

About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 143

Book Summary

It's fall! Ben and Lisa love many things about fall, especially Thanksgiving dinner. In *Thank You, Everyone!*, students will have the opportunity to think about what they are thankful for as well as learn how fruits and vegetables make their way to the Thanksgiving table. They will also have the opportunity to sequence events in this holiday story. Detailed illustrations, repetitive text, and high-frequency words support readers.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Sequence events
- Segment onset and rime
- Identify short /a/ vowel
- Recognize and use proper nouns
- Understand, use, and write the high-frequency word *and*

Materials

Green text indicates resources available on the website

- Book—*Thank You, Everyone!* (copy for each student)
- Extra copy of the book
- Chalkboard or dry erase board
- Highlighters
- Sequence events, short /a/ vowel, proper nouns 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.

- High-frequency words: *and*, *day*, *love*
- Content words:

Story critical: *fall* (n.), *farmer* (n.), *owner* (n.), *thank you* (exclamation), *Thanksgiving* (n.), *workers* (n.)

Enrichment: *baskets* (n.)

Before Reading

Build Background

- Write the phrase *thank you* on the board. Have students repeat the word.
- Ask students to name some things they are thankful for. Make a list on the board.

Book Walk

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 connecting to prior knowledge using the information on the covers.
Think-aloud: When I look at the pictures on the front cover, I see a boy and girl. The boy is setting the table, and the girl has some decorations in her hands. I think that they might be getting ready for a party of some kind. I know that when I am getting ready for a party, I set the table and put out decorations. I wonder what type of party the children are preparing for. I will have to read the story to find out.
- 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: **Sequence events**

- Review or explain that stories are generally told in order from beginning to end.
- Model sequencing the main events of a story about a birthday party.
Think-aloud: If I want to tell someone a story about my birthday party, I need to include certain events in order to tell the story correctly. In my birthday story, first we went to the park. Next, my friends and family came to the party and brought presents. Then I blew out the candles on my cake while they sang "Happy Birthday." Next, I opened all of my presents. Last, I thanked my family and friends, and we all went home.
- Explain to students that certain words are often used to explain a sequence of events. Use the key words on the board to tell the story in order to students, including words such as *first*, *second*, *next*, and *last*. Write these words on the board. Ask students to identify these sequencing words from the example.
- Tell the story using key words on the board to sequence the events of the story out of order. Ask students to explain why the order of the events is important (the sequence of events does not make sense when told out of order). Discuss with students that a story does not make sense when the events are out of order.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *Ben and Lisa love fall. They love the fall leaves. They love Thanksgiving dinner.*


- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *farmer* on page 6 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a man watching workers on the farm. When I look at the first part of the word, it starts with l/f. However, the word man starts with the /m/ sound, so this can't be the word. I know that a person who works at a farm is a farmer. The word farmer starts with the l/f sound. The sentence makes sense with this word. The word must be farmer.*

Set the Purpose

- Have students use what they already know about fall to help them read the book. Remind them to think about the sequence of events as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - Model connecting to prior knowledge.
Think-aloud: *On page 4, I see Mom arranging flowers and Dad carrying a chair. I read that they are going to have family over for Thanksgiving. I know that when extra people come over for dinner, we have to bring in extra chairs so everyone will have a place at the table. I also try to make my home look nice by placing fresh flowers on the table and using my special dishes.*
 - Invite students to share how they connected with what they already knew as they read.
 - Cut apart the pages of an extra copy of the book. Place pages 3–5 out of order in a pocket chart or along the chalkboard ledge. Have a volunteer place the page in order and tell the sequence of events using the sequence words listed on the board.
 - **Check for understanding:** Have students read to the end of page 8. 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.)
 - Use the cut-out pictures to discuss the sequence of events through page 8.
 - Have students read the remainder of the book. Remind them to use what they already know about fall to help them understand and remember new information as they read.
-  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 the discussion that follows.

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:** *When I read page 12, I thought about the times I have celebrated Thanksgiving with my family and friends. Everyone is happy and enjoys visiting with one another. We are all thankful for the wonderful food and the special people who prepare it. Most of all, we're thankful to spend time with our family and friends.*
- Guide students to think about what the story reminded them of. Have them draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading the story. 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:** Discuss the sequence of events through the end of the book. Place the pictures in order in the pocket chart or along the chalkboard ledge. Have students practice telling the sequence of events to a partner using the pictures in the pocket chart.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about a family getting ready for Thanksgiving and all of the people who say “thank you.” The farmer, the store owner, and the store worker all say “thank you.” Now that you have read and thought about this, how do all of these people work together to get food on our tables? Who else helps get food on our tables?

Build Skills


Phonological Awareness: Segment onset and rime

- Say the word *fall* aloud to students. Explain that you are going to say the word a second time and leave off the /f/ sound. Then say /all/; *fall* without the /f/ is /all/.
- Have students identify other words that end with the /all/ sound (*ball, call, hall*).
- Have students say the word *thank*. Then have them say the word *thank* without the /th/ sound (/ank/).
- **Check for understanding:** Say the following words, one at time: *love, will, day, pick, big, farm*. Say aloud the initial sound before the vowel (onset). Ask students to say each word without the sound of the onset.

Phonics: Identify short /a/ vowel


- Write the word *baskets* on the board and say it aloud with students.
- Have students say the short /a/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short /a/ sound in the word *baskets*.
- **Check for understanding:** Write the following words that begin with the short /a/ sound on the board, leaving out the vowel: *map, pan, that*. Say each word, one at a time, and have volunteers come to the board and add the letter that represents the short /a/ sound to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short /a/ vowel worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Proper nouns

- Show students the front cover of the book and ask them to name the characters. Write the words *Ben* and *farmer* on the board. Ask students if these words describe people, places, or things (people). Invite them to explain the difference between the words (*Ben* begins with a capital letter).
- Ask students to explain why *Ben* begins with a capital letter (it is a name). Explain that names of people in the story always begin with a capital letter.
- Have students suggest names of people. Invite them to come to the board and write each name using a capital letter at the beginning of the name.
-  **Check for understanding:** Have students locate and highlight all the proper nouns in the book. Have them read the names aloud with a partner.
- **Independent practice:** Introduce, explain, and have students complete the [proper nouns worksheet](#). If time allows, discuss their responses.

Word Work: High-frequency word *and*

- Tell students that they are going to learn a word that they will often see in books they read. Write the word *and* on the board and read the word aloud. Have students read the word with you.
- Ask students to write the word *and* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Point to the word *and* on page 7. Explain that the word *and* is used to list more than one person, place or thing (apples and pumpkins).

 **Check for understanding:** Have students locate and highlight the word *and* everywhere it appears in the book. Have them write a sentence using the word *and* and then illustrate it on separate piece of paper. Check the illustrations for two or more people, places, or things. Invite students to share their sentences and illustrations. Then have them use the word *and* in oral sentences.

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 identify the sequence of events to someone at home.

Extend the Reading
Realistic Fiction Writing and Art Connection

Have students draw a picture of two things they would say “thank you” for. Under their picture, have them write a sentence describing their picture. Remind them to use the high-frequency word *and* in their sentence. Combine the drawings to create a class book about things that students would say “thank you” for.

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

Social Studies Connection

Provide information about how farmers harvest produce. Discuss the steps involved in getting produce from a farmer’s field to store shelves. Work with students to list the steps involved. Have pairs of students illustrate each step to make a class book.

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 connect to prior knowledge to understand text
- accurately identify the sequence of events during discussion and on a worksheet
- accurately segment onset and rime during discussion
- identify and write the letter symbol that represents the short /a/ sound during discussion and on a worksheet
- correctly understand and use proper nouns during discussion and on a worksheet
- correctly write and use the high-frequency word *and* in text and on a separate piece of paper

Comprehension Checks

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