

Focus Question:

What are different ways people celebrate the New Year?

Book Summary

Text Type: Nonfiction/Informational

New Year celebrations are a time for remembering the past year while getting ready for a fresh start to the New Year. But each country and culture has its own unique ways of celebrating.

New Year Celebrations provides students a comprehensive look at the New Year traditions of people around the world. Colorful photographs and detailed maps help students compare and contrast these different traditions. The book can also be used to teach students how to connect to prior knowledge to better understand the text.

The book and lesson are also available for levels L and R.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Compare and contrast information in a text
- ☐ Understand the importance of photographs in a text
- ☐ Identify initial consonant *p*/-blend
- ☐ Recognize and use contractions
- ☐ Place words in alphabetical order

Materials

- ☐ Book: *New Year Celebrations* (copy for each student)
- ☐ Compare and contrast, contractions, alphabetical order worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *Buddha* (n.), *cultures* (n.), *cycles* (n.), *figures* (n.), *resolution* (n.), *traditions* (n.)

- **Academic vocabulary:** *another* (adj.), *different* (adj.), *important* (adj.), *prepare* (v.), *through* (prep.), *type* (n.)

Guiding the Reading

Before Reading

Build Background

- Using a calendar, point out December 31, and ask students which holiday is celebrated on this day. Write the words *New Year's Eve* on the board, and ask students to turn to a partner to share how they celebrate New Year's Eve. Invite volunteers to share their ideas with the class.
- Ask students to work with a partner to organize their ideal New Year's Eve celebration. Ask them to generate a list of what food would be served, what people would wear, what activities they would do, and so on. Invite partners to create a poster for their ideal New Year's Eve celebration, and have partners share these posters with the class.

Introduce the Book

- Give students their copy of *New Year Celebrations*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy:

Connect to prior knowledge

Explain to students that effective readers make connections between what they already know and new information they read, which is called *connecting to prior knowledge*. Remind them that thinking about what they already know about the topic of a book will help them better understand what they read. Read the title of this book and ask students to look at the front and back covers. Invite volunteers to

Guiding the Reading (cont.)

share what they already know about this topic, on the basis of the title and cover pictures.

Introduce the Comprehension Skill:

Compare and contrast

- Explain to students that readers better understand a book when they compare and contrast details such as characters, settings, and subjects. Explain that to *compare*, readers look at how things are alike and to *contrast*, readers look at how they are different.
- Refer back to the posters students created about their ideal New Year's Eve celebration. Choose two posters to compare and contrast. Draw a Venn diagram on the board and fill it in based on the two posters. Explain that Venn diagrams are tools used for comparing and contrasting.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about New Year celebrations. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why is the New Year a perfect time to make a resolution?* (level 3) page 4
- *What is the name of the most famous football game played in California on New Year's Day?* (level 1) page 6
- *Why do people in Central and South America burn figures at midnight?* (level 1) page 8

- *Why is cleaning the house on New Year's Eve a popular tradition in many countries?* (level 1) page 9
- *How are the celebrations in Denmark and Finland the same and different?* (level 2) page 10
- *How are the Chinese and Jewish calendars the same?* (level 1) page 14
- *Why did the author write this book about different New Year celebrations?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs help readers know exactly what something looks like. Emphasize that photographs can help readers better compare and contrast details from the text. Have students look at the photographs on page 11. Ask students: *How do these photographs show you how people in Scotland celebrate the New Year?* Invite volunteers to share their ideas with the class. Have students find another photograph in the book that shows a New Year celebration, and ask them to discuss in groups how the details in these photographs can be used to compare and contrast. Invite volunteers to share their ideas with the class.

Skill Review

- Model for students how you connect with prior knowledge as you read. Share personal experiences about how you celebrate the New Year. Ask volunteers to share their personal connections with the class.
- Have students stop now and then to compare celebrations in the book.
- Model comparing and contrasting.
Think-aloud: Different countries around the world have unique celebrations for the New Year, but they also have similarities in the way they celebrate. For example, in Peru, Panama, and Ecuador, people make figures out of straw, rags, and paper, and then they burn them at midnight. In Scotland, people hold torches and swing long poles with flames to celebrate the New Year. These two celebrations are similar because they both include fire. But they are different because the purpose of the fires is different. Comparing and contrasting these two celebrations helps me better understand and remember the information presented in this book.
- Model how to complete the **compare-and-contrast worksheet**. Have students compare and contrast two celebrations from the book using a Venn diagram.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Guiding the Reading (cont.)

Skill Review

Graphic Organizer: **Compare and contrast**

Review the compare-and-contrast worksheet that students completed. Have students share their work in groups. Invite volunteers to share their answers with the rest of the class. Ask students to share how comparing and contrasting helped them better understand the information presented in this book.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *People around the world celebrate the New Year in many different ways. For example, people in Denmark smash old and broken dishes on the doorsteps of their family and friends, while people in Scotland carry torches and swing balls of fire. Each culture has its own unique way of celebrating.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonics: **Initial consonant pl-blend**

- Write the word *plug* on the board and read it aloud with students.
- Have students say the /pl/ sound aloud. Then, run your finger under the letters in the word *plug* as students say the whole word aloud. Ask students to identify which letters represent the /pl/ sound in the word *plug*.
- Say the words *plug* and *pug* aloud, emphasizing the initial sounds, and have students write the words on a separate sheet of paper. Have students compare their words with a partner's. Reinforce with students the *pl*-blend.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant or consonant blend: *plastic*, *pig*, *planet*, and *pot*. Say the first word aloud, and have students call out whether the word begins with the letters *pl* or just *Pp*. Invite a volunteer to come to the board and add the initial consonant or consonant blend. Repeat with the remaining words.

Grammar and Mechanics: **Contractions**

- Explain to students that *contractions* are shortened versions of two words. Point out that an apostrophe replaces one or more letters of the second word. Have students find the contraction on page 7 (*it's*). Write this contraction on the board.
- Have students work with a partner and discuss which words are used to make the word *it's*.
- Have students put their finger on *Year's* on page 7. Explain that *Year's* is not a contraction for *Year is*, but that the apostrophe and *s* are used to show possession. Explain that in this case, *Year's* describes the eve of the New Year.
- **Check for understanding:** Have students look through the book to locate more contractions. Ask them to share with a partner any contractions they found and confirm that each one is a contraction and not a possessive noun.
- **Independent practice:** Introduce, explain, and have students complete the **contractions worksheet**. If time allows, discuss their answers.

Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order.
- Write the words *cycles*, *traditions*, and *festivals* on paper and display them on the board. Discuss how to put these words in alphabetical order, reminding students to look at the first letter in each word. Have a volunteer move the words into the correct order.
- Put students into small groups, and give each group the following six words: *Buddha*, *resolutions*, *celebrations*, *parades*, *music*, and *football*. Have students work together to put these words in alphabetical order. Invite volunteers from each group to share their answers.
- **Check for understanding:** Write the words *people*, *luck*, *family*, *culture*, and *type* on the board. Have students write the words in alphabetical order on a separate sheet of paper and share their answers with a partner.
- **Independent practice:** Introduce, explain, and have students complete the **alphabetical order worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.