

About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 535

Book Summary

Curtis and his mom travel to Canada in October to visit Uncle Ed and celebrate Thanksgiving. Curtis is confused because he thinks Thanksgiving is in November. As they prepare and eat Thanksgiving dinner, Uncle Ed tells Curtis and his mom about the traditions surrounding Canada's Thanksgiving celebration. Students will have the opportunity to compare and contrast Thanksgiving traditions in the United States and Canada. Illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge


Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Compare and contrast
- Identify *r*-controlled vowels
- Recognize and use quotation marks
- Place words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Two Thanksgivings* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Compare and contrast, *r*-controlled vowels, quotation marks 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

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

Content words:

Story critical: *cornucopia* (n.), *explorer* (n.), *harvest* (n.), *settlers* (n.), *survived* (v.), *traditions* (n.)

Enrichment: *blurted* (v.), *celebrate* (v.), *craving* (v.)

Before Reading

Build Background

- Write the word *Thanksgiving* on the board. Ask students if they celebrate Thanksgiving and in which month the holiday occurs. Have them explain what their family does to celebrate Thanksgiving. Discuss the reasons for the celebration. If students do not celebrate Thanksgiving, ask if they celebrate a different holiday in the fall.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model using prior knowledge to read and understand text.
Think-aloud: When I read a book, I think about what I already know about the topic of the book before I start reading. When I read the title and look at the illustrations on the cover, I think this book is about Thanksgiving. I already know some things about Thanksgiving. My family celebrates Thanksgiving by cooking a lot of food. The whole family gathers around a table for a big meal that includes turkey, mashed potatoes, cranberry sauce, and rolls. For dessert, we eat pumpkin pie. After we eat, everyone gathers in the backyard for a game of touch football. I wonder why this book is called Two Thanksgivings and if the Thanksgiving celebrations in this book are similar to mine.
- Invite students to share how they connected to prior knowledge, on the basis of the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain to students that one way to understand and organize new information in a book is to explain how things are alike and different. Write the words *compare* and *contrast* on the board. Point out that explaining how things are alike is called *comparing*, and explaining how things are different is called *contrasting*. Write the word *alike* under *compare* and the word *different* under *contrast* on the board.
- Draw a Venn diagram on the board. Label the left side *Uncle Ed* and the right side *Curtis*. Explain that Uncle Ed and Curtis are two characters in this story. Point out each character on the covers.
- Model how to compare and contrast using the illustrations on the front and back covers.
Think-aloud: I can compare Uncle Ed and Curtis using the illustrations on the front and back covers of the book. I notice that they are alike in some ways and different in some ways. One way they are alike is that they both wear glasses. I will write the words wear glasses on the diagram where the circles overlap to show one way they are alike, or the same. One way they are different is their ages. Curtis is young, and Uncle Ed is grown up. I will write grown up on the Venn diagram under the Uncle Ed heading and young under the Curtis heading to show one way these two people are different.
- Invite students to suggest other ways that Uncle Ed and Curtis are the same and different. Write student responses on the Venn diagram under the appropriate headings.

Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *cornucopia*, *harvest*, and *traditions*.
- Point out that these three words can be found in the story and that they are things mentioned in the story. Divide students into pairs and give each pair three pieces of blank paper. Have students write one vocabulary word on each piece of paper. Then have pairs write or draw what they know about each word. Create a class definition for each word using students' prior knowledge.

Lesson Plan *(continued)*

Two Thanksgivings


- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *cornucopia* in the dictionary. Invite a volunteer to read the definition for *cornucopia*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.
- Have students follow along on page 8 as you read the sentence in which the word *cornucopia* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out more about how Thanksgiving is celebrated in Canada. As they read, remind them to think about what they already know about how they celebrate Thanksgiving and how it is similar to and different from the Canadian celebration.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have them read to the end of page 6. Encourage students who finish before others to reread the text.
 - Model connecting to prior knowledge.
Think-aloud: Before I read the story, I thought about how my family celebrates Thanksgiving. I used my experiences to predict what would happen in this story. When I read the first part of the story, I realized that Thanksgiving in Canada is celebrated in October. In the United States, Thanksgiving is celebrated in November. I also learned that both countries give thanks for the harvest on Thanksgiving. Canada's weather gets colder before the United States' does, so its harvest comes earlier in the year.
 - Invite students to share how they connected with what they already knew as they read. Allow time for students to discuss how Thanksgiving at Uncle Ed's house might be similar to and different from theirs.
 - Write the words *Canadian Thanksgiving* and *United States Thanksgiving* on the board. Introduce, explain, and have students label the [compare-and-contrast worksheet](#).
 - Have students turn to page 3. Explain that one way the two Thanksgiving celebrations are different is the month in which they are celebrated. Ask students to locate this information in the text on page 3. Have them write this information on their worksheet under the correct heading. Point out that one way the two Thanksgivings are similar is that they both celebrate the harvest. Have students write this information in the appropriate place on their worksheet.
 - **Check for understanding:** Have students read to the end of page 9. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
 - Have students work with a partner to identify additional similarities and differences between the two Thanksgivings and write this information on their worksheet. When they have finished, discuss their answers.
 - Have students read the remainder of the book. Encourage them to continue to think about what they already know about Thanksgiving as they read the rest of the story. Remind them to continue thinking about the important events of the story 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

- **Think-aloud:** *On page 14, I thought about the facts that Uncle Ed shares with Curtis and his mother. He knows many things about the history of Canada because he was a history teacher. I thought about relatives in my family. I have learned many interesting facts by listening to them talk at family events. Listening to family members tell stories is a great way to learn new information.*
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about the two Thanksgiving celebrations. Invite them to share and explain their picture to the rest of the class.
- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

Reflect on the Comprehension Skill


- **Discussion:** Review the similarities and differences between Canadian Thanksgiving and United States Thanksgiving that students identified on their compare-and-contrast worksheet.
- Ask students how comparing and contrasting these two Thanksgiving celebrations helped them to understand how the people of Canada and the United States are alike and different.
- **Enduring understanding:** In this story, you learned that Thanksgiving is celebrated in both Canada and the United States. You learned that each country celebrates the harvest on Thanksgiving in both similar and different ways. Now that you know this information, why do you think it might be important to know about how other countries celebrate holidays?

Build Skills

Phonics: R-controlled vowels

- Write the words *harvest*, *cornucopia*, and *explorer* on the board. Read the words aloud and have students repeat them with you.
- Explain to students that the letter *Rr* can affect the sound of the vowel that precedes it in many ways. Return to the words on the board, and underline the *r*-controlled vowel with the letter *Rr* (*harvest*, *cornucopia*, *explorer*). As you read the words aloud, emphasize the different sounds.
- **Check for understanding:** Create a five-column chart on the board and label the columns *ar*, *er*, *ir*, *ur*, and *or*. Model how to place the words *harvest*, *cornucopia*, and *explorer* on the chart. Next, write the following words on the board in a separate place: *carve*, *turkey*, and *dinner*. Have student volunteers write each word in the correct column.
- **Independent practice:** Introduce, explain, and have students complete the [r-controlled vowels worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Quotation marks

- Write the following sentence on the board: *"Thanksgiving is next month," said Curtis.* Ask students which words are being spoken. Explain that *quotation marks* are the punctuation marks around dialogue in the book. Discuss the difference between what is being said aloud by the character (*Thanksgiving is next month*) and what is not (*said Curtis*).
- Have students turn to page 4 in the book. Read the page aloud as students follow along. Ask students to give the thumbs-up signal while dialogue is being said aloud by a character.
-  **Check for understanding:** Have students work in pairs to locate dialogue in the text. Instruct them to circle all quotation marks.
- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their responses.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of two words is the same, they must compare the next two letters instead.
- Write the words *cornucopia* and *harvest* on the board. Have a volunteer explain which word would appear first in alphabetical order (*cornucopia*) and why (because *c* comes before *h* in the alphabet).
- Write the words *settlers* and *survived* on the board. Point out that the words begin with the same letter (*s*). Explain that the word *settlers* should appear first because the second letter, *e*, in *settlers* comes before the second letter, *u*, in *survived*.
- Write the words *pumpkin* and *pie* on the board. Have a volunteer explain which word would appear first in alphabetical order (*pie*) and why.
- **Check for understanding:** Write the following words on the board: *mother, Uncle, explorer, traditions, holiday, Canada, Curtis, United States, history*. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, partners can 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. Have them practice comparing and contrasting Thanksgiving traditions with someone at home.

Extend the Reading
Realistic Fiction Writing Connection

Have students think about how they celebrate Thanksgiving or another fall holiday they celebrate. Ask them to write a story about a character who has a different way of celebrating the same holiday.

Visit WritingA-Z.com for a lesson and leveled materials on realistic fiction writing.

Social Studies Connection

Provide maps to help students locate Canada and the United States. Provide Internet and print resources about holidays celebrated in both countries. Discuss similarities and differences between the two countries and their holiday celebrations.

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 connecting to prior knowledge to comprehend the text during discussion
- accurately compare and contrast the ways in which Thanksgiving is celebrated in Canada and the United States during discussion and on a worksheet
- accurately write words that contain *r*-controlled vowels during discussion and on a worksheet
- accurately recognize and use quotation marks during discussion and on a worksheet
- understand the process of arranging words in alphabetical order during discussion and on a separate piece of paper

Comprehension Checks

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