



## Lesson Plan and Activities

Written in accordance with the  
Language Arts, Social Studies,  
and Science Standards

### El primer Día de Acción de Gracias

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### COMPLEXITY

F&P Guided Reading Level F / Lexile Level 420L

#### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

### TEXT TYPE

Informational Text: Social Studies

#### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

### OBJECTIVES

- ➔ Identify the main topic, and retell key details in a text.
- ➔ Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- ➔ Analyze how the illustrations present information and ideas.
- ➔ Activate prior knowledge related to the information and events in a text.
- ➔ Apply grade-level phonics and analysis skills in decoding words.
- ➔ Organize ideas to write logically.
- ➔ Participate in shared research and writing projects.
- ➔ Participate in collaborative conversations with diverse partners.
- ➔ Ask and answer questions about key details in a text read aloud or information presented.
- ➔ Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions.
- ➔ Demonstrate understanding of the organization and basic features of print.
- ➔ Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- ➔ Read with sufficient accuracy and fluency to support comprehension.



**Together we foster lifelong readers**

## MATERIALS

- writing paper, construction paper, pencils, crayons
- flash cards, notecards, and sentence strips
- art supplies for hats and costumes
- dictionaries
- recipe for simple Thanksgiving dish
- *Diagrama de Venn* (Graphic Organizer #6)\*

## SUMMARY

About 400 years ago, Pilgrims came to America to look for a better life. The Native Americans taught them how to grow crops, hunt, and fish. They shared in a big feast that became known as the first Thanksgiving. Today, Thanksgiving is celebrated every November to commemorate the historic event and to take time to give thanks for what we have.

## STANDARDS

**SLAR CCSS** RI 1.1, RI 1.2, RI 1.3, RI 1.6, RI 1.7, RI 1.10, RF 1.1.a, RF 1.2.g, RF 1.3, RF 1.4, W 1.2, W 1.7, SL 1.1, SL 1.2, L 1.1, L 1.6

**SLAR TEKS** 1.1.F, 1.3.C, 1.3.E, 1.5.A, 1.6.E, 1.13.A, 1.14.A, 1.14.B, 1.15.A, 1.17.D, 1.19.B, 1.22.A, 1.22.G, 1.23.B, 1.26.A, 1.27.A, 1.27.B, 1.28.A, 1.29.A

**NCSS** I. Culture; II. Time, Continuity, and Change

**Social Studies TEKS** 1.1.A, 1.1.B, 1.3.A, 1.3.B, 1.15.A

## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**cazar** – *buscar animales para matarlos o apresarlos / to hunt*

**celebrar** – *hacer una fiesta o algo especial para recordar algo importante / to celebrate*

**fiesta** – *reunión de varias personas para divertirse o celebrar alguna cosa / party; celebration*

**pastel** – *tarta; comida hecha con masa de harina y otras cosas, cocida al horno / pie*

**pavo** – *ave grande, del mismo grupo de la gallina, que se come en el Día de Acción de Gracias / turkey*

**pescar** – *atrapar peces con redes, anzuelos o de otro modo / to fish*

**suficiente** – *lo que se necesita, ni más ni menos / enough; sufficient*

### Advanced Vocabulary

**agradecer** – *dar las gracias o mostrar aprecio por algo que se ha recibido / to be grateful for*

**banquete** – *comida especial a la que asisten muchas personas para celebrar algo / feast*

**cosechar** – *recoger los frutos del campo cuando están maduros / to harvest*

**cultivar** – *trabajar la tierra para plantar algo y que dé fruto / to farm or grow; to cultivate*

**indígenas** – *de un país o región; las primeras personas que vivieron allí / native*

**navegaron (navegar)** – *hacer un viaje en un barco / to navigate*

**peregrinos** – *personas que viajan por razones religiosas, o que viajan a tierras extrañas / pilgrims*

**tierras** – *países o regiones / lands*

\* To download the Spanish Graphic Organizers in this lesson go to: [santillanausa.com/spanishliteracy](http://santillanausa.com/spanishliteracy)



## VOCABULARY DEVELOPMENT

- Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. Consider using pictures, sketches, and/or pantomime to explain the meaning of a word. You may also tell a story to integrate some of the terms.
- Make sure students understand all the vocabulary needed to complete the activities (e.g., *adjetivos*, *verbos*, *sinónimos*) and instruction words, such as *completa*, *contesta*, *cierto o falso*.
- Have students place the vocabulary words in alphabetical order. Then have them create Alphaboxes using the words. Distribute large paper and art materials and have students write a sentence for each vocabulary word. Students can add additional words to their Alphaboxes, such as adjectives, verbs, and synonyms related to Thanksgiving. Have students work with a partner first, then in small groups to compare their Alphaboxes and add information as needed. Finally have all groups share their projects with each other and clarify information as needed.
- Divide the class into pairs. Assign each pair a vocabulary word to define in their own words. Then distribute dictionaries and have pairs locate the word and its definition. Be sure to model how to use the guidewords at the top of the dictionary pages to help students find the word, and clarify the different parts of speech that may be listed in the dictionary, so students find the proper usage for the story. Have them compare their own definitions to the ones found in the dictionary and share the information with the class.
- Write each vocabulary word on a notecard. Distribute the cards to students. Then pair up students and have them determine how their words could relate to each other. Then ask them to write a sentence or analogy using the vocabulary words. Have students read their writing to the class and have the rest of the students analyze the relationship in the sentences.

## READING

### READING FOUNDATIONAL SKILLS

- ▶ Write the word *día* on the board. Have students identify the two syllables (*dí-a*). Then, have students identify and count the number of consonants and vowels in each syllable. Repeat with other words (e.g., *una, ahora, amigos, eran*) and have students compare the number of vowels and consonants in each syllable within a word.
- ▶ Read a short passage from the text to students, first in a choppy, monotone voice and then with proper inflection and fluency. Ask students to state which way of reading is the better, more interesting way. Elicit the second way. Have students work with a partner to read a short passage and help each other read with proper fluency and inflection in their voices.

### PRE-READING

- ▶ Ask students to identify the title, the author, and the illustrator. Discuss the role of an author and an illustrator and how each of their jobs is important to a story. Elicit that an author writes the text, while the illustrator creates images to support or add information to the text. Have students discuss what information they may be able to obtain from illustrations that they might not be able to obtain directly from the text and vice versa.
- ▶ Conduct a picture walk through the book. Have students make predictions of what the story might be about and provide evidence from the illustrations to support their predictions. Record their predictions on the board and save them for Post-Reading activities.
- ▶ Have a volunteer read the title of the book. Ask students what the title means. Have them explain why Thanksgiving is called that (in English and in Spanish). Tell them to pay attention as you read the story to find information in the text and illustrations that explains the true meaning of Thanksgiving.
- ▶ Ask students if they celebrate Thanksgiving. Have them share their own experiences of Thanksgiving, including traditions of celebrating the holiday and with whom they celebrate.

### READING

- ▶ Read the story aloud to students. Then have them read pages together as a class in a choral reading fashion. Be sure to demonstrate proper fluency and inflection for students to mimic. As you read the story, remind students to raise their hands and ask questions for clarification and further understanding as needed. Remind students to look back to specific pages of a story to find words, phrases, or clues in the illustrations that may help them answer a question or understand the text better.
- ▶ Read page 2 with students. Have them infer why the Pilgrims were not happy living in England. Then do some research with students to find the reasons why the Pilgrims left England to travel to America. Have them compare their findings with their inferences.
- ▶ Read page 5 with students. Before turning the page, have them brainstorm why things were not going well for the Pilgrims. Ask: *¿Por qué no les fue bien a los peregrinos?* Ask them to cite evidence from the illustrations and/or text to support their responses. Then read page 6 and have students compare their predictions with the text.
- ▶ Read pages 7–10 with students. Have them compare and contrast the Native Americans and the Pilgrims regarding their personalities and way of life. Have students discuss why the Native

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



Americans helped the Pilgrims learn how to hunt, grow crops, and fish, and what might have happened to the Pilgrims if the Native Americans were not so friendly and willing.

- ▶ Read pages 13–15 together. Have students explain why people eat turkey on Thanksgiving. Elicit that the Pilgrims and Native Americans hunted wild turkey and ate turkey at their feast. Then have students brainstorm a list of different foods and drinks people today may eat at Thanksgiving and why.
- ▶ Read page 16. Have students identify what the different images on the page depict and how they relate to the reasons why people celebrate Thanksgiving. Then have students think of other images that the illustrator could have included on the page and give reasons to support their answers.

## DIFFERENTIATED INSTRUCTION

### BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and have students repeat chorally after you.
- Elicit one-word answers, labels, or fact statements during vocabulary and reading comprehension activities.
- Assign above-level students to read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *¿Qué les enseñaron a hacer los indígenas a los peregrinos?* (What did the Native Americans teach the Pilgrims to do?) *¿Qué alimentos aprendieron a cultivar y cosechar los peregrinos?* (What foods did the Pilgrims learn to grow and harvest?)

### AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Elicit fact lists or phrases during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Quiénes fueron los peregrinos?* (Who were the Pilgrims?) *¿Cómo les agradecieron los peregrinos a los indígenas?* (How did the Pilgrims show their thanks to the Native Americans?)

### ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Elicit phrases, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Por qué celebramos el Día de Acción de Gracias en noviembre?* (Why do we celebrate Thanksgiving in November?) *¿Por qué celebramos el Día de Acción de Gracias con la familia y los amigos?* (Why do we celebrate Thanksgiving with family and friends?)

## POST-READING

- ▶ Discuss with students the author's purpose for writing the book and the relationship between the text and images. Ask: *¿Por qué escribió este libro la autora?* *¿Les ayudaron las imágenes a entender mejor el texto?* *¿Por qué?* (Why did the author write this book? Did the images help you to understand the text better? Why?)
- ▶ Have students conduct some research as to how Thanksgiving is celebrated in different parts of the United States. Distribute Venn diagrams (Graphic Organizer #6), and have students compare and contrast one tradition with their own family traditions. Have students present the information to the class, using their graphic organizer. ✓
- ▶ Have students act out the first Thanksgiving. Assign roles of Pilgrims and Native Americans. Have students work together in small groups to write a short dialogue using information from the book in their scripts. Allow them to use construction paper and other art supplies to make hats, costumes, and props as needed.



## ► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- Find a simple recipe for a dish that might be eaten at Thanksgiving, such as mashed potatoes, corn bread, or biscuits. Distribute the recipe to students and read it together. Explain what the ingredients and steps are. Then make the recipe as a class, having students read and follow the directions. Next discuss the importance of following a recipe as written to make sure the food turns out as desired. ✓
- Have students research the history of Native Americans in the United States and how other European immigrants and soldiers treated different tribes. Have students compare and contrast this treatment with the way the Native Americans and Pilgrims interacted, and write an opinion piece about how they themselves would have treated the Native Americans if they had met them in the time of the Pilgrims.
- Have students conduct some research about the different Native American tribes that inhabited the United States. Divide the class into groups and assign each group a specific tribe or region. Have students write a short summary of their findings and use visuals, drawn or printed, to enhance their presentations. ✓

## ► WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students write a thank you note to someone in their life. Have them first brainstorm different people to whom they could write the note and the reasons why they are thankful for something that person did for them. Students should then write a rough draft and peer edit before writing or typing a final draft. Help students complete this activity by having them write words, phrases, or complete sentences on their own, according to their proficiency level. You may wish to provide students with sentence starters and vocabulary flash cards as they complete this activity. ✓



### Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.





Nombre \_\_\_\_\_

## Vocabulario

### A Une.

1. pavo

a.



2. pastel

b.



3. peregrinos

c.



4. pescar

d.



### B Completa las oraciones.

tierras    banquete    navegaron    cazar

1. Los peregrinos navegaron desde su país.

2. Los indígenas sabían cazar y pescar.

3. Los peregrinos venían de otras tierras.

4. Había mucha comida en el banquete.



Nombre \_\_\_\_\_

## Comprensión lectora

**A** Escoge la palabra o frase que completa la oración.

1. Los peregrinos vinieron de  
España. Inglaterra. China.
2. Los indígenas sabían cultivar y cosechar  
varios frutos. animales. casas.
3. Los peregrinos invitaron a los indígenas a un gran  
edificio. río. banquete.
4. El Día de Acción de Gracias se celebra en  
enero. diciembre. noviembre.
5. Los peregrinos llegaron buscando  
dinero. una vida mejor. ganado.

**B** ¿Qué habría sucedido si los indígenas no hubieran ayudado a los peregrinos? Usa evidencia del texto para apoyar tu respuesta.

Possible answers: Los peregrinos no habrían podido alimentarse y se habrían

enfermado. Los peregrinos habrían tenido que regresar a Inglaterra.

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