

Reading Roundup

The Day You Begin

Written by Jacqueline Woodson

Illustrated by Rafael Lopez

Reading Roundup
Partners



Introduction

Gather the students around you so that they are able to see the illustrations of the book. Most classrooms will have an area rug defining this space. Introduce yourself and tell the students that you are excited to share The Day You Begin, written by Jacqueline Woodson and illustrated by Rafael Lopez.

Before Reading

*I'm thinking of a time when I walked into a room and felt scared because I wasn't sure I belonged there. I wasn't like everyone else and felt left out of the group. -P- Have you ever been in a place and felt different than everyone else?
(Answers will vary.)*

During Reading

- Begin reading the book by starting on the title page. Hold the book so that students are able to see the illustrations. Give plenty of time for students to “read” and think about the pictures.

Continue to read through page 7.

- **Page 7 - P** - *Look at the picture of the girl and her classmates. What do you notice about this illustration? – T/T – Turn and talk to your partner about what the illustration tells us about the girl's feelings.* (The illustrator drew the new girl much larger than her classmates. When people feel nervous about being with different people, especially people they don't know, they might feel like everyone is staring at them.) Continue reading through page 13.

- **Page 13 – P** – *Illustrators do everything for a reason. Does the new girl look the same as before? Why might the illustrator have drawn her differently?* (She no longer feels like her classmates are staring at her. Now, she feels left out of the conversation.) If the class has experienced The Invisible Boy, you might remind the children how Brian felt – invisible. Continue reading through page 21.

- **Page 21 - T/T** – *Do you think the children in this picture are being mean on purpose? Do you think they realize how invisible the boy feels? Turn and talk to your partner about what's happening here.* (Answers will vary, but the students should recognize that many times when we're having fun and are busy with friends, we may not notice someone feeling left out.) Continue reading through page 25.

- **Page 25 - P** – *Look at what the illustrator decided to do. The boy doesn't look the same in the water. – P – What do you notice about the two images of the boy?* (One image looks sad and the other is smiling. One image shows the boy looking down while he holds a closed book and the other images shows the boy looking straight ahead while holding a wide-open book.)

- Continue reading the rest of the story making sure students have time to “read” the illustrations.

After Reading

- *Let's think about what the boy did to feel better about himself. – T/T – Turn and talk to your partner about what the boy decided while standing by the water. You may need to re-read the eleventh spread.* (He decided he was in charge of the way he felt. He realized that he was much braver and stronger than he thought.)

Remember, you have your very own story to tell. Every friend has a story that's a little like yours and fabulously different from yours. Be brave enough to tell your story.

Vocabulary

Fragile – easy to break p. 12

Souvenir – something brought back to help remember the trip p. 12

Triumph – win, accomplishment p. 12



**WORD
WAGON**

