

Happy New Year!



Written by Erinn Banting

Text Type: Non-fiction: Description — Report

Guided Reading Level: K

Summary: This book describes the way several cultures celebrate the New Year.

Word Count: 514

Text Features

- ▶ table of contents
- ▶ headings

Visual Literacy

- ▶ photographs

Text Supports

- ▶ photographs support the text
- ▶ table of contents gives overview of celebrations

Possible Text Challenges

- ▶ some difficult vocabulary
- ▶ captions with cultural words

Reading Strategies

Comprehension

- ▶ making connections: comparing, text to self, text to world
- ▶ synthesizing

Working with Words

- ▶ breaking the word into familiar chunks

Assessment Opportunities

Note each student's ability to:

- ▶ synthesize information
- ▶ make connections: compare important details in the themes of each celebration
- ▶ solve unfamiliar words using strategies, such as letter clusters

Oral Language Opportunities

- ▶ discussing in a group or in pairs
- ▶ listening to others



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Show students the front cover of the book. Read the title and author's name and mention that this book is a descriptive report. Ask, *What other types of reports have you seen or read? How do you think this book will be similar or different from other reports you know?* Encourage students to describe the way their families celebrate the New Year. Then, show them the back cover. Ask, *Does this alter your opinions?*

ESL Note: Make a chart of the text features of reports. Include a diagram and a brief description of the use of each feature, then compare it to the features of other types of texts.

Text features

Overcoming Text Challenges

Hand out copies of the book. Have students open the book to pages 6–7. Ask them to find the word *levee* on page 6. Can they pronounce it? Ask, *Do you know what this word means? Have any of you ever been to a levee?* Looking at page 7, have them find the word *Kwanzaa*. Ask them to think about what strategies they used to pronounce it. Ask, *What other strategies could you use when you come to unfamiliar words?*

Making connections: text to self/text features

Invite students to turn to the Contents page. Can they make connections to any specific details they might read about in any of the sections? Ask, *Do you celebrate the New Year? Would you like to share any details with the class/group?*

Making connections: text to world/visual literacy

Do a brief picture walk, imparting some of the key features, such as on page 15. Say, *Look at the picture of the person blowing the instrument.* Ask, *Why do you think what is happening in this picture might be important to the celebration?*

Making connections: comparing

Setting a Purpose

Tell students that, as they read the book, including the captions and looking at the pictures, they should be thinking of some of the things that many cultures have in common during the celebration of the New Year, as well as some of the things that are unique to each culture.



DURING READING

Ask each student to read the book independently, thinking about the similarities and differences.

Observe and listen to students as they read, reminding them of word-solving strategies and offering prompts, such as, *Do you see a pattern you know?* or *Is part of this word like a word you know?* to problem solve as they read.

Have early finishers list some of the words they are not familiar with. They might work together to create a class dictionary of celebration words.



AFTER READING

Making connections: text to world

When all students have finished reading, encourage them to jot down some of the features that all of the cultures have in common. After students have had a few minutes to put their ideas on paper, ask for suggestions and put their ideas on a white board or piece of chart paper. Repeat this activity, looking at differences. Go back to the connections students made prior to reading, and ask them to compare one of the cultures they have just read about to the one they connected with initially.

ESL Note: Provide a graphic organizer and/or allow students to jot down differences and similarities while reading.

Synthesizing

Ask, *Do any of you celebrate this way? Do you know anyone who does? Have you shared their celebrations?* Students can use the “Compare and Contrast” BLM to record this information.

Rereadings

Provide opportunities for students to reread the text together again, either immediately following the Guided Reading session or later in the day or the next day.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Researching Celebrations

Invite students to do more research on one of the cultural celebrations, using books from the library, Internet information, people in the community, or other sources to prepare an oral or written report adding more information than is in the text.

Presentation

Synthesizing

Students could be encouraged to work in pairs or small groups to present what they have discovered to the rest of the class.

Compare and Contrast

Name: _____

| Culture I Initially Connected With: | Culture I Just Read About: |
|--|-----------------------------------|
| | |