

Why Do We Celebrate?



Level: D2 Word Count: 87

Little Books of Answers

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| Curriculum Connection | History |
| Content Vocabulary | Albert Einstein, Alexander Graham Bell, celebrate, England, famous, first, flew, invented, man, moon, Neil Armstrong, person, plane, queen, scientist, space, stamp, telephone, walk, Wright brothers, years, Yuri Gagarin |
| Visual Literacy Element | table |
| Critical Thinking | further research |
| Comprehension Strategy | determining author purpose |
| High-Frequency Words | a, are, be, because, but, for, he, is, more, on, she, than, the, they, to, was, we |

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss stamps. Bring a collection of stamps to school for the students to look at. Explain that we often put people and events on stamps because we want to celebrate that person or that occasion. Invite the students to describe what they see on the stamps that they are discussing.

- Give each student a copy of the book *Why Do We Celebrate?* 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 why some of these people are on stamps. Invite the students to hypothesize why the author would have written a book such as this. What purpose would he have had for writing such a book.
- Discuss the cover photo. Read the words to the students. Ask questions such as – *Why would this event be on a stamp? Who is this man? Where is he? Do you know which country issued this stamp?*
- Have the students turn to the title page. Discuss this stamp and tell the students why the Wright brothers are on a stamp.

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 tell them why the person is on the stamp. Read the labels to the students and then invite them 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 to the students and then invite the students to read them with you. Explain that the captions tell them the name of the people on the stamps.
- To extend understanding and vocabulary say things such as, *The man on this stamp is Alexander Graham Bell. He invented the telephone. The man on this stamp is Yuri Gagarin. He was the first man to fly into space. He was a Russian cosmonaut. A cosmonaut is the same as an astronaut. This man is Albert Einstein. He was a famous scientist. This woman is the Queen of England.*
- Discuss the table on page 15. Have the students read the table with you to reinforce the vocabulary in the captions.

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:
Who flew the first plane?
Why is Neil Armstrong on a stamp?
What did Alexander Graham Bell do?
Why is the Queen of England on a stamp?
- Check inferential comprehension by asking these questions:
Which of these people do you think we should celebrate the most? Why?
What do Neil Armstrong and Yuri Gagarin have in common?
Which stamps were not issued by the United States of America?
Who else do you think should be on a stamp? Why?
- Have the students revisit the hypothesis that they made about the author purpose in writing this book. Ask questions such as, *Do you think the author had more than one purpose for writing this book? Do you think all authors have a purpose for writing books? If you were the author of this book, why would you have written it?*
- Invite volunteers to choose one stamp, and ask another question about it, for example, *Which other famous woman could you put on a stamp?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at each photo. Discuss the photos with the students. Tell the students that their task is to find out who these people are and why they are on a stamp.

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 design a stamp with themselves on it. Have them write a sentence to go with their picture telling why they are on the stamp. 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.

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Use these words to write a sentence
under the photo.

first He on walked
moon. the



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Read and Draw

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The Queen of England is on a stamp.

They flew the first plane. They are on a stamp.

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