

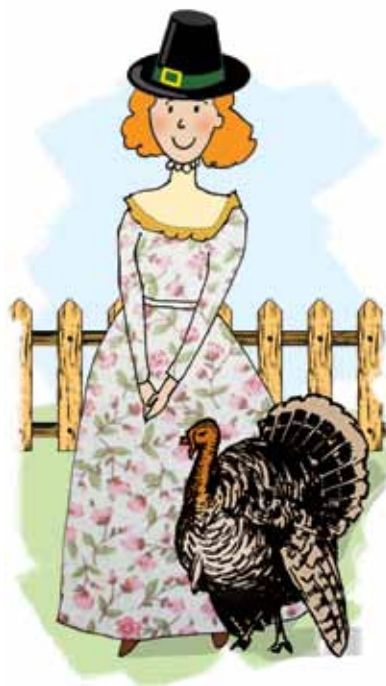
Lesson Plans

Resources

Activities

For use with Rhonda Gowler Greene's

# *The Very First Thanksgiving Day*



Grade

2

Reading Level

M

## Retelling and Summarizing



### Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

### 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

- What do you already know about Pilgrims?
- What do you know about the Native Americans who first lived in America?

### Important Words to Know and Understand

**Harbor** – A part of the ocean that is next to the land and that is protected and is deep enough to provide safety to ships



### Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

### Why Readers Retell and Summarize While Reading

Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

## Retelling and Summarizing



### Retell and Summarize While Reading

- ✓ Think about the important events that happened first, next, then, and last
- ✓ Notice the names of the characters and the settings
- ✓ Look for places where characters caused events to happen

### 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 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 18** – The Pilgrims have been busy. Name some of the things they have done.

**Page 29** – What happened at the end of the story?



### Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

### Time to Reflect

**Think** – What type of information did you use when you retold and summarized *The Very First Thanksgiving Day*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

**Talk** – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

**Reflect** – Think about the characters, events, and the settings in *The Very First Thanksgiving Day*. How does paying attention to the story elements help you to be a better reader?

**Write** – Glue 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!)

# 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?

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## Page 8:

What have you learned about the Pilgrims and Indians so far?

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## Page 18:

The Pilgrims have been busy. Name some of the things they have done.

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## Page 29:

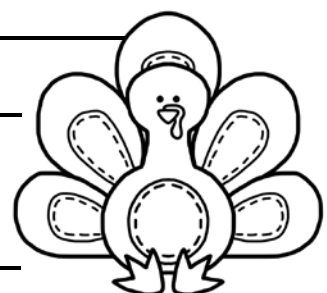
What happened at the end of the story?

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Name: \_\_\_\_\_

# Answer Key for 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?

**Answers will vary. Sample answers include: The people are working in the town.**

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## Page 8:

What have you learned about the Pilgrims and Indians so far?

**Answers will vary. Sample answers include: The Indians already lived on the land and the Pilgrims sailed there from another country.**

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## Page 18:

The Pilgrims have been busy. Name some of the things they have done.

**Answers will vary. Sample answers include: The Indians have helped the Pilgrims farm the land, and the Pilgrims have sailed the seas; The Mayflower is the ship the Pilgrims sailed on.**

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## Page 29:

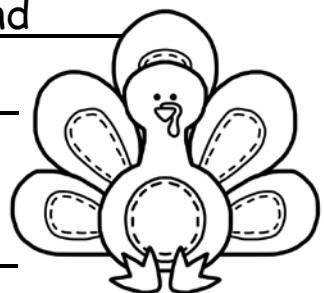
What happened at the end of the story?

**Answers will vary. Sample answers include: The Indians and Pilgrims ate their meal together.**

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**The Very First Thanksgiving Day: Retelling and Summarizing**

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**What did the Pilgrims learn from the Indians? How did the Pilgrims show their appreciation to the Indians?**

I can tell how characters in a story respond to parts in a story.

CCSS: RL.2.3

**The Very First Thanksgiving Day: Retelling and Summarizing**

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**The Very First Thanksgiving Day: Retelling and Summarizing**

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CCSS: RL.2.3

**The Very First Thanksgiving Day: Retelling and Summarizing**

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**The Very First Thanksgiving Day: Retelling and Summarizing**

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**The Very First Thanksgiving Day: Retelling and Summarizing**

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**What did the Pilgrims learn from the Indians? How did the Pilgrims show their appreciation to the Indians?**

## Retelling and Summarizing

Title: \_\_\_\_\_

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

### Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.



# 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.

### Retelling and Summarizing Lesson Plan and Resources

Reading: Literature

**RL.2.2** – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.3** – Describe how characters in a story respond to major events and challenges.

**RL.2.5** – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**RL.2.7** – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.10** – 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.

Reading: Foundational Skills

**RF.2.3** – Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.2.4** – Read with sufficient accuracy and fluency to support comprehension.

Writing

**W.2.8** – Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

**SL.2.1b** – Build on others’ talk in conversations by linking their comments to the remarks of others.

**SL.2.2** – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.3** – Ask and answer question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

**L.2.6** – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, *When other kids are happy that makes me happy*).



### Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

### 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

- Why do we celebrate Thanksgiving?
- How do you and your family celebrate Thanksgiving?

### Important Words to Know and Understand

**Foe** – An enemy

**Toiled** – To work very hard and for a long time



### Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

### Why Readers Make Connections While Reading

Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text to self** connection. When readers make a **text to self** connection, they compare the characters or events in the book to their own lives.

The second type of connection readers make is a **text to text** connection. When readers make a **text to text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text to world** connection. When readers make a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.



### Make Connections While Reading

- ✓ Does this book remind of your own life?
- ✓ Does this book remind you of other books you've read?
- ✓ Does this book remind you of things you've heard about in the world?

### 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 on your practice page.

**Page 4** – The Pilgrims are having a feast. Have you ever had a feast? What were you celebrating?

**Page 8** – The author calls the Indians “skillful and strong”? Make a **text to self** connection. Who is the strongest person you know? Who is the most skillful person you know?

**Page 16** – The people in this story are about to embark on an adventure. Think about the other books you've read that are about adventures. Make a **text to text** connection. How does your connection help you to better understand this story?

**Page 22** – Look at the pictures of the houses. Have you seen houses that look like this? Tell about your **text to world** connection.



### Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

### Time to Reflect

**Think** – When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about *The Very First Thanksgiving Day*? How did your prior knowledge help you as a reader?

**Talk** – Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.

**Reflect** – Think about the connections that you made while reading *The Very First Thanksgiving Day*. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

**Write** – Glue 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!)

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

## Page 4:

The Pilgrims are having a feast. Have you ever had a feast? What were you celebrating?

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## Page 8:

The author calls the Indians "skillful and strong"? Make a **text to self** connection. Who is the strongest person you know? Who is the most skillful person you know?

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## Page 16:

The people in this story are about to embark on an adventure. Think about the other books you've read that are about adventures. Make a **text to text** connection. How does your connection help you to better understand this story?

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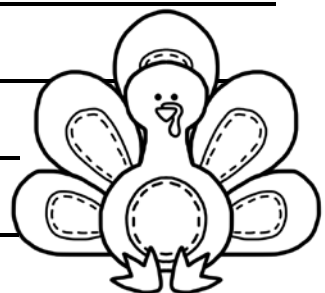
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Name: \_\_\_\_\_

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

## Page 22:

Look at the pictures of the houses. Have you seen houses that look like this?  
Tell about your **text to world** connection.

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Which type of connection did you make most while reading this book?

Text to Self      Text to Text      Text to World



Name: \_\_\_\_\_

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

## Page 4:

The Pilgrims are having a feast. Have you ever had a feast? What were you celebrating?

**Answers will vary. Sample answers include: I had a feast on Thanksgiving or when it was my birthday. We celebrated the holiday.**

## Page 8:

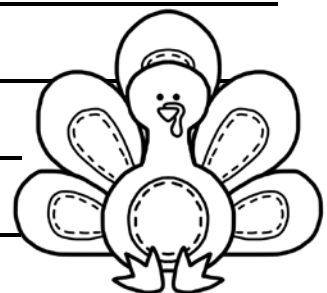
The author calls the Indians “skillful and strong”? Make a **text to self** connection. Who is the strongest person you know? Who is the most skillful person you know?

**Answers will vary. Sample answers include: The strongest person I know is my Dad because he can lift me and my brother over his head!**

## Page 16:

The people in this story are about to embark on an adventure. Think about the other books you’ve read that are about adventures. Make a **text to text** connection. How does your connection help you to better understand this story?

**Answers will vary. Sample answers include: I read a Magic Tree House book where Jack and Annie went to a different time period.**



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

## Page 22:

Look at the pictures of the houses. Have you seen houses that look like this?  
Tell about your **text to world** connection.

**Answers will vary. Sample answers include: Yes, I see houses that  
look like this in movies.**

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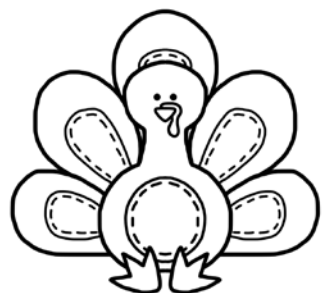
Which type of connection did you make most while reading this book?

Text to Self

Text to Text

Text to World

Answers will vary.



## The Very First Thanksgiving Day: Making Connections

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Think about the Thanksgiving Day described in the book. How is it similar to your family thanksgiving? How is it different?

I can use what I learn from pictures and words to show that I understand the characters, setting and events of a story. CCSS: RL.2.7

## The Very First Thanksgiving Day: Making Connections

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Think about the Thanksgiving Day described in the book. How is it similar to your family thanksgiving? How is it different?

I can use what I learn from pictures and words to show that I understand the characters, setting and events of a story. CCSS: RL.2.7

## The Very First Thanksgiving Day: Making Connections

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## The Very First Thanksgiving Day: Making Connections

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## The Very First Thanksgiving Day: Making Connections

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Think about the Thanksgiving Day described in the book. How is it similar to your family thanksgiving? How is it different?

## Making Connections

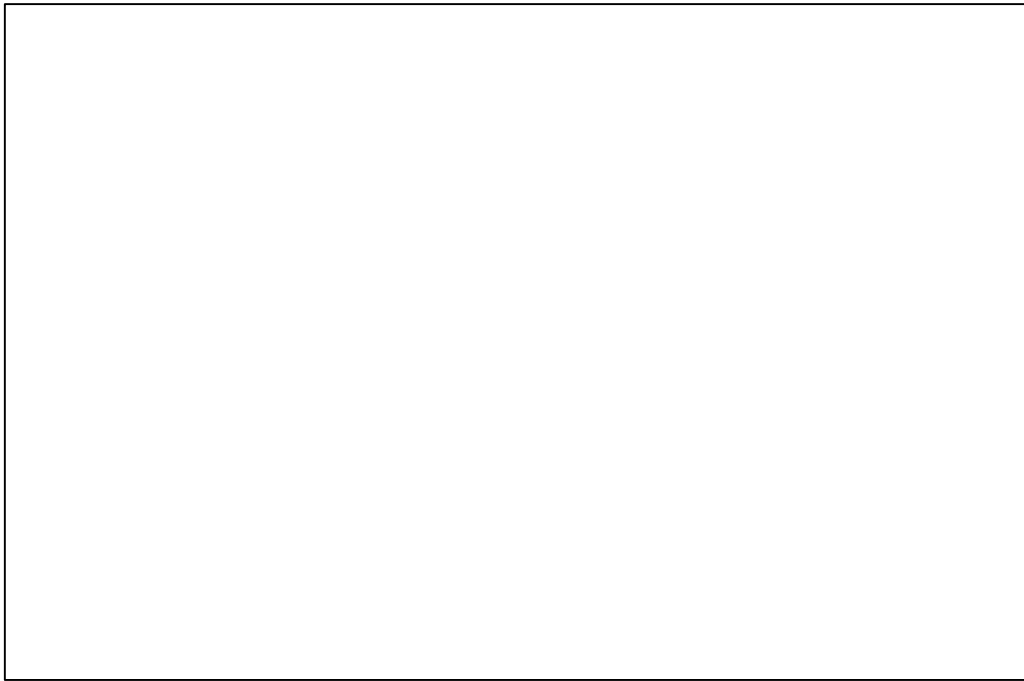
Title: \_\_\_\_\_

Think about the book. What does the book remind you of?

What type of connection did you make?

Text to Self       Text to Text       Text to World

Draw a picture of your connection in the box below.



### Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

# Common Core State Standards Correlation

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## 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.

### Making Connections Lesson Plan and Resources

#### Reading: Literature

**RL.2.2** – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.7** – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.10** – 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.

#### Reading: Foundational Skills

**RF.2.3** – Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.2.4** – Read with sufficient accuracy and fluency to support comprehension.

#### Writing

**W.2.8** – Recall information from experiences or gather information from provided sources to answer a question.

#### Speaking & Listening

**SL.2.1b** – Build on others’ talk in conversations by linking their comments to the remarks of others.

**SL.2.2** – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.3** – Ask and answer question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### Language

**L.2.6** – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, *When other kids are happy that makes me happy*).

# Determining Importance

## The Very First Thanksgiving Day

By: Rhonda Gowler Greene

Grade Level: 2 / Guided Reading Level: M



### Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

### 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

- What is the difference between a fiction and non-fiction book?
- What type of book do you think is more important to read? Why?

### Important Words to Know and Understand

**Blessed** – Something that has been made holy through saying a special prayer

**Steadfastly** – Very devoted and loyal to a person, belief or cause



### Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

### Why Readers Determine Importance While Reading

**Readers determine importance in order to decide which information is most important to remember.**

When you read fiction (stories that are not real), it's important to pay attention to the names of characters, settings where important events take place, and clues that help you solve problems.

On the other hand, when you read nonfiction (books about real people, places, things, or events), it's important to pay attention to vocabulary words and the things you learn about big ideas or facts about a topic.

Because no two readers are the same, the things that you determine to be important may not be the same as another reader. To determine importance think about what you already know, the information you've learned, and whether or not you need the information to understand what you read.

# Determining Importance

## The Very First Thanksgiving Day

By: Rhonda Gowler Greene

Grade Level: 2 / Guided Reading Level: M



### Determining Importance While Reading

- ✓ Look for big ideas and supporting details
- ✓ Notice when you learn something new
- ✓ Look for new words that are important to the text

### 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 5** – What have you learned so far? What do you think is important to remember about Thanksgiving? Why do you think so?

**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 25** – What important skill did the Indians teach the Pilgrims? Why is this skill important?

**Page 29** – Now that you have finished the book, think about all of the facts that you learned about the very first Thanksgiving. What facts do you think are most important to remember?



### Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

### Time to Reflect

**Think** – What information did you learn while reading *The Very First Thanksgiving Day*? Pick 3 big ideas or facts that you think you should remember about the first Thanksgiving Day. Why are these ideas or facts important to you?

**Talk** – Tell your reading partner 1 of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea too.

**Reflect** – Think about the determining importance work you did while reading *The Very First Thanksgiving Day*. How does thinking about the most important fact and ideas make you a better reader?

**Write** – Glue 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!)

# Your Turn to Practice Determining Importance with The Very First Thanksgiving Day

## Page 5:

What have you learned so far? What do you think is important to remember about Thanksgiving? Why do you think so?

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## Page 14:

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

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## 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?

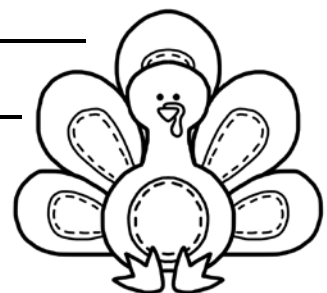
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Name: \_\_\_\_\_

# Your Turn to Practice Determining Importance with The Very First Thanksgiving Day

## Page 25:

What important skill did the Indians teach the Pilgrims? Why is this skill important?

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## Page 29:

Now that you have finished the book, think about all of the facts that you learned about the very first Thanksgiving. What facts do you think are most important to remember?

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Name: \_\_\_\_\_

# Answer Key for Determining Importance with The Very First Thanksgiving Day

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## Page 5:

What have you learned so far? What do you think is important to remember about Thanksgiving? Why do you think so?

**Answers will vary. Sample answers include: We've learned that the Indians and Pilgrims are the reasons for Thanksgiving. Thanksgiving is a national holiday and we should remember why.**

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## Page 14:

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

**Answers will vary. Sample answers include: The Mayflower sailed on the ocean. It is important to know because it shows how great the journey was.**

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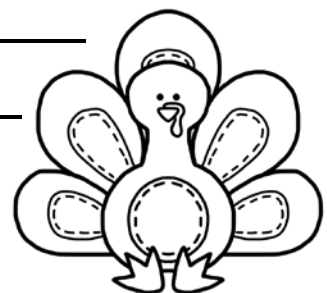
## Page 20:

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?

**Answers will vary. Sample answers include: They sailed through many different weather conditions and had a hard trip. The Indians also lived through different weather conditions. It's important to know what life was like then.**

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# Answer Key for Determining Importance with The Very First Thanksgiving Day

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Page 25:

What important skill did the Indians teach the Pilgrims? Why is this skill important?

**Answers will vary. Sample answers include: It's important to know how the two groups worked together.**

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Page 29:

Now that you have finished the book, think about all of the facts that you learned about the very first Thanksgiving. What facts do you think are most important to remember?

**Answers will vary.**

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## The Very First Thanksgiving Day: Determining Importance

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Why were the Indians important to the Pilgrims?

Use examples of words and pictures from the book to support your answer.

I can remember and tell different kinds of stories and share what the author is trying to teach.

CCSS: RL.2.2

## The Very First Thanksgiving Day: Determining Importance

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## The Very First Thanksgiving Day: Determining Importance

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The Very First Thanksgiving Day: Determining Importance

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Use examples of words and pictures from the book to support your answer.

The Very First Thanksgiving Day: Determining Importance

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The Very First Thanksgiving Day: Determining Importance

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Use examples of words and pictures from the book to support your answer.

The Very First Thanksgiving Day: Determining Importance

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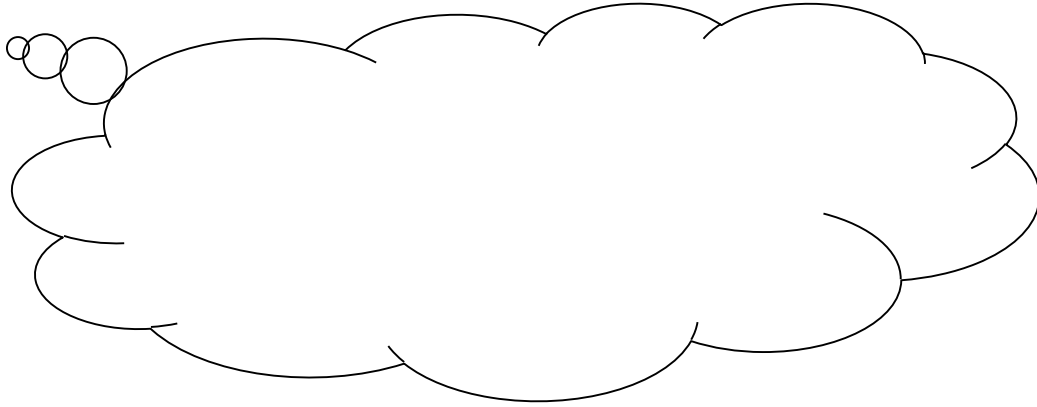
Why were the Indians important to the Pilgrims?

Use examples of words and pictures from the book to support your answer.

## Determining Importance

Title: \_\_\_\_\_

Think about the book. Write all of the important information in the thought bubble below.



Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1

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An empty rectangular box for drawing a picture to illustrate the most important parts of the book.

#2

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An empty rectangular box for drawing a picture to illustrate the most important parts of the book.

#3

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An empty rectangular box for drawing a picture to illustrate the most important parts of the book.

### Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

# Common Core State Standards Correlation

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## 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.

### Determining Importance Lesson Plan and Resources

Reading: Literature

**RL.2.2** – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.7** – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.10** – 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.

Reading: Foundational Skills

**RF.2.3** – Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.2.4** – Read with sufficient accuracy and fluency to support comprehension.

Writing

**W.2.8** – Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

**SL.2.1b** – Build on others’ talk in conversations by linking their comments to the remarks of others.

**SL.2.2** – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.3** – Ask and answer question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

**L.2.6** – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, *When other kids are happy that makes me happy*).

# Understanding Text Structure

## The Very First Thanksgiving Day

By: Rhonda Gowler Greene

Grade Level: 2 / Guided Reading Level: M



### Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

### 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 or why not?

### 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



### Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

### 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 the ways two or more people, places, or things are alike and different

**Cause and Effect** – when the author explains why something happened (cause) and what happened (effect)

# Understanding Text Structure

## The Very First Thanksgiving Day

By: Rhonda Gowler Greene

Grade Level: 2 / Guided Reading Level: M



### Understand Text Structure While Reading

- ✓ Notice the words an author uses – does the author describe things or explain events?
- ✓ Look at the pictures. Sometimes pictures give you clues about text structure

### 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 26** – The Pilgrims and Indians are preparing for Thanksgiving. What caused them to have the feast? How do you know?



### Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

### 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** – Glue 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!)

# Your Turn to Practice Understanding Text Structure with The Very First Thanksgiving Day

## Page 8:

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

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---

---

## 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?

---

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## Pages 19 to 22:

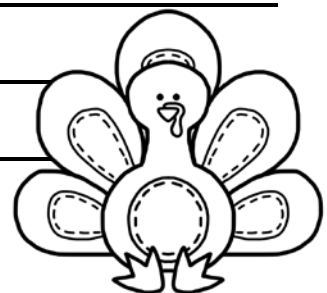
Here the author is using sequencing to explain how the Pilgrims came to America. How do you know that she is using sequencing?

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Name: \_\_\_\_\_



# Your Turn to Practice Understanding Text Structure with The Very First Thanksgiving Day

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## Page 26:

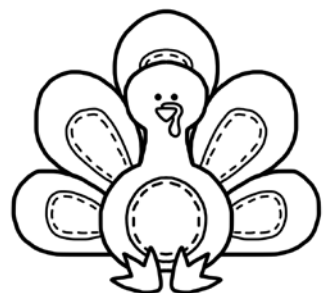
The Pilgrims and Indians are preparing for Thanksgiving. What caused them to have the feast? How do you know?

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Name: \_\_\_\_\_

# Answer Key for Understanding Text Structure with The Very First Thanksgiving Day

## Page 8:

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

**Answers will vary. Sample answers include:** The picture shows the Indians and the Pilgrims getting along, so it helps the reader see how they react to each other.

## Page 13:

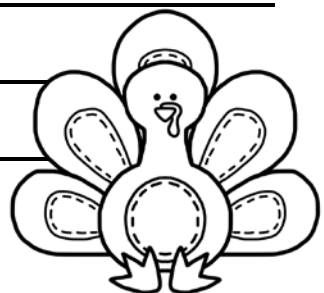
Notice the rhythm of the words. How does the rhyme help you understand the book? Does it make you remember more about the story than you would have? Why or why not?

**Answers will vary. Sample answers include:** The rhyme helps me remember the facts in the book more than prose would, so I understand it better.

## 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?

**Answers will vary. Sample answers include:** These are the phrases the author really wants the reader to remember.



# Answer Key for Understanding Text Structure with The Very First Thanksgiving Day

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## Page 26:

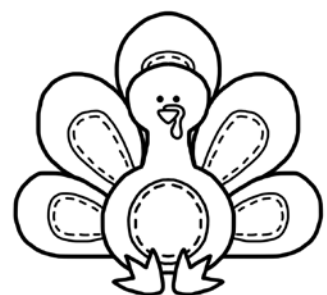
The Pilgrims and Indians are preparing for Thanksgiving. What caused them to have the feast? How do you know?

*Answers will vary. Sample answers include: The Pilgrims and Indians are having a feast in celebration of all of the hard work that they did together.*

---

---

---



## The Very First Thanksgiving Day: Understanding Text Structure

---

This story is told using words and pictures.

Find a place in the story where the pictures helped you understand the order of events. Tell how the pictures helped you as a reader.

I can use words and pictures to help me tell about the characters, setting and plot.

CCSS: RL.2.7

## The Very First Thanksgiving Day: Understanding Text Structure

---

This story is told using words and pictures.

Find a place in the story where the pictures helped you understand the order of events. Tell how the pictures helped you as a reader.

I can use words and pictures to help me tell about the characters, setting and plot.

CCSS: RL.2.7

## The Very First Thanksgiving Day: Understanding Text Structure

---

This story is told using words and pictures.

Find a place in the story where the pictures helped you understand the order of events. Tell how the pictures helped you as a reader.

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CCSS: RL.2.7

**The Very First Thanksgiving Day: Understanding Text Structure**

---

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---

This story is told using words and pictures.

Find a place in the story where the pictures helped you understand the order of events. Tell how the pictures helped you as a reader.

## Understanding Text Structure

Title: \_\_\_\_\_

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page:	
	Page:	
	Page:	
	Page:	
	Page:	

### Text Structures You Might See While Reading

Description

Sequence

Cause and Effect

Compare and Contrast

Problem and Solution

### Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

# 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.

### Understanding Text Structure Lesson Plan and Resources

Reading: Literature

**RL.2.4** – Describe how words and phrases (eg, regular beats, alliteration rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RL.2.5** – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**RL.2.7** – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.10** – 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.

Reading: Foundational Skills

**RF.2.3** – Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.2.4** – Read with sufficient accuracy and fluency to support comprehension.

Writing

**W.2.8** – Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

**SL.2.1b** – Build on others’ talk in conversations by linking their comments to the remarks of others.

**SL.2.2** – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.3** – Ask and answer question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

**L.2.6** – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, *When other kids are happy that makes me happy*).

### Important Words to Know and Understand in "The Very First Thanksgiving Day"

**Blessed**

Something that has been made holy through saying a special prayer

**Coal**

Made black from burning

**Docked**

To bring a ship or boat into a dock or to anchor the boat so that it cannot float away

**Foe**

An enemy

**Harbor**

A part of the ocean that is next to the land and that is protected and is deep enough to provide safety to ships

**Steadfastly**

Very devoted and loyal to a person, belief or cause

**Toiled**

To work very hard and for a long time



# Vocabulary Connections

Blessed



Coal



Docked



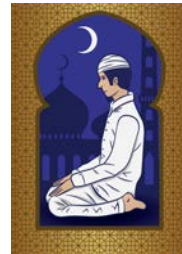
Foe



Harbor



Steadfastly



**Step by Step Directions:**

1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close

# Vocabulary Connections

**Step by Step Directions:**

1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close

Toiled



# Vocabulary Connections

**Step by Step Directions:**

1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close

**Blessed**

Something that has been made holy through saying a special prayer

**Coal**

Made black from burning

**Docked**

To bring a ship or boat into a dock or to anchor the boat so that it cannot float away

**Foe**

An enemy

**Harbor**

A part of the ocean that is next to the land and that is protected and is deep enough to provide safety to ships

**Steadfastly**

Very devoted and loyal to a person, belief or cause

# Vocabulary Connections

**Step by Step Directions:**

1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close

Toiled

To work very hard  
and for a long  
time

# Vocabulary Connections

**Step by Step Directions:**

1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Complete the Vocabulary Card
4. Glue the Back of the Bottom Flap into Your Notebook
5. Write the Vocabulary Word on the Front of the Top Flap

<p><b>Blessed is a/an</b> noun verb adverb adjective</p> <p>Definition of <b>Blessed:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Coal is a/an</b> noun verb adverb adjective</p> <p>Definition of <b>Coal:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Docked is a/an</b> noun verb adverb adjective</p> <p>Definition of <b>Docked:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Blessed</b> looks like this:</p>	<p><b>Coal</b> looks like this:</p>	<p><b>Docked</b> looks like this:</p>
<p><b>Blessed</b> reminds me of:</p> <hr/> <hr/>	<p><b>Coal</b> reminds me of:</p> <hr/> <hr/>	<p><b>Docked</b> reminds me of:</p> <hr/> <hr/>
<p>I saw this word in</p>	<p>I saw this word in</p>	<p>I saw this word in</p>

# Vocabulary Connections

<p><b>Foe is a/an</b> noun verb adverb adjective</p> <p>Definition of <b>Foe:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Harbor is a/an</b> noun verb adverb adjective</p> <p>Definition of <b>Harbor:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Steadfastly is a/an</b> noun verb adverb adjective</p> <p>Definition of <b>Steadfastly:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Foe</b> looks like this:</p>	<p><b>Harbor</b> looks like this:</p>	<p><b>Steadfastly</b> looks like this:</p>
<p><b>Foe</b> reminds me of:</p> <hr/> <hr/>	<p><b>Harbor</b> reminds me of:</p> <hr/> <hr/>	<p><b>Steadfastly</b> reminds me of:</p> <hr/> <hr/>
<p>I saw this word in</p>	<p>I saw this word in</p>	<p>I saw this word in</p>

**Step by Step Directions:**  
1. Cut on the Dotted Line 2. Fold on the Solid Line 3. Complete the Vocabulary Card  
4. Glue the Back of the Bottom Flap into Your Notebook 5. Write the Vocabulary Word on the Front of the Top Flap



# Word Games

with Words from The Very First Thanksgiving Day

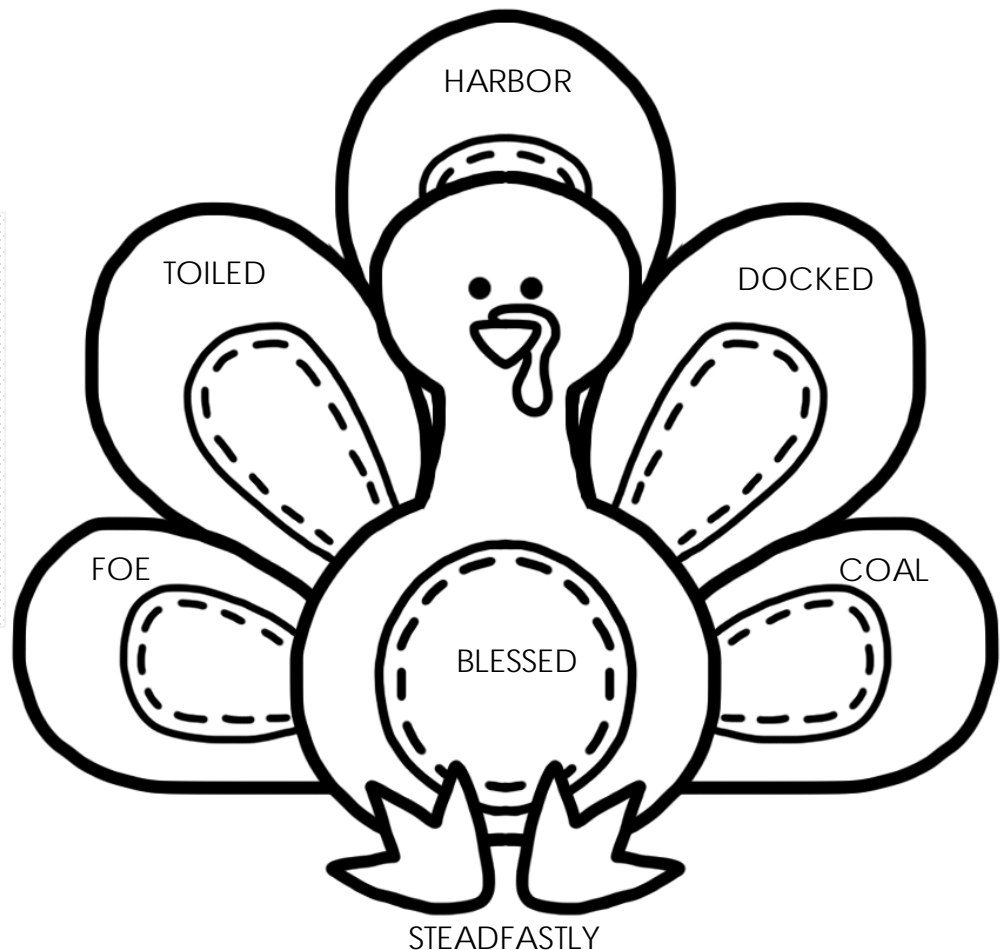
**Directions:** Graph the number of consonants in each of the words in the word bank.

BLESSED								
COAL								
DOCKED								
FOE								
HARBOR								
STEADFASTLY								
TOILED								
	1	2	3	4	5	6	7	8

Number of Consonants

**Directions:** Read the word on each Turkey's body part. Then use the code to color the body parts.

- Nouns = orange
- Adverbs = red
- Verbs = yellow
- Adjectives = brown



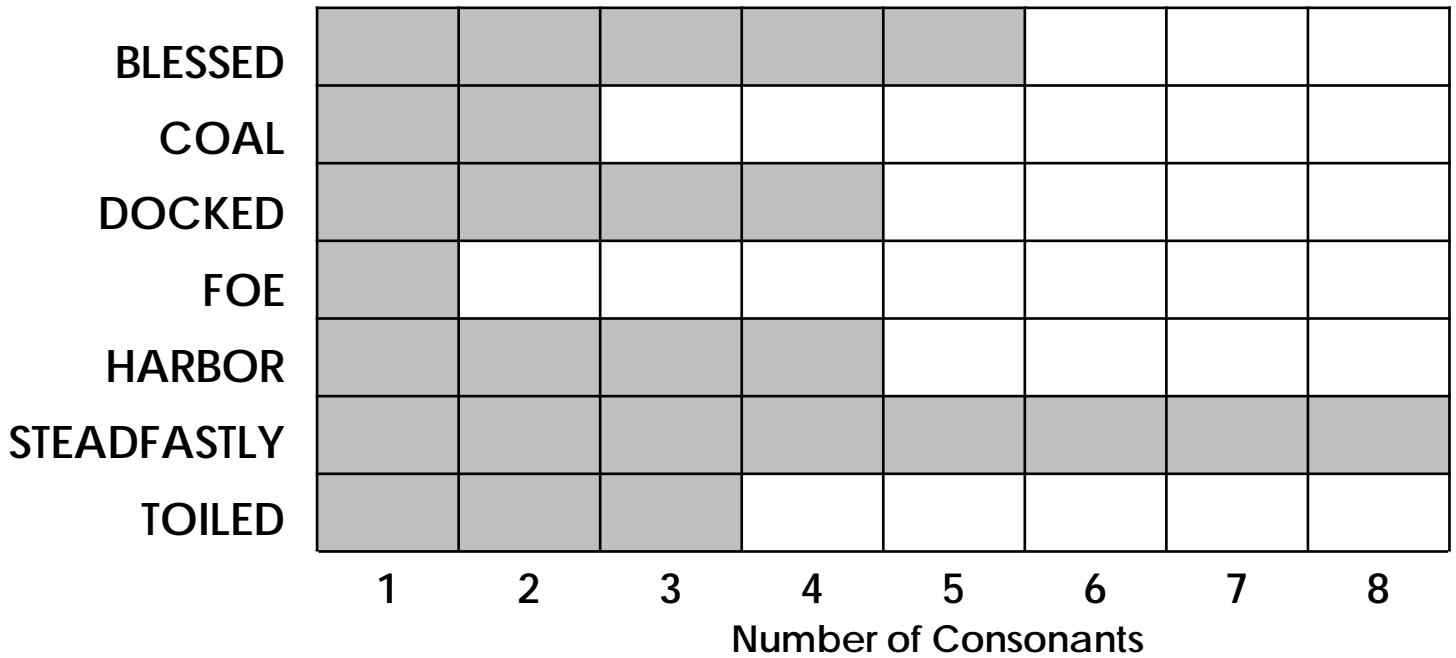
Name: \_\_\_\_\_



# Word Games Answer Key

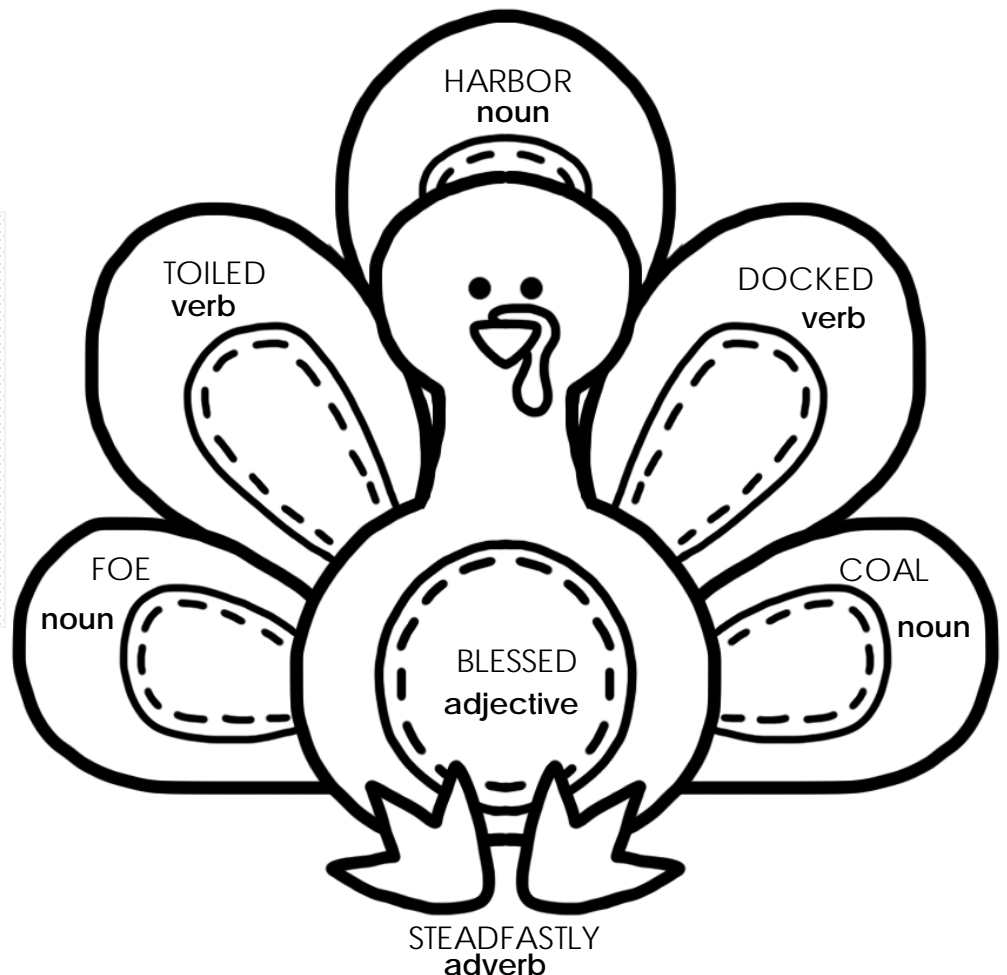
## with Words from The Very First Thanksgiving Day

**Directions:** Graph the number of consonants in each of the words in the word bank.



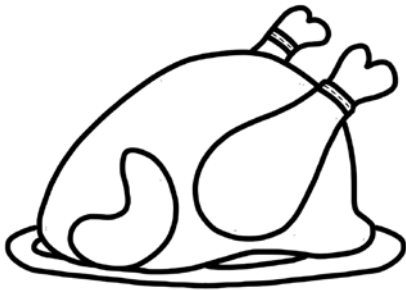
**Directions:** Read the word on each Turkey's body part. Then use the code to color the body parts.

Nouns = orange  
 Adverbs = red  
 Verbs = yellow  
 Adjectives = brown



# The Very First Thanksgiving Day

By Rhonda Gowler Greene



A new word that I learned in this book is:

It means...

It's like...

Name:


**Step by Step Directions**

1. Cut on the Dotted Line.
2. Fold on the Solid Line.
3. Complete the Vocabulary Card.
4. Add Your Vocabulary Card to Your Notebook or Use It As A Bookmark

# Vocabulary Connections

**Directions:**

Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

<b>New Word</b>			
<b>Cripple</b>			
<p>A person or animal that is impaired in some way.</p>	<p>She saw to it that I tried to walk every day. "So's that mean-lookin' leg don't go stiff on you and cripple up," she'd say.</p>		
<p><b>Dictionary Definition</b> Look up the word in the dictionary. Copy the dictionary definition.</p>	<p><b>Original Sentence</b> Copy the sentence in the book where the word appears.</p> <p style="text-align: center;">Book Title: <b>Pink and Say</b></p> <hr style="width: 80%; margin: auto;"/> <hr style="width: 80%; margin: auto;"/>	<p><b>Visualize</b> Draw a picture to illustrate the meaning of the word.</p>	
<p><b>Lame</b> <b>Dismember</b> <b>Injure</b></p>	<p><b>Help</b> <b>Support</b> <b>Strong</b></p>	<p>I saw a person in a wheelchair with a crippled leg.</p>	
<p><b>Synonyms</b> What words have nearly the same meaning?</p>	<p><b>Antonyms</b> What words have the opposite meaning?</p>	<p><b>The bird was a cripple because its wing was broken.</b></p>	<p><b>Connect to Your Life</b> When or where have you seen it, heard it, felt it, smelled it, or tasted it?</p>
<p><b>Make It Your Own</b> Use the word in a new sentence that shows what it means.</p>			

Name: \_\_\_\_\_

# Vocabulary Connections

## Directions:

Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

<b>New Word</b>			
<b>Dictionary Definition</b>	<b>Original Sentence</b>	<b>Visualize</b>	
Look up the word in the dictionary. Copy the dictionary definition.	Copy the sentence in the book where the word appears. Book Title: _____ _____	Draw a picture to illustrate the meaning of the word.	
<b>Synonyms</b>	<b>Antonyms</b>	<b>Make It Your Own</b>	<b>Connect to Your Life</b>
What words have nearly the same meaning?	What words have the opposite meaning?	Use the word in a new sentence that shows what it means.	When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Name: \_\_\_\_\_

## Vocabulary Connections

### Directions:

1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

# Common Core State Standards Correlation

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## 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.

### Vocabulary Lesson Plan and Resources

Language

**L.2.4a** – Use sentence-level context as a clue to the meaning of a word or phrase.

**L.2.5a** – Identify real-life connections between words and their use (eg, describe foods that are *spicy* or *juicy*).

**L.2.6** – 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 (eg, *because*).

## Word Work

### Instructional Focus:

Rhyming Words

### Background:

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

### Examples:

blessed, dressed	strong, long
rows, snows	stone, unknown
end, friend	began, plan
sail, hail	land, hand

### Materials and Preparation:

- A Copy of *The Very First Thanksgiving* by Rhonda Gowler Greene
- Chart Paper
- Sorting Cards (1 set per student)
- Match Up Score Sheet
- Match Up Directions
- Rhyme Time Word Work Page (1 per student)
- Optional - Word Detective (1 per student)
- Optional – 2 Colors of Index Cards (see Extend Engagement in Step 2)

## Word Work

### Step 1:

#### Introduce the Focus of Word Work

##### Sample Anchor Chart

##### Rhyme Ending Sounds

cat, mat  
best, rest  
smile, mile  
win, chin  
stop, drop

### Introduce Rhyming Words

- 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 (-op, -ap, -it, -ate, 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.

### 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 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 you while you read.
- Read *The Very First Thanksgiving Day*.

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

- |           |           |          |
|-----------|-----------|----------|
| • blessed | • stone   | • hand   |
| • dressed | • unknown | • rows   |
| • strong  | • sail    | • snows  |
| • long    | • hail    | • friend |
| • land    | • end     | • began  |

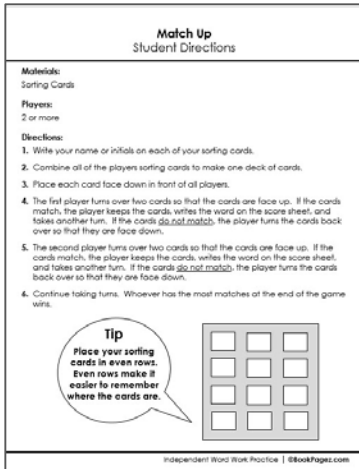
end

bend



# Word Work

## Step 3: Guided Word Work Practice



**Match Up**  
Student Directions

**Materials:**  
Sorting Cards

**Players:**  
2 or more

**Directions:**

1. Write your name or initials on each of your sorting cards.
2. Combine all of the players sorting cards to make one deck of cards.
3. Place each card face down in front of all players.
4. 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 over so that they are face down.
5. 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.
6. 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.

independent Word Work Practice | ©BookPagez.com

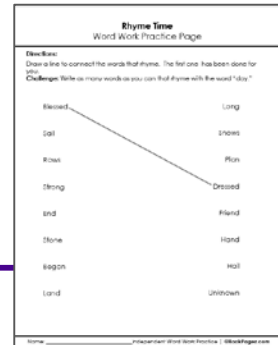
## Interactive Exploration

- 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.



**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 "like".

Bleed	Long
Call	Shoes
Flow	Run
Strong	Dressed
and	Hand
Stone	Hand
begin	Wall
Land	Unbroken

Name \_\_\_\_\_ independent Word Work Practice | ©BookPagez.com

## 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 added sticky 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**.

# Rhyme Ending Sounds Sorting Cards

## Interactive Activity

### Directions:

Cut out the sorting cards below. Use the cards to **play Match Up** or use them to **sort by rhyme ending sounds**.

**blessed**

**dressed**

**strong**

**long**

**land**

**hand**

# Rhyme Ending Sounds Sorting Cards

## Interactive Activity

### Directions:

Cut out the sorting cards below. Use the cards to **play Match Up** or use them to **sort by rhyme ending sounds**.

**ROWS**

**SNOWS**

**stone**

**unknown**

**sail**

**hail**

# Rhyme Ending Sounds Sorting Cards

## Interactive Activity

**Directions:**

Cut out the sorting cards below. Use the cards to **play Match Up** or use them to **sort by rhyme ending sounds**.

end

friend

began

plan

# Match Up

## Student Directions

### Materials:

Sorting Cards

### Players:

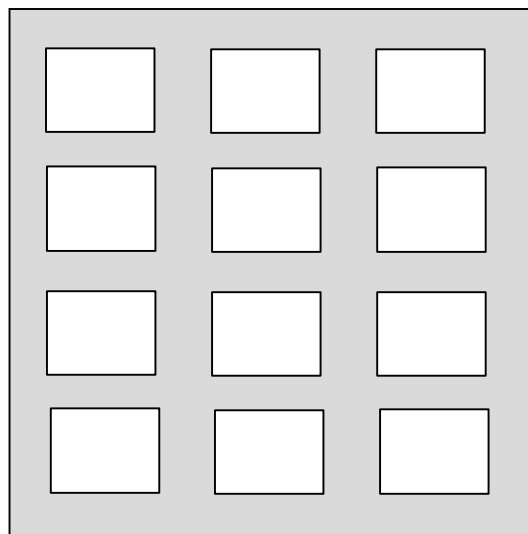
2 or more

### Directions:

1. Write your name or initials on each of your sorting cards.
2. Combine all of the players' sorting cards to make one deck of cards.
3. Place each card face down in front of all players.
4. 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 over so that they are face down.
5. 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.
6. 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.



# Match Up

## Score Sheet

**Directions:**

Keep score by recording the matches for each player. Write each of the words that you match in your column.

Player 1	Player 2

...and the winner is....

\_\_\_\_\_

# Rhyme Time

## Word Work Practice Page

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**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	Hail
Land	Unknown

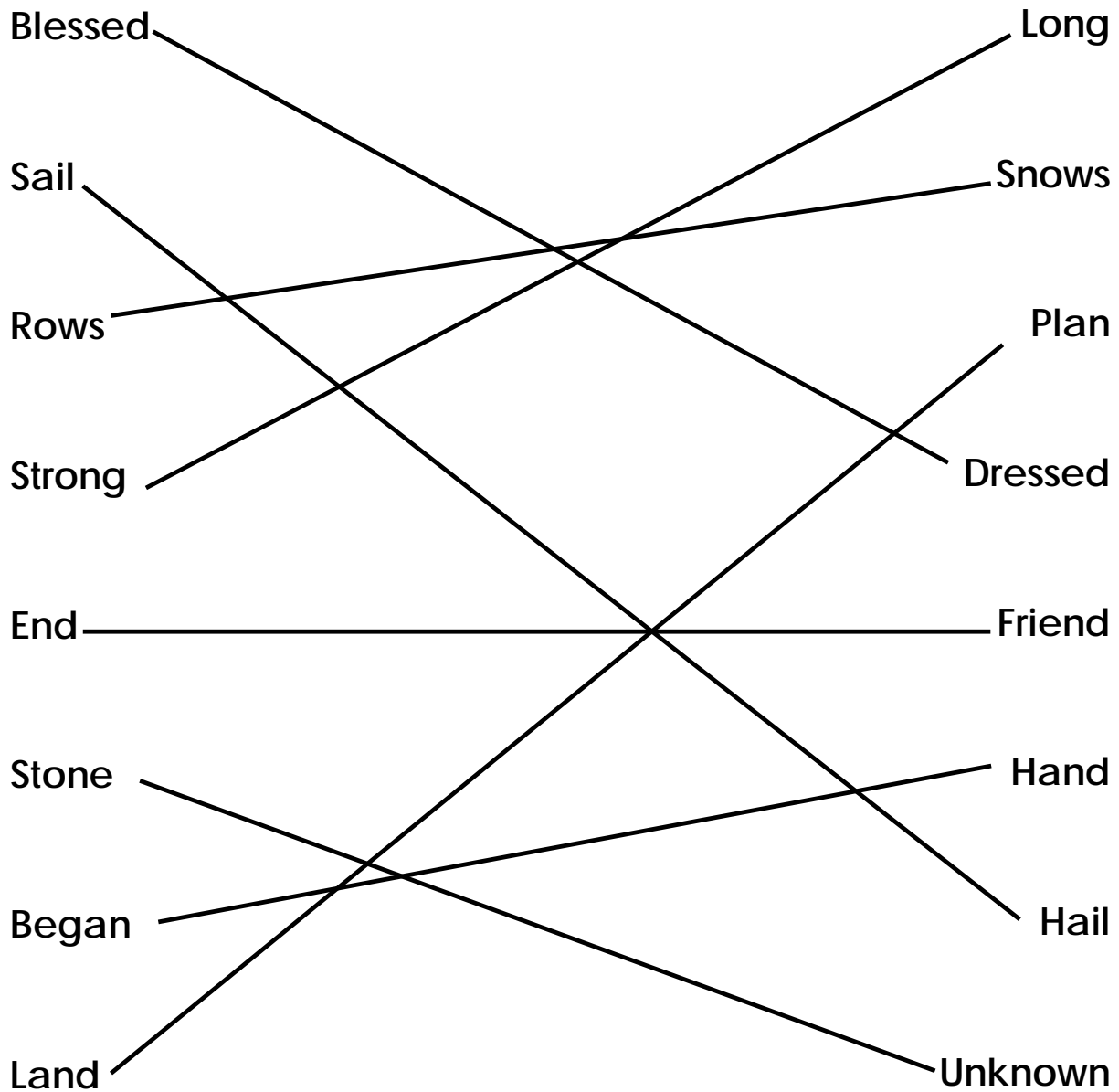
# Answer Key for Rhyme Time

## 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."





# 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: \_\_\_\_\_

# Common Core State Standards Correlation

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## 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.

### **Word Work Lesson Plan and Resources**

Reading: Foundational Skills

**RF.2.3** – Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.2.4** – Read with sufficient accuracy and fluency to support comprehension.

# 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) \_\_\_\_\_

<b>Easy</b> 95 %- 100% Accuracy	<b>Instructional</b> 90 %- 94% Accuracy	<b>Hard</b> 50 %- 89% Accuracy
------------------------------------	--	-----------------------------------

E = Errors SC = Self-Correction M = Meaning  
 S = Structure/syntax V = Visual

COUNT

INFORMATION USED

Page		COUNT		INFORMATION USED	
		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: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**

In the book **The Very First Thanksgiving Day**, 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 \_\_\_\_\_

