



Day 1: Read Aloud to Understand the Book

Before Reading

1. Gather your class and explain that you'll be reading aloud and sharing your thoughts about a book. You'll be doing this all year to show them how readers think about books. You'll also be asking them questions and asking them to point to things in the pictures.
2. Introduce the book by saying, ***"This book is called Gracias~Thanks. Gracias is Spanish for thanks. I say 'thanks' when I'm glad about something or when I like it. Let's read to find out what this boy likes."***

During Reading

1. As you read the first several pages, talk explicitly about why the boy says "thanks" and point to the item in the picture. (***"The boy is glad the sun is shining when he wakes up."*** ***"The boy is glad to see a ladybug."***)
2. Transition to more generalized inferences about what the boy likes. (***"I think he's saying thanks for his friend Billy because he likes to read books with friends."*** ***"I think he's saying thanks for worms because he likes to go fishing."*** ***"I think he's saying thanks for chocolate because he likes making yummy ice cream sundaes with his family."***)
3. Intersperse your think aloud with requests for class participation. Ask questions for the group to answer (***"What's the boy doing on this page?"***) or ask a particular student to come up and point out something in the illustration (***"Can you point out the guitar?"***).

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Gracias~Thanks* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by pointing to illustrations and/or answering questions when asked by the teacher
- Students will follow agreed-on rules for discussion (raising hands) to share information about their favorite things
- Students will draw and describe something they like
- By learning about what others like, students will make connections to peers, contributing to the development of a classroom community

Common Core Standards

- RL.K.1
- SL.K.1/1-A, SL.K.4, SL.K.5

NOTE: *Gracias~Thanks* is a bilingual book. This lesson could also be presented effectively in Spanish. See the end of this lesson for additional English Language Learner support strategies.

After Reading

1. Model thinking aloud about what you just read. (***“This boy said ‘thanks’ all day long. He was glad to wake up on a sunny day, he was glad to play with his family and his friends, and he was glad to go to sleep in his cozy pajamas.”***)
2. Explain that you’ll read this book again another day and share things that make you feel like saying “thanks.”

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *Gracias~Thanks*. Students will also have a chance to talk about what makes them want to say “thanks.”
2. Explain that you’ll also be practicing talking together as a class, something you’ll do all year long. You’ll take a minute now to figure out some helpful rules for doing this.
 - Ask a simple question and do a brief demonstration about what it’s like if everyone talks all at once (too loud!).
 - Ask a student to be the “teacher” while you model raising your hand and waiting for the teacher to call on you. Could everyone hear you when you were the only one talking?
 - Practice by asking students to raise their hands to answer a few simple questions. Compliment their efforts and ask them to try to raise their hands when they want to answer questions during read aloud today.

During Reading

1. As you read, ask students to raise their hands to talk about things they like related to the key ideas of the book. For instance:
 - ***“What kind of weather do you like to see when you wake up in the morning?”***
 - ***“What do you like to do at the beach?”***
 - ***“What do you like to play outside?”***
 - ***“What do you like to do with your friends?”***
 - ***“What food do you like to make with your family?”***
2. Keep the discussion moving by calling on just one to three students per prompt. Reassure students that they may share their ideas in conversation later (perhaps at snack time) if they don’t get called on for a certain question.

After Reading

1. Restate some of the things students shared and compliment students for raising their hands.
2. Ask if there is anyone else who didn’t have a turn who wanted to share something he or she likes.

Extension

1. Make a class book called *What We Like*. Each student will contribute a page by drawing a picture of something she or he likes and dictating a sentence about the picture for an adult to write. Provide each student a copy of the student sheet available at the end of the lesson plan.

2. It will help to model your own page quickly before starting. Think aloud to review some of the categories of things a person might like and encourage a variety of ideas. (“*I could make my page about something I like to do with my family, or something I like to eat, or something I like to see outside, or a place I like to go. . .*”)
3. When completed, read the book aloud to the class and keep it in your classroom library. Comment on connections among students.
4. Continue to emphasize raising hands during other discussions.

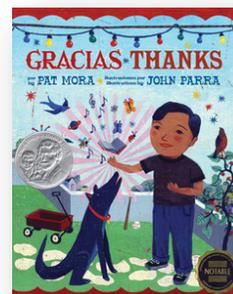
ELL Support Strategies

- To emphasize key vocabulary, add a picture cue card for each item in the book to a pocket chart or poster as you read on Day 1. Printable PDF with pictures and labels available at the end of the lesson plan.
- Provide a sentence frame during the discussion of what students like (“I like _____.”).
- Refer back to the picture cue cards when discussing what students like, possibly sketching related additions (e.g., additional kinds of weather students mention).

BOOK INFORMATION

Gracias~Thanks

ISBN: 978-1-60060-258-0



RESOURCES ON THE WEB

Check out the complete **Building Classroom**

Community Unit for Kindergarten at www.leeandlow.com/collections/278

Learn more about *Gracias~Thanks* at www.leeandlow.com/books/2711

ABOUT LEE & LOW BOOKS



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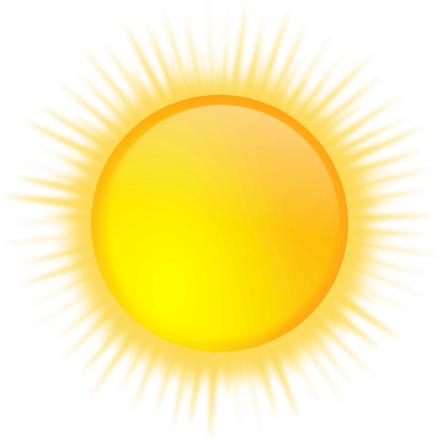


I like...

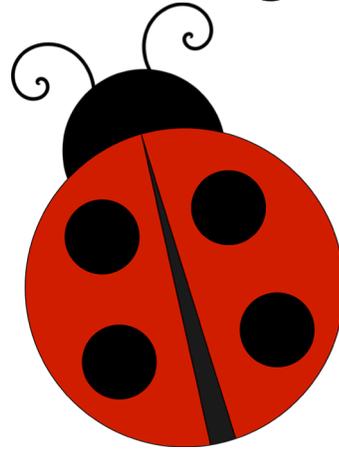
_____ likes _____

because _____

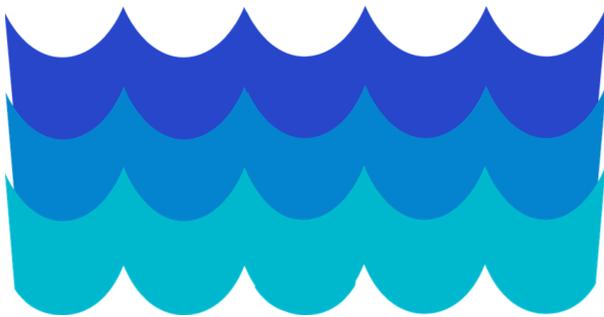
sun



ladybug



waves



bees



grandmother

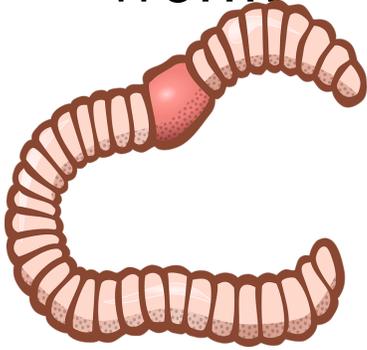


friends



Images on pages 5 and 6 from <https://pixabay.com/>.

worm



brother



mom



guitar



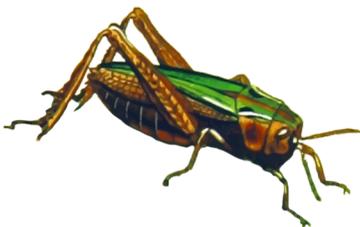
family



ice cream



cricket



music



Images on pages 5 and 6 from <https://pixabay.com/>.