

### About the Book

Text Type: Nonfiction/Informational    Page Count: 24    Word Count: 1,758

### Book Summary

What does it mean to be a veteran? Why do we have a special holiday to honor veterans? This book will answer these questions and more. It discusses how Veterans Day got its start, why we celebrate it on November 11, and what you can do to help or honor a veteran.

### About the Lesson

#### Targeted Reading Strategy

- Visualize


#### Objectives

- Use the reading strategy of visualizing to understand text
- Identify author's purpose
- Recognize and distinguish between regular and irregular past-tense verbs
- Understand and use syllable patterns to divide two- and three-syllable words

#### Materials

**Green text** indicates resources available on the website

- Book—**Veterans Day** (copy for each student)
- Chalkboard or dry erase board
- **Visualize, past-tense verbs, syllable patterns 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

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- **Content words:**

Story critical: **armistice** (n.), **casualties** (n.), **civilian** (n.), **combat** (n.), **recognition** (n.), **sacrifice** (n.)

Enrichment: **allies** (n.), **dedication** (n.), **draft** (n.) **post-traumatic stress disorder** (n.), **stationed** (v.), **tuition** (n.)

### Before Reading

#### Build Background

- Show students the front and back cover photos of the book. Ask them if they have heard of Veterans Day or if they know anyone who is a veteran. Allow time for students to share their background knowledge.

## 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, 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, 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: **Visualize**

- Explain to students that good readers often visualize, or make pictures in their mind, as they read. Readers use what they already know about a topic and the words from the text to make pictures in their mind.
- Model how to visualize using the title.  
*Think-aloud: When I read a book, I pause after a few pages or after reading a description of something to create a picture in my mind of the information I've just read. This helps me to better understand what I am reading. For example, when I read the title Veterans Day, I pictured the parade I went to last Veteran's Day, where everyone was given a small flag to wave.*
- Invite students to share what they visualized when they heard the title of the book. Have them compare the picture in their mind with the picture on the front cover.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Author's purpose**

- Explain to students that an author usually has a reason, or purpose, for writing a book. The purpose is to *inform*, *entertain*, or *persuade*. Explain that to *inform* means to give someone information about something; to *entertain* means to amuse someone; and to *persuade* means to convince someone to think about or do something in a new way.
- Read the title and the first paragraph on page 4 aloud. Model how to identify author's purpose.  
*Think-aloud: When authors write, they have a reason, or purpose, for writing their book. They want to inform me, entertain me, or persuade me. After reading the title and the first page of this book, I think the author wants readers to learn facts and information about Veteran's Day and what it means to be a veteran, so I think her purpose is to inform readers. Sometimes authors write for more than one purpose, so I will keep reading to see if she also wants to entertain us or persuade us.*

### Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 12 and reading the caption, you might say: *This is a great photograph of a soldier who has returned home after being stationed in Iraq.*
- Remind students to look at the picture, the parts of a challenging word, and the sentences before and after the word. For example, point to the word *casualties* on page 5 and say: *This word looks similar to the word casual. I wonder if it is related. I also notice that it ends in -ies. I am going to check the sentences around this word and think about what word would make sense in this sentence. The paragraph talks about the Great War in 1917 and how many people fought in it. When I use all of these strategies, I think this word is casualties. That is a word I've heard used before that means people who have died or been injured in a battle. Casualties makes sense in the sentence, and it looks and sounds right too.*
- Point out the glossary at the back of the book. Review or explain that a glossary contains a list of words from the book and their definitions.
- Ask a volunteer to read the glossary definition for *casualties*.

### Set the Purpose

- Have students read to find out more about how Veterans Day. Remind them to visualize as they read and to think about the author's purpose for writing the book.

### During Reading

#### Student Reading

- **Guide the reading:** Have students read pages 5 through 8. Encourage those who finish early to go back and reread.
  - **Model visualizing and identifying author's purpose.**  
*Think-aloud: As I read page 6, I learned that the red poppy is a common symbol on Veterans Day and that this tradition started in Flanders, a region in France and Belgium. I think the author's purpose was to inform me about the symbol of the red poppy.*
  - Introduce and explain the **visualize worksheet**. Have students draw on their worksheet what they visualized as they read pages 5 through 8. Invite students to share their drawings. Have them explain their drawings aloud.
  - **Check for understanding:** Have students read to the end of page 11. Have them visualize the information in the section as they read. Invite volunteers to explain what they pictured in their mind when they read about all the ways people honor veterans. Ask students to draw in the next box of their worksheet what they pictured while reading this section.
  - Ask students to explain the author's purpose in this section. Ask if they continue to think it is *to inform* or whether she entertained or persuaded the reader in any way on these pages. Ask students to share and explain their answers.
  - Have students read the remainder of the book. Encourage them to continue to visualize as they read the rest of the story and to keep in mind the author's purpose.
-  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 to explain or show how the strategy of visualizing helped them understand and remember important information from the book.
- **Think-aloud:** *When I read page 15, I tried to imagine what it must feel like for these veterans to come home after having been involved in heavy fighting. This helped me to understand how important veterans are to our country and the sacrifices they have made.*
- **Independent practice:** Have students complete the visualize worksheet for two other sections of the book. If time allows, have them share their drawings.


#### Reflect on the Comprehension Skill

- **Discussion:** Review with students the three main purposes that authors have for writing. Ask if they think it is possible for an author to have more than one purpose when writing. For example, is it possible for an author to inform and entertain readers at the same time?
- **Enduring understanding:** In this book, you learned about veterans and the sacrifices they have made. You also learned about how Americans remember and honor them each year. Now that you have read this book, why do you think it is important to remember veterans each year on November 11?

### Build Skills

#### Grammar and Mechanics: Past-tense verbs


- Write the phrases *Regular Past Tense* and *Irregular Past Tense* on the board. Then write the following sentence on the board: *Veterans are people who serve in the U.S. Armed Forces.* Underline the verb *serve* and ask students to identify the verb tense (*present*).
- Ask a volunteer to change the sentence to past tense (*Veterans are people who served in the U.S. Armed Forces*). Ask students to identify what changed for the sentence tense to change (the suffix *-ed* was added to the verb). Explain or review that most verbs can be changed to the past tense by adding *-ed*. Verbs that can be changed to past tense by adding *-ed* are called *regular past-tense verbs*.
- Explain to students that since this book describes events in the past and how Veterans Day came to be, much of the text is written in the past tense.
- Have students turn to page 4. Read the following sentence aloud: *If you've ever made a sacrifice to help someone, you know it isn't easy.* Point out the verb *made* and explain that the word is the past-tense form of the verb *make*. Invite students to explain the difference between the formation of the past tense for the words *serve* and *make* (the suffix *-ed* was added to *serve*; a spelling change was required for *make*).
- Explain that *made* is an example of an *irregular* past-tense verb because its past tense is formed without adding *-d* or *-ed* and requires a spelling change.

 **Check for understanding:** Have students turn to page 4. Have them find and read the following sentence: *Many more millions of Americans served in wars in which the United States fought.* Ask students to highlight or circle one example of a regular past-tense verb (*served*) and one example of an irregular past-tense verb (*fought*). Write these examples on the board under the appropriate headings.

- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their answers.

#### Word Work: Syllable patterns

- Review or explain that it is important to know how to divide words into syllables for both speaking and for reading.
- Review the following syllable rules and provide an example of each:
  1. Each syllable is a "beat" of a word.
  2. Every syllable has only one vowel sound.
  3. Words are divided between syllables.
  4. A compound word is usually divided between its two base words. Example: *fireman; fire/man*
  5. A prefix or suffix usually makes a separate syllable. Example: *building/build-ing*
- Write the words *ended*, *wartime*, and *began* on the board, and ask students to say each word. Have them tell the number of syllables in each word, and write the numbers that students provided next to the words (2, 2, 2).

 **Check for understanding:** Write the following words on the board: *wounded*, *graveyard*. Ask students to use the inside back cover of their book to write how each word should be divided into syllables. Discuss their responses.

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

### 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 students practice visualizing the story with someone at home and then compare the pictures they created in their minds.

### Extend the Reading

#### Informational Writing Connection

Since many students will be unfamiliar with World War I, provide student pairs with print and Internet resources to learn more about the Great War of 1917. Ask them to write a paragraph detailing some important details (when it began, which countries fought, the armistice, and so on). Allow pairs to find one image to print out to display with their paragraph.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational writing.

#### Social Studies Connection

Provide Internet access to appropriate links for students to learn more about the Veterans Day events occurring in their own town or city. Ask them to present the information to the rest of the class.

#### 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 use the strategy of visualizing to understand text during discussion and on a worksheet
- accurately identify the author's purpose during discussion
- correctly distinguish between regular and irregular past-tense verbs during discussion and on a worksheet
- accurately identify and understand how to syllabicate words from the text in discussion and on a worksheet

#### Comprehension Checks

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