

# Here's What You'll Get in the The Very Thanksgiving Day Super Pack

## 4 Comprehension Strategy Lesson Plans and Practice Pages

### Understanding Text Structure Lesson Plan

**Understanding Text Structure**

**The Very First Thanksgiving Day**  
By: Rhonda Gowler Greene  
Grade Level: 2 / Guided Reading Level: 14

**1**  
**Get Ready to Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do

**Summary**  
It is the very first Thanksgiving Day. The year is 1621. The Pilgrims, who came from England on a ship called the Mayflower, had settled in America. The Pilgrims built homes and farmed the land. The Wampanoag Indians taught the Pilgrims how to farm the new land in America. Soon the Pilgrims were growing corn and berries. The Pilgrims invited the Indians to celebrate their harvest. The Indians and the Pilgrims ate together and were thankful for the harvest.

**Link to What You Know**  
• Have you ever heard a story that was told out of order? How did that change the story? Is it important to tell stories in order of what happened first, next, then, and last? Why?

**Important Words to Know and Understand**  
**Docked** - To bring a ship or boat into a dock or to anchor the boat so that it cannot float away

**Why Readers Notice Text Structure While Reading**  
Readers pay attention to text structure because understanding how text is organized will help you become a better reader. Authors use following text structures:  
**Description** - when a person, place, thing, or event is described by listing what it looks like, how it works, or what it does.  
**Sequence** - when information is given in chronological order (first, next, then, last / morning, afternoon, night)  
**Problem and Solution** - when a problem is explained and a solution is discovered  
**Compare and Contrast** - when an author writes about two things that are more people, places, or things are alike and different  
**Cause and Effect** - when the author explains why something happened (cause) and what happened (effect)

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### Guided Reading Level

### Understanding Text Structure Lesson Plan

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**3**  
**Understand Text Structure While Reading**  
✓ Notice the words an author uses - does the author describe things or explain events?  
✓ Look at the pictures.  
✓ Give clues about text structure

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Reflect  
✓ Write

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Page 8** - Notice the picture on page 8. How does the picture support the description of how the Pilgrims and Indians worked together?

**Page 13** - Notice the rhythm of the words. How does the rhyme help you understand the book? Does it make you remember more about the story than you would have? Why or why not?

**Pages 19 to 22** - Here the author is using sequencing to explain how the Pilgrims came to America. How do you know that she is using sequencing?

**Page 24** - The Pilgrims and Indians are preparing for Thanksgiving. What caused them to have the feast? How do you know?

**Time to Reflect**  
**Think** - How did the different text structures help you to better understand *The Very First Thanksgiving Day*? Why do you think authors use more than one text structure when they tell stories?  
**Talk** - Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure.  
**Reflect** - Think about the text structures in *The Very First Thanksgiving Day*. How does paying attention to the way the author organizes text help you to be a better reader?  
**Write** - Use your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Very First Thanksgiving Day*. (Remember to include examples from the book!)

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### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

**Determining Importance**

**The Very First Thanksgiving Day**  
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✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do

**3**  
**Determine Sequence While Reading**  
✓ Notice the words an author uses - does the author describe things or explain events?  
✓ Look at the pictures.  
✓ Give clues about text structure

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
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### Making Connections

**Retelling and Summarizing**

**The Very First Thanksgiving Day**  
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**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do

**3**  
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✓ Give clues about text structure

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**Answer Key for Retelling and Summarizing with The Very First Thanksgiving Day**

**Your Turn to Practice Retelling and Summarizing with The Very First Thanksgiving Day**

**Page 2:** Look at the pictures. What is happening in the story? How do you know? Are you using the words, the pictures, or both?

**Page 8:** What have you learned about the Pilgrims and Indians so far?

**Page 14:** What else have you learned? Is that a fact that's important to remember? Why do you think so?

**Page 20:** What have you learned about the Pilgrims and the Indians? How are they the same? How are they different? Why is it important to notice these facts?

**Page 26:** What important skill did the Indians teach the Pilgrims? Why is this skill important?

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**Answer Key for Making Connections with The Very First Thanksgiving Day**

**Your Turn to Practice Making Connections with The Very First Thanksgiving Day**

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### Retelling and Summarizing

### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**"I Can" Statement**

**Strategy and Text Based Reader's Response Prompt**

**Common Core State Standard**

**Common Core Free Option**

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

## 4 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

**Making Connections**

**Determining Importance**

**Understanding Text Structure**

## Vocabulary Connections Resources

## Important Words to Know and Understand in The Very Thanksgiving Day Word List

## Word and Picture Sorting Cards

## Word and Definition Sorting Cards

## Word Games and Answer Key

## Interactive Vocabulary Notebook Cards

## Vocabulary Word Extension Activities

## Personalized Vocabulary Bookmark

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

### The Very First Thanksgiving Day

By: Rhonda Gowler Greene  
Grade Level: 2 / Guided Reading Level: M

#### Word Work

**Instructional Focus:**  
Rhyming Words

**Background:**  
Rhyming words are words that have the same ending sounds.

**Examples:**

blessed, dressed
rows, snows
end, friend
sail, hall

**Materials and Preparation:**

- A Copy of *The Very First Thanksgiving Day*
- Chart Paper
- Sorting Cards (1 set per student)
- Match Up Score Sheet
- Match Up Directions
- Rhyme Time Word Work
- Optional - Word Detective
- Optional - 2 Colors of Ink

### The Very First Thanksgiving Day

By: Rhonda Gowler Greene  
Grade Level: 2 / Guided Reading Level: M

#### Word Work

**Step 1: Introduce the Focus of Word Work**

**Introduce Rhymes**

- Draw the students' attention to the chart paper.
- Explain that when words have the same ending sound they rhyme.
- Review rhyming words. Say the words "cat and mat." Write "cat" and "mat" on the chart paper. Discuss the ending sound.
- Invite students to share more words that rhyme with "cat" and "mat." Brainstorm additional rhymes for other sounds (-ap, -il, -ite, etc.)
- Ask the students to think of other words that follow the pattern. Allow students to turn and talk with a partner about the words they came up with or share with the class.
- Discuss any misconceptions if students share words that do not follow the pattern. Record words that do follow the pattern on the chart paper.

**Sample Anchor Chart**

Rhyme Ending Sounds
cat, mat
best, rest
write, time
win, chin
ship, trip

**Step 2: Connect Word Work to Reading**

**Extend Engagement**

Use the list of prepositional phrases found in the text to prepare reading engagement cards.

- Divide the number of students in your class in half.
- Rhyming word pairs on index cards.
- Distribute one card to each student.
- Instruct students to find their rhyming word partner.
- Once students have found their match, go around the room allowing students to share their set of rhyming words.

**Rhyming Words in the Text**

- Tell the students that the book they will be reading today has a lot of rhyming words.
- Show them the first three pages of *The Very First Thanksgiving Day*.
- Tell the students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear words that rhyme.
- Show them the first three pages of the book. Tell the students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear words that rhyme.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for contractions but remind them to be polite and not to interrupt while you read.
- Read *The Very First Thanksgiving Day*.

**Examples of Rhyme Ending Sounds Found in the Text:**

blessed	dressed	rows	snows	end	friend	sail	hall
stone	unknown	sail	hall	end	begin	hand	plan

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

### The Very First Thanksgiving Day

By: Rhonda Gowler Greene  
Grade Level: 2 / Guided Reading Level: M

#### Word Work

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Explain that the words on their cards are rhyming words from the book.
- Model how to play **Match Up**.
- Divide students into pairs and allow them to play **Match Up** (refer to attached resources for directions).
- Monitor students and assess students' understanding while **Match Up**.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Rhyme Time Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for words with **rhyme ending sounds** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the anchor chart notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent Practice Page

### Match Up Student Directions

**Materials:**  
Sorting Cards

**Players:**  
2 or more

**Directions:**

- Write your name or initials on each of your sorting cards.
- Combine all of the players sorting cards to make one deck of cards.
- Place each card face down in front of all players.
- The first player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back face down.
- The second player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back over so that they are face down.
- Continue taking turns. Whoever has the most matches at the end of the game wins.

**Tip**  
Place your sorting cards in even rows. Even rows make it easier to remember where the cards are.

Guided Word Work Practice | ©BookPagez.com

Extension Activity

### Word Detective: Rhyme Ending Sounds Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for pairs of rhyming words while you read. Write the words that you find along with the title of the book where you found the words, the page, and the sentence with the word.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | ©BookPagez.com

### Rhyme Time Word Work Practice Page

**Directions:**  
Draw a line to connect the words that rhyme. The first one has been done for you.

**Challenge:** Write as many words as you can that rhyme with the word "day."

Blessed	Long
Sail	Snows
Rows	Plan
Strong	Dressed
End	Friend
Stone	Hand
Began	Hall
Land	Unknown

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPagez.com



# Assessments

Running Record					
Title: The Very First Thanksgiving Day    Guided Reading Text Level: M    Word Count: 100					
Name: _____ Date: _____					
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____					
Easy 95 %- 100% Accuracy		Instructional 90 %- 94% Accuracy		Hard 50 %- 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual				COUNT INFORMATION USED	
Page		E	SC	E MSV	SC MSV
1	This is the food, gathered and blessed, the corn and sweet berries, the wild turkey dressed, shared on the very first Thanksgiving Day.				
3	These are the houses built in straight rows that stood in the hot sun and the harsh winter snows. And sheltered the Pilgrims who farmed the new land.				
5	This is the Mayflower ship in full sail That weathered the rough seas, the wind and the hail, and docked in the harbor marked by a huge stone.				
7	This is the ocean that ever would end, that sometimes was foe and sometimes was friend, that carried the Mayflower ship *...				
Analysis and Comments:					
Tested By: _____ @BookPagez.com					


## Running Record Assessment

The Very First Thanksgiving Day CCSS Assessment		Name: _____
		Score: / 9
<b>Directions:</b> Use what you know about <i>The Very First Thanksgiving Day</i> to answer each of the following questions.		
1. Which of these is a key detail in understanding how the Pilgrims were able to survive in this new land?		
<input type="radio"/> A The Pilgrims built their homes in straight rows.		
<input type="radio"/> B The Pilgrims sailed over the ocean on a ship called the Mayflower.		
<input type="radio"/> C The Indians (Native Americans) taught them how to grow food.		
<input type="radio"/> D The winters were long.		
2. What real event does this story tell?		
<input type="radio"/> A It tells the story of the first Thanksgiving.		
<input type="radio"/> B It tells the story of the first town in America.		
<input type="radio"/> C It is a story about why we have turkey.		
<input type="radio"/> D It tells how the people who came over the ocean.		
3. What was the first challenge the Pilgrims faced?		
<input type="radio"/> A They had to cook a very big meal for everyone.		
<input type="radio"/> B They had to sail across a very large ocean.		
<input type="radio"/> C They had to survive the long winter in the new land.		
<input type="radio"/> D They had to make friends with the Indians.		
4. The author made the story more interesting. What else did she do to make it more interesting?		
<input type="radio"/> A She used sound effects.		
<input type="radio"/> B She repeated the same sentence many times.		
<input type="radio"/> C She only wrote phrases instead of sentences.		
<input type="radio"/> D She wrote it like a poem, with some rhyme.		
5. What had to happen in order for the Pilgrims and Indians to celebrate the first Thanksgiving? (RI.2.5)		
<input type="radio"/> A The Pilgrims had brought enough food for everyone on the Mayflower.		
<input type="radio"/> B They only invited some of the families.		
<input checked="" type="radio"/> C The Pilgrims had to learn to farm, build homes, and be friendly with the Indians.		
<input type="radio"/> D They had to buy all the supplies from the Indians.		
6. The Pilgrims were brave to sail across the ocean to an unknown land. Who else in the story was brave, and how? (RI.2.6)		
<input checked="" type="radio"/> A The Indians were brave to help these new and different people on their land.		
<input type="radio"/> B The children were brave to eat the cooked wild turkey.		
<input type="radio"/> C The women were brave to cook for so many people.		
<input type="radio"/> D The Pilgrims showed their bravery by building so many homes.		
7. What can we learn about the first Thanksgiving from the words and illustrations? (RI.2.7)		
<input type="radio"/> A Not many people celebrated the first Thanksgiving.		
<input checked="" type="radio"/> B The first Thanksgiving was a huge feast for the whole town and the Indians.		
<input type="radio"/> C They celebrated during the winter in the snow.		
<input type="radio"/> D The Indians invited the Pilgrims to their village for Thanksgiving.		
8. How is the first Thanksgiving similar to the Thanksgiving many of us celebrate now? (RI.2.9)		
<input type="radio"/> A We all still grow our own food and hunt our own turkeys.		
<input type="radio"/> B We celebrate with huge feasts for the whole town outside.		
<input type="radio"/> C Just like back then, we all go shopping right after we are done eating.		
<input checked="" type="radio"/> D We celebrate to show thanks for what we have and what we have done.		
9. What kind of text is <i>The Very First Thanksgiving Day</i> ? (RI.2.10)		
<input type="radio"/> A fiction based in history		
<input type="radio"/> B a story		
<input type="radio"/> C poetry		
<input checked="" type="radio"/> D All of the above answers.		
CCSS Assessment 2nd Grade Reading Standards for Literature   BookPagez.com		

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-9)

Answer Key

# Extension Activity

Name: _____ Date: _____	
<b>Directions:</b> In the book <b>The Very First Thanksgiving Day</b> , you learned about early settlers and the first Thanksgiving celebration. Write a rhyme for each of the Thanksgiving words below. (If you can't think of a real word, make up a silly rhyme!) Then draw a picture to show what you like to eat at your Thanksgiving feast.	
Turkey _____	Squash _____
Bean _____	Corn _____
Gravy _____	Potato _____
Yam _____	Cranberry _____
Pumpkin _____	Carrot _____
Roll _____	Stuffing _____
Bread _____	Pie _____
Feast _____	Friend _____
Bless _____	Family _____
	
Extension Activity   ©BookPagez.com	

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation
The Very First Thanksgiving Day Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Very First Thanksgiving Day" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Retelling and Summarizing Lesson Plan and Resources</b>
<b>Reading: Literature</b> <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>RL.2.3</b> - Describe how characters in a story respond to major events and challenges. <b>RL.2.5</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <b>RL.2.7</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <b>RL.2.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Reading: Foundational Skills</b> <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.
<b>Writing</b> <b>W.2.6</b> - Recall information from experiences or gather information from provided sources to answer a question.
<b>Speaking &amp; Listening</b> <b>SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others. <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>Language</b> <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
The Very First Thanksgiving Day CCSS Alignment   ©BookPagez.com

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The lesson plans, resources, and activities for use with "The Very First Thanksgiving Day" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Understanding Text Structure Lesson Plan and Resources</b>
<b>Reading: Literature</b> <b>RL.2.4</b> - Describe how words and phrases (e.g., regular beats, alliteration rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. <b>RL.2.5</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <b>RL.2.7</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <b>RL.2.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Reading: Foundational Skills</b> <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.
<b>Writing</b> <b>W.2.6</b> - Recall information from experiences or gather information from provided sources to answer a question.
<b>Speaking &amp; Listening</b> <b>SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others. <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>Language</b> <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
The Very First Thanksgiving Day CCSS Alignment   ©BookPagez.com

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
The Very First Thanksgiving Day Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Very First Thanksgiving Day" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Vocabulary Lesson Plan and Resources</b>
<b>Language</b> <b>L.2.4a</b> - Use sentence-level context as a clue to the meaning of a word or phrase. <b>L.2.4b</b> - Identify real-life connections between words and their use (e.g., describe foods that are salty or bitter). <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Common Core State Standards Correlation
The Very First Thanksgiving Day Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Very First Thanksgiving Day" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Word Work Lesson Plan and Resources</b>
<b>Reading: Foundational Skills</b> <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.
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Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for The Very First Thanksgiving Day Super Pack

## 4 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar: Volver a contar y resumir**  
con The Very First Thanksgiving Day (El primer día de acción de gracias)

**Página 2:**  
Mira las fotos. ¿Qué está pasando en la historia?

\_\_\_\_\_

\_\_\_\_\_

¿Cómo lo sabes?

\_\_\_\_\_

\_\_\_\_\_

¿Estás usando las palabras, las imágenes, o ambos?

\_\_\_\_\_

\_\_\_\_\_

**Página 8:**  
¿Qué has aprendido sobre los peregrinos y los indios hasta ahora?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

 @BookPages.com

### Page by Page Guided Questions

Sample answers  
written in Spanish

### Answer Key

**Volver a contar y resumir**  
con The Very First Thanksgiving Day (El primer día de acción de gracias)

**Página 2:**  
Mira las fotos. ¿Qué está pasando en la historia?  
La gente está trabajando en el pueblo.

\_\_\_\_\_

\_\_\_\_\_

¿Cómo lo sabes?  
Las respuestas varían.

\_\_\_\_\_

\_\_\_\_\_

¿Estás usando las palabras, las imágenes, o ambos?  
Las respuestas varían.

\_\_\_\_\_


\_\_\_\_\_

**Página 8:**  
¿Qué has aprendido sobre los peregrinos y los indios hasta ahora?  
Las respuestas varían. Podrían incluir: Los indios ya vivían en la tierra y los peregrinos navegaban allí desde otro país.

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

 Answer Key | @BookPages.com

**Hacer conexiones**  
con The Very First Thanksgiving Day (El primer día de acción de gracias)

**Página 4:**  
Los peregrinos banqueteaban. Las respuestas varían.  
Acción de gracias.

¿Qué estaba pasando?

\_\_\_\_\_

\_\_\_\_\_

**Página 8:**  
El autor llama a los indios "débiles y fuertes". Haz una conexión texto a texto.  
Las respuestas varían.

¿Quién es la persona más fuerte que conoces?

\_\_\_\_\_

\_\_\_\_\_

**Página 14:**  
La gente en los otros libros de texto. Las respuestas varían.  
Magic Time de tiempo.


¿Quién es la persona más hábil que conoces?

\_\_\_\_\_

\_\_\_\_\_

**Página 16:**  
La gente en esta historia está a punto de embarcarse en una aventura. Piensa en los otros libros que has leído que son sobre aventuras. Haz una conexión texto a texto.  
Las respuestas varían.

Nombre: \_\_\_\_\_

 @BookPages.com

Making  
Connections

**Determinar la importancia**  
con The Very First Thanksgiving Day (El primer día de acción de gracias)

**Página 5:**  
¿Qué has aprendido sobre los peregrinos y los indios hasta ahora?  
Las respuestas varían.

¿En qué se diferencian?

\_\_\_\_\_

\_\_\_\_\_

¿Por qué es importante notar estos hechos?

\_\_\_\_\_

\_\_\_\_\_

**Página 14:**  
¿Qué más has aprendido sobre los peregrinos y los indios?  
Las respuestas varían.

¿Es un hecho importante esta habilidad?

\_\_\_\_\_

\_\_\_\_\_

**Página 20:**  
¿Qué has aprendido sobre los peregrinos y los indios hasta ahora?  
Las respuestas varían.

¿Por qué es importante esta habilidad?

\_\_\_\_\_


\_\_\_\_\_

**Página 29:**  
Ahora que ha terminado el libro, piense en todos los hechos que aprendió sobre el primer Día de Acción de Gracias. ¿Qué hechos crees que son los más importantes para recordar?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

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Determining  
importance

**Entender la estructura del texto**  
con The Very First Thanksgiving Day (El primer día de acción de gracias)

**Página 8:**  
Observe la imagen en la página 8. ¿Cómo apoyó la imagen la descripción de cómo trabajaron juntos los peregrinos y los indios?  
Las respuestas varían.

\_\_\_\_\_

\_\_\_\_\_

**Página 13:**  
Fíjate en el ritmo de las palabras. ¿Cómo te ayuda la rima a entender el libro?  
Las respuestas varían.

\_\_\_\_\_

\_\_\_\_\_

¿Te hace recordar más de la historia de lo que lo habrías hecho?

\_\_\_\_\_

\_\_\_\_\_

**Página 19 a 22:**  
Aquí el autor utiliza la secuenciación para explicar cómo llegaron los peregrinos a América. ¿Cómo sabes que ella está usando la secuenciación?  
Las respuestas varían.

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

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Understanding  
Text Structure

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based  
Reader's Response Prompt

Common Core State Standard

"I Can"  
Statement  
written in  
Spanish

The Very First Thanksgiving Day (El primer día de acción de gracias): Entender la estructura del texto

Esta historia se cuenta utilizando palabras e imágenes.

Encuentra un lugar en la historia donde las imágenes te ayuden a entender el orden de los eventos. Explica cómo las imágenes te ayudaron como lector.

☐ Puedo usar palabras e imágenes para ayudarme a contar los personajes, el escenario y la trama.

CCSS: RL.2.7

The Very First Thanksgiving Day (El primer día de acción de gracias): Entender la estructura del texto

Esta historia se cuenta utilizando palabras e imágenes.

Encuentra un lugar en la historia donde las imágenes te ayuden a entender el orden de los eventos. Explica cómo las imágenes te ayudaron como lector.

☐ Puedo usar palabras e imágenes para ayudarme a contar los personajes, el escenario y la trama.

CCSS: RL.2.7

The Very First Thanksgiving Day (El primer día de acción de gracias): Entender la estructura del texto

Esta historia se cuenta utilizando palabras e imágenes.

Encuentra un lugar en la historia donde las imágenes te ayuden a entender el orden de los eventos. Explica cómo las imágenes te ayudaron como lector.

☐ Puedo usar palabras e imágenes para ayudarme a contar los personajes, el escenario y la trama.

CCSS: RL.2.7

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Common Core Free  
Option

The Very First Thanksgiving Day (El primer día de acción de gracias): Entender la estructura del texto

Esta historia se cuenta utilizando palabras e imágenes.

Encuentra un lugar en la historia donde las imágenes te ayuden a entender el orden de los eventos. Explica cómo las imágenes te ayudaron como lector.

The Very First Thanksgiving Day (El primer día de acción de gracias): Entender la estructura del texto

Esta historia se cuenta utilizando palabras e imágenes.

Encuentra un lugar en la historia donde las imágenes te ayuden a entender el orden de los eventos. Explica cómo las imágenes te ayudaron como lector.

The Very First Thanksgiving Day (El primer día de acción de gracias): Entender la estructura del texto

Esta historia se cuenta utilizando palabras e imágenes.

Encuentra un lugar en la historia donde las imágenes te ayuden a entender el orden de los eventos. Explica cómo las imágenes te ayudaron como lector.

The Very First Thanksgiving Day (El primer día de acción de gracias): Entender la estructura del texto

Esta historia se cuenta utilizando palabras e imágenes.

Encuentra un lugar en la historia donde las imágenes te ayuden a entender el orden de los eventos. Explica cómo las imágenes te ayudaron como lector.

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Reading Response  
Prompts for Each  
Comprehension  
Strategy Lesson Plan

## 4 Comprehension Strategy Graphic Organizers

**Valer a contar y resumir**  
Título: \_\_\_\_\_  
¿De qué se trata el libro?  
¿Es ficción o no ficción?  
Haz un dibujo o escribe una oración completa en cada caja:  
Primero: \_\_\_\_\_ Después: \_\_\_\_\_ Entonces: \_\_\_\_\_  
Después de esto: \_\_\_\_\_ Entonces: \_\_\_\_\_ Al final: \_\_\_\_\_  
¿Cuál es la parte más importante sobre lo que está en el libro?  
Instrucciones:  
1. Contesta las preguntas.  
2. Corta cuidadosamente las líneas de puntos.  
3. Pega o engancha todo en tu cuaderno del lector.

Retelling and  
Summarizing

**Hacer conexiones**  
Título: \_\_\_\_\_  
Piensa en el libro. ¿En qué te hace pensar el libro?  
¿Qué tipo de conexión hiciste?  
☐ Text a mí mismo  
☐ Texto a texto  
☐ Texto al mundo  
Haz un dibujo de tu conexión abajo.  
Instrucciones:  
1. Contesta las preguntas.  
2. Corta cuidadosamente las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Making  
Connections

**Determinar la importancia**  
Título: \_\_\_\_\_  
Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.  
Ahora determina tres grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar las partes más importantes de tu libro.  
#1 \_\_\_\_\_  
#2 \_\_\_\_\_  
#3 \_\_\_\_\_  
Instrucciones:  
1. Contesta las preguntas.  
2. Corta cuidadosamente las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Determining  
Importance

**Entender la estructura del texto**  
Título: \_\_\_\_\_  
Estructura del texto: \_\_\_\_\_  
¿Dónde fue escrito el texto? \_\_\_\_\_  
¿Cómo la estructura del texto me ayudó? \_\_\_\_\_  
Páginas: \_\_\_\_\_  
Páginas: \_\_\_\_\_  
Páginas: \_\_\_\_\_  
Páginas: \_\_\_\_\_  
Estructura que puedes ver mientras lees:  
Descripción: \_\_\_\_\_ Secuencia: \_\_\_\_\_ Causa y efecto: \_\_\_\_\_  
Comienza y continúa: \_\_\_\_\_  
Instrucciones:  
1. Contesta las preguntas.  
2. Corta cuidadosamente las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Understanding  
Text Structure



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Direcciones:**

En el libro **El primer día de acción de gracias**, aprendiste sobre los primeros pobladores y la primera celebración de Acción de Gracias. Escribe una rima para cada una de las siguientes palabras de Acción de Gracias. (Si no puedes pensar en una palabra real, ¡inventa una rima tontal!) Luego haz un dibujo para mostrar lo que te gusta comer en tu fiesta de Acción de Gracias.

Pavo	_____	Calabacita	_____
Frijol	_____	Maíz	_____
Salsa	_____	Patata	_____
Batata	_____	Arándano	_____
Calabaza	_____	Zanahoria	_____
Panecillo	_____	Relleno	_____
Pan	_____	Tarta	_____
Banquete	_____	Amigo	_____
Bendecir	_____	Familia	_____

