Thanksgiving

Thanksgiving
by Eduardo Medina

illustrations by Trevor Pye

Running words: 41

Book Summary
The animals each take something different for Thanksgiving dinner, but Turkey stays in bed!

Building Basic Skills
High-frequency words – will, the, in

Content words – Thanksgiving, Bear, honey, Rabbit, carrots, Rat, corn, Mouse, cheese, Squirrel, nuts, Skunk, pumpkin, Deer, apples, Turkey, bed

Repeated phrase – will take the

Phonics and phonemic awareness – R (Rabbit, Rat), c (carrots, corn)

Punctuation – periods, capital letters, exclamation point

Special Feature
Background knowledge about Thanksgiving is necessary

Skills and Strategies
Thanksgiving can be used to introduce and reinforce:

- sharing own experiences related to the content of the story
- rereading the text at difficulty and searching for meaning
- reading a variety of simple high-frequency words in context
- **B** writing a simple set of instructions.

Materials
- copies of words and punctuation for this book from page 98, cut and ready for use
- copies of BLM, pencils, markers
- paper, pencils, markers
- play dough

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Introducing the Text
Encourage children to talk about their Thanksgiving experiences. *Where does your family gather for Thanksgiving? Who is there? What do you have for Thanksgiving dinner?*

Discussion Model
Using only the teacher's copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

Cover – *These animals are having Thanksgiving dinner together. They each brought something to share. Can you guess who might have brought what?*

Page 3 – *What is in the pot? Why would Bear take honey for Thanksgiving?*

Page 5 – *Who is taking the carrots?* Identify the "R" for "Rabbit" and "c" for "carrots."

Page 7 – *What is Rat taking for Thanksgiving?* Identify the "R" for "Rat" and "c" for "corn."

Page 9 – *Is this a sensible way for Mouse to be carrying the cheese? Why/why not? Who else do you think might be going to this Thanksgiving gathering?*

Pages 11–15 – Discuss the illustrations, noting who is taking what and how they are carrying their food.

Page 16 – *Why is Turkey staying in bed?* Explain the function of a thought bubble.

Reading the Text
Hand one book to each child. Together, read the title and the names of the author and illustrator on the cover and title page.

Page 2 – Clarify where to begin reading and encourage children to point to each word as you quietly read aloud together. You may choose to stumble deliberately on a word so you have the opportunity to model how to reread when you have made a mistake.

Page 4 – Identify the word "Rabbit" as the place to begin. Encourage children to read quietly to themselves.

Pages 6–16 – Encourage children to read the remaining pages quietly to themselves. Note the exclamation point on the last page and encourage expressive rereading of this page. If children encounter difficulties, ask questions that encourage using reading strategies such as attempting the initial sound in a word, rerunning, and checking the picture.

Revisiting the Text
- Ask children to identify the high-frequency words "will," "the," and "in" from various pages throughout the book. Count how many times these words appear altogether.
- As a shared writing activity, write an invitation to Thanksgiving dinner. Include who the invitation is for, where and when the dinner will be, what you would like them to bring, and who the invitation is from.
- Using the words and punctuation for this book from page 98, reassemble the sentences with children.

Following Up
- ✏ **B** On the BLM activity opposite, children draw a picture in each empty box indicating who brought what and how they carried it to the Thanksgiving dinner.
- Following the invitation made during Revisiting the Text, children write and illustrate an invitation to one of their friends or family to their own Thanksgiving dinner.
- Using play dough, children make capital letters from the text. This can be extended to include making models of the characters to match the letters.