

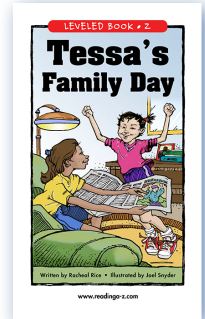
Focus Question:

How does family day both create and help resolve the conflict between Tessa and her mom?

Book Summary

Text Type: Fiction/Realistic

Have you ever felt upset with someone in your family, but you didn't know how to communicate your feelings? That's exactly what Tessa faces in *Tessa's Family Day*. Tessa and her mom are stuck in an argument, and they must learn to communicate their feelings in order to solve their problem. Relatable characters and realistic storylines will keep students engaged in learning an important lesson about communication and feelings. The book can also be used to teach students how to retell as well as identify cause-and-effect relationships in a story.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Determine cause-and-effect relationships
- ☐ Describe information provided by a glossary
- ☐ Identify and use dashes
- ☐ Discriminate and use open compound words

Materials

- ☐ Book: *Tessa's Family Day* (copy for each student)
- ☐ Cause and effect, dashes, open compound words 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.

• Words to Know

Story critical: *argument* (n.), *commitments* (n.), *communication* (n.), *compromise* (n.), *principles* (n.), *volunteered* (v.)

Enrichment: *effervescence* (n.), *impression* (n.), *paparazzi* (n.), *performance* (n.), *support* (n.)

- **Academic vocabulary:** *believe* (v.), *communicate* (v.), *consider* (v.), *different* (adj.), *important* (adj.), *remember* (v.)

Guiding the Reading

Before Reading

Build Background

- Place students into small groups. Have each group create a short skit that shows how a to resolve a conflict stemming from miscommunication—the conflict can be between friends or family. Invite groups to share their skits with the class.
- Discuss common themes among the skits regarding conflict resolution. Ideas could include being honest about your feelings, looking at the situation from the other person's perspective, and so on. Write these common themes on the board. Explain to students that they will be reading a story about a girl who has to solve a conflict with her mother.

Introduce the Book

- Give students their copy of *Tessa's Family 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, illustrator's name).

Introduce the Reading Strategy: Retell

Explain to students that engaged readers stop now and then while they are reading to *retell* in their mind what has happened so far in the story. Discuss how stopping to retell the events of the story helps readers understand and remember what they are reading. Explain that when retelling a story or event, it is important that the details are explained in the correct sequence. Using the skits the students performed at the beginning of class, have them retell the sequence of the skit in the correct order to a partner. Encourage students to use transition words, such as *first*, *next*, *then*, and *finally*, when retelling a story.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Cause and effect

- Discuss cause-and-effect relationships. Explain that a *cause* is an action or event that makes something happen and the *effect* is what happens because of, or as a result of, the action or event.
- Explain to students that there can be more than one effect from a cause. Copy the top of the [cause-and-effect worksheet](#) on the board, and write *ate too many cookies* in the *Cause* box and *got a stomach ache* in the *Effect* box. Ask students what else can happen when someone eats too many cookies. Record responses.
- Explain to students that they will be looking for cause-and-effect relationships as they read the book.

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 Tessa’s conflict with her mom. 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 causes Tessa’s mom to dislike Blake Baker? How does that make Tessa feel?* (level 1) page 4
- *How does Tessa feel about her mom? Where do you think those feelings are coming from?* (level 3) page 5
- *What problem does Tessa face about the concert? What problem does her mother face?* (level 2) pages 6–8
- *Why does Tessa explode at Bree? How do you think that makes Bree feel?* (level 3) page 9

- *How does talking with her mom help Tessa better understand her mom’s feelings?* (level 3) page 12
- *What solution do Tessa and her mom agree upon to solve their problems?* (level 1) page 13
- *How do you think Tessa and her mom will communicate from now on?* (level 3) multiple pages

Text Features: Glossary

Explain to students that while reading it is common to come across words you do not understand or know the meaning of. Point out that oftentimes these words are in boldface print. Review or explain that the *glossary* comes at the end of a text and defines unfamiliar boldface words. Place students into small groups, and give each group a stack of note cards with the glossary words written on them. Ask students to use the glossary to look up the definition of each word. Then, ask the groups to write a sentence that includes each word on the basis of the glossary definition. Have students share their sentences with the class.

Skill Review

- Model for students how to retell what you have read so far, and then have them stop at certain points during the story to retell what they have read. Have students retell the story from the beginning to a partner. Listen to see whether they include the events in detail and in the correct order. Encourage students to use transition words, such as *first*, *next*, *then*, and *finally*, when retelling the story.
- Model evaluating details to determine cause-and-effect relationships.
Think-aloud: *The story is providing me with information about many cause-and-effect relationships in Tessa’s life. For example, on page 4, I read that Tessa’s mom doesn’t like Blake Baker, Tessa’s favorite musician, because of an incident with paparazzi. From this, I know that the cause is Blake Baker having an incident with paparazzi and the effect is Tessa’s mom disliking him. This is one of the many cause-and-effect relationships I read about in the story. Identifying these relationships will help me better understand the characters and the plot of the story.*
- Model how to complete the [cause-and-effect worksheet](#). Have students identify details from the book and circle them. Then, have students discuss the details with a partner and determine the cause-and-effect relationships in the book.

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.

Guiding the Reading (cont.)

Skill Review

Graphic Organizer: Cause and effect

Review the cause-and-effect worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the examples they chose. Discuss with students how identifying cause-and-effect relationships aids in their comprehension of the story.

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. Sample: *Tessa's family day creates a conflict because she wants to skip it in order to go to a concert, but her mom says no. At a different family day, Tessa and her mom are able to talk about their argument and be honest about their feelings. By doing this, they end up resolving their conflict.*)

Comprehension Checks

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

Book Extension Activities

Build Skills

Grammar and Mechanics: Dashes

- Review or explain to students that a dash (—) is a punctuation mark that can be used for different purposes: to show an afterthought or summary at the end of a sentence, or to “set off” or clarify information within a sentence.
- Write the following sentence on the board: *I bet it's work that is bothering her and not our fights—work's more important anyway.* Invite a volunteer to come to the board and circle the dash and explain its purpose in this sentence. Point out that the purpose of a dash is different from the purpose of a hyphen, which is used in compound adjectives, adverbs, and nouns, as in the phrase *well-known musician*. Point out that hyphens are shorter in length and used to connect two or more words.
- Write another sentence on the board, this time leaving out the dashes: *Tessa switched her thoughts to today's activity—a water park—an experience she'd anticipated for a long time.* Ask a volunteer to come to the board and add the two dashes where they belong. Point out to students that the dashes are used to clarify information within this sentence.

- **Check for understanding:** Write five sample sentences on the board, leaving out the dash or dashes in each sentence. Have students work with a partner to identify the correct location and purpose of the dash or dashes in each sentence.
- **Independent practice:** Introduce, explain, and have students complete the **dashes worksheet**. If time allows, discuss their answers.

Word Work: Open compound words

- Write the word *newspaper* on the board. Ask students which two words are joined together in the word *newspaper*. Ask students to offer a definition of the word on the basis of its components. Explain that this word is called a *closed compound word*. Point out that it is made up of two words that together create one meaning and that the definitions of the two words can help students figure out the meaning of the bigger word.
- Write the word *rocking chair* on the board. Explain that this compound word is called an *open compound word* since the two words are separated with a space. Point out that the two words have a different meaning when they are together. Ask students to work with a partner to generate other open compound words, such as *ice cream* and *jump rope*. Invite volunteers to share their answers with the class.
- **Check for understanding:** Write the following open compound words on the board: *electric fan*, *real estate*, *full moon*, *police officer*. For each compound word have students work with a partner to create a sentence that includes the open compound word, and then have them create two more sentences, each that includes one of the words that make up the compound word. Have volunteers share their sentences with the class. Remind students that open compound are words that have a new meaning when the two words are combined.
- **Independent practice:** Introduce, explain, and have students complete the **open-compound-words worksheet**. If time allows, discuss their answers.

Connections

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