

# What Holidays Do You Have?



Level: D1 Word Count: 92

Little Books of Answers

Curriculum Connection	Celebrations
Content Vocabulary	Australian, candles, Chinese, Christmas, dinner, dragons, Dwali, Easter, eggs, English, friends, give, holiday, Indian, light, New Year, North American, paint, parade, presents, Thanksgiving, tree, turkey
Visual Literacy Element	relationship chart
Critical Thinking	further research
Comprehension Strategy	connecting self to text
High-Frequency Words	a, am, for, give, have, I, like, our, see, too, we

## Before Reading

### Prior Knowledge – Discuss the Topic

- Discuss holidays. Have each student talk about the holidays they have and what they do on their holidays. Discuss with the students what is the same and different about what they do on holidays. Talk about special holiday days - such as New Year’s Day. Invite volunteers to say which special days they celebrate and what their family does on those days.

- Give each student a copy of the book *What Holidays Do You Have?* and read the title with them.
- Invite the students to say which word in the title signals that it's a question. Ask them if they know any other books that start with the same question word.
- Work with the students on setting a purpose for reading the book. Discuss with them some possible purposes, for example, to find out what holidays people who live in different parts of the world have. Are they the same as, different from the ones that the students have?
- Discuss the cover photo. Ask questions such as – *When you look at this photo what holiday does it remind you of? How many of you celebrate Christmas? What are some of the things you do on your Christmas day holiday?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo. You may have to supply the information regarding the dragon parades for Chinese New Year.

### **Introduce the Vital Vocabulary**

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Tell the students that the words in the labels are the different holidays that people around the world celebrate. Invite the students to read the labels with you.
- Tell the students that the Vital Vocabulary words are in the book. They should look for them as they read.

### **Take a Photo Walk**

- Take a photo walk discussing each photo in the book.
- Read the captions and labels to the students and then invite the students to read them with you. Draw their attention to the small photos and explain the way that these photos help them read the text.
- To extend understanding and vocabulary say things such as, *Not only Australians celebrate Christmas. Do you notice that people give each other presents on some of the holidays? Easter and Christmas and christian religious holidays. Christmas and Thanksgiving holidays always fall on the same days. The other holidays can fall on different days in the year.*
- Discuss the relationship chart on page 15. Explain to the students that charts like this one are a useful way of showing information in a different way.

## **Read the Book**

- Invite the students to read the title on the cover and title page again.
- Have them read the Vital Vocabulary again, prompting individual students if necessary.
- Remind them that the book will answer the question in the title. They should think about this as they read.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read if one-to-one matching is not established.
- Move around the group listening and helping individual students as necessary.

## After Reading

### Comprehension

- Check literal comprehension by asking these questions:  
*What holiday does the English girl celebrate?*  
*On which holiday do people light candles?*  
*Who likes turkey?*  
*Where would you see paper dragons?*
- Check inferential comprehension by asking these questions:  
*Why might people paint Easter eggs?*  
*Why do people give presents on some holidays?*  
*What sorts of things can you use to decorate a Christmas tree?*  
*Could people eat turkey at Christmas? Why or why not?*
- Have the students make connections between the holidays that they celebrate and the ones in the book. Ask questions such as, *What do you do that is the same or different at Easter? How many of you know about the Diwali holiday? What do you do at New Year? When do you give other people presents?*
- Invite volunteers to choose one holiday and ask another question about it, for example, *What do you do on the Easter holiday?* Have other members of the group answer the question.

### Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell the students that their task is to find out on which holidays people have fireworks.

### Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

### Writing

- Have the students draw themselves on one of these holidays. Have them write a sentence to go with their picture. Tell them to use the book to help with spelling. Assist those students who require extra help.

### Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

# What Holidays Do You Have?

Level: D I

Name:



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Look for these holidays in the book.  
Draw and label two of them.

New Year Christmas Diwali Easter

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Level: D I

Name:



## Read and Draw

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I see dragons at the New Year parade.

We have presents under the Christmas tree.

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