

# Why Are You Having a Party?



Level: B1 Word Count: 53

Little Book of Answers

Curriculum Connection	Celebrations
Content Vocabulary	birthday, bride, cake, cap, christening, costume, graduation, gown, groom, Halloween, New Year, party, wedding
Visual Literacy Element	concept web
Critical Thinking	find out when people have fireworks
Comprehension Strategy	predicting
High-Frequency Words	a, are, because, having, it's, we

B1 Why Are You Having a Party?

## Before Reading

### Prior Knowledge – Discuss the Topic

- Discuss celebrations. Have each student talk about the things that they and their families celebrate. Where do these celebrations take place? In their home? Elsewhere?
- Say words such as *birthday*, *Halloween*, *wedding* and have the students say which if any of these their family celebrates.

- Give each student a copy of the book *Why Are You Having a Party?* and read the title to them.
- Set the purpose for reading by telling the students that the title of the book is a question. The word that starts this question is, *Why*. They are going to read the book to find out the answer to the question.
- Invite the students to predict why they think some people have parties. List these on the board.
- Discuss the cover photo. Ask questions such as – *What can you see in this photo? What do you think this has to do with parties? What celebration would have a dragon? Where would you go to see a dragon like this?*
- Have the students turn to the title page. Discuss this photo. Ask if anyone knows what this celebration is?

### **Introduce the Vital Vocabulary**

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos and read the words to the students. Have the students say if they have parties on these occasions.
- Tell the students that the Vital Vocabulary words are in the book and will help them as they read. Invite them to look at the photos and the words again to help them remember the name of each occasion. Point to the page numbers and tell them that these are the pages where they will find the information on that celebration.

### **Take a Photo Walk**

- Take a photo walk discussing each photo in the book and adding to the students' knowledge and vocabulary.
- Read the labels to the students and discuss them further if the students are not familiar with the English vocabulary. Invite the students to read the labels with you.
- To extend understanding and vocabulary say things such as: *Even grandmas can have a birthday cake and blow out the candles. Some people have a celebration when a new baby gets christened or given its name. Some babies wear a traditional white gown. When people graduate they wear special clothes to the graduation ceremony. Do you dress up and go trick-or-treating on Halloween. You can see a dragon like this at a New Year parade.*
- Refer back to the list of predictions that the students made. Do they need to revise the list?
- Discuss the concept web on page 15. Explain to the students that the concept web tells them in another way the occasions on which some people have parties.

## **Read the Book**

- Invite the students to read the title on the cover and title page again with you. Encourage them to point to the words as they read them.
- Read the Vital Vocabulary again with the students.
- Read the first page to the students to help them with the sentence pattern.
- 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.
- Move around the group listening and helping individual students as necessary.

## After Reading

### Comprehension

- Check literal comprehension by asking these questions:  
*On which occasions do people wear special clothes?*  
*On which occasions do people wear gowns?*  
*What kind of party is it when people blow out candles?*  
*What can people wear on Halloween?*
- Check inferential comprehension by asking these questions:  
*Which celebrations can take place outside?*  
*Some celebrations are not for children to take part in. Which ones are these?*  
*At which party would you wear dress-up clothes?*  
*Which party would you most like to go to? Why?*
- Have the students revisit their list of predictions again. Have them discuss what other celebrations they could have predicted would be in the book. Ask the students to justify their suggestions.
- Invite volunteers to choose a celebration from the book and use the word, *how* to start a question, for example, *How do some people celebrate New Year?* Have other members of the group answer the question.

### Critical Thinking

- Have the students turn to page 16 and look at the photo. Discuss with them what is happening in the photo. Tell them that their task is find out when people have fireworks at a celebration or a party.

### 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 at a party or celebration. Dictate or write a sentence to go with their picture.

### Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

# Why Are you Having a Party?

Level: B I

Name: \_\_\_\_\_



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Circle the name of this party.

christening birthday wedding  
graduation Halloween New Year



Complete the sentence.

We are having a party  
because it's \_\_\_\_\_ .

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# Why Are You Having a Party?

Level: B I

Name: \_\_\_\_\_



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## Read and Draw

We are having a birthday party

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