

## Thanksgiving Paired Reading and Response

### Goals:

Students will learn about Thanksgiving and about showing thanks.

### Objectives:

Students will be able to

- recognize things or people for which they should show thanks.
- write the name or draw a picture of something or someone they are thankful for.

**Intended Audience:** Pre-K or K class (including English Language Learners, struggling learners, and advanced learners)

### National Standards

Social Studies (NCSS)

- Individual development and identity

Language Arts (NCTE/IRA)

- Students read a wide range of literature.

**Prerequisite Knowledge:** Children should be familiar with the material covered in *Weekly Reader* Edition Pre-K or K, November/December 2009, Week 2.

**Materials Needed:** *Weekly Reader* Edition Pre-K or K, November/December 2009, Week 2; *Thanks for Thanksgiving*, by Julie Markes; pencils; brown, orange, red, and yellow paper, or white paper and crayons



### Procedures

**Introduction:** Review the Thanksgiving issue of *Weekly Reader*. Draw students' attention to pages 2–3, which discuss what people are thankful for. Invite students to think about and discuss other things they are thankful for. Make a class list.

**Presentation:** Display the cover of *Thanks for Thanksgiving*, by Julie Markes. Ask: What is happening in this picture? What might this book be about? How do you know? Read the book aloud, asking questions as you read. Invite children to make connections between the book and the *Weekly Reader* issue. If the activity reminds students of other things or people they are thankful for, add those to the class list.

**Activity:** Copy the leaf reproducible on page 2 of this lesson plan onto fall-colored paper. (You can also print the leaves on white paper and give each child a crayon to color the leaf.) Give each child a leaf cutout from the reproducible page. Invite each child to write the name or draw a picture of the person or thing he or she is thankful for. Encourage children to use the class list to help them come up with ideas or write unfamiliar words.

**Closure:** Create a “tree” out of brown construction paper on a bulletin board. Invite each child to come to the tree, say what he or she is thankful for, and give you the leaf to staple to the bulletin board.

### Adaptations and Extensions

**Extend this activity for ELLs (English Language Learners) and struggling learners.** Play a vocabulary game using the book *Thanks for Thanksgiving*. Say the name of an item shown in the first picture, such as *bottle*, *chair*, or *bowl*. Invite children to point out the items.

**Extend this activity for gifted and talented students.** Display the poem from the book on an easel pad. Invite students to identify rhyming words, words that begin with the same letters, and so on.

**Assignments:** Provide each child with more leaf shapes. Invite students to give one leaf to each family member. Encourage them to discuss what each family member is thankful for and to work together with family members to fill out the leaves. Ask students to bring back the leaves to add to the tree.

**Assessment:** Review the completed activity to determine the following:

- Was each child able to write the name or draw a picture of one thing he or she is thankful for?
- Was each child able to work independently? with a partner? with help from an adult?

### Resources

- Book: *Thanks for Thanksgiving*, by Julie Markes
- Link: [www.kidsturncentral.com/holidays/usthanksgiving.htm](http://www.kidsturncentral.com/holidays/usthanksgiving.htm)

Name \_\_\_\_\_

**Thankful Leaves**

Reproduce and cut out these leaves for use with the lesson plan on the preceding page.

**I am thankful for**

\_\_\_\_\_.

**I am thankful for**

\_\_\_\_\_.