**Let’s Celebrate**

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| Level | J |
| Content Area | Social Studies |
| Reading Focus | Students will learn to use the comprehension strategy of Drawing Inferences as they read, think, talk and write in response to the text. |
| Text Type | Informational |
| Academic Vocabulary | America, city, community, costume, country, family, home, music, pattern, sing, song. |

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| **Topic Talk** | * Ask: “What special days do you celebrate throughout the year?” Have students share their experiences, and for each, ask what makes it special, and how do they celebrate. * Read the title and back cover blurb aloud, and show students the cover. * Ask students: “What is happening on the cover?” Have students share their ideas with the group. * Next, have students share the clues on the cover that helped them think of their ideas. * Explain that they have used their knowledge and clues in the book to come up with an idea about what is happening – this is called an inference. * Discuss that the author hasn’t *told* us the girl is celebrating, but we can make an inference based on what we see, and what we know already. * Ask students to make a prediction about what they think will be in the book. * Explain that predictions are a type of inference (there are lots of types!), because you have to use clues you’ve noticed and add it to your background knowledge to make a prediction. |
| **Contents** | * Open to the contents page and read the titles of the chapters aloud. * Have students think, pair, share new information they have learned about the book from the chapter titles. * Introduce students to “Nat the Ant” at the bottom of the page and read the speech bubble aloud. |
| **Opening Chapters** | * Read the chapter 1 title and page 2 aloud. * Have students look closely at the picture at the bottom of the page. Explain that they are going to draw inferences using clues in the text and their background knowledge. * Ask: “What is happening in the picture?”, then “What celebrations have you heard of before that celebrate with fireworks?” * Explain that they have just drawn an inference about what the celebration in the picture might be. * Read the chapter 2 title and page 3 aloud. * Ask students to draw an inference about why people might celebrate spring. Remind students to look for clues in the text, and to use what they know about the seasons. * Read pages 4 and 5 aloud. (Pause at the ant questions.) * Ask students to draw an inference from page 5 (using clues in the text and background knowledge) about what symbols of easter-time might be? * Have students read the ant questions and think, pair, share their answers. * Read pages 6 and 7 aloud. (Pause at the ant questions.) * Ask students to look at the picture at the top of page 7. Ask: “What do you think is in the picture? And why?” * Explain that they have drawn an inference using text clues and their background knowledge of similar foods. * Have students read the ant questions and think, pair, share their answers. * Set purposes for reading from Chapter 3 through to the end of the book:   + Think about what background knowledge you might have that might help to understand what you are reading better.   + Try to draw inferences about what the author is hinting at (but not writing). Use your knowledge along with clues from the text.   + Pause at the ant questions to answer them, and read the Ant Tunnel carefully. |

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| As students read on independently, you can check in with them to discuss the ant questions, or personalize learning by using the *Mini-Lessons* and *Fluency, Language and Text Features* to scaffold parts of the book that might be unfamiliar or challenging.  Bring students together again for reflection using the “After Reading” prompts. |

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| **After Reading** | 1. Ask students to share their favorite celebration with a partner, and why they chose it. 2. Have students think back to the prediction they made before reading. Ask: “How close was your prediction about the book to being right? How was the book different to what you expected?” 3. Ask: “How did drawing inferences using clues and your knowledge help you to understand the book better?” | |
| **Writing Prompts** | *Fiction* | Write a story about going to a big celebration where something unexpected happens! |
| *Informational* | What is a new holiday that you think should be celebrated each year? Write an article to convince other people about your idea. |
| *Letter writing* | Write a letter to someone in another country about a celebration from your local area. What do you celebrate, and how? |
| *Opinion* | Which celebration is your favorite? Think of all the best things about this celebration, then write an article telling people why it’s so good. Remember a conclusion. |
| *Research* | Research how another culture celebrates the new year. How is it similar to the way you celebrate? How is it different? Take notes, and write a short summary. |