

About the Book

Text Type: Fiction/Historical Page Count: 24 Word Count: 2,199

Book Summary

Brought together by circumstances beyond their control, two young girls, one English and one Native American, work to prepare dishes to be served at a feast that years later would be known as the first Thanksgiving. In the process of laboring all day long together, a near tragedy forms a bond of friendship that will last forever, despite the future uncertainty of their family relations.

Book and lesson also available at Levels S and Y.

About the Lesson

Targeted Reading Strategy

- Make predictions

Objectives

- Use the reading strategy of making predictions to understand historical text
- Understand cause-and-effect relationships
- Identify simple, compound, and complex sentences and their parts
- Identify foreign vocabulary—Wampanoag dialect

Materials

Green text indicates resources available on the website

- Book—*Two Kettles* (copy for each student)
- Chalkboard or dry erase board
- Anticipation guide, cause and effect, sentence types 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:
Story critical: *hearth (n.)*, *longhouse (n.)*, *muskets (n.)*, *Nasump (n.)*, *quahog (n.)*, *sinew (n.)*
Enrichment: *deerskin (n.)*, *fowling (n.)*, *pompion (n.)*

Before Reading

Build Background

- Have students tell what they know about early relations between Native Americans and English settlers.
- Ask volunteers to tell why they think it was important for these two groups of people to work together and form a friendly relationship.

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 kind of book it is and what it might be about.

- Ask students if they think this book is fiction or nonfiction and to explain their reasoning.
- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).
- Ask students to turn to the table of contents. Remind them that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: Make, revise, and confirm predictions

- Explain to students that good readers often make predictions about a book based on the series of events or information that is conveyed. As they read the book, readers revise or confirm their predictions based on what they learn from reading. Before reading a book, readers can use the title, photographs and illustrations, and/or table of contents as the basis for making predictions.
- Give students the [anticipation guide worksheet](#). Explain that some of the statements are true and others are false. Have students turn to the table of contents. Invite them look at their anticipation guide and suggest which chapters might provide information about the statements on the guide.
- Model using the anticipation guide to make a prediction.
Think-aloud: Several statements on the anticipation guide are about Ellinor and Little Deer. The first statement reads: The two girls were friends. When I look at illustration on the front cover of the book, I see two girls who must be Ellinor and Little Deer. I notice that the girls are not interacting, and they are not smiling. Based on what I can infer from the illustration, I predict that statement is false. I will write false in the box next to the first statement on my anticipation guide. I think the first two chapters, titled "Ellinor's Surprise" and "Little Deer's Worries," will provide me with the information I need to revise or confirm my prediction.
- Instruct students to preview the other illustrations in the book. Have them read the statements on their anticipation guide and make their predictions by writing *true* or *false* next to each sentence, based on what they see in the illustrations and the table of contents.
- Discuss with students that the reasons behind their predictions are what make their predictions valuable. Invite them to share their predictions and the prior knowledge they used to make each prediction. Reinforce that there are no right or wrong answers at this point.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: Cause and effect

- Review or explain that a *cause* is an event that makes something happen, and the *effect* is what happens because of, or as a result of, the event. Create a two-column chart on the board with the headings *Cause* and *Effect*. Write the following sentence on the board under the *Cause* heading: *I threw a rock, and it hit someone's car.*
- Model identifying a series of cause-and-effect relationships.
Think-aloud: If I throw a rock and it hits someone's car, the window might break and I might have to pay for the window. If I had to pay for the window, I would have to take money out of my savings. If I had to take money out of my savings, I wouldn't have enough money to buy the item I was saving money for. Sometimes a cause and its effect cause other events to happen.
- Retell the series of cause-and-effect relationships that might happen as a result of the rock going through the window. Ask students to identify the causes and effects. Write each cause and its effect on the chart on the board. When finished, point out how each cause-and-effect relationship leads to other cause-and-effect relationships.
- Discuss how a cause-and-effect relationship can be found in text. Have students look for words like *first*, *when*, *then*, *second*, *last*, *finally*, and *after*. Point out that a cause-and-effect chain continues in a certain order, typically because one step causes another. Instruct students to also look for action verbs rather than to-be verbs, because actions can signal a sequence of events.

- **Check for understanding:** Read page 4 aloud as students follow along. Point out action verbs that show that something is happening—for example, *fired*, *ran*, *hunting*, and *joined*. Ask students to point out one cause-and-effect relationship on the page (muskets fired/Ellinor ran; hunting for a feast/Ellinor was surprised; Eleanor didn't understand/Bradford explained).

Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the illustrations. Write the following vocabulary words on the board: *deerskin*, *hearth*, and *muskets*. Ask volunteers to predict events of the story by looking at the illustrations and thinking about the clues vocabulary words might give.
- Reinforce new vocabulary by incorporating it into the discussion of the illustrations. For example, looking at the front cover, you might say: *It looks as though the girls are cooking over a hearth.*
- Model the strategies students can use to work out words they don't know. For example, point to the word *deerskin* on page 7. Model using the familiar word parts *deer* and *skin* to read a compound word with which they may be unfamiliar. Remind students that the definitions of the two separate words can help them figure out the meaning of the bigger word (the *skin* of a *deer*).
- Read the first two paragraphs on page 7 as students follow along. Point out the word *deerskin* and ask if the word makes more sense. Have students turn to the glossary and ask a volunteer to read the definition of the word *deerskin*.

Set the Purpose

- As students read the book, have them use their anticipation guide to revise or confirm their predictions as they learn more about the events of the story.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 9. Encourage those who finish before others to reread the text.
- Model revising a prediction.
Think-aloud: *I predicted that the first statement on the anticipation guide was false: The two girls were friends. As I read the first two chapters, I learned that Ellinor was part of an English colony, while Little Deer lived in a nearby Wampanoag village. I learned that Ellinor and her family owed their lives to Tisquantum, a native man who taught them how to live in Plymouth. On the other hand, I read that Little Deer was resentful of the English settlers living on their land and bringing disease to her people. Because the information in the worksheet statement was incorrect, I will change, or revise, the statement in the column to be a true statement, based on the information I have read so far. I will write: The two girls were not friends. I can also add information from the book that proves this statement to be false. If the statement had been correct, I would have written confirm, along with the page number where the confirmation could be found, in the column next to my original prediction. I think statement 7 is true: Nasump was easy to make and didn't take long. I'll have to read the rest of the book to find out.*
- Encourage students to use the information they've read and discussed to revise or confirm their predictions. Model for students how to think through whether or not their predictions were confirmed, and if not, why not. Help them to think about whether or not the reasons for their predictions were valid.
- Introduce and explain the **cause-and-effect worksheet**. Have students fill in the steps in correct order for the cause-and-effect relationships that have occurred so far (through page 9).

- **Check for understanding:** Have students read to the end of page 12. When they have finished reading, have them share their predictions and the outcomes of their predictions. Remind them to revise or confirm, changing false statements to true statements on their anticipation guide worksheet. Ask students whether statement 6 was true or false (false). Ask volunteers to read their revised statements from their worksheet.
- Have students read the remainder of the book. Encourage them to continue to make, revise, and confirm their predictions as they read the rest of the book.



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:** *I predicted that statement 7 was true: Nasump was easy to make and didn't take long. As I read pages 14 and 15, I learned that my prediction was incorrect. I learned that the girls ground dried corn kernels into flour with a heavy stone pestle. They worked for many hours and were uncomfortable and tired. I will write this information next to my prediction under the heading Revise or Confirm Your Prediction.*
- **Independent practice:** Have students complete their anticipation guide worksheet. Invite them to share their predictions, reasoning, and revisions, and to tell how their predictions related to the facts. Ask students to explain how the strategy of making, revising, and confirming predictions helped them understand and enjoy the story.

Reflect on the Comprehension Skill


- **Discussion:** Have students tell you in their own words what happened in the story. Point out the cause-and-effect relationships in the process. Emphasize that the sequence of events is critical because one event causes the next. Have them check the book to confirm their answers.
- **Independent practice:** Have students complete the cause-and-effect worksheet. When they have finished, discuss their answers as a group.
- **Enduring understanding:** In this book, you read about two girls from very different backgrounds who eventually learned to understand each other through an unexpected friendship. Keeping this in mind, why do you think it was important that they were forced to work together even though they didn't want to? What does this story make you think of in relation to your own friendships?


Build Skills

Grammar and Mechanics: Simple, compound, and complex sentences

- Review or explain to students that a *compound sentence* is two or more independent clauses joined together by one or more coordinating conjunctions. An independent clause is a simple sentence—a sentence that expresses a complete thought—and always includes a subject and a verb. Review with students a list of coordinating conjunctions (*and, nor, but, for, yet, so, and or*). Write the following example on the board: *I like to weave, but I find it hard to do.* Have a volunteer come to the board and circle the coordinating conjunction (*but*). Ask: *What two independent clauses does the word but join?* (*I like to weave, I find it hard to do.*)
- Explain to students that a *complex sentence* is different from a compound sentence. Instead of joining two or more independent clauses, a complex sentence joins a dependent clause to an independent clause. A complex sentence uses joining words called subordinating conjunctions. List for students the subordinating conjunctions: *after, although, as, because, before, for, if, once, since, so, than, that, though, unless, until, when, whenever, where, wherever, while.*

- Explain or review that a dependent clause is a group of words that contains a subject and a verb but does not express a complete thought.

 Have students turn to page 15 in their book and highlight the following sentence: *As the water boiled, Ellinor scooped the corn flour and added it to one kettle.* Tell students that the subordinating conjunction is found at the beginning of the dependent clause. Have them circle the dependent clause, including the subordinating conjunction (*As the water boiled*). Tell students that this part of the sentence is not a complete thought—the sentence cannot stand on its own. Have students underline the independent clause (*Ellinor scooped the corn flour and added it to one kettle*). Explain that this part of the sentence is an independent clause, or a complete thought. Point out to students that it does not matter which comes first, the independent clause or the dependent clause. Write the sentence on the board with the independent clause first (*Ellinor scooped the corn flour and added it to one kettle as the water boiled.*)

 Check for understanding: Have students highlight the following sentence on page 20 in their book: *When she sat up, Tiptoe leaped into her arms.* Have students circle the dependent clause (*When she sat up*) and underline the independent clause (*Tiptoe leaped into her arms*). Ask students to identify the subordinating conjunction (*When*).

- Independent practice: Introduce, explain, and have students complete the [sentence types worksheet](#). When they have finished, discuss their answers as a group.

Word Work: **Foreign vocabulary—Wampanoag dialect**

- Discuss the vocabulary used in this book that is written in a different language (Wampanoag). Ask students to identify the change in type style the author used in the book (vocabulary words are italicized or bolded within the text). Have students turn to the glossary. Point out the italicized entries (*Nasump* and *quahog*). Explain that italicizing is a way for the author to help the words stand out from the other words in the text, because these entries are not English words.
- Write the following vocabulary words on the board: *Tisquantum*, *Patuxet*, *Wampanoag*, *Pokanoket*, *Massasoit*, *quahog*, *Nasump*. Ask students what the English definitions are for *quahog* (a hard-shelled clam) and *Nasump* (thick porridge made with ground corn). Practice saying the Wampanoag words aloud.
- Discuss how different languages sometimes have different pronunciations for letters than what students might be used to in their own language. Ask students if they speak more than one language or have tried learning a different language. Encourage them to share their experiences.
- **Check for understanding:** Have students underline all of the Wampanoag words in the book. Have volunteers read aloud the sentences containing the foreign vocabulary words.

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 also take home their anticipation guide worksheet and explain to someone at home the process of making, revising, and confirming predictions.

Extend the Reading

Historical Fiction Writing Connection

Have students write an additional chapter, to be added at the end of *Two Kettles*, telling what happens during the next shared feast at Plymouth Plantation. Provide print and Internet resources for students to research the first Thanksgivings, and require that they include at least two new facts in their writing. Have them continue the story using the same characters, and encourage them to add dialogue between Little Deer, Ellinor, Governor Bradford, and Massasoit. Invite them to read their stories aloud. Post their finished copies on a bulletin board titled *Two Kettles*.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

Social Studies Connection

Provide print and Internet resources for students to research the Plymouth Plantation and Wampanoag natives in more detail. As a group, collect photos, maps, and illustrations to create a collage poster. Supply index cards for students to include written information. Display the collage on the *Two Kettles* bulletin board alongside their finished writing projects.

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 make reasonable predictions and demonstrate knowledge of predicting on a worksheet; modify and/or confirm those predictions
- identify cause-and-effect relationships during discussion and on a worksheet
- identify different sentence types and their parts during discussion and on a worksheet
- identify and read foreign vocabulary in text

Comprehension Checks

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