



Pre-Reading: Building the Scaffold (3–4 mins)

Goal: Set the stage, introduce a high-level concept (courage/bravery), and map out key vocabulary.



Introduce the Concept: “Today we are reading a book called Jabari Jumps. It’s about a boy who wants to do something big, but he gets a tricky feeling inside. Have you ever felt excited and scared at the exact same time?”



Vocabulary Preview: Introduce the word **nervous**. “When we feel nervous, our bellies might feel wiggly or our hearts might beat fast because we are worried about what will happen. Let’s make a ‘nervous’ face together.”



First-Look Prediction: Show the cover picture. “Look closely at Jabari’s body. He is standing at the edge of the diving board. Based on how his body looks, what do you think he is thinking right now?”



During Reading: Deepening the Concepts (8–10 mins)

Goal: Avoid just reading the text. Pause strategically—choose **one or two** opportunities per session to encourage analysis, reasoning, and language extension.



Note: Do not attempt all four opportunities in a single reading; select one or two per session.



Opportunity 1

After Jabari says, “I’m a great jumper, so I’m not scared at all.”

- **Concept Development (Analysis):** “Jabari tells his dad he isn’t scared. But let’s look at the illustration on the next page where he watches the other kids. Why do you think he is letting all the other kids go ahead of him in line?”
- **Language Modeling (Open-Ended):** “Tell me about a time you let someone else go first because you wanted to watch how they did it.”



Opportunity 2

When Jabari squeezes his dad’s hand, and his dad squeezes back.

- **Quality of Feedback (Scaffolding):**
Teacher: “Why did Jabari squeeze his dad’s hand?”
Child: “Because he likes him.”
Teacher (Expanding): “Yes, he loves his dad, and he might be looking for support. Squeezing a hand is a way to say, ‘I need you close.’ What do you think his dad’s squeeze back meant?”
- **Concept Development (Real-world Connection):** “What do you do with your body when you need comfort or feel a little unsure?”



Opportunity 3

When Jabari decides to do his stretches.

- **Concept Development (Reasoning):** “Jabari stops to do stretches because he says his ‘muscles need to be ready.’ Do you think his muscles really needed stretching, or was he trying to solve a problem? What problem was he trying to solve?”



Opportunity 4

When Jabari takes a deep breath and steps onto the board.

- **Language Modeling (Advanced Vocabulary):** “The author says the diving board creaked under his feet. Let’s make a creaking sound. What does a creak tell us about the diving board?”



Post-Reading: Connecting & Creating (4–5 mins)

Goal: Push children to summarize the emotional arc, map the concept to their own lives, and use new language structures.



Concept Development (Creating/Brainstorming): “Jabari’s dad gave him a great secret. He said, ‘Sometimes when I feel a little scared, I take a deep breath and tell myself I am ready.’ If a new friend came to our classroom on their very first day and felt nervous, what is a secret or some advice you could give them to help them feel brave?”



Quality of Feedback (Prompting thought processes): (If a child gives a quick answer like, “Play with toys.”) “Oh, tell me more about that. How would inviting them to play with toys help the nervous feeling inside their belly go away?”



Language Modeling (Wrap-up): “Jabari felt two different ways in this story. At first, he felt nervous, but at the end, he felt triumphant—that means he felt like a champion who conquered a challenge. How did his face change from the beginning of the book to the very last page?”



Classroom Tips for CLASS Success



The 5-Second Rule

After asking one of these questions, count to 5 slowly in your head. Give the children time to process and construct a complex thought before jumping in.



Repeat and Extend

Whenever a child answers, repeat their words back to them but add 2–3 advanced words. (e.g., Child: “He jumped!” Teacher: “Yes, he courageously leaped off the edge!”)

