

We Celebrate

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Overview

This simple text looks at some of the ways people celebrate. These include a birthday, Mother's Day, Diwali (Indian/Nepalese heritage), the first day of school, Hanukkah (Jewish heritage), a new baby, and New Year's Eve.

(Big idea: There are many different people in the world.)

Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text 
- visualising. 

It supports the following **non-fiction strategy**:

- gaining information from photographs
- using captions that name the celebrations.

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *different, people*
- Content words – *celebrate*
- High-frequency words – *in, we*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (celebrations), which expands on pages 12 and 13 of the anchor book *Discovering My World*
 - preview question on the back cover
 - captions
 - photographs to convey information beyond the text
- Word study:
 - double medial sounds – *different, Hanukkah*
- Short, repetitive sentence structure
- Holiday names – *Diwali, Hanukkah, New Year's Eve*
- Apostrophe – *New Year's Eve*
- Exclamation mark on page 8
- Theme of light in the photos – candles, fireworks



Setting the scene

If you have already introduced the topic using the whole-class lesson plan and the anchor book (*Discovering My World*), you can review the discussion and show the students pages 12 and 13 of the anchor book.

Explain that people all over the world celebrate different events. *What happens in your family when there is a special event? What decorations, food, and clothing do you have?* Have the students share with a partner.

ELL support

ELL students can build their background knowledge by talking with their family about what they're learning at school. Even if they are doing this in their native language, they are increasing their knowledge bank for learning in English. Send home "discussion starters" to get the conversation flowing. For example, "What holidays and special occasions does your family celebrate?"

Introducing the book

Front cover – Discuss the photograph. *What do you think this book is about?* Discuss birthday parties (friends get together, dressing up, gifts, candles, and cake).

Back cover – Read aloud the preview question. Help the students to make connections with the preview question and their own experiences. Ask them to remember a time when their family had a celebration, invited guests around, or dressed up. Encourage them to share their ideas. Write their responses on the board.

Using the flap – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Discovering My World*. Read aloud the anchor words on the other side. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read.

Title page – Read aloud the title. *What does this photograph show?* Discuss when the students saw fireworks. *What was the occasion?* Emphasise that fireworks are used for big celebrations.

The first reading

MC **Page 2** – Discuss the photograph on page 2. *What are the children celebrating?* (**Making connections**) Explain that we celebrate birthdays with a cake. Discuss the students' experiences of birthday celebrations. Tell them that they will be reading about other celebrations.

MC **Page 3** – Explain that the photograph shows a Mother's Day celebration. *How is the mother celebrating?* (**Making connections**) Have the students share their knowledge of Mother's Day. Ask them to recall a Mother's Day celebration. *How did their mother celebrate Mother's Day?* Point out the words in the corner of the photograph and explain that it is a caption. *A caption gives us information. This caption tells us the name of this celebration.*

Page 4 – *What is happening in this photograph?* Explain that it shows a Hindu celebration called Diwali or the Festival of Lights. Have volunteers share their knowledge of Diwali. *How are these people making the celebration special? How are the candles being used?* (to make patterns in the dark) Have the students visualise being at this celebration. How is this celebration similar to the birthday party? (candles) *How is it different?* (more candles, more people involved)

MC **Page 5** – (**Making connections**) Read aloud the caption. *What happened on your first day at school?* Have the students share with a partner. Ask them to compare pages 4 and 5. *What do you notice about the layout on page 5? (star burst drawing) Why has the illustrator used this?* (adds to the feeling of excitement)

MC **Pages 6 and 7** – *What is similar about the photographs on pages 6, and 7?* (They both show a family.) (**Making connections**) Point to the photograph on page 6. *What might this family be celebrating?* Explain that this is a Jewish family and that they are celebrating Hanukkah or the Feast of Light. *How are they celebrating?* (lighting candles) Encourage those students who have experience of Hanukkah to share with the class. Point to the photograph on page 7 and read the caption. Encourage those students who have experience of a new baby in the family to share with the class.

Page 8 – Read aloud the caption. (**Making connections**) *Have you ever stayed up late to celebrate New Year's Eve? What was it like? What can you see in this photo? What do you like about fireworks? Why might a large photograph have been used on the last page?* (dramatic ending) Explain that the last page reminds us of the idea on the title page. Draw the students' attention to the exclamation mark. An exclamation mark is used to express strong feelings, like excitement.

Vocabulary activity

Focus word: different (page 2)

- Turn to page 2 and reread the text. *People celebrate in different ways.*
- Say "different" with me.
- Explain that "different" means "not the same".
If you look around the room, you will see that we are all different. We are all wearing different clothes. Our voices are different, too. Even our handwriting is different. We are not the same as one another.
- Give examples of ways that "different" can be used.
 - We all live in different houses.*
 - Many of us have birthdays on different days.*
 - Our lunch boxes have different foods inside them.*
 - The garden has many different plants.*
- Do the following activities:
 - Have the students stand back to back in pairs. They must both change something about their appearance (hair, clothing, shoes), then turn to face each other. Have them guess what is different.
 - Have the students stand in a circle. When you clap your hands, they must move to a different position.
 - Put some objects in a bag. (Some will have two of the same.) Explain that when you pull out two objects at once, the students must shout "same" or "different".
 - Ask for volunteers to finish sentences such as "I am different from a spider because ...". Make the sentence stems as funny as you like.
- What is the word we've been learning that means "not the same"? Say "different" with me.

ELL activity

Language objective: Creating a shared text

- Reread the book together.
- Ask the students to tell a partner about something that their family celebrates.
- Support the students to use complete sentences. "My family celebrates _____. " Encourage them to elaborate by asking questions. For example, "What does your family do when you celebrate _____?"

- Model the answers by using complete sentences. "My family celebrates _____. " When we celebrate, we _____. " Record the celebrations on the board.
- Ask the students to draw a picture of their family celebrating.
- They can describe this picture by repeating the complete sentences that you modelled.
- Write the two cloze sentences on each student's illustration.
- "My family celebrates _____. When we celebrate, we _____. "
- When the students fill in the missing words, they can use the list of celebrations as a support.
- Compile the illustrations and sentences into a shared text that the students can read during independent reading time.

Ideas for revisiting the text

1. Review and check

Listen as the students reread the text. Make sure they are using one-to-one correspondence. Model and encourage them to use expression on page 8.

2. Stop and learn

a. Decoding/word attack activities

Onset and rime

Build a family of words that rhyme with "we" (he, she, me, be). Discuss the "e" sound.

BLM – Identifying the onset and rime of words

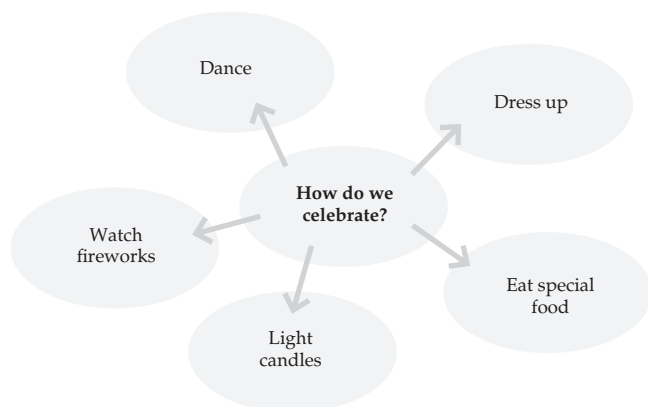
The students can make rhyming words by adding "e" to the initial letters. They can then match each word to a picture.

Phonemic awareness

- Say "celebration" and write it on the board.
- Discuss the soft "c". Explain that it makes an "s" sound.
- What letter comes after the "c" in "celebration"?
- Make some matching word and picture cards for things that begin with "c" (celery, circle, centipede, cereal). To emphasise "c" on each card, make it a different colour.
- Hold up a picture. Say the word, emphasising the "s" sound, then show the students that it begins with "c" by holding up the word card.
- Use the cards to play games. Write a word on the board then distribute the cards. *Who has the [centipede] card?*

b. Comprehension activities

Have the students look back over the book to review the different celebrations. Ask them to help you complete an ideas web such as the one below.



BLM – Drawing pictures and writing captions

Have the students draw pictures of themselves and their family celebrating a special occasion. They can write captions to describe what is happening.

c. Writing activity

Have the students make a class book of celebrations. They can each make one page of the book by drawing a celebration. Help them write sentences describing the celebrations.

3. Suggestions for further activities

- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- Use the Internet or a library to research different celebrations.
- Invite someone to talk about a special celebration.
- Have a class celebration. Think of something suitable to celebrate, such as the first day of a new season. Plan the celebration, then celebrate!