

About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 622

Book Summary

What's Thanksgiving without turkey? *Spare the Turkey* is a realistic fiction book in which Darryl and his mother join friends for a Thanksgiving meal. He is very skeptical because the family is vegetarian and will not be serving turkey. Upset, he assumes he and his mother will leave hungry and have to go out to eat after dinner. Find out what happens when Darryl sits down to a table filled with vegetarian dishes. Illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions
- Analyze characters in the text
- Identify initial consonant *sp*-blend
- Identify and understand the use of quotation and punctuation marks in dialogue
- Arrange words in alphabetical order

Materials

Green text indicates resources are available on the website.

- Book—*Spare the Turkey* (copy for each student)
- Chalkboard or dry-erase board
- Make, revise, and confirm predictions; analyze character; quotation marks; alphabetical order worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: **decorate** (v.), **dressing** (n.), **potluck** (n.), **starve** (v.), **Thanksgiving** (n.), **vegetarian** (n.)

Before Reading

Build Background

- Write the word *Thanksgiving* on the board and read the following definition from the glossary: *a North American fall holiday celebrated with expressions of thanks and a special meal*. Have volunteers share what they know about the topic. If they celebrate the holiday, encourage them to talk about their family traditions and share details such as where they eat their special meal and what types of food they eat on Thanksgiving.

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 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, illustrator's name).

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

- Model how to make a prediction as you preview the book.
Think-aloud: Let's look at the illustration on the cover of the book. I see people looking at a table that is set for ten. It looks like they are about to have a big meal together. Since the title of the book is Spare the Turkey, I think this might be a story about a family having a meal without turkey. I wonder if it is a Thanksgiving meal. I also wonder if the people in the picture are family. I'll have to read the book to find out.
- Encourage students to make predictions about what they think will happen with these characters as they read the book.
- Introduce and explain the [make, revise, and confirm predictions worksheet](#). Have students fill out the worksheet throughout the reading process as they make, revise, and confirm their predictions. Have them fill in the first row, *What I predict will happen*, before they begin reading.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Analyze character**

- Explain that there are many ways to learn about a character in a story. One way is to examine a character's words or thoughts. Another way is to examine the actions of the character. Explain to students that an author uses a character's words, thoughts, and actions to give the reader insight into a character's personality, relationships, and motivations, as well as the conflicts he or she may face.
- Have students turn to page 3 and follow along as you read the page aloud.
- Model how to analyze a character on the basis of his or her actions.
Think-aloud: As I read page 3, I found out that the boy in the picture is Darryl, and he and his mom are going to his friend Jessica's house for Thanksgiving. His mom also mentions the word vegetarian, which seems to concern Darryl because the illustration shows his face looking skeptical and he says, They're what? On the basis of these clues, Darryl appears to be excited but skeptical about his Thanksgiving meal. This information provides insight into Darryl's personality.
- Have students turn to page 4 and follow along as volunteers take turns reading paragraphs from the page aloud. Discuss what examples from the text tell readers that Darryl does not like the idea of having no turkey for Thanksgiving (he asks if someone else will bring turkey, he says it is just plain crazy, thinks he's going to starve, he calls vegetarian dishes "rabbit food," he moans and snaps and mutters his responses to his mom). Brainstorm different words that could be used as character traits for Darryl (quick to react, hot-headed, skeptical of change, pessimistic, and so on). Ask students to identify a character trait for Darryl's mom, using the information given so far in the text (patient, positive, optimistic, and so on).
- Introduce and explain the [analyze character worksheet](#). Have students record the information from the discussion on their worksheet, in the first box (Trait: pessimistic: asks if someone else will bring turkey, he says it is just plain crazy, thinks he's going to starve, he calls vegetarian dishes "rabbit food," he moans and snaps and mutters his responses to his mom). Discuss the definition of *pessimistic*.

Introduce the Vocabulary


- Write the following Story Critical vocabulary words from the text on large pieces of paper and hang them up around the room: *potluck*, *Thanksgiving*, and *vegetarian*. Read each word aloud with students.
- Place students in three groups and assign each group to a word. Have them discuss what they know about the meaning of their word, and have them write their group definition on the paper. Rotate the groups until each student has visited every word poster, writing their ideas for the definition.
- Have students find the sentence on page 4 that contains the word *potluck*. Ask a volunteer to read the sentence aloud. Discuss the different ideas and definitions written on the poster. Have another volunteer read the definition from the glossary, and invite students to compare the meaning of the word with their prior knowledge definition.
- Repeat the exercise with the words *Thanksgiving* (page 3) and *vegetarian* (page 3).

Set the Purpose

- As students read, have them make predictions about what will happen on the basis of what the characters say, do, and think. Remind them to revise or confirm their predictions as they learn more about the story's plot and characters.

During Reading

Student Reading

 Guide the reading: Have students read from page 5 to the end of page 8. Encourage those who finish early to go back and reread pages 3 through 8.

- Model revising a prediction.
Think-aloud: *I predicted that this is a story about a family having a meal without turkey. I wondered if this would be a Thanksgiving meal. As I read, I learned that Darryl and his mother were going to his friend Jessica's house for a potluck Thanksgiving meal. So I am correct that it is about Thanksgiving, however, it isn't all family getting together, so part of my prediction is not correct. I also read that Jessica's family is vegetarian, and found out that Darryl is worried he might starve with only vegetarian options at the meal. He is not happy there will be no turkey or stuffing at the dinner. I haven't read far enough to know anything about Jessica's parents, but I know that Jessica and Darryl are good friends. I wonder if she will help him feel better about his Thanksgiving experience. Maybe things will be okay in the end. I'm revising my prediction to: Jessica helps Darryl realize that having Thanksgiving without turkey is okay. I will write this prediction on my chart in the Revise column next to my original prediction.*
- Encourage students to continue to make, revise, and confirm their predictions as they continue reading the story. Have them fill out the middle row of their worksheet, *Changes in my prediction*. If they have a new prediction, they may add it to the top row, *What I predict will happen*.
- Ask students to consider, on the basis of the information given in the book so far, why Darryl might be considered impulsive? (He jumps to conclusions with his judgments: assuming he'll starve because of eating "rabbit food" for Thanksgiving; he thinks Jessica's parents look too well-fed to be vegetarians; he asks Jessica where people will sit at her decorated table.) Have students record the information from the discussion on their analyze character worksheet in a new box.
- **Check for understanding:** Have students read to the end of page 11. When they have finished reading, have them share their predictions and the outcome of their predictions. Remind them to revise or confirm their predictions and write what actually happened on their worksheet.
- Ask students to explain if their view of Darryl's personality has changed at this point, or stayed the same. Have students record the information from the discussion on their analyze character worksheet, picking a new character trait and filling in a third box. Remind them to write clues that support their answers from the text.

- Have students add more examples to the analyze character worksheet, in the boxes that are already filled in. Explain that while they are reading, they may come across more evidence to support character traits already listed, and they should add those examples to the boxes already started. Remind them to think about personality traits for Jessica too, and to list those on the back of their worksheet.
- Have students read the remainder of the book. Encourage them to continue to make, revise, and confirm their predictions as they read the rest of the story.



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

- Discuss how making predictions about what will happen in the story keeps them actively involved in the reading process and helps them understand and remember what they read.
- **Think-aloud:** *I predicted Jessica would help Darryl realize that having Thanksgiving without turkey is okay. I read there were many dishes, including mashed potatoes, cranberry sauce, tamales, and chili. Darryl also tried sweet potatoes and yams, dressing, and Jessica's salad. After the desserts, Darryl was too full to argue with his mother about how surprised he was. He didn't starve after all.*
- **Independent practice:** Have students complete the make, revise, and confirm predictions worksheet. Have them fill in the last row of their worksheet, *What actually happened*. When students are finished, discuss answers aloud.

Reflect on the Comprehension Skill

- **Discussion:** Ask students to explain if their view of Darryl's personality changed as they read the book. Review the characteristics of Darryl that students identified from the first two pages of the story (*pessimistic*). Review the other character traits on the board identified as Darryl (*impulsive*, and so on). Ask students what other character traits were exposed later in the story and what details from the text that support the traits.
- **Independent practice:** Have students complete the analyze character worksheet. When students are finished, discuss answers aloud.
- **Enduring understanding:** In this book, you read about a boy who was skeptical about trying something new. Now that you know this information, why is it important to keep an open mind when experiencing new things in life?

Build Skills

Phonics: Initial consonant *sp*-blends

- Show students a picture of a spider. Ask them to name the object and tell the sound they hear at the beginning of the word. Write the word *spider* on the board and point to the letters *sp*. Explain that the letters *s* and *p* stand for the blended sound /sp/ they hear at the beginning of the word *spider*.
- Have students turn to the title page and locate the word *spare*. Ask them to name the blend of two consonants they hear in the beginning of the word. Write the word *spare* on the board and cover the *are*. Ask students to make the /sp/ sound. Explain that *spare* begins with the /sp/ sound, which is one of the blended sounds in a group of sounds called initial consonant blends. Tell students that in a blend, two or three consonants are grouped together in a word, each letter keeping its own sound. Uncover the *are* and have students say the word *spare* aloud. Ask them to identify the initial consonant blend in *spare* (*sp*).

Lesson Plan *(continued)*

Spare the Turkey

- Say the words *spare* and *pare* aloud. Ask students which word contains the initial consonant blend *sp*. Make sure students can differentiate between the two beginning sounds.
- Repeat the blending activity with the words *space*, *speak*, *sport*, and *spoil*.
- **Independent practice:** Have students generate a list of words that begin with the consonant blend *sp*. Have them turn to a partner and review their list to double-check for accuracy.

Grammar and Mechanics: Quotation marks

- Write the following sentence on the board: *"They're what?"* Darryl asked. Ask students to explain which words are being spoken. Explain that *quotation marks* are *the punctuation marks around dialogue in text*. Discuss which words the character says (*They're what?*) and which words are not said (*Darryl asked*).
- Have students turn to page 4 in the book. Read the page aloud as students follow along. Ask students to raise their hand in the air while dialogue from a character is being read aloud (*Vegetarian, dear. It means they don't eat meat; I know what it means;* and so on), and to lower their hand when a character is not speaking (*his mom replied; Darryl snapped;* and so on).
- Point out that different words (other than *said*) can be used to signal dialogue. Ask students to identify other words they've read elsewhere, that signal dialogue (*shouted, asked, reminded, called, replied,* and so on). Write these words on the board. Remind students that these words can come before or after the quotation marks to show that the character is speaking.
- Write the following sentence on the board: *"I doubt it," his mom said.* Point out the placement of the comma and the quotation marks around the words. Explain that when there would normally be a period after the statement, in dialogue, a comma is used.
- **Check for understanding:** Ask students to make up examples of dialogue. Write each example on the board without using commas or quotation marks. Encourage students to come to the board to insert punctuation and quotation marks in the correct place.
- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). When students are finished, discuss their answers aloud.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students if the first letters of two words is the same, they must compare the next two letters instead.
- Write the words *dress* and *stuff* on the board. Have a volunteer explain which word would appear first in alphabetical order (*dress*) and why (because *d* comes before *s* in the alphabet).
- Write the words *dress* and *decorate* on the board. Point out the words begin with the same letter (*d*). Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*decorate*, because the second letter, *e*, in *decorate* comes before the second letter, *r*, in *dress*).
- **Check for understanding:** Write the words *turkey* and *Thanksgiving* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers aloud after they are finished.

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. With someone at home, have students share their predictions while reading the book.

Extend the Reading

Realistic Fiction Writing Connection

Have students write a fictional piece in which their character experiences something new. Encourage them to include a problem and a solution within their story. Remind students to keep the characters and events believable since they are writing a realistic fiction piece, and encourage them to include dialogue using quotation marks.

Visit WritingA-Z.com for a lesson and leveled materials on realistic fiction writing.

Social Studies Connection

Provide Internet resources for students to learn more about the history of Thanksgiving. Have them look for information such as when the tradition began, what was first served in the beginning of the tradition, and what families do today. Invite students to share their findings in a group discussion after their research is complete. Encourage them to share personal stories also.

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 make logical predictions on the basis of available illustrations and text; revise and/or confirm predictions as they preview and read the book during discussion and on a worksheet
- consistently analyze the words, thoughts, and actions of the main characters during discussion and on a worksheet
- fluently read initial consonant *sp*-blends during discussion and independently
- correctly use quotation marks and dialogue words within sentences during discussion and on a worksheet
- accurately arrange words in alphabetical order during discussion and on a worksheet

Comprehension Checks

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