

### Focus Question:

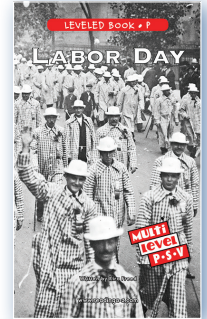
*Why is Labor Day important?*

### Book Summary

Text Type: Nonfiction/Informational

Although Labor Day marks the end of the summer and a day of fun and relaxation, it is also a day to commemorate the contributions and achievements of American workers. *Labor Day* provides students with a comprehensive look at the history of American workers and their fight for fair pay, reasonable work hours, and safe working conditions. The book can also be used to teach students how to determine an author's point of view and the correct use of commas after introductory words.

The book and lesson are also available for levels S and V.



### Lesson Essentials

#### Instructional Focus

- ☐ Summarize to understand text
- ☐ Determine author's point of view
- ☐ Describe information provided by graphics
- ☐ Identify and use words with initial and final consonant *st*-blend
- ☐ Recognize and use commas before introductory words
- ☐ Identify and use homophones

#### Materials

- ☐ Book: *Labor Day* (copy for each student)
- ☐ Summarize, commas after introductory words, homophones 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](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *factories* (n.), *labor* (n.), *labor unions* (n.), *rate* (n.), *rights* (n.), *strike* (n.)

- **Academic vocabulary:** *allow* (v.), *became* (v.), *common* (adj.), *important* (adj.), *protect* (v.), *understand* (v.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Organize students into small groups and provide each group with a piece of chart paper. Write the words *Labor Day* on the board and read them aloud to students. Explain that Labor Day is a holiday that falls on the first Monday of September. Invite students to work in groups to illustrate and record what they do on Labor Day, such as go to parades, picnics, and so on. Have groups share their findings with the class.
- Circle the word *Labor* and have students work in small groups to discuss its meaning. Explain to students that *labor* is another word for work and *Labor Day* is a day on which we honor and recognize American workers.

##### Introduce the Book

- Give students their copy of *Labor Day*. 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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

##### Introduce the Reading Strategy: Summarize

Explain to students that engaged readers summarize, or create a brief overview, as they read. Ask students to preview the book, looking at photos, captions, and other text features. Explain to students that when readers summarize what they read they better remember information in the section of the book. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*. Create a chart on the board with the headings *Who*, *What*, *When*,

### Guiding the Reading (cont.)

Where, and Why. Read page 5 aloud to students and model how to summarize the information. Write the summary on the board and discuss how to use the information from the chart to organize the summary.

### Introduce the Comprehension Skill:

#### Author's point of view

- Explain to students that when authors write about a topic they often express their attitude and opinion about a subject. This is called the *author's point of view*. The author's point of view is often expressed through his or her purpose for writing: to inform, to persuade, or to entertain. Point out that while a nonfiction book's purpose is usually to inform, readers can often infer how the author feels about the topic from the details included in the book.
- Explain to students that as they read the book they will be looking for details that show the author's point of view.

### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

### Set the Purpose

- Have students read to find out more about Labor Day. 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 is Labor Day, and when is it celebrated?* (level 1) page 4
- *Why were low pay, long working hours, and unsafe workplaces common in the 1800s?* (level 1) page 5
- *Why did women, men, and children not speak up even though they were not treated well in the workplace?* (level 2) pages 6 and 7

- *How did labor unions begin to help workers?* (level 2) pages 8 and 9
- *How did the United States government help workers gain rights?* (level 2) pages 10 and 11
- *Who were some of the key people who helped in the labor movement? How did they help workers?* (level 1) page 12
- *How does understanding the history of workers in the United States help us understand Labor Day?* (level 3) multiple pages

### Text Features: Graphics

Have students turn to page 8. Point out that the graphic is provided by the author to expand upon and clarify the text. Ask a volunteer to explain what information the author is conveying through this graphic. Explain that this graphic is included to provide the reader with more information about the history of labor unions. Point out that such features are often present in nonfiction books. Have students work with a partner to view the graphic on page 9. Have students discuss the following questions with their partner: *How does this graphic help you better understand the text? What information is included in the graphic that is not included in the text?* Have students share their discussions with the class.

### Skill Review

- Review how to summarize with students. Have students reread page 7 with a partner. Provide each pair with a blank sheet of paper. Ask students to answer the questions *who, what, where, when, and why* on the basis of the information in this section. Then have students use this information to create a written summary of the section with their partner. Pair up groups and have them read the summaries aloud. Then, invite volunteers to share their summaries with the class.
- Model how to complete the [summarize worksheet](#).
- Review with students that an author of a nonfiction book often expresses his or her point of view while writing. Have students turn to page 15 and reread the section "A Better Future" aloud.
- Model evaluating details to determine the author's point of view.

**Think-aloud:** *I know that authors include information and details in their writing that reflect their beliefs or feelings about a topic. When I read, I can look for details that the author includes to make a point about a subject. For example, this section is titled "A Better Future." On the basis of this title, I know that the author believes that the push for better pay, reasonable work hours, and safe workplaces makes for a better life and better future for workers in the United States. As I continue to read this section, I will look for details that support the author's point of view that workers' rights are important and that Labor Day is not just about having fun.*

### Guiding the Reading (cont.)

#### 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: Summarize

Review the summarize worksheet that students completed. Have students share their work in groups. Remind students that when readers summarize what they read, they better remember information in the section or the book.

#### 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 will vary but should include the following information: *Labor Day is important because it is a day when we recognize the contributions and achievements of American workers.*)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonics: Initial and final consonant st-blends

- Write the words *states* and *first* on the board and read them aloud with students.
- Have students say the /st/ sound aloud. Then, run your finger under the letters in the word *states* as students say the whole word aloud. Ask students to identify which letters represent the /st/ sound in the word *states*. Repeat this process with the word *first*, pointing out that the st-blend is found at the end of the word.
- Say the words *stay* and *cost* aloud, emphasizing the st-blend in each, and have students write the words on a separate sheet of paper. Have students compare their words with a partner's. Reinforce with students the placement of the st-blend in each word.
- **Check for understanding:** Write the following words on the board, leaving off the initial or final consonant blend: *stack*, *lowest*, *stop*, *steady*, *post*, *almost*, and *stand*. Invite volunteers to come to the board and add the initial or final consonant blend to each word.

#### Grammar and Mechanics:

##### Commas after introductory words

- Explain that commas are used by writers in many ways. Point out that some of the uses are to separate an introductory word or phrase from the rest of the sentence, to separate items in a list of three or more items, and to separate clauses within a sentence.
- Write the following sentence on the board and read it aloud: *However, unions for government workers are growing.* Ask a volunteer to come to the board and circle the comma. Explain that the word *however* is an introductory word and that the comma separates it from the rest of the thought. Remind students that this is one of many uses for a comma.
- **Check for understanding:** Have students reread the section "Machines and Workers" to locate and circle commas. Ask them to share with a partner the commas found and how they are used. Discuss as a class which commas were used to separate an introductory word or phrase from the rest of the sentence.
- **Independent practice:** Introduce, explain, and have students complete the [commas-after-introductory-words worksheet](#). If time allows, discuss their answers.

##### Word Work: Homophones

- Have students turn to page 6 and follow along as you read the third sentence on the page: *Many factory workers worked one hundred hours a week!* Write the word *one* on the board and invite a volunteer to provide a definition. Write the word *won* on the board and invite a volunteer to provide a definition. Ask students how the words *one* and *won* are similar and how they are different (sound the same but have different spellings and different meanings).
- Explain or review that two words that sound the same but are spelled differently and have different meanings are called *homophones*.
- Have students turn to page 9 and locate the word *eight* in the first sentence. Write the word *eight* on the board and have students offer a definition. Ask students to think of another word that sounds the same but is spelled differently and has a different meaning from the word *eight*. Write the word *ate* on the board, and have students offer a definition and use the homophone in a complete sentence.
- **Check for understanding:** Have students work with a partner to reread page 11 and identify at least two homophones (*week*, *one*, *too*). Have students turn to a partner and discuss a homophone for each word and the meaning of each homophone. Then have students use the homophones in complete sentences.
- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, discuss their answers.

#### Connections

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