

What Jo Did

Day 1: Before You Read

Name _____

1. Word Study

Prefixes

A prefix is a letter or letters that are added to the beginning of a word. When a prefix is added to the beginning of a word, it changes the original word's meaning because prefixes carry their own meaning. For example, dis-, non-, and un- mean "not" or "opposite of."

Take Notes From Above

dis- means _____

non- means _____

un- means _____

Choose the Correct Prefix	Base Word	New Word
dis-/non-/un-	happy	=
dis-/non-/un-	stop	=
dis-/non-/un-	honest	=
dis-/non-/un-	sure	=
dis-/non-/un-	reliable	=
dis-/non-/un-	able	=

Suffixes

You can also use suffixes to help you figure out the meaning of words. The suffix -less means "without."

Take Notes From Above

-less- means _____

Use the organizer below to help you determine the meaning of **scoreless**.

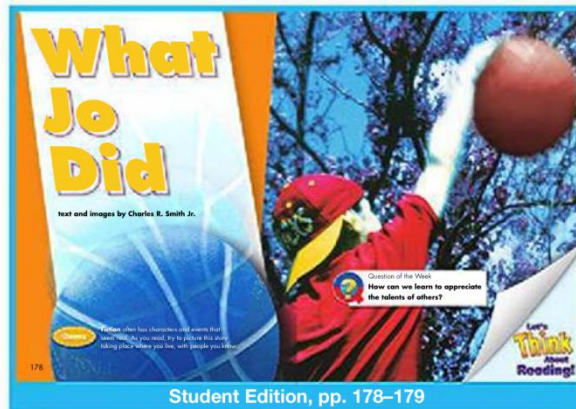
Base word + Suffix Meaning

_____ + _____

= New Meaning

= _____

2. Introduce Main Selection



GENRE Explain that the story *What Jo Did* is **fiction**. This means that the story tells about imaginary people and events. The characters in *What Jo Did* seem real, but the events in the story did not really happen.

PREVIEW AND PREDICT Have students preview the story, looking at photographs and the large bold type, to find clues to what the story is about. Have them predict what they will find out as they read.

PURPOSE By analyzing *What Jo Did*, a story, students will gain knowledge about appreciating the talents of others.

Take Notes from Above

Genre- _____

Story Prediction- _____

Cause/Effect

Cause and Effect relationships are events that are related. They are related because one event causes the other to happen.

Example:

Cause
Mindy kicks the ball too hard.

Effect
The ball goes over the fence.

Your turn:

What Jo Did

Day 2-3: Close Reading Questions for While You Read		Name _____
Page	Question	My Answers
180	Independently: If professional basketball players play with a 10 foot high basketball hoop, and Joanne can touch one that is 16 feet high, what can you conclude about Joanne's jumping abilities?	
180	Independent Check all the facts that give the reader a hint as to what kind of basketball player Joanna is?	<input type="checkbox"/> She loved the sound the ball made as it fell through the net. <input type="checkbox"/> She would practice every day. <input type="checkbox"/> She would touch the 16' backboard as often as she could. <input type="checkbox"/> Her father was especially proud.
180	Independent To help you figure out the meaning of the word marveled , think of other words with the base word marvel . Other words in the word family will have a similar meaning.	
181	Together Reread the following sentences from the story. <i>"Ahhh...Jo. My name is Jo," Joanna said nervously.</i> <i>"All right, Joe, you pick up T.J. over there, see..."</i>	⇨ Circle all the different ways the author refers to Joanne in the text. What do you notice? _____ What is the difference between the names? _____ _____
181	Together: Why are some sentences in the text bigger, bolded, and red?	_____ _____
182	Independent The words on this page seem to be <i>slanted</i> . Why do you think the author set up the page this way?	
183	Independent: <i>"Wow, did you see that? Did you see how high he jumped?" the freckle-faced kid said, his mouth wide open.</i>	⇨ Circle the words that help the reader understand how the freckled-face boy feels? How does he feel?
183	Together Jo's blocking of T.J.'s shot caused many things to happen. Check all of the effects that were the result of Jo blocking T.J.'s shot.	<input type="checkbox"/> T.J. starts making up excuses to cover up the fact that he got blocked. <input type="checkbox"/> T.J. gets embarrassed. <input type="checkbox"/> Jo felt hot, but she knew she couldn't take her hat off. <input type="checkbox"/> Whenever Jo played defense, the other team kept the ball away from her.

What Jo Did

Day 2-3: Close Reading Questions for While You Read		Name _____
Page	Questions	My Answers
184	<p>Together</p> <p>Reread the following excerpt from the story.</p> <p><i>"You guys, can we finish this game? It's getting dark and my mom wants me home soon," T.J. said., still upset that Jo was getting all the attention and this his shot was blocked.</i></p>	<p>Underline the part. that shows how T.J. feels.</p> <p>What word best describes how T.J. feels?</p> <p>a. stubborn</p> <p>b. nervous</p> <p>c. jealous</p> <p>d. selfish</p>
185	<p>Independently</p> <p>Use your knowledge of suffixes to determine the meaning of <i>speechless</i>.</p>	
186	<p>Together</p> <p>Check the event that, so far, is the most exciting event in the story?</p> <p>This is called the climax of the story.</p>	<p>_____ Jo is invited to play basketball.</p> <p>_____ Jo blocks T.J.'s pass.</p> <p>_____ The boys are amazed at Jo's basketball skills.</p> <p>_____ Jo makes a slam dunk and her hat falls off.</p> <p><i>After the climax, a reader feels that that an ending is just around the corner.</i></p>
187	<p>Together</p> <p>Read some of T.J.'s final quotes.</p> <ul style="list-style-type: none"> • <i>"I can't believe it, you guys, we've been playing basketball with a girl."</i> • <i>"I just never played against a girl before."</i> • <i>"I've never seen anyone who can jump like that."</i> • <i>"You should come and play with us again sometime."</i> <p>Underline T.J.'s quote that lets the reader know T.J. has changed the most and for the better.</p>	
187	<p>Independent</p> <p>Near the end of the story, the boys give Jo the nickname Jumpin' Jo.</p>	<p>How does this tell you the boys feel towards her?</p>
187	<p>Independently</p> <p>Look at all of the following events from the story. Check off only the events that are important to the plot. This will create a summary of the story.</p> <p>If there is an event that could be taken out of the story, and it would not change any of the remaining events in the story, it is NOT important to the plot.</p>	<p><input type="checkbox"/> Some boys think Jo is a boy and invited her to play basketball.</p> <p><input type="checkbox"/> Joanna is picked last when forming teams.</p> <p><input type="checkbox"/> Jo wonders why the hoop is so low.</p> <p><input type="checkbox"/> Jo blocks T.J.'s pass.</p> <p><input type="checkbox"/> Jo makes a slam dunk and her hat falls off.</p> <p><input type="checkbox"/> The boys are amazed at Jo's basketball skills.</p> <p><input type="checkbox"/> The boys realize Joe is a girl.</p> <p><input type="checkbox"/> T.J. is invited back to play basketball with the boys.</p>
187	<p>Together</p> <p>Look at the ending to the story. <i>This gives you a hint to the story's lesson/moral.</i></p>	<p>What lesson does the author try and teach the reader?</p>

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1. Word Study

Prefixes

A prefix is a letter or letters that are added to the beginning of a word. When a prefix is added to the beginning of a word, it changes the original word's meaning because prefixes carry their own meaning. For example, dis-, non-, and un- mean "not" or "opposite of."

Take Notes From Above

dis- means not or opposite of

non- means not or opposite of

un- means not or opposite of

Choose the Correct Prefix	Base Word	New Word
dis-/non-/un-	happy	= unhappy
dis-/non-/un-	stop	= nonstop
dis-/non-/un-	honest	= dishonest
dis-/non-/un-	sure	= unsure
dis-/non-/un-	reliable	= unreliable
dis-/non-/un-	able	= un/dis able

Suffixes

You can also use suffixes to help you figure out the meaning of words. The suffix -less means "without."

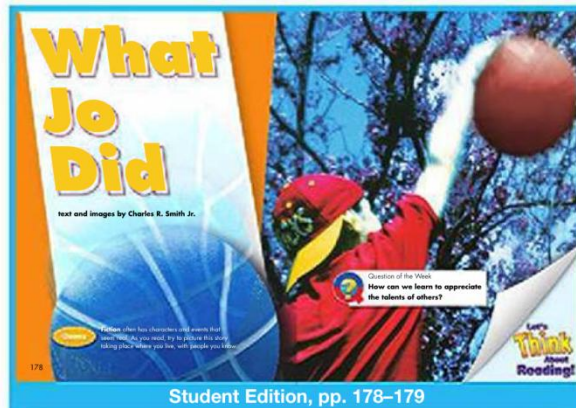
Take Notes From Above

-less- means without

Use the organizer below to help you determine the meaning of **scoreless**.

Base word	+	Suffix	Meaning
<u>score</u>	+	<u>without</u>	
= New Meaning			
= no points were scores			

2. Introduce Main Selection



GENRE Explain that the story *What Jo Did* is **fiction**. This means that the story tells about imaginary people and events. The characters in *What Jo Did* seem real, but the events in the story did not really happen.

PREVIEW AND PREDICT Have students preview the story, looking at photographs and the large bold type, to find clues to what the story is about. Have them predict what they will find out as they read.

PURPOSE By analyzing *What Jo Did*, a story, students will gain knowledge about appreciating the talents of others.

Take Notes from Above

Genre- fiction, realistic fiction

Story Prediction accept answers having to do with children playing basketball

Cause/Effect

Cause and Effect relationships are events that are related. They are related because one event causes the other to happen.

Example:

<u>Cause</u>	<u>Effect</u>
<i>Mindy kicks the ball too hard.</i>	<i>The ball goes over the fence.</i>

Your turn:

accept reasonable cause/effect relationships

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Day 2-3: Close Reading Questions for While You Read		Name _____
Page	Question	My Answers
180	Independently: If professional basketball players play with a 10 foot high basketball hoop, and Joanne can touch one that is 16 feet high, what can you conclude about Joanne's jumping abilities?	She is probably just as good of a jumper, if not better, than the pros
180	Independent Check all the facts that give the reader a hint as to what kind of basketball player Joanna is?	<input type="checkbox"/> She loved the sound the ball made as it fell through the net. <input checked="" type="checkbox"/> She would practice every day. <input checked="" type="checkbox"/> She would touch the 16' backboard as often as she could. <input type="checkbox"/> Her father was especially proud.
180	Independent To help you figure out the meaning of the word marveled , think of other words with the base word marvel . Other words in the word family will have a similar meaning.	marvelous, marvels (comics), marveling
181	Together Reread the following sentences from the story. "Ahhh... Jo , My name is Jo ," Joanna said nervously. "All right, Joe you pick up T.J. over there, see..."	⇐ Circle all the different ways the author refers to Joanne in the text. What do you notice? Jo is spelled 3 different ways. What is the difference between the names? It is spelled Joe when the author is writing from the boys' perspective, otherwise it is the girl spelling, Jo or Joanna.
181	Together: Why are some sentences in the text bigger, bolded, and red?	<u>more important, for emphasis</u>
182	Independent The words on this page seem to be <i>slanted</i> . Why do you think the author set up the page this way?	<u>to go with the action of the game</u>
183	Independent: " Wow, did you see that? Did you see how high he jumped? " the freckle-faced kid said, his mouth wide open.	⇐ Circle the words that help the reader understand how the freckled-face boy feels? How does he feel? amazed, in awe
183	Together Jo's blocking of T.J.'s shot caused many things to happen. Check all of the effects that were the result of Jo blocking T.J.'s shot.	<input checked="" type="checkbox"/> T.J. starts making up excuses to cover up the fact that he got blocked. <input checked="" type="checkbox"/> T.J. gets embarrassed. <input type="checkbox"/> Jo felt hot, but she knew she couldn't take her hat off. <input checked="" type="checkbox"/> Whenever Jo played defense, the other team kept the ball away from her.

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185	<p>Independently</p> <p>Use your knowledge of suffixes to determine the meaning of speechless.</p>	<p>without words, unable to speak</p>
186	<p>Together</p> <p>Check the event that, so far, is the most exciting event in the story?</p> <p>This is called the climax of the story.</p>	<p>_____ Jo is invited to play basketball. _____ Jo blocks T.J.'s pass. _____ The boys are amazed at Jo's basketball skills. <u>X</u> Jo makes a slam dunk and her hat falls off.</p> <p><i>After the climax, a reader feels that that an ending is just around the corner.</i></p>
187	<p>Together</p> <p>Read some of T.J.'s final quotes.</p> <ul style="list-style-type: none"> • "I can't believe it, you guys, we've been playing basketball with a girl." • "I just never played against a girl before." • "I've never seen anyone who can jump like that." • "You should come and play with us again sometime." <p>Underline T.J.'s quote that lets the reader know T.J. has changed the most and for the better.</p>	
187	<p>Independent</p> <p>Near the end of the story, the boys give Jo the nickname Jumpin' Jo.</p>	<p>How does this tell you the boys feel towards her?</p> <p style="text-align: center;">positively a sign of respect</p>
187	<p>Independently</p> <p>Look at all of the following events from the story. Check off only the events that are important to the plot. This will create a summary of the story.</p> <p>If there is an event that could be taken out of the story, and it would not change any of the remaining events in the story, it is NOT important to the plot.</p>	<p><input checked="" type="checkbox"/> Some boys think Jo is a boy and invited her to play basketball.</p> <p><input type="checkbox"/> Joanna is picked last when forming teams.</p> <p><input type="checkbox"/> Jo wonders why the hoop is so low.</p> <p><input checked="" type="checkbox"/> Jo blocks T.J.'s pass.</p> <p><input checked="" type="checkbox"/> Jo makes a slam dunk and her hat falls off.</p> <p><input checked="" type="checkbox"/> The boys are amazed at Jo's basketball skills.</p> <p><input checked="" type="checkbox"/> The boys realize Joe is a girl.</p> <p><input checked="" type="checkbox"/> T.J. is invited back to play basketball with the boys.</p>
187	<p>Together</p> <p>Look at the ending to the story. <i>This gives you a hint to the story's lesson/moral.</i></p>	<p>What lesson does the author try and teach the reader?</p> <p>What you are physically (girl/boy) doesn't limit what you can be or You can't judge a book by its cover.</p>

What Jo Did