Book Notes



Jump the Broom

Author Candy Grant Helms
 Illustrator Joanne Friar
 16 pages ■ 119 words
Saltar la escoba ■ 134 words



Jump the Broom

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S				G I			

S = Shared G = Guided I = Independent

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.

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Jump the Broom (continued)

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), honor
- 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.