

CELEBRA EL DÍA DE ACCIÓN DE GRACIAS LESSON PLAN FOR GRADES K-2



Book/Text Set:

*Celebra el Día de Acción de Gracias con Beto y Gaby /
¿Qué es el Día de Acción de Gracias?*

by Alma Flor Ada and F. Isabel Campoy

Content Overview: In the fiction story, Beto and Gaby are waiting for their relatives to come for Thanksgiving dinner, only to find that none of them can make it because of a big snowstorm. Only Grandma shows up, along with several friends, and the celebration turns out to be very special. The non-fiction section tells about two early Thanksgiving celebrations in North America, the creation of the national holiday, and the foods and activities enjoyed by Americans on this holiday.

Materials and Preparation

- chart paper and colored markers
- white paper for drawing
- assorted picture books about Thanksgiving

Standards Covered

NCSS Social Studies Strands

- I. Culture: a, b, d, e
- II. Time, Continuity, and Change: b, c, d, e, f
- III. People, Places, and Environments: a, b, e, h
- IV. Individual Development and Identity: c, e, h
- IX. Global Connections: b, f

NCTE/IRA English Language Arts Standards: 1, 3, 4, 5, 6, 7, 10, 11, 12

Vocabulary

F: anuncia / en cantidad / retrasados / exclama / compartir * / generosidad *

NF: cosechas / dificultades / peregrinos / wampanoags / sobrevivir / nacional / compartir / recolecciones / agradecer *

* The words *generosidad* and *agradecer* are not in the book; they are added to the vocabulary list because they are integral to the story and will be used in discussion and questions. The word *compartir* appears in the non-fiction section, but will be introduced at the beginning of the reading on Day 1.

Pacing Guide 3 days; 45-60 minute sessions, plus optional extensions

Reading and Activities

DAY 1

Explore the Topic: Día de Acción de Gracias / Compartir y Generosidad

Start a discussion with students about what it means to share (“compartir”). Have students give examples of times they have shared something with another person. Introduce the word “generosidad” into the conversation. After several students have responded, tell them you’re going to read a story about a generous family.

Vocabulary Introduction

At the top of a piece of chart paper, write “Día de Acción de Gracias” and then write the vocabulary words for the fiction section in a column. Then add the words “compartir” and “generosidad.” Read the words aloud to students, have them repeat each word, and ask if anyone knows what any of the words mean. As students respond, add to their responses as appropriate to give a clear definition for each word.

Fiction Read-Aloud & Discussion

On a piece of chart paper, write, “Día de Acción de Gracias: Lo que sabemos.” Ask students to tell what they know about this holiday, and write their words or phrases on the chart. When finished, review responses with students by having the contributors read their own responses aloud with you. Leave the chart on display.

In this session you will read aloud only the fiction story, *Celebra el Día de Acción de Gracias con Beto y Gaby*. Before reading the story, show students the cover and read the title aloud. Have students talk about the cover illustration. Ask the question, “¿Quiénes creen que son todas estas personas?”

As you read, stop to check for understanding of unfamiliar words. Make note of the generosity of the family, the growing number of guests being invited by grandma, and the decreasing amount of food due to sharing with the neighbors.

When the story is finished, ask students to recall the sequence of the main events in the story. Ask the following questions, using the illustrations in the book whenever appropriate to help students with their responses:

Beginning	<ol style="list-style-type: none">1. ¿Dónde está la abuela?2. ¿Por qué los familiares de Beto y Gaby no vienen a la cena?3. ¿Qué lleva la abuela a la casa de Beto y Gaby?
Intermediate	<ol style="list-style-type: none">1. ¿Dónde está la abuela? ¿Y para dónde va?2. ¿Quiénes no vienen a la cena? ¿Por qué?3. ¿Por qué la mamá de Beto y Gaby comparte la comida con sus vecinos? ¿Qué lleva la abuela a la cena?

Advanced	<ol style="list-style-type: none"> 1. ¿Adónde va la abuela? ¿Qué crees que hay en las bolsas rojas (página 4)? 2. ¿Quiénes llaman por teléfono? ¿Qué dicen? 3. Explica cómo la abuela, la mamá y los niños demuestran que son generosos.
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After discussion, review the “Lo que sabemos” chart and note whether any responses match or relate to events in the story.

On a new piece of chart paper, write “Día de Acción de Gracias: Nuestras preguntas.” Ask students what they would like to know about Thanksgiving Day, and write their questions using a variety of alternating colored markers to distinguish each question from the others.

When finished, review the questions by having contributing students read their own questions aloud. Leave both charts on display side by side.

DAY 2

Vocabulary Activity

Review the words on the vocabulary list by having students reread and define them, and by using them in sentences. Add the vocabulary words for the non-fiction section to the list. Read the words aloud, have students repeat them, and ask them to tell what they know about the meanings of the words. Add to student responses as appropriate to define each word. Then add the word “agradecer.” Ask students if they know its meaning. If necessary, tell them that it means “dar las gracias.” Note that the word “compartir” is used in this section of the book.

Show students the cover of *Celebra el Día de Acción de Gracias con Beto y Gaby* and ask them to retell the events of the story in sequence. Tell them that you are now going to read them a story that tells about how Thanksgiving started and how people celebrate this important holiday.

Non-Fiction Read-Aloud & Discussion

Before reading, review both the “Lo que sabemos” and the “Nuestras preguntas” charts. Tell students that you’d like them to listen carefully to see if any of their questions are answered in the book.

Open the book to pages 16–17 and have students read the section title with you.

Read the story, *¿Qué es el Día de Acción de Gracias?* On page 23, use a globe to show the distance between Europe and North America. Pause when appropriate to make special note of information that may be different from charted student responses. Help students make a connection between the information on page 27 and Grandma bringing guests to Thanksgiving dinner in the previous fictional story. Make special note of the last paragraph

on page 29 to focus on the deep meaning of Thanksgiving as a time to be grateful. Stop to define and discuss any words the children may not know.

When the read-aloud is finished, have students discuss the information by answering the following questions:

Beginning	<ol style="list-style-type: none"> 1. Busca la ilustración que muestra a los peregrinos y los wampanoags cenando juntos. 2. ¿Quiénes ayudaron a los peregrinos a sembrar? 3. Di una cosa que se hace el Día de Acción de Gracias.
Intermediate	<ol style="list-style-type: none"> 1. ¿En qué estados de Estados Unidos se hicieron las primeras celebraciones de acción de gracias? 2. ¿Quiénes eran los peregrinos? ¿Quiénes eran los wampanoags? ¿Cómo ayudaron los wampanoags a los peregrinos? 3. Di cómo se celebra el Día de Acción de Gracias hoy en día.
Advanced	<ol style="list-style-type: none"> 1. Habla sobre las primeras celebraciones de acción de gracias en Estados Unidos. 2. Explica cómo ayudaron los wampanoags a los peregrinos. 3. Describe varias maneras de celebrar el Día de Acción de Gracias actualmente.

After discussion, review the “Lo que sabemos” chart. If there are statements on the chart which conflict with factual information, elicit a discussion with students reading short passages of the text.

To the right of the “Nuestras preguntas” chart, post another piece of chart paper. At the top, write “Respuestas a nuestras preguntas” and tell students they are going to use what they learned in the story to see if any of their questions have been answered.

One at a time, read the questions and ask if the book told the answer. If students can give an answer from the book, write the answer directly across from the question using the same color marker as was used for that question, so that students can easily match the questions to the answers. When finished, leave any unanswered question spaces blank and leave all charts posted.

DAY 3

Vocabulary Review

Distribute the [Todo sobre el Día de Acción de Gracias worksheet](#). Young students and beginners may work in pairs or small groups. Then, review the answers as a class by calling volunteers to read the complete sentences.

As students finish, give them some time to browse and read additional picture books about Thanksgiving. You may want to review the questions chart again to see if any new answers have been found. Write the answers across from the questions on the answers chart. Have students refer to the books where they found the answers and show the pages to the class.

Writing Activity

Explain to students that they are going to write about and illustrate the story of Beto and Gaby. Write the following prompts on the board:

Beto y Gaby querían...

Pero...

Entonces...

Al final...

Model the process with oral responses, leading students through the main plot points of the story while reinforcing sequencing skills. Allow a few different responses for each prompt to demonstrate to students that there are different ways to tell the story.

Review the vocabulary list. Ask students what additional words they might need in their writing and add related words to the list. Write any unrelated words on the board.

Hand out four half sheets of white paper per student. Make sure they understand that each sentence goes on a separate page and that each page should be illustrated.

When students have finished their pages, they should put them in order and number them. Staple the pages together like a book, tape them together either horizontally or vertically, or glue them on a large sheet of construction paper to make a kind of "story board." Have students read their writing to each other or the teacher, or read them to the whole class.

Extensions

Writing

Write about Thanksgiving long ago and at your home. Fold a paper in half; on one half, draw and write something that happened at Thanksgiving long ago. On the other half, draw and write something that happens at your home at Thanksgiving. Mount on construction paper and stand up to display.

Art

Make a classroom mural or bulletin board with drawings of things you are thankful for.

Make dry tempera fall leaves to decorate the classroom. Cut a large leaf shape from porous manila paper and dust with red, yellow, and green dry tempera. Spray quickly with water from a spray bottle to make the colors bleed together. Younger students can trace and cut the leaf, older students can draw their own leaf shapes.

Music

Learn the song "Cuando veo amanecer." Music and lyrics can be found online at

<http://presencias.net/indpdm.html?http://presencias.net/cantos/kcanto.html>

Mathematics Use newspaper grocery ads to “shop” for Thanksgiving dinner. Plan the menu and cut out pictures to glue onto construction paper. Write the prices for each item. Calculate the cost of your menu for five, ten, or fifteen people.

Social Studies Start or actively participate in a school-wide food drive. Make posters to put in classrooms to encourage participation.

In a whole-class lesson, use a map of North America to locate El Paso, Texas and Santa Barbara, Mexico. Trace the route of Juan de Oñate from Santa Barbara to El Paso. Find out what kind of geography he and his expedition were faced with.

Technology

Teachers’ Resource - Teaching About Thanksgiving:
<http://www.halcyon.com/pub/FWDP/Americas/tchthnks.txt>

Learn some Wampanoag words for animals:
http://www.native-languages.org/wampanoag_animals.htm

Print out and color some Thanksgiving pictures:
http://www.primeraescuela.com/themesp/cp_feriados/dia_de_accion_de_gracias.htm

Play some Thanksgiving games:
<http://www.annieshomepage.com/sthanksgivinggames.html>

Look at pictures of and talk about the geography of Mexico along El Camino Real, the route traveled by Juan de Oñate: <http://www.nmsu.edu/~nps/sitios.html>

Creative Reading

Share this book with your students using Alma Flor Ada’s Creative Reading methodology based on the principles of Transformative Education. [Suggested questions](#) to initiate the dialogue are provided for Beginning, Intermediate, and Advanced levels as well as self-assessment tools for [teachers](#) and students—in [English](#) and [Spanish](#).

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Renee Goularte started teaching in the late 1980s. She has taught students in all elementary grades, and has worked specifically with English language learners, at-risk students, and GATE students. Renee holds a Master’s Degree in Elementary Education from San José State University. In addition to teaching, she also writes and presents workshops for teachers. Renee lives in Northern California.