

About the Book

Text Type: Fiction/Fantasy Page Count: 14 Word Count: 574

Book Summary

The little Hoppers are very excited to set off fireworks for *Independence Day*, but Mother and Papa Hopper know that fireworks are not safe for young rabbits. Though the little Hoppers are disappointed, they are soon happy again when Grandpa Grizzly suggests they have a picnic in the woods—a picnic with a very special surprise at the end.

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
- Identify variant vowel /oo/
- Recognize and understand the use of proper nouns
- Alphabetize words to the second letter

Materials

Green text indicates resources available on the website

- Book—*Independence Day* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Sequence events, proper nouns, alphabetical order 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

- High-frequency words: *is, this*
- Content words: *Chinese, firecrackers, firefighters, fireworks, fountains, lemonade, sizzling*

Before Reading

Build Background

- Help students make a personal connection to the text by inviting them to talk about their experiences with Independence Day. Ask them what Independence Day celebrates, and explain or review if necessary. Talk about how different nations around the world celebrate Independence Day, although on a different day of the year. Remind students of the date when Independence Day is celebrated in your country.
- Have students describe their favorite fireworks. Ask: *Where and when have you seen fireworks?*
- Ask students if they have ever been on a picnic. Ask: *Where did you go? What did you eat?*
- If students have read other Hoppers stories, discuss the characters and their previous adventures. Ask volunteers to retell their favorite Hoppers stories. Point out the roles that Snubby Nose and Grandpa Grizzly play in the stories.

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, illustrator's name).

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

- Explain to students that having some prior knowledge of the topic they are going to read about, and making a connection with what they already know while they are reading, helps them understand and remember the information in the book.
- Model how to use prior knowledge as you preview the book.
Think-aloud: *On the cover of the book is an illustration of fireworks going off in the sky. The illustration reminds me of when I was little and celebrated Independence Day with my family. Independence Day is in July, so it was usually very hot. We would swim during the day, but we couldn't wait for nighttime! Sometimes we would go to the local college stadium, where they had fireworks, but some years we would just sit out in our yard to watch them.* (Tailor comments to personal situation.)
- Have students preview the rest of the book, looking at the illustrations. Ask them if the illustrations remind them of experiences they've had, other books they've read, or things they've seen in movies or on television.
- 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 the story *Goldilocks and the Three Bears*. Write key words about each event in order on the board as you describe them to students.
Think-aloud: *If I want someone to be able to retell the story of Goldilocks and the Three Bears, certain events need to be included in order to tell the story correctly. In this story, the first event that happens is that Goldilocks goes into the house of the three bears. Next, she tastes three bowls of porridge, but only the third bowl tastes just right. Then, she sits on three different chairs, but only the third chair feels just right. Then, she lies down on three different beds, but only the third one feels so good that she falls asleep. Last, the three bears come home and see what Goldilocks has done with the porridge and the chairs, and they find her asleep in the bed. Goldilocks wakes up and runs away. I will write these events on the board in order.*
- Explain that certain words are often used to explain a sequence of events. Read the list of events on the board in order to students, using words such as first, next, then, and last. Ask students to identify these types of sequencing words from the example.
- Point out the difference between the sequence of events listed on the board and a retelling of *Goldilocks and the Three Bears* (the retelling contains more detail and description; the list shows only the events that are most important for someone to understand the story). Ask students to provide examples of details from the story that are not included in the sequence of events.

Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the pictures. Reinforce the vocabulary words they will encounter in the text.
- Write the following content vocabulary words on the board: *firecrackers, firefighters, fireworks*.
- Explain to students that these are all compound words. Ask them what they notice about the words. Ask: *What word is the first part of each of the words?* (the word *fire*). Remind students that good readers use parts or chunks of familiar words to help them figure out longer, unfamiliar words.

Lesson Plan *(continued)*

Independence Day


- Explain to students that by knowing parts of a compound word, they can figure out the meanings of many compound words. Compare the three *fire-* words, discussing their word parts and how the word parts help to determine each word's meaning.

Set the Purpose


- Have students use what they already know to ask questions as they read. Remind them to think about what kinds of things can make us have different feelings.

During Reading


Student Reading

 **Guide the reading:** Have students read to the end of page 5. As they read, remind them to look for information they already know something about or that reminds them of their own experiences. Encourage those who finish early to go back and reread the text. When students have finished reading, have them go back and underline parts of the text that they already had knowledge of before reading.

- Model the reading strategy of connecting to prior knowledge.
Think-aloud: *When I read that the Hoppers wanted to set off firecrackers on Independence Day, it reminded me of my brothers. I underlined that part on page 5 because my dad and uncle used to buy firecrackers, and my brothers and I loved to watch them set off the fireworks!*
- Have students share something they underlined and explain how the underlined text helped them better understand what they read.
- Write the following events on the board: Grandpa Grizzly asks what the children will do for Independence Day. They say they want to set off firecrackers. Fluffy Tail says she will shoot off sky rockets. Grandpa Grizzly says it is not safe for little Hoppers to play with fireworks. Snubby Nose begins to sniff and sob.
- Discuss and circle the events that are the most important to tell the story accurately.
- Ask students to tell what the story is mostly about so far. (The Hoppers want to set off fireworks on Independence Day.) Review the circled events on the board. Point out that the other information includes details that make the story interesting but are not important to the story.
- Introduce and explain the [sequence events worksheet](#). Have students write the circled events in order on their worksheet. Discuss the correct order and allow students time to make corrections on their worksheet as necessary.

 **Check for understanding:** Have students read through page 9. As they read, remind them to think about what they already know about Independence Day, fireworks, and the Hopper family. Have them think about how this information helps them to better understand and connect to the information in the book. Have students underline sections of the text that connect to their prior knowledge. Invite students to share the information they underlined and explain how their prior knowledge helped them understand what they read.

- Have students read the remainder of the book. Remind them to think about what they already know about the topic as they read.

 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

- **Think-aloud:** *Before I read the book, I had many memories of past Independence Days and how I spent them.*
- Reinforce how making connections between information in the text and things they already know keeps students actively involved in the reading process and helps them remember and understand what they read.
- **Independent practice:** Ask students to share with a partner the places in the book that they underlined and the connections they made to the text using prior knowledge.

Teach the Comprehension Skill: **Fact and opinion**

- Review the sequence of events that students wrote on their worksheet using sequencing words (*first, next, then, after that*, and so on). Point out how they used their own words to write about each event.
- **Independent practice:** Have students complete the sequence events worksheet by identifying the remaining important events of the story. If time allows, discuss their answers.
- **Enduring understanding:** In this story, the Hopper children are excited to set off fireworks on Independence Day and are disappointed when Grandpa says they can't. After reading this story and thinking about Independence Day, do you think the Hoppers forgot why we celebrate Independence Day? Why do we celebrate holidays?

Build Skills

Phonics: **Variant vowel /oo/**

- Have students search the fifth paragraph on page 7 to find two words with the variant vowel /oo/ (*good* and *food*).
- Have students read the sentences aloud. Ask: *How is the oo pronounced in good? In food?* Explain that the variant vowel /oo/ has two sounds: a short /u/ sound such as in *good* and a long /u/ sound such as in *food*. Explain to students that when they come to an unfamiliar word that has the variant vowel /oo/, they will need to try both sounds to see which one sounds right and makes sense.
- Have students look for other oo words on pages 7 and 8 (*hooray, cookies, and soon*). Ask volunteers to tell which variant vowel /oo/ sound each word makes.



Check for understanding: Have students use highlighters or colored markers to go through the book and mark any oo words. Provide two different colors of highlighters or markers so they can use one color to mark words pronounced as short /u/ and another to mark those pronounced with long /u/. Ask students to determine which pronunciation is more common.

- **Independent practice:** Have students work in pairs to practice pronouncing the words they highlighted in the text, listening for the difference between the two /oo/ sounds.

Grammar and Mechanics: **Proper nouns**

- Review or explain that a *noun* is a *person, place, or thing*. Ask students to turn to page 8 and give examples of nouns from the text (*baskets, sandwiches, lemonade*, and so on).
- Review or explain that a *proper noun* is the name of a specific person, place, or thing. A proper noun always begins with a capital letter. Write the proper nouns from page 8 on the board (*Hoppers, Mother Hopper, Grandpa Grizzly, Papa Hopper*).
- Remind students not to confuse the capital letter in a proper noun with the capital letter used at the beginning of a sentence or in the title of a chapter. Point out instances in the book where capitals are used but a proper noun is not present.

Lesson Plan *(continued)*

Independence Day

- **Check for understanding:** Write the following nouns in a column on the board: *girl, boy, street, month, holiday*. Ask volunteers to give examples of proper nouns for each word, and write them on the board (*month: June, February, and so on*).
- **Independent practice:** Introduce, explain, and have students complete the [proper nouns worksheet](#). Discuss their answers aloud after students finish.

Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order by using the first and second letters.
- Write the words *fireworks* and *sizzling* on the board. Have a volunteer explain which word would appear first in alphabetical order (*fireworks*) and why (because *f* comes before *s* in the alphabet).
- Write the words *firecracker* and *fountain* on the board. Point out that the words begin with the same letter (*f*). Ask a volunteer to tell which word would appear first in alphabetical order and why (*firecracker* because the second letter *i* in *firecracker* comes before the second letter *o* in *fountain*).
- **Check for understanding:** Write the words *south* and *sign* on the board. Have a student come to the board and circle which word would appear first in alphabetical order (*sign*). Point out to students that they must look at the second letter of these words to alphabetize them correctly.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their responses.

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 share their sequence events worksheet with someone at home, explaining how it works and what they learned.

Extend the Reading

Personal Narrative Writing Connection

Provide students with a blank sequencing worksheet. Have them use it to plan a personal narrative about a memory they have of Independence Day or a time when they saw fireworks. Have them use the worksheet to guide their writing. Have them add illustrations if time allows.

Visit [Writing A–Z](#) for a lesson and leveled materials on informational narrative writing.

Social Studies Connection

You may wish to invite a local fire official to your class to speak about fireworks and fire safety. Students can make a chart of the dos and don'ts of fire and fireworks safety. At the top of any list, remind students that they should never handle fire or flammable materials—that only adults should handle these things.

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:

- use the reading strategy of connecting to prior knowledge to understand text during discussion
- sequence events in text during discussion and on a worksheet
- identify and distinguish between the two sounds of variant vowel /oo/ during discussion and in the book
- identify and understand the use and capitalization of proper nouns during discussion and on a worksheet
- understand how to alphabetize words to the second letter during discussion and on a worksheet

Comprehension Checks

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