



## About the Book

Text Type: Nonfiction/Informational Page Count: 26 Word Count: 1,679

### Book Summary

People around the world express themselves most joyfully through their holidays. This book takes a look at many of the major holidays that take place from November through March—one of the busiest holiday seasons. Students will learn through sensitive text and photographs how kids just like them celebrate Hanukkah, Ramadan, Christmas, Kwanzaa, Chinese New Year, Holi, and the international celebration of the new year.

## About the Lesson

### Targeted Reading Strategy

- Connect to prior knowledge

### Objectives

- Use the reading strategy of connect to prior knowledge to understand text
- Compare and contrast to understand text
- Recognize verbs
- Make and understand words with suffixes *-ion* and *-tion*

### Materials

Green text indicates resources available on the website

- Book—*Holidays Around the World* (copy for each student)
- Chalkboard or dry erase board
- Compare and contrast, sentence subjects, suffixes *-ion* and *-tion* worksheets
- Word journal (optional)
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

- Content words:  
 Story critical: *generation* (n.), *kinara* (n.), *menorah* (n.), *merriment* (n.), *ornaments* (n.), *traditions* (n.)  
 Enrichment: *dreidel* (n.), *resolutions* (n.), *shamash* (n.)

## Before Reading

### Build Background

- Provide five to ten minutes for students to do free writing about their favorite holiday that falls between November and March. You might suggest words from the text that will stimulate ideas, such as *tradition*, *family*, *friends*, *celebrate*, *decorate*, and *festival*. Suggest that students include as many words in their writing as they can. In order to help students make personal connections to the text, allow them to record ideas through any associations that come to them. Allow them to write in whatever format they wish, and allow them to keep their writing private.
- When writing time is over, ask students to offer any ideas they wish to share with the group.

## Preview the Book

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about. Model how to make connections to the cover illustration. *Think aloud: This photograph of the family on the cover reminds me of my family when we get together to celebrate. We light candles and have lots of food, too.*
- Have students turn to the table of contents. Remind students that the table of contents gives them an overview of what the book is about. Each section head provides an idea of what they will read in the book. Model making connections to the book using the table of contents. Then ask students to share any thoughts they have about the book. Ask if it reminds them of any personal experiences.
- *Think aloud: I see that one of the holidays is Chinese New Year. This reminds me of the lion dance I went to last year in Chinatown. I remember thinking that the lion must be very heavy for someone to have to carry for so long.*
- Have students preview the rest of the book, looking at photos, captions, and sidebar text. Encourage them to make personal connections as they look at the photos.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. They can use what they know about letter and sound correspondences; look for base words, prefixes, and suffixes; and use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Point out a word in bold, such as the word *traditions* on page 5. Have students follow along as you read the sentence in which it is found. Model how they can use the context to figure out the meaning of this word. Point out that the second sentence provides a definition of the word. Read the second sentence and ask students what the word *traditions* means.
- Remind students that they should check if words make sense by rereading the sentence.

### Set the Purpose

- Have students read the book to find out how the different holidays are like holidays they have personally experienced.
- Remind them to draw on personal knowledge and experience to help them appreciate the holidays being described in the book.

## During Reading

### Student Reading

- **Guide the reading:** Have students read to the end of page 8, then stop and wait for others to finish.
- When all students have finished reading, ask them what they have learned so far about holidays in general. Ask what they have learned about Ramadan. Ask them if they have any personal knowledge about or experience with this holiday.
- Ask if Ramadan is similar in any way to the holiday they wrote about in the prereading exercise. Ask how they think it is different.
- Have students read the rest of the book to find out more about Ramadan and other holidays. They should keep in mind how the holidays are similar to the holidays they wrote about or any other holidays with which they are familiar.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## 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.

## Reflect on the Reading Strategy

- Have students share how they were able to make personal connections to the text as they read. How were the holidays in the book like the holiday they wrote about? What experiences did they recognize?

## Teach the Comprehension Skill: **Compare and contrast**

- **Introduce and model:** Explain that good readers compare and contrast ideas and details as they read. They compare how things in the book are alike and different. They also compare how something they read is like or not like something they have experienced themselves. This helps the reader be active and involved with the text. Drawing on personal knowledge and comparing it to the new knowledge leads to better understanding.
- **Check for understanding:** If you feel that students do not understand the process involved in making comparisons, provide real-life objects, such as an apple and an orange, and ask students to say how the fruits are alike and different. Explain that the same process can be applied to elements in the text.
- **Discussion:** Ask students for some general things that are similar for all of the holidays. (Possible responses: they bring family and friends together, they offer a time for reflection, they involve special traditions.) Then ask for differences, such as how Ramadan is different from Chinese New Year. Have students refer to the text as needed to find differences.
- **Independent practice:** Introduce, explain, and have students complete the **compare-and-contrast worksheet**. Explain that they are to write in the special details of each holiday in the appropriate space in the chart. When they have finished, have students use the chart to make oral statements about how the holidays are similar and different.



**Extend the discussion:** Instruct students to use the last page of their book to write four facts they learned from reading the book.

## Build Skills

### Grammar and Mechanics: **Verbs**

- Remind students that *verbs* describe *action*. Have student turn to page 4 and reread the page. Explain, or remind students, that *past tense* means that something has already happened, *present tense* means something is happening now, and *future tense* tells about something that will happen.
- Tell students that steps in a process are usually written in the present tense. Ask them if the page tells action in the *past*, *present*, or *future*.
- Direct students to page 8 and have them underline all the verbs on the page. Ask them to picture the actions in their mind as they read. Remind them that past-tense verbs often have the -ed ending added to them. Have student circle the underlines verbs that are in the present tense.
- Write the following words on the board:  
*show sketch displayed weave painted*  
Ask students to read the verbs that are in the present tense.



**Check for understanding:** Have students go through the book and underline the present-tense verbs. Remind them to think about the way in which the author describes each action.

- **Independent practice:** Introduce, explain and have students complete the **verbs worksheet**. Discuss answers aloud after students finish.

**Word Work: Suffixes -ion and -tion**

- Write the word *celebration* on the board. Ask students what the base word of *celebration* is. When they say *celebrate*, write it on the board.
- Explain to students that *celebrate* is a verb, and use it in an oral sentence: *People like to celebrate with their families.* Explain that the verb *celebrate* tells what people do.
- Explain that when the suffix *-ion* is added to the word *celebrate*, the word becomes a noun. To add the suffix, we need to drop the *e* and add *-ion*.
- Explain that sometimes we need to add other letters in addition to *-ion* when we add the suffix. Write the following words on the board and have students discuss what letters have been added or dropped to create the new words: *add/addition; adopt/adoption; consult/consultation; reserve/reservation.*
- **Independent practice:** Introduce, explain, and have students complete [suffixes -ion and -tion worksheet](#).

**Build Fluency**
**Independent Reading**

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

**Home Connection**

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

**Extend the Reading**
**Writing Connection**

Have students write a personal recount of a holiday event in which they have participated. Remind them that such a recount is written in first person and uses past-tense verbs. They should include words that indicate the passage of time to the reader, such as *when*, *after that*, *next*, *before*, and *the next day*.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

**Social Studies Connection**

Students can research one of the holidays in more depth. Alternatively, you might have them find and research other holidays that occur during the months of November to March, or during other times of the year.

**Skill Review**

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

**Assessment**

Monitor students to determine if they can:

- consistently use prior knowledge to understand the text
- correctly identify the details about each holiday and compare and contrast the holidays
- accurately recognize verbs in discussion and on a worksheet
- correctly add the suffixes *-ion* and *-tion* during discussion and on a worksheet

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)