

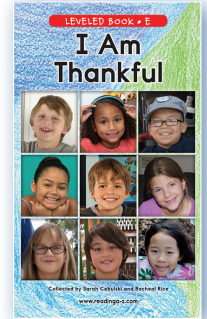
Focus Question:

What are people thankful for?

Book Summary

Text Type: Nonfiction/Personal Narrative

People can feel thankful for a variety of reasons. *I Am Thankful* provides students with the opportunity to examine what makes other children thankful. The book uses a combination of children's illustrations and photographs to support readers. The book can also be used to teach students how to classify information and how to use complete sentences.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Classify information
- ☐ Describe information provided by photographs and illustrations
- ☐ Segment syllables
- ☐ Identify initial consonant *tr*-blend
- ☐ Recognize and use complete sentences
- ☐ Identify and use the high-frequency words *his* and *her*

Materials

- ☐ Book: *I Am Thankful* (copy for each student)
- ☐ Classify information, initial consonant *tr*-blend, complete sentences worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

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

- **High-frequency words:** *for*, *her*, *his*
- **Words to Know**
Story critical: *curly* (adj.), *music* (n.), *show* (v.), *thankful* (adj.), *trains* (n.), *trips* (n.)
- **Academic vocabulary:** *show* (v.)

Guiding the Reading

Before Reading

Build Background

Write the word *thankful* on the board and read it aloud to students. Have students work in small groups to discuss the meaning of the word *thankful*. Invite groups to share their discussions. Explain that to be thankful means feeling grateful or expressing thanks for something or someone in our lives. Ask students to share with a partner one thing that makes them thankful. Ask for volunteers to share their ideas with the whole class. Record the ideas in a list on the board.

Introduce the Book

- Give students their copy of *I Am Thankful*. 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, authors' names).

Introduce the Reading Strategy: **Visualize**

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Explain that readers make visual images using information from the text and what they already know about the subject. Point out that the pictures in a book can also provide information to add to visualizations. Have students close their eyes as you read page 3 aloud. Ask students to draw a representation of what they visualized. Invite volunteers to share their visualization with the rest of the class, and discuss how their pictures compare to the picture in the book.

Introduce the Comprehension Skill:

Classify information

- Have students work in small groups and provide them with a small basket of different types of colored and shaped blocks. First, have students sort the objects by color. Explain to students that often information can be placed into groups, or categories. Point out that, for example, the items in the basket can be divided into color groups. Invite students to work with their groups to create other

Guiding the Reading (cont.)

groupings using the blocks. Have each group share their new categories with the class.

- Explain to students that information found in nonfiction books can often be placed into groups, or categories, while reading. Discuss with students how noticing these categories while reading will help them remember and understand the book. Point out that, as they read, students should pause to think about how the authors classify information about things people are thankful for.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and, as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about things people are thankful for. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What kind of music makes Zion thankful?* (level 2) page 3
- *Which kids are thankful for parts of their body?* (level 1) pages 4 and 6
- *Which kids are thankful for people?* (level 1) pages 8–9
- *Which kids are thankful for things?* (level 1) multiple pages
- *Why did the author write this book about being thankful?* (level 3) multiple pages

Text Features: Photographs and illustrations

Have students work in small groups to review the photographs and small illustrations on pages 3 and 4. Ask students: *Why do the authors include both photographs and illustrations on each page? How do these photographs and illustrations help*

you understand what people are thankful for? Do these photographs and illustrations provide more information than is written in the book? If so, what extra information do they provide? Have students review other illustrations and photographs in the book and discuss in small groups why the author chose to use them.

Skill Review

- Model for students how you create visual images on the basis of your prior knowledge. Remind students that their visualizations do not need to look like the pictures in the book. Have students turn to a partner and discuss why pausing to visualize is important and why their visualizations might look different from the pictures in the book. Have students share their discussions with the class.
- Have students stop at several points during reading to draw a representation of what they visualize. Invite volunteers to share their pictures. Discuss how they are alike and different from the pictures in the book.
- List on the board all the different things that make kids from the book thankful. Have students work in groups to discuss what some of these things have in common. Encourage them to come up with at least two groups in which some or all of the things can be classified.
- Model classifying information.
Think-aloud: *In the book we read about many items that make kids feel thankful. Some of the items are people, and some of them are places. I can sort the items into these two groups. In the people group, I can include, family and brother, and in the places group, I can include school and family vacations. What other items can be included in the people and places groups?*
- Model how to complete the **classify information worksheet**. Have students discuss with a partner which two groups they could use to sort the objects on their worksheet. Have them list their two categories on their worksheet and complete it.

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.

Skill Review

Graphic Organizer: Classify information

Review the classify information worksheet that students completed. Have students share their work in groups. Invite students to share their findings with the class.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers may vary. Samples: *People are thankful for many things. Zion is thankful for music. Kalina is thankful for curly hair. Tyler is thankful for trains. Jazlene is thankful for her feet. Jack is thankful for school. Rylee is thankful for her brother. Melania is thankful for her family. Romeo is thankful for his dog. Morgan is thankful for family vacations.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness: Segment syllables

- Explain to students that every word contains one or more parts. Point out that these parts are called *syllables* and one way to identify them is to clap out the parts in a word.
- Have students say the word *thankful* aloud. Say the word *thankful* again, but clap two times as you say the word. Have students repeat the word and clap two times. Explain that the word *thankful* has two syllables.
- Say the word *train* and have students repeat the word aloud. Say the word *train* again, but clap one time as you say the word. Have students say the word and clap one time. Explain that the word *train* has one syllable.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands once for words with one syllable, twice for words with two syllables, and so on: *family, curly, feet, brother, school, photograph, dog, trips*.

Phonics: Initial consonant tr-blend

- Write the word *trip* on the board and read it aloud with students.
- Have students say the /tr/ sound aloud. Then, run your finger under the letters in the word *trip* as students say the whole word aloud. Ask students to identify which letters represent the /tr/ sound in the word *trip*.
- Have students practice making the /tr/ sound with a partner. Have student pairs generate words that begin with the /tr/ sound. Walk around and listen to students to make sure they are making the sound correctly. Have volunteers share some of the words generated with the whole class. Record the words on the board.

- **Check for understanding:** Write the following words on the board, leaving off the initial consonant blend: *trap, tromp, truck, and trick*. Say each word, one at a time, and have volunteers come to the board and add the initial consonant blend *tr*. Have partners take turns reading the words to each other.
- **Independent practice:** Introduce, explain, and have students complete the **initial-consonant-tr-blend worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Complete sentences

- Explain that every sentence has a subject and a predicate. Point out that the *subject* tells who or what the sentence is about and the *predicate* tells what the subject is doing. Write the following sentence on the board: *Some kids show what makes them thankful*. Read the sentence aloud with students.
- Circle *Some kids* and explain that it is the subject of the sentence. Underline the rest of the sentence and explain that this part is the predicate because it tells what some kids do. Explain that a *complete sentence* must always have at least one subject and one predicate.
- Write several complete sentences about what makes kids thankful on the board. Invite volunteers to come to the board and circle the subject and underline the predicate.
- **Check for understanding:** Have students reread pages 3–8. Have them circle the subject and underline the predicate in each sentence.
- **Independent practice:** Introduce, explain, and have students complete the **complete sentences worksheet**. If time allows, discuss their answers.

Word Work: High-frequency words *his, her*

- Write the word *his* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word *his* aloud while students write each letter in the air. Invite students to turn to a partner and repeat this exercise several times. Ask students to write the word *his* on the top of their desk with their finger several times as you spell it aloud with them.
- Read page 10 aloud to students, and have them locate and point to the word *his*. Ask students to turn to a partner and use the word *his* in a complete sentence.
- Repeat the process with the word *her*.
- **Check for understanding:** Have students work in pairs to create oral sentences using the words *his* and *her*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the words correctly.

Connections

- See the back of the book for cross-curricular extension ideas.