



### About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 270

### Book Summary

Carlos and his family are looking forward to their first Thanksgiving dinner in America. Everything is going as planned until a big snowstorm prevents the guests from coming. Everyone in the neighborhood is worried about what they will do for Thanksgiving dinner. Then Carlos comes up with a plan that reflects the true meaning of Thanksgiving. Students will have the opportunity to sequence events and to reflect on the meaning of Thanksgiving as they read this book.

### 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
- Segment syllables
- Identify short /i/ sound
- Recognize and use possessives
- Recognize and use compound words

#### Materials

Green text indicates resources available on the website

- Book—*Carlos's First Thanksgiving* (copy for each student)
- Chalkboard or dry erase board
- [Sequence events, short /i/, possessive nouns 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: *made, said, their, there, were*
- Content words: *Abuela, dessert, holiday, neighbors, pasta, tamales, Thanksgiving, turkey*

### Before Reading

#### Build Background

- Write the word *Thanksgiving* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Encourage students to talk about the foods they eat for Thanksgiving dinner and the activities they share with family and friends during the holiday. Record students' responses on the board.
- Have a discussion about the meaning of Thanksgiving. Discuss why people have a Thanksgiving feast and what it means to be thankful.

#### Preview the Book

#### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they

## Lesson Plan *(continued)*

## Carlos's First Thanksgiving

think they might read about in a book called *Carlos's First Thanksgiving*. (Accept all answers that students can justify.)

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

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

- Explain to students 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 using prior knowledge to read and understand text.

**Think-aloud:** *When I read a book, I try to think about what I already know about the topic before I begin reading. When I read the title, I know this book is about Thanksgiving. I already know many things about Thanksgiving. My family celebrates with a big feast at my mom's house. We eat turkey, dressing, and pumpkin pie. Before dinner, we all help with the cooking, during dinner we discuss the things we are thankful for, and after dinner we clean up, play games, and talk. I think that Carlos's Thanksgiving will be similar to the one my family celebrates. I predict that his family and friends will come to his house for a big celebration and feast.*

- Invite students to share how they connected to prior knowledge, based on the covers and title page of the book.
- 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**

- 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 tell the story Goldilocks and the Three Bears, they need to include certain events in order to tell the story correctly. In this story, first, the three bears go out for a walk. Next, Goldilocks walks into the bears' house and eats their porridge. Then she sits in their chairs. Next, she sleeps in the bears' beds. Last, the bears come home and frighten Goldilocks, so she runs back home.*

- Explain that certain words are often used to explain a sequence of events. Use the key words on the board to tell the story in order to students, including words such as *first*, *next*, and *last*. Ask students to identify these sequencing words from the example.
- Tell the story using key words on the board to sequence the events of the story out of order. Ask students to explain why the order of the events is important (the sequence of events does not make sense when told out of order). Discuss with students that a story does not make sense when the events are out of order.
- 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 details for each event from the story.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though Carlos and his family are planning their first Thanksgiving dinner.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *unhappy* on page 8 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows Carlos's family and neighbors. They look worried. When I look at the first part of the word, it starts with /un/. However, the word worried starts with the /w/ sound, so this can't be the word. I know that people who look worried can also be unhappy. The word unhappy starts with the /un/ sound. The sentence makes sense with this word. The word must be unhappy.*

## Set the Purpose

- Have students use what they already know about Thanksgiving to help them read the book. Remind them to think about the sequence of events 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 (*Carlos*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place a finger on the page number in the bottom corner of page 3. 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.
- Model connecting to prior knowledge.  
*Think-aloud: Before I read the story, I thought about my family's Thanksgiving. I used my experiences to predict what would happen to Carlos in the story. When I read the first part of the story, I realized that some of my family's Thanksgiving traditions were the same as the ones Carlos and his family have. We both eat turkey and play games on Thanksgiving. However, there are some foods that Carlos's family has that my family does not eat on Thanksgiving. My family does not have tamales or black beans for Thanksgiving dinner.*
- Invite students to share how they connected with what they already knew as they read. Allow time for students to discuss how Carlos's Thanksgiving traditions are similar and different from theirs. Refer to the responses on the board created during the Before Reading activity.
- Write the following events on the board: *Carlos and his family plan Thanksgiving dinner; They were inviting some new friends; Abuela will help cook the turkey; Mrs. Cortez will bring tamales and black beans; Mr. and Mrs. Lupin will bring dessert; Carlos and Mateo planned games; Mr. and Mrs. Lupin's four children will be there, too.*
- Discuss and circle the events that are the most important to correctly tell the story. (Carlos and his family plan Thanksgiving dinner. They were inviting some new friends. Carlos and Mateo planned games.)
- Ask students to tell what the story is mostly about so far (Carlos and his family planning Thanksgiving dinner). Review the circled events on the board. Point out that the other information includes details that are not necessary to the sequence of events.
- **Check for understanding:** Have students read to the end of page 12. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
- Ask students to name additional important story events and locate them in the book. Discuss the important events as a class and write them on the board in order.
- Have students read the remainder of the book. Remind them to use what they already know about Thanksgiving to help them understand new information as they read.



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:** *When I read page 11, I thought about the times when some of my family members could not make it to Thanksgiving dinner at my mom's house. We often had friends and neighbors over to help celebrate the holiday.*

## Lesson Plan *(continued)*

## Carlos's First Thanksgiving

- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about Carlos's Thanksgiving celebration. Invite them to share and explain their picture to the rest of the class.
- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

### Reflect on the Comprehension Skill

- **Discussion:** Review the sequence of events in the story. Explain that good readers think about the sequence of events in the story to help them remember what they read.
- **Independent practice:** Have students complete the [sequence events worksheet](#).
- **Enduring understanding:** In this book, you learned that Carlos's family and neighbors were unhappy about the snowstorm. They thought they would have to cancel their Thanksgiving plans. Instead they shared their food and had a wonderful time. Now that you know this information, do you think it is a good idea to get to know and share with your neighbors? Why or why not?

### Build Skills

#### Phonological Awareness: **Segment syllables**

- Review or explain that every word contains one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *Thanksgiving*. Clap each time you say a syllable (three claps).
- **Check for understanding:** Say the following words, one at a time. Have students clap the syllables and tell how many syllables are in each word: *children* (2), *tamales* (3), *games* (1), *turkey* (2), *Abuela* (3), *neighbors* (2).

#### Phonics: **Identify short /i/ vowel sound**

- Write the word *big* on the board and say it aloud with students.
- Have students say the short /i/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short /i/ sound in the word *big*.
- **Check for understanding:** Write the following words that have the short /i/ sound on the board, leaving out the vowel: *did*, *ship*, *dip*. Say each word, one at a time, and have volunteers come to the board and add a letter representing the short /i/ sound to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short /i/ worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: **Possessive nouns**

- Read the first sentence on page 9. Point out the word *son's*. Tell students that the apostrophe and the *s* at the end of *son's* show *possession*, or that something belongs to someone or something. In this case, the sentence tells that the house belongs to Mr. Otero's son.
- Have students read the first sentence on page 10. Have them find the word that contains an apostrophe (*sister's*) and explain what belongs to whom (*house*).



**Check for understanding:** Have students share an oral sentence that states something that belongs to a family member. For example: *Josh's dog jumps over the log*.

- **Independent practice:** Introduce, explain, and have students complete the [possessive nouns worksheet](#). If time allows, discuss their responses.

#### Word Work: **Compound words**

- Point to the word *snowstorm* on page 7. Tell students that *snowstorm* is two smaller words put together: *snow* and *storm*. Explain that this type of word is called a *compound word*.
- Have students look on page 8 to locate and read the compound word (*outside*). Have them explain what the two smaller words are that make up the compound word (*out* and *side*).

- **Check for understanding:** Have students work with a partner to list other compound words they know on a separate piece of paper. Share the lists of compound words and discuss the two smaller words that make up each compound word.

## **Build Fluency**

### **Independent Reading**

- Allow students to read their book independently. Additionally, partners can 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 them retell the sequence of events in the book to someone at home.

## **Extend the Reading**

### **Realistic Fiction Writing and Art Connection**

Discuss with students things they are thankful for. Have them draw pictures of things they are thankful for and then write sentences about their illustrations.

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

### **Social Studies Connection**

Discuss and read about the first Thanksgiving. Talk about Carlos's first Thanksgiving and the Pilgrims' first Thanksgiving. Use a Venn diagram to compare and contrast Carlos's and the Pilgrims' first Thanksgiving celebrations.

### **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 connect to prior knowledge to understand text
- accurately identify the sequence of events in the book during discussion and on a worksheet
- accurately segment syllables during discussion
- accurately identify and write the letter symbol that represents the short /i/ sound during discussion and on a worksheet
- correctly understand and use possessive nouns during discussion and on a worksheet
- correctly locate, use, and write compound words

### **Comprehension Checks**

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