



About the Book

Text Type: Fiction/Realistic Page Count: 10 Word Count: 150

Book Summary

Mother's Day is a delightful story about a boy who, with the help of his father, prepares breakfast for his mom on Mother's Day. Illustrations reinforce the repetitive text pattern.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand text
- Identify characters, setting, and plot
- Discriminate initial consonant *r*-blends
- Identify initial consonant *r*-blends
- Identify and form possessive nouns
- Identify and form compound words

Materials

Green text indicates resources available on the website

- Book—*Mother's Day* (copy for each student)
- Chalkboard or dry erase board
- Story elements, possessive nouns, compound words 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: *help*, *then*, *we*
- Content words:
 - Story critical: *decorate* (v.), *quietly* (adv.), *scramble* (v.), *sizzle* (v.), *sneak* (v.), *special* (adj.)
 - Enrichment: *breakfast* (n.), *early* (adv.), *wake* (v.)

Before Reading

Build Background

- Ask students to share special things they like to do for people in their family. Have them share how they felt when they were able to do something nice for someone else.
- Ask students to tell what they know about Mother's Day. Invite them to share how their family celebrates Mother's Day.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they might read about in a book called *Mother's Day*. (Accept any answers students can justify.)

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name). Ask what they think the boy and his dad are making.

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain 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.
Think-aloud: I know that good readers think about what they already know about the topic of the book. This helps them read new words and understand what is happening in the book. When I look at the picture on the back cover, I see a boy next to a toaster. Two pieces of bread are popping out of the toaster. I know that people often eat toast for breakfast in the morning. Since the title of the book is Mother's Day, the boy might be making breakfast for his mother. I know that people often do nice things for their mother on Mother's Day. Using what I know about Mother's Day can help me read new words and understand what is happening in the story.
- Have students preview the covers and title page of the book. Invite them to share how they connected to something they know.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Use the Book Walk as an opportunity to introduce unfamiliar vocabulary to students and to model any difficult language patterns. For example, on page 4, say: *It looks like the boy and his dad sneak downstairs. Why would they want to be quiet?*
- On page 6, ask: *How does bacon sound when it's cooking in the pan? Do you think that it makes a sizzle sound? Can someone point to the words on the page that say sizzle, sizzle, sizzle?*
- Model for students how using the pictures and drawing on what they already know can help them to read new words on the page.
Think-aloud: On page 5, the characters are mixing eggs in a bowl. I know that the first step to making scrambled eggs is mixing the eggs in a bowl. Using what I know helped me recognize the word scramble.
- Encourage students to add the new vocabulary words to their word journals.

Set the Purpose

- Have students read to find out what happens on Mother's Day in the story. Remind them to think about what they already know as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Today*). Point out where to begin reading on each page. Remind students to read words from left to right. Point to each word as you read it aloud while students follow along in their own book.
- Ask students to place a finger on the page number in the bottom corner of the page. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Ask students what the boy and his dad have done so far. Ask them to share how they connected to something that they already know from the information on these pages.
- Model making connections to prior knowledge.
Think-aloud: When I read page 4, it made me think about times that I tried to sneak across a floor without someone hearing. I had to tiptoe and move very slowly so the floor wouldn't make any noises. I had to be very quiet so that no one would hear me.

- Invite students to share how they connected with what they already know as they read.
- Encourage students to continue to make connections to their own experiences as they read the remainder of the story.



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:** *As I read page 8, I thought about what kind of juice they were making. When I looked at the picture, I saw half pieces of fruit and a juicer on the counter. I know that people often drink orange juice for breakfast. The pieces of fruit on the counter in the picture look like oranges. They might be making orange juice.*
- Discuss with students how using what they already knew helped them understand and enjoy what they read. Invite students to share additional examples of how they connected to prior knowledge as they read.
- Discuss additional strategies students used to gain meaning from the book.

Teach the Comprehension Skill: **Story elements: Identify characters, setting, and plot**

- **Discussion:** Ask students to name some words that describe how they think the boy felt during the following story events: when he and his dad were sneaking down the stairs, when they decorated the tray, when they served breakfast to his mom.
- **Introduce and model:** Tell students that all stories have characters, a setting, and a plot. Write *who* on the board and tell students that the *characters* are the people or animals who are in the story. Write *characters* next to the word *who*. Write the word *where* on the board and tell students that the *setting* is where the story happens. Write *setting* next to the word *where*. Write *what* on the board and tell students that the *plot* is what happens in the story. Write *plot* next to the word *what*.
- Model how to determine the setting.
Think-aloud: *Sometimes a story tells me where most of the events happen, and sometimes I have to figure it out myself using the words, pictures, and what I know. This book doesn't tell me where the story events happen. However, the boy and his dad are making breakfast on Mother's Day. They are most likely making breakfast in their home.*
- **Check for understanding:** Ask students to identify the characters in the story. Discuss with students the main events that happened in the story in the order in which they happened.
- **Independent practice:** Introduce, explain, and have students complete the **story elements worksheet**. If time allows, discuss their answers.



Have students use the inside cover of the book to write something special they would like to do for someone.

Build Skills

Phonological Awareness: **Initial consonant r-blends**

- Say the word *breakfast* aloud to students, emphasizing the initial consonant *r*-blend sound (/br/). Have students say the word aloud and then say the /br/ blend sound. Point out that the /b/ sound blends with the /r/ sound to make the /br/ sound.
- Explain that other letter sounds can blend together with the /r/ sound. Say the following words from the book to students: *bread, crack, tray*. Pause after saying each word and have students say the word. Then say the sounds in the initial consonant *r*-blend of each word with students.

Lesson Plan *(continued)*

Mother's Day

- **Check for understanding:** Say the following words to students: *drink, bowl, great, presents, ribbon*. Pause after saying each word and have students show the thumbs-up signal for each word with an initial consonant *r*-blend.

Phonics: Initial consonant *r*-blends

- Say the word *bread*. Have students say the word aloud. Write the word *bread* on the board. Underline the *br*-blend and explain that the sounds of these two letters are blended together to stand for the /br/ sound. Have students blend the sounds of the letters together to say the sound of the *br* blend.
- Tell students that the letters *b* and *r* are an example of an initial consonant *r*-blend. Write the following initial consonant *r*-blends on the board: *br, cr, dr, gr, pr, tr*. Have students say each blend with you. Under each blend, write a word that begins with that blend: *brim, crab, drop, grub, prom, trip*. Have students blend the sounds together in each word with you as you run your finger under the letters. Then have volunteers circle the blends in the words.
- Have students point to words on pages 9 and 10 with an initial consonant *r*-blend (*tray, breakfast*).

Grammar and Mechanics: Possessive nouns

- Direct students to the cover of the book. Ask them to read the title. Ask students how they know that this day is for mothers. Have students frame the apostrophe in the word *Mother's* with their fingers. Explain to them that the apostrophe followed by an *s* is sometimes used to show that something belongs to someone or something. Explain that a *possessive noun* is a noun that shows ownership.
- Write the following word pairs on the board: *boy bed, dad hair, mom card*. Ask students to read the sets of words with you. Ask volunteers to change one of the words in each pair to show that an item belongs to the person.
- **Independent practice:** Introduce, explain, and have students complete the [possessive nouns worksheet](#). If time allows, discuss their answers.

Word Work: Compound words

- Have students turn to page 3 and put their finger on the word *something*. Tell them that this word is called a *compound word* because it is made up of two smaller words. Have students use their finger to point to the word *some* and then point to the word *thing*.
- Have students look on page 4 to find another compound word (*downstairs*). When they find the word, have them point to each word with their finger that was joined together to create the compound word.
- **Check for understanding:** Repeat this process on page 10 with the words *upstairs* and *breakfast*.
- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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.

Extend the Reading

Writing and Art Connection

Ask students to think of a breakfast they would make for their mom or special loved one. Brainstorm with students a list of foods they would like to prepare. Provide drawing paper for students to use to draw and label the breakfast items. Have them write a few brief sentences that tells to whom the breakfast is served and the reasons for their food choices. Ask students to share their menu with the class.

Social Studies Connection

Use the Internet to explore with students the history of Mother's Day. Identify information such as when it started, where it started, and who came up with the idea and why.

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 use their prior knowledge to read and understand the text
- correctly identify the characters, setting, and events in the story and write the information on a worksheet
- accurately discriminate initial consonant *r*-blend words
- accurately read initial consonant *r*-blend words
- identify and form possessive nouns
- identify and form compound words

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**