



Running words: 89

Book Summary

This book is about a class that is having a special thank-you day. The teacher, Mr Thomas, explains to the class that he would like them all to remember to say thank you when someone does something nice for them.

Themes

School and community, Friends, Character education

Features of the Book

- The information contained in illustrations
- Content words for discussion: *idea, Miss, Mr, remember, special, thank*
- Phonics and phonemic awareness: digraph *pl* (thank, that's, the, Thomas)
- word endings (*-ing, -ed, -s*)

Strategies

The Thank-You Day introduces and reinforces the following strategies:

- making connections
- recognising cause and effect

Materials

- copies of the BM, pencils

The Thank-You Day

by Kitty Thomas

Introducing the Text

Begin by asking the students when they say thank you:

- *When do you say thank you?*
- *When do people say thank you to you?*
- *Why do we say thank you?*

Reading the Text

Ensure that each student has a copy of the text. Ensure that the content words (*idea, remember, special, thank*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose and the decisions the characters make in the story. Encourage the students to use the information in the illustrations and text to determine the strategies of making connections and recognising cause and effect as you work through the book.

Cover

Together, read the book's title and the name of the author. Point out the illustration.

- *What are the two children doing in the picture?* (one is handing a pencil to the other)
- *Where are they?* (in the classroom)
- *What do you think the girl who is receiving the pencil is saying?* (thank you)

Title Page

Read the title aloud. Ask students what is happening in the illustration. Confirm that one student is handing a banana to the other student. Draw students' attention to the fact that the banana has been peeled. Try to get students to deduce that one student has peeled the banana for the other.

Page 2

- *Look at the illustrations on pages 2. Who is the adult in the illustration?* (Mr Thomas)

Have the students find the name *Mr Thomas* in the text. Talk about the

word *Mr* and explain how it is short for *Mister*.

Together, read the text with the students.

Page 3

Read the text with the students.

- *Why did Mr Thomas say thank you to Kate?* (Kate said that the thank-you day was a good idea)
- *Why else can you think of that Mr Thomas said thank you to Kate?* (to demonstrate to the students how the thank-you day would work)

Pages 4-5

Point to the illustration on page 5.

- *What has the student on the left done for the student on the right?* (he peeled his banana)

Read the text with the students. Discuss if this situation has happened to any of the students. Ask students how they felt when someone helped them. Use this to introduce the concept of cause and effect, for example: Noah couldn't peel his banana (cause) so he asked Jed to peel it for him (effect). Then, Jed peeled Noah's banana (cause) so that Noah could then eat his banana (effect).

Pages 6-7

Discuss the illustration on page 7.

- *Look at the fence that divides the play area into two spaces. What would happen if one of the students hit their ball over the fence?* (they wouldn't be able to reach it)
- *What is happening in this illustration?* (one student is handing a ball to another)

Read the text together. Draw students' attention to the examples of cause and effect in this scene, for example: the fence separates the parts of the playground (cause), so Jed needs Ella's help to retrieve his ball (effect).

Pages 8-9

Revisit the illustration from the cover

The Thank-You Day

of the book. Together, read the text on page 8. Point to the /th/ sound in the words *thank* and *that's*. Explain to students that the /th/ sound in these words is a digraph. A digraph is when two letters make one sound. Explain that, sometimes, /th/ comes at the beginning of the word, such as *thank* and *that's*.

- *What are the some other words that begin with /th/?* (answers will vary)

Pages 10-11

Look at the illustration on page 11.

- *What time of day do you think it is?* (the end of the day, home time)
- *What is the woman doing in the illustration?* (fixing the scooter)
- *How do we know that?* (she's holding a spanner)
- *Who is the woman?* (answers may vary, and students may initially think Miss Cossi is a parent. Point students' attention to the fact that the woman has a lanyard like Mr Thomas and try to get them to deduce that she is also a teacher)

Read the text with the students. Explain that *Miss* is a title and compare it to *Mr*.

Page 12

Read the text together. Enjoy the funny ending to the story.

- *Is this how you expected the story to end?* (answers may vary)
- *What do you think the other characters in the illustration think about Miss Cossi riding Kim's scooter?* (they think it's funny, they're laughing)

Revisiting the Text

- Listen to the students reread the text, closely observing their use of expression, which is a good indicator of comprehension.
- Ask, *Why did the author write this book?* Draw out the idea that it is important to thank our friends and people in the community and

school for doing things for us. It is important to be thankful for the things in our life, no matter how big or small.

- Focus on the word *said* in the direct speech. Ask students to imagine that they couldn't use that word. Have them think about other words they could use and create a list on the board (*replied, whispered, shouted, cried* etc)
- Locate the words in the text that end with *-ing*, for example *peeling* on page 4. Point out the root word *peel*. Brainstorm some other word endings to the word *peel*, such as *peeled* and *peels*. Do the same with the words *fixing* and *getting*.

Following Up

- Imagine the story finished on page 5. Have students write three other examples that the author could have included in the book instead of getting the ball, sharing the pencil and fixing the scooter. Ensure that students understand that their three examples need to work in the same setting as the story i.e. a school.
- Take or collect photographs of things from around the school and have students create thought bubbles coming from them. Have students write what they are grateful for about each thing in the thought bubbles. For example, take a photograph of the school caretaker. The caption in the thought bubble could read *Thank you for keeping our classroom clean*.
- Introduce a thank-you day in your own classroom and encourage students to continue the thank-you day when they get home. Remind them to thank their family for the things they do for them, for example: *Thank you for making dinner*.
- Imagine having a 'please day'. Together, rework the text to weave in the word *please* instead of *thank you*. For example, 'Do you

want me to peel your banana?' Noah said. 'Yes please,' Jed said.

- Complete the blackline master activity.