

Focus Question:

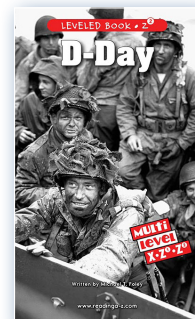
What effect did D-Day have on World War II?

Book Summary

Text Type: Nonfiction/Informational

World War II was the biggest war in modern history. It was a battle fought by countries that made two powerful groups. The Allied nations consisted of the United Kingdom, the United States, Canada, the Soviet Union, and many others. The Axis powers consisted of Germany, Italy, and Japan. The Allied nations fought to stop the Axis powers from controlling Europe and the rest of the world. One of the most important invasions during the war was D-Day. *D-Day* provides detailed descriptions of the strategies of each beach invasion that took place that day. The book can also be used to teach sequencing events and using commas after introductory words.

The book and lesson are also available for levels X and Z1.



Lesson Essentials

Instructional Focus

- ☐ Summarize text using evidence
- ☐ Identify sequence of events
- ☐ Use maps to identify additional information
- ☐ Use commas after introductory words
- ☐ Identify and use compound words

Materials

- ☐ Book: *D-Day* (copy for each student)
- ☐ Sequence events, commas after introductory words, 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: *Allies* (n.), *Axis Powers* (n.), *casualties* (n.), *drafted* (v.), *infantry* (n.), *paratroopers* (n.)

Enrichment: *aerial* (adj.), *amphibious* (adj.), *artillery* (n.), *commandos* (n.), *decoy* (adj.), *foothold* (n.), *fortifications* (n.), *liberation* (n.), *mourning* (v.), *mines* (n.), *Panzer* (n.), *repel* (v.)

- **Academic vocabulary:** *area* (n.), *conditions* (n.), *consist* (v.), *positions* (n.), *record* (v.)

Guiding the Reading

Before Reading

Build Background

- Display photographs of scenes from D-Day or use the projectable version of this book. Ask students to describe what the photographs represent. Have students write down words that they think or describe what they feel when they view the photographs.
- Have students discuss the words that they wrote. Explain to students that D-Day was an invasion during World War II. Explain that it was very important to the outcome of the war.

Introduce the Book

- Give students their copy of *D-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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: Summarize

Explain to students that engaged readers summarize what they are reading while they are reading and when they finish reading. Explain that to summarize, a reader must find the main idea and the most important details that support it. Ask students to turn to the table of contents on page 3. Explain to students that a table of contents can also help them summarize the book. Have students write under the table of contents, or highlight within the table of contents, what they think the book is mainly about after reading the table of contents. Have students

Guiding the Reading (cont.)

read page 4 together. Model how to write a summary for the introduction on page 4. Ask students to read page 5. Have partners write a summary for the background information on page 5.

Introduce the Comprehension Skill:

Sequence events

- Give students a set of four index cards. Ask students to write down what they would do if a fire drill were to go off at school. Explain that the first card should say, *The fire alarm went off*. Ask students to trade cards with a partner and then place the events in order. Have partners discuss their cards. Explain to students that books often have a sequence of events that occur in a certain order. A book's events help readers understand the events that have taken place. Ask students what key words they can look for that help identify a sequence of events. Explain to students that words they should look for should include *now*, *then*, *after*, and *before*, and dates.
- Have students skim the book and circle or highlight sequencing words.

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 19. 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 what events occurred on D-Day and how the events worked together to make for a successful operation. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- 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 facts would you select to support that Operation Overload was a must-win for the Allies?* (level 3) pages 4–5

- *How would you compare the Allied forces and the Axis Power forces?* (level 2) page 4
- *Can you identify the countries that fought for the Allies and those that fought for the Axis powers?* (level 1) page 5
- *What role did the paratroopers play in Operation Overload?* (level 1) page 7
- *How would you describe the difficulties Allied forces faced when attacking the beaches?* (level 1) multiple pages
- *What conclusion can you draw about the cost of Operation Overload to both sides?* (level 3) multiple pages

Text Features: Maps

Explain that maps help readers understand where places are in the world. Have students review the maps throughout the book and discuss what information each map provides. Have students look at the map and key on page 5. Ask volunteers to name German-controlled countries, Allied-controlled countries, and neutral countries. Ask students to explain why France was an important country to have control of on the basis of the map. Have students turn to page 9. Ask students what information the map on that page is giving. Have students look at the scale. Explain that a scale makes large things smaller on a map so they can fit. Model how to measure the distance of Omaha Beach and then how to use the scale to determine its actual size. Have students use the map on page 12 to determine the size of Gold Beach. Have partners look through the book and compare the maps.

Skill Review

- Model to students how to sequence events from the book. Write on the board *sequence of events* and make a chart for the events. During the think-aloud fill in the chart.
Think-aloud: *When I read about the invasion of Utah Beach on pages 7 and 8, I see that the invasion began at 1:30 a.m. I know that it started then because the book states, Five hours earlier paratroopers were dropped 2 to 5 miles inland. The book also says that the invasion started at 6:30 a.m., so paratroopers had to be dropped at 1:30 a.m. At 6:30 the 4th Infantry landed on the beach. Hours later, by afternoon, the infantry and the paratroopers joined forces, and the German troops were defeated.*
- Have students turn to page 9, "Omaha Beach." Have volunteers help create a sequence-of-events chart for the Omaha Beach invasion. Ask students to refer back to the book and verify each addition to the chart as volunteers add information.
- Model and discuss how to complete the [sequence events worksheet](#), using evidence from the text. Have students discuss the details they noted with a partner.

Guiding the Reading (cont.)

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.

Skill Review

Graphic Organizer: **Sequence of events**

Review the sequence events worksheet that students completed. Have students discuss the details they noted with a partner.

Invite volunteers to share their work with the group. Have students explain the significance of listing events in order.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students should include that the D-Day landings helped turn the course and duration of the war and that Allied forces were able to free German-held areas of Europe, which shortened the war and led to the victories over Germany and Japan.)

Comprehension Checks

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

Book Extension Activities

Build Skills

Grammar and Mechanics:

Commas after introductory words

- Have students turn to page 5. Ask students to find words that introduce sentences and are followed by commas.
- Explain to students that when a word introduces a sentence, it is followed by an independent clause and that means everything after the introductory words can be read as a sentence without the introductory word. Explain that these introductory words are typically adverbs such as *meanwhile*, *however*, *suddenly*, *unfortunately*, and *furthermore*. Ask students to underline the introductory word and circle the independent clause on page 5.

- Have students turn to page 7. Have students look for a sentence that begins with an introductory phrase. Explain that an introductory phrase is like a clause and that it doesn't have its own subject and verb. Demonstrate that the part of the sentence before the comma on page 7, *Five hours earlier*, has no subject or verb, so it is a dependent clause and sets the stage for the rest of the sentence. Ask students to look in the book for another introductory phrase. Have them draw a square around the phrase and underline the independent clause in the sentence.
- **Check for understanding:** Have students work with a partner to find and highlight introductory words and phrases. Ask one partner to look for introductory words and the other to look for phrases. Have students circle the comma after each introductory word or phrase. Have partners check each other's work. Call on students to share with the rest of the class the page number they found an example on and what type of introductory statement it is. Have other students give a thumbs-up signal if the example is correct.
- **Independent practice:** Introduce, explain, and have students complete the **commas-after-introductory-words worksheet**. If time allows, discuss their answers.

Word Work: **Compound words**

- Have students turn to page 4 and mark the compound words on the page. Discuss the words students find. Make a three-column list of the words as volunteers answer. Explain to students that compound words are two separate words that make a new word with a new meaning. There are three types of compound words: *closed compound words* (such as *housepainters*); *hyphenated compound words* (such as *code-named*), and *open compound words* (such as *field trip*).
- Have students look through the book for more compound words. Ask them to make a list of closed compound words and hyphenated compound words. Make a list of words on the board. Discuss with students the words on the list.
- Ask students to review the list of hyphenated compound words. Discuss with students why the hyphens are used in the examples.
- Give students a set of cards with closed and hyphenated compound words. Have partners sort the cards into piles for each type of compound words.
- **Check for understanding:** Model how to complete the instructions on the **compound words worksheet**. Have students complete the worksheet

Connections

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