



### About the Book

Text Type: Fiction/Fantasy    Page Count: 16    Word Count: 679

### Book Summary

It's the day before Thanksgiving, and so much snow has fallen that the Hoppers can sled to school. But the blizzard continues during the day. The Hoppers are sent home at noon, only to find that their sled is buried, the wind is cold, and they have become lost in the woods. How will they make it home for Thanksgiving dinner at Grandpa Grizzly's.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions

#### Objectives

- Use the reading strategy of making, revising, and confirming predictions to understand text
- Identify the cause and effect of events
- Identify the *r*-controlled /ur/ vowel
- Recognize and locate compound words
- Identify adverbs with *-ly*

#### Materials

Green text indicates resources available on the website

- Book—*The Day Before Thanksgiving* (copy for each student)
- Chalkboard or dry erase board
- [Cause and effect, adverbs, and 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

- **Content words:** *buried, overnight, rumbling, sledded, snowdrift, snowplow, snowstorm, Thanksgiving, wailed*

### Before Reading

#### Build Background

- Have students share what they know about Thanksgiving and what happens on that day. Discuss what the weather is like in November. Point out that in some places, there can be a lot of snow at this time of year. Discuss some problems people might have in a big snowstorm.

#### 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 this 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, illustrator's name).

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

- Have students take another look at the front and back cover illustrations. If students have read other Hoppers stories, have them make connections to these stories and tell you what they know about the characters.
- Write the following vocabulary words on the board: *letter, snowstorm, deep, tired, lost, overnight, truck, Thanksgiving feast*. Have students read the words, and help them identify any words they don't know. Then have students work with a partner to discuss what they think might happen in the story, based on the words and what they already know about the Hoppers. Ask for volunteers to share their predictions.
- **Think-aloud:** *When I look at a new book, I look at the cover information first and ask myself what kind of book I think it is. Is it a story or a factual book? If I recognize the characters, I think about what might happen to them, based on what I already know about them. Then I preview the illustrations to help me either revise my first predictions or make new ones. As I read, I continue to revise or confirm my predictions as I go. This helps me be an active reader, and I enjoy the story more and understand it better.*
- Have students preview the illustrations in the book to see whether they think their story predictions from the vocabulary words are correct. Discuss any new predictions they might have.
- 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**

- Discuss cause-and-effect relationships. 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.
- Write the following sentence on the board: *I fall down*. Model identifying cause-and-effect relationships.  
**Think-aloud:** *I know that there are reasons, or causes, for events to happen. When I fall down, it might be because the ground was wet and I slipped. So a cause for falling down might be because the ground was slippery and wet. However, I could have fallen down for other reasons, too. Maybe I was running and I wasn't paying attention to the fact that the ground was slippery. There can be more than one cause for an effect.*
- Invite students to explain other possible causes for falling down (there is ice on the ground, someone pushes you, and so on).
- Write the headings *Cause* and *Effect* next to each other on the board. Ask students to retell the causes and effects of falling down. Write each cause and its effect on the chart on the board. When finished, point out how each cause-and-effect relationship often leads to other cause-and-effect relationships.
- Explain to students that they will be identifying the causes and effects of events while reading the story.

## Introduce the Vocabulary

- Write the content vocabulary words on the board. Point to each word, read it aloud, and ask students to give the thumbs-up signal if they know the word or a thumbs-down signal if they have never heard the word before. Put a check mark next to words that most students know and put a question mark next to words with which most students are unfamiliar. Tell students that the class will focus on making sure everyone understands the words on the board that have question marks next to them.
- Explain to students that good readers can use visual cues or illustrations to help them understand words. Show students illustrations in the book that may help to demonstrate the meanings of words they don't understand.

## Lesson Plan *(continued)*

## The Day Before Thanksgiving

- Review how to use word-attack strategies to help determine a word's meaning. Point out the word *overnight* on page 14. Ask students how they might figure out the meaning of this word if they don't know it. Point out that it is a compound word and that students can find the two smaller words that make up the compound word. Explain that they can use the smaller words as clues to the meaning of the larger word.

### Set the Purpose

- Have students read the book to see if their predictions about the story are correct. Remind them to revise or confirm their predictions as they read.

### During Reading

#### Student Reading

- Guide the reading:** Ask students to read to the end of page 6. Discuss their earlier ideas about how the letter fit into the story and ask whether their predictions were correct or not.
- Think-aloud:** *Before I started reading, I also made a prediction about how the snowstorm fit into the story. I thought the Hoppers would not have to go to school because of the snowstorm. On page 6, I see that my prediction was not correct because they are getting ready for school. I can change my predictions as I read the story.*
- Check for understanding:** Ask students what they think will happen because of the snowstorm. Ask if their predictions have already changed.
- Review the comprehension skill by asking students what they think is the effect of the Hoppers receiving the letter. Also ask what causes the Hoppers to put on hats and mittens. Discuss how this shows two causes and effects.
- Have students read the remainder of the book. Remind them to revise their story predictions as they read. Also remind them to look for the cause and effect of events.



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

- Ask students whether their predictions about the story were correct. Ask how making predictions helped them read the story.  
**Think-aloud:** *Some of my predictions were correct. For example, the illustrations on pages 13 and 14 helped me to predict that someone would rescue the Hoppers from the snow and take them to safety in a snowplow. I did not predict that the rescuer was Grandpa Grizzly. Making predictions about the book before I read helped me to understand the events in the story. Checking my predictions as I read helped me to understand the story even more.*
- Independent practice:** Have students write on a piece of paper one prediction they made that was correct. Also have them write one prediction that they changed as they read the story. If time allows, discuss their answers.

### Reflect on the Comprehension Skill

- Discussion:** Discuss cause-and-effect relationships. Remind students that a *cause* is an event that makes something happen, and the *effect* is what happens because of, or as the result of, the event. Refer students to page 9. Reread the page with students. Ask students what caused the Hoppers to walk home (the sled being stuck). Point to the *Cause* and *Effect* headings on the board. Write *walk home* under *Effect* and *the sled is stuck* under *Cause*. Ask students for other examples of a cause and effect they found in the story. Write one or two more on the board.


## Lesson Plan *(continued)*

## The Day Before Thanksgiving

- **Independent practice:** Hand out the **cause-and-effect worksheet**. Have students write in as many cause-and-effect relationships as they can find from the story. If time allows, discuss their answers after they have finished.
- **Enduring understanding:** What problems did the Hoppers face in the story and how did they solve their problems? When we are presented with a problem, we need to brainstorm ideas and find solutions. Write a description of a problem you have faced and the solution you found to the problem. What are important steps to take in problem solving?

### Build Skills

#### Phonics: **R-controlled /ur/ vowel**

- Have students look at the cover of the book. Ask them to name the covering that a rabbit has (fur). Write the word *fur* on the board and point to the *ur*. Tell students that the letters *u* and *r* together stand for the vowel sound they hear in the word *fur*. Explain that the *ur* letter combination is one of the letter combinations that stand for a group of sounds called *r-controlled* vowels. These vowel sounds are neither long nor short, and are sometimes difficult to hear. The other *r-controlled* /ur/ letter combinations are *ir* and *er*.
- Write the words *letter* and *lettuce* on the board and say them aloud. Ask students which word contains the same vowel sound as in *fur*. Make sure students can differentiate between the two vowel sounds. Explain that the words *letter* and *lettuce* both have two syllables. Divide each word into two syllables on the board. Explain that the first syllable of both words has a short vowel sound. Underline the short vowel sounds for students. Give other examples if necessary.
-  **Check for understanding:** Have students work with a partner to look in the book and underline four more examples of words with the *r-controlled* /ur/ vowel sound. Ask students to share examples. Write each example on the board and invite volunteers to circle the *r-controlled* vowel spelling in each word. Run your finger under the letters of each word as you have students practice the pronunciation and blend the sounds of the whole word. Ask other volunteers to divide the words into syllables and underline the short vowel sounds.
- **Independent practice:** Introduce, explain, and have students complete the **r-controlled /ur/ vowel worksheet**. If time allows, discuss their answers.

#### Grammar and Mechanics: **Identify adverbs with -ly**


- Have students read the last sentence on page 9. Ask them which word tells how the Hoppers walked through the snowstorm.
- When students have identified the word *bravely*, write it on the board and circle the *-ly*. Explain that the base word is *brave*, which is a describing word, or *adjective*. Tell students that when *-ly* is added to the word, it creates an *adverb*, a word that modifies, or describes, the verb. The adverb provides information about *how*, *where*, or *when* the action is being completed.
- Write the following two sentences from page 4 on the board: *The Hoppers dashed downstairs. He jumped up and down.* Ask students to think of an adverb to add to each sentence (*quickly*, *excitedly*). Have a volunteer come to the board and add the adverb to each sentence.
- **Check for understanding:** Have students work with a partner to reread the first paragraph on page 12 to find another example of an adverb with *-ly* (*suddenly*). Ask them what word this adverb modifies (*heard*).
- **Independent practice:** Introduce, explain, and have students complete the **adverbs worksheet**. If time allows, discuss their answers.

#### Word Work: **Identify compound words**

- Remind students that *compound words* are made by joining two or more smaller words. Have students look for two compound words on page 3. When they find the words *downstairs* and *outside*, write them on the board.

## Lesson Plan *(continued)*

## The Day Before Thanksgiving

- Ask a volunteer to come to the board and circle the two smaller words in each word.
- Explain to students that knowing the meanings of the two smaller words can help them understand the compound word. Discuss the meanings of the two smaller words in each of the examples (and provide them if necessary).
- Have pairs of students search the text for all the compound words they can find that include the word *snow* (*snowstorm*, *snowballs*, *snowdrift*, *snowflakes*, *snowplow*). Write those words on the board. Ask a volunteer to come to the board and circle the two smaller words in each compound word.
-  **Check for understanding:** Have students work with a partner to find and underline other compound words in the book (*halfway*, *Thanksgiving*, *overnight*, *bedrooms*). Ask students to circle the two smaller words in each word they find in the book. Have students share their answers.
- **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. Have students discuss with someone at home how they made predictions and then adjusted their predictions as they read.

### Extend the Reading

#### Fantasy Writing Connection

Review with students the format of a friendly letter, and create an outline on the board for students to use as a model. Then have students write an imaginary letter from one of the Hoppers to a friend, telling about the trip to Grandpa Grizzly's and the Thanksgiving dinner.

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

#### Social Studies Connection

Discuss with students how Thanksgiving began. Allow students to share their own Thanksgiving traditions and things they have to be thankful for.

#### 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:**

- make predictions and accurately confirm or revise predictions as they read the story
- identify cause-and-effect relationships in the text in discussion and on a worksheet
- identify and read *r*-controlled vowels with the /ur/ sound
- identify adverbs with *-ly* and use them correctly in sentences on a worksheet
- identify compound words

**Comprehension Checks**

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