

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 422

Book Summary

Who was Saint Patrick? Why is there a day for people to celebrate him? Why do people wear green on Saint Patrick's Day? This book will answer these questions and more. It tells the history of a man named Patrick, how he helped the people of Ireland, why we celebrate on March 17, and how many people all over the world enjoy the festive holiday.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing to understand text
- Identify author's purpose
- Identify vowel digraphs *ea*, *ee*, *ie*
- Identify proper nouns as names of people
- Arrange words in alphabetical order

Materials

Green text indicates resources that are available on the website.

- Book—*Saint Patrick's Day* (copy for each student)
- Chalkboard or dry-erase board
- Author's purpose, proper nouns: names of people, alphabetical order worksheets
- Sheets of paper
- Discussion cards



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

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](https://www.readinga-z.com/vocabulary).

- Content words:
Story critical: *bishop* (n.), *Catholic* (adj.), *culture* (n.), *customs* (n.), *Ireland* (n.), *patron saint* (n.)

Before Reading

Build Background

- Ask students if they have ever heard of the holiday Saint Patrick's Day. Have students raise their hand if they celebrate Saint Patrick's Day. Have students share what they know about the holiday and record their answers on the board.

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, 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: **Visualize**

- Explain to students that effective readers often visualize, or create pictures in their mind, while they are reading. Visualizing is based on what a person already knows about a topic. Visualizing while reading helps readers better understand and remember what they have read.
- Model how to visualize using the title.
Think-aloud: Whenever I read a book, I always pause after a few pages or after I read a description of something so I can create a picture in my mind of all the information I just read. This helps me organize the information and better understand and remember the ideas in the book. When I read the title, Saint Patrick's Day, I picture all of my friends from grade school dressing in green each year and painting clovers on their faces. We always did a fun Saint Patrick's Day craft or worksheet in class.
- Invite students to share what they visualized when they heard the title of the book. Remind them that visualizing while they read will help them understand and remember what they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Author's purpose**

- Write the following words on the board: *inform, entertain, persuade*. Ask students if they are familiar with any of these words. Invite students to share what they know about the meanings of the words.
- Explain to students that *inform* means to give the reader information on a topic, *entertain* means to amuse the reader, and to *persuade* means to convince the reader to think a certain way.
- Model identifying author's purpose.
Think-aloud: When authors write, they have a reason, or purpose, for writing their book. They want to inform, entertain, or persuade their readers. After reading the title and first page of this book, I think the author wants readers to learn what Saint Patrick's Day is all about and how it got started, so I think her purpose is to inform readers. Sometimes an author will write for more than one purpose, so I will continue reading to see whether she also wants to persuade or entertain me.

Introduce the Vocabulary


- Introduce the story-critical vocabulary words listed in the vocabulary section of this lesson.
- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, and prefixes and suffixes. They can use context clues to figure out the meaning of an unfamiliar word.
- Model how to use context clues to determine a word's meaning. Explain that the text and photographs give context for a word. For example, say: *If I was unfamiliar with the definition of the word customs, I would just turn to the page it's located on and read the sentence it's used in as well as the ones around it. On page 11, the text is describing the word custom as something Irish people brought with them when they moved to new countries, and it says Saint Patrick's Day is an example. This tells me that holidays are a type of custom.*
- Have students work with a partner to locate the other vocabulary words in the book and figure out their meanings using context clues. Invite volunteers to share their definitions for each vocabulary word, as well as how they determined them using context clues.
- Explain to students that the meaning of some words cannot be determined from their context, and in these situations a glossary or dictionary should be used to look up the definition. Have students turn to the glossary on page 16. Read each word and its meaning, and have students compare their definitions with the glossary definitions.

Set the Purpose

- Have students read to find out more about Saint Patrick's Day. Remind them to visualize as they read, as well as to think about the author's purpose for writing.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have them read to the end of page 8. Encourage students who finish before others to reread the text.
- Model visualizing.
Think-aloud: When I first read about Patrick being captured and taken to Ireland, I paused to picture in my mind how scared he must have looked. Then, I visualized him praying and reading the Bible because it said he found comfort in his religion while he was a captive. Finally, I pictured him when he was becoming a priest and a bishop. In my mind, he looks happy because religion is important to him and he wants to use it to help people the way it helped him.
- Have students share what they visualized while reading.
- Review the three purposes authors have for writing a book: to inform, to entertain, and to persuade. Have students discuss with a partner the definition of each term.
- Have students discuss with a partner details from the first few pages of the book. Invite volunteers to share details, and record them on the board. Ask students to decide what effect the details have on them. Does the information inform, persuade, or entertain them? Have students get into groups to discuss what they think the author's purpose of the book is and why.
- **Check for understanding:** Have students read to the end of page 11. Have them visualize the new details as they read. Invite volunteers to explain their visualizations about the tales of Saint Patrick as well as how he was remembered.
- Ask students to share new details from the book with a partner. Call on students to share their details, and write them on the board. Ask students to decide the effect the details have on them.
- Have students discuss with a partner what they think the author's purpose for writing the book is. Invite volunteers to share their answer. Guide students to the answer that the author's purpose is to inform readers about Saint Patrick's Day.
- Have students read the remainder of the book. Remind them to continue making, revising, and confirming predictions. Encourage students to continue looking for evidence to support the author's purpose for writing.
-  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

- Ask students to explain how the strategy of visualizing helped them remember and understand all of the important details in the book.
- **Think-aloud:** *When I read that places all over the world celebrate Saint Patrick's Day, I pictured thousands of people decked out in green clothes watching parades and having a wonderful time. Then, I visualized them sitting down to a huge feast with tons of yummy Irish food. It made me want to do all of those things the next time Saint Patrick's Day comes around. This helped me understand what a big, festive holiday Saint Patrick's Day is, and it also helped me to remember that part of the book.*

- Invite volunteers to share their visualization for their favorite part of the book.

Reflect on the Comprehension Skill

- **Discussion:** Point to the word *inform* on the board. Review the author's purpose for writing the book, and invite volunteers to explain how they know that the purpose is to inform. Ask students what the author is informing the reader about (the history of Saint Patrick, how Saint Patrick's Day is celebrated today). Ask students to discuss with a partner how the book would change if the author's purpose were to persuade the readers to celebrate Saint Patrick's Day. Invite volunteers to share their thoughts with the class.
- **Independent practice:** Introduce, explain, and have students complete the **author's purpose worksheet**. If time allows, discuss their answers.
- **Enduring understanding:** In this story, you learned about Saint Patrick and all the good things he did for Ireland. You also learned that Irish people have taken the custom of celebrating Saint Patrick's Day all over the world as well as how they celebrate. Which custom used to celebrate Saint Patrick's Day would you most like to participate in? Why?

Build Skills

Phonics: Vowel digraphs *ea, ee, ie*

- Write the word *need* on the board and underline the letters *ee*. Explain to students that when they see *e* and *e* together in a word, it makes the long vowel /e/ sound just like what they hear in the word *need*. Explain that *ee* is one of three letter combinations that stand for the long /e/ vowel sound. The other two combinations are *ea* and *ie*. Explain to students that these combinations of letters together are examples of *vowel digraphs*.
- Write the words *sheep* and *set* on the board and read them aloud. Ask students which word has the same vowel sound as that in *need*. Make sure students can differentiate between the two vowel sounds. Invite students to come up with other words that contain the vowel digraph *ee*. Write each word on the board and underline the *ee* in each one.
- Have students turn to page 4 and locate the word in the last sentence of the first paragraph that contains the vowel digraph *ee* (*green*). Then, have students locate another word with the vowel digraph *ee* on page 5 (*sixteen*).
- Write the word *seat* on the board and ask students to identify the letter combination that makes the long vowel /e/ sound. Underline the vowel digraph *ea* in the word *seat*.
- Write the words *cream* and *cut* on the board and read them aloud. Ask students which word has the same vowel sound as that in *seat*. Circle the vowel digraph *ea* in the word *cream*.
- Have students turn to page 11 and locate the word that contains the vowel digraph *ea* (*feast*).
- Write the word *chief* on the board and ask students to identify the letter combination that makes the long vowel /e/ sound. Underline the vowel digraph *ie* in the word *chief*.
- Write the words *piece* and *pie* on the board and read them aloud. Ask students which word has the same vowel sound as that in *chief*. Circle the vowel digraph *ie* in the word *piece*.
- Have students turn to page 7 and locate the word that contains the vowel digraph *ie* (*priest*).



Check for understanding: Have students work with a partner to find and circle all the words in the book with the vowel digraphs *ee, ea, and ie*.

Grammar and Mechanics: Proper nouns: Names of people

- Review or explain that a *common noun* names a *person, place, or thing*. Ask students to turn to page 4, and find examples of common nouns (*people, world, holiday, parades, and so on*).
- Review or explain that a *proper noun* names a specific person, place, or thing. Remind students that a proper noun always begins with a capital letter. Write on the board examples of proper nouns that are names of people from the text on page 5 (*Saint Patrick, Maewyn Succat*).

- **Check for understanding:** Write the following common nouns for people on the board: *girl, aunt, grandfather, doctor*. Invite volunteers to give examples of proper nouns for each person listed on the board, and write their answers to the right of the corresponding common noun (*girl: Lisa, Amy; aunt: Aunt Stacy, Aunt Becky; grandfather: Grandpa Joe, Papa Mike; doctor: Dr. Wilson, Dr. Murphy*).
- **Independent practice:** Introduce, explain, and have students complete the [proper-nouns-names-of-people worksheet](#). If time allows, discuss their answers.

Word Work: Alphabetical Order

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if two words start with the same letter, then the next two letters need to be compared.
- Write the words *bishop* and *culture* on the board. Underline the first letter in each of the words. Ask students which letter comes first in the alphabet, *Bb* or *Cc*. Explain that because *Bb* comes before *Cc* in the alphabet, the word that starts with *Bb*, *bishop*, would come first in an alphabetical list.
- Write the words *customs* and *Catholic* on the board. Underline the first letter in each of the words. Remind students that since both words begin with the letter *Cc*, we need to look at the second letter in each word. Circle the second letter in each word (*u* and *a*). Have students discuss with a partner which word comes first alphabetically. Invite a volunteer to tell which word comes first alphabetically and to explain why (*Catholic*, because the second letter, *a*, in *Catholic* comes before the second letter, *u*, in *customs*).
- Write the words *Patrick* and *priest* on the board. Have a volunteer explain which word comes first in alphabetical order (*Patrick*) and why.
- **Check for understanding:** Write the words *Irish* and *invaders* on the board. Have students write the two words in alphabetical order on a piece of paper and include an explanation.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, have students discuss their answers after they finish the assignment.

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 students share with someone at home the author's purpose for writing the story.

Extend the Reading

Informational Writing Connection

Have students research another holiday that originated in Ireland (provide choices). Ask them to find out the reason for the holiday, how it used to be celebrated, and how it is celebrated today. Have students write what they learned about their chosen Irish holiday.

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

Social Studies Connection

Provide books and links to websites for students to learn more about Ireland. Have them research key facts about Ireland's history as well as present day Ireland. Have students work with a partner to prepare and provide a presentation to share with the class.

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.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can

- consistently use the strategy of visualizing to understand text during discussion;
- accurately determine the author's purpose for writing during discussion and on a worksheet;
- accurately identify vowel digraphs *ee*, *ea*, and *ie* in the text and during discussion;
- correctly identify names of people as proper nouns during discussion and on a worksheet;
- understand the process of arranging words in alphabetical order during discussion and on a worksheet.

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**