



About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 496

Book Summary

Valentine's Day is another winter tale about the Hoppers, a family of rabbits with four unique siblings: Floppy Ears, Speedy Legs, Fluffy Tail, and Snubby Nose. No one except for Snubby Nose seems to know why February 14 is a special day. The other Hoppers wonder what the big day is all about, until they find their presents from Cupid. Snubby Nose is missing on Valentine's Day, but he finally comes home with a surprise for Grandpa Grizzly. Illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Use the reading strategy of summarizing to understand nonfiction text
- Sequence events
- Identify letter combination *ow*
- Identify and compare past and present tenses
- Arrange words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Valentine's Day* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Sequence events, letter combination *ow*, verb tense worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- **Content words:** *bow and arrow, breakfasts, chocolates, Cupid, finally, fourteenth, Grizzly, patter, pleased, sprinkled, suitcase, surprise, valentine*

Before Reading

Build Background

- Provide books that show pictures of valentines. Allow time for students to look at the illustrations and read about Valentine's Day. Ask students whether they have ever received or given a valentine. Encourage students to share their experiences.
- Discuss Valentine's Day and the significance of this holiday. Ask students whether they have ever had a particularly fun experience for Valentine's Day, and invite them to share their stories.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers of the book and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what kind of book this is and what it might be about.

Lesson Plan *(continued)*

Valentine's Day

- Show students the title page. Discuss the information on the page (title of book, illustrator's name).

Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember information in a book is to summarize paragraphs, sections, or chapters in their mind or on paper. Explain that a summary is a brief overview of the most important information in the text.
- Model summarizing using page 3.
Think-aloud: To summarize, I decide which information is important from what I've read. Then, in my mind, I organize the important information into a few words or sentences. For example, the text on page 3 tells about Grandpa Grizzly coming for a visit one February evening. The Hoppers wanted him to tell them a story. I will underline Grandpa Grizzly, February, and the Hoppers in my book. Grandpa Grizzly asks them whether they know what holiday is coming. I will underline the words holiday is coming. When I look at this important information, a summary of page 3 might be: Grandpa Grizzly visited the Hoppers one February evening. He told them that a holiday was coming.
- Invite students to practice summarizing the important information in a familiar story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that writers present the events of a story in a particular order. Words such as *first*, *next*, and *then* are signals to the reader about the order of the events in a story. Ask students to give examples of other words that signal the order of events (*today*, *last*, *finally*, *dates*, and so on).
- Model how to sequence events.
Think-aloud: I know that a process, like a story, also has a sequence of events, which usually have to happen in a certain order. For example, when I make a peanut butter and jelly sandwich, first I get a knife and all of the ingredients: peanut butter, jelly, and bread. Next, I spread peanut butter on one slice of bread. Then, I spread jelly on the other slice of bread. Last, I put the two pieces of bread together and eat the sandwich.
- Have volunteers explain the order of a simple process, such as making a phone call or brushing their teeth. Use time and order words (*first*, *next*, and so on) to write the steps on the board.

Introduce the Vocabulary:


- Write the following words from the content vocabulary on the board in order: *surprise*, *Cupid*, *bow and arrow*, *patter*.
- Give groups of students several pieces of blank paper. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Give groups of students a dictionary to look up each vocabulary word. Review or explain that the dictionary contains alphabetically arranged words with their definitions.
- Model how students can use the dictionary to find the meaning of a word. Have students look up the word *surprise*. Invite a volunteer to read the definition for *surprise*. Have students compare the definition with their prior knowledge of the word. Then have students follow along on page 5 as you read the sentence in which the word *surprise* is found, to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words. Point out that the words *bow* and *arrow* must be looked up separately in the dictionary, but they should define it as one term on their card.
- Show students the picture on page 7 and have them write a story about what they predict may happen in the book. Have them use the vocabulary words in the order in which they appear on the board. Have each student in the group use one vocabulary word to add on to the story. Repeat the activity after reading the book to check for student understanding of the vocabulary.

Set the Purpose

- Have students read the book to find out more about the Hoppers' Valentine's Day, stopping after every few pages to summarize the events of the book in their mind. Encourage students to underline or write on a separate piece of paper the important information in each chapter.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 7. Encourage those who finish before others to reread the text. When students are ready, discuss the important information they identified.
 - Model summarizing important information in the book. Read page 6 aloud as students follow along.
Think-aloud: As I am reading, I stop after every few pages to summarize what I'd read so far. First, I decide which events are important. Then, in my mind, I organize the important events into a few sentences. A summary for page 6 might be: Speedy Legs, Fluffy Tail, and Floppy ears wondered all night what the surprise might be. Snubby Nose already knew, so he slept soundly. They all woke up early the next morning and went to wake up Grandpa Grizzly.
 - **Check for understanding:** Have students read page 8. Invite them to share the important information in the page. Ask students to write a brief summary of the chapter on a separate piece of paper or at the bottom of page 8. Have them share what they wrote.
 - Talk about the important events that students have summarized so far. Remind them that when an author writes a story, the important events are told in a particular order. Have students tell the sequence of the main events so far. Remind them to think about the skill of sequencing events as they contemplate their answers. (*Grandpa Grizzly asks the Hoppers what holiday is coming. He shows them a suitcase with a surprise inside. The Hoppers wake up early to see what is inside the suitcase. The gifts remind them that it's Valentine's Day. They realize that Snubby Nose is missing.*) Write students' answers on the board.
 - Ask students to read the remainder of the book. Remind them to think about the important details in the book so they can summarize and sequence the information in their mind as they read.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Divide students into four groups. Ask each group to contribute to a summary of the events in the final four pages of the story. Write the summary on the board.
Think-aloud: I know that summarizing keeps me actively involved in what I'm reading and helps me understand and remember what I've read. I know that I will remember more about this story, because I summarized the important information as I read the book.
- Ask students to explain or show how the strategy of summarizing helped them understand the book.

Teach the Comprehension Skill: **Sequence events**

- **Discussion:** Review the sequence of events written on the board from the first half of the story: (*Grandpa Grizzly asks the Hoppers what holiday is coming. He shows them a suitcase with a*

surprise inside. The Hoppers wake up early to see what's inside the suitcase. The gifts remind them that it's Valentine's Day. They realize that Snubby Nose is missing.)

- **Check for understanding:** Ask volunteers to add sequencing words to the beginning of each sentence on the board. (*First*, Grandpa Grizzly asks the Hoppers what holiday is coming. *Next*, he shows them a suitcase with a surprise inside. *After that*, the Hoppers wake up early to see what's inside the suitcase. *Then*, the gifts remind them that it's Valentine's Day. *Finally*, they realize that Snubby Nose is missing.) Reinforce how the information in their summary should include the important events they just sequenced from the story.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their answers.
- **Extend the discussion:** Discuss the importance of special events and family traditions. Remind students that Grandpa Grizzly baked special cookies for the family, in honor of Valentine's Day. Talk about family traditions, and ask students what types of special events their families celebrate.

Build Skills

Phonics: Identify letter combination **ow**

- Write the words *show* (long /o/) and *down* (diphthong ow) on the board and say them aloud with students.
- Run your finger under the letters in each word as students say the words aloud. Ask students to identify letters represent the long /o/ sound in the word *show*. Then ask them to identify which letters represent the vowel sound in the word *down*.
- Circle the *ow* letter combination in each word. Explain to students that the letters *o* and *w* together can represent the long /o/ sound, as in the word *show*, and the vowel sound in the word *down*. Have students practice writing the *ow* letter combination on a separate piece of paper as they say the two different sounds the letters can represent.
- **Check for understanding:** Write the following words on the board that have the *ow* letter combination, leaving out the *ow*: *cow*, *grow*, *know*, *town*. Read the words aloud with students. Have students create a two-column chart on a separate piece of paper with the headings *Show* and *Down*. Have them place each word on the board under the heading that matches its vowel sound. Discuss where students placed the words.
- **Independent practice:** Introduce, explain, and have students complete the [letter combination ow worksheet](#). If time allows, discuss their responses.

Grammar and Mechanics: Verb tense

- Have students turn to page 6 and reread the first paragraph. Ask them whether this story takes place in the present or in the past, and how they know this. Discuss the verbs used in the sentences (*laughed*, *promised*, *wondered*, *remembered*, *was*, *slept*).
- Explain to students that verbs tell readers when the events in a story happened. The events in this story happened in the past. If the book is not reusable, have students underline the verbs in the paragraph. Point out that the suffix *-ed* is added to a word to tell readers that an action happened in the past. Tell students that the verbs *to be* and *to sleep* have an irregular past tense (*was*, *slept*).
- Ask a volunteer to reread the paragraph with the verbs changed to the present tense (*laugh*, *promise*, *wonder*, *remembers*, *is*, *sleeps*).
- Have students find examples of dialogue in the story, and ask them what tense is used there. Explain that dialogue most often uses present tense because people usually speak to each other about what is going on now.
- **Independent practice:** Introduce, explain, and have students complete the [verb tense worksheet](#). If time allows, discuss their responses.

Word Work: Alphabetical order

- Review or explain to students the process of putting a list of words in alphabetical order. Remind them that if the first letter of two words is the same, they must compare the next two letters instead.
- Write the words *valentine* and *day* on the board. Have a volunteer explain which word would appear first in alphabetical order (*day*) and why (because *d* comes before *v* in the alphabet). Write the words *cookies* and *cupid* on the board. Point out to students that the words begin with the same letter (*c*). Ask a volunteer to tell which word would appear first in alphabetical order and explain his or her thinking (*cookies*, because in looking at the second letters, *o* comes before *u*).
- Write the words *fur* and *furry* on the board. Have a volunteer explain which word would appear first in alphabetical order (*fur*) and why. Point out to students that all of the letters in *fur* and *furry* are the same until the final letters *ry*. Because there is no other letter to compare at the end of *fur*, it comes first in alphabetical order.
- Write the words *Grandpa* and *Grizzly* on the board. Have a student come to the board and circle which word would appear first in alphabetical order. Have another student explain why the first volunteer circled the word, and tell whether he or she agrees with the choice. Point out to students that they must look at the third letter of each word to correctly alphabetize the words.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading
Writing and Art Connection

Have students write a valentine paragraph to their favorite literary character, or to the author of their favorite book. The valentine can thank the writer or character for teaching an important lesson, or for writing an enjoyable book. If they choose to write to an author, provide online resources for students to find the appropriate publishing company to which the valentine should be sent.

Social Studies Connection

Provide print and Internet sources for students to research Valentine's Day and write a report about its history. Have them find out how the holiday has changed from the days of ancient Rome to the present. Have students include the ways in which Valentine's Day is celebrated, and the reasons for its celebration. Post their reports on a Valentine's Day bulletin board.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of summarizing to better comprehend the text
- accurately sequence events of the text during discussion and on a worksheet
- correctly identify the letter combination ow in words during discussion and on a worksheet
- correctly identify and use past and present tenses during discussion and on a worksheet
- correctly arrange words in alphabetical order

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)