

It's a Holiday!

It's New Year's Day!

**BUMBA
BOOKS™**

Reading Level: Grades K-1

Subject: Social Studies

Materials

- a book for each student
- a chalkboard or dry-erase board
- magnetic letters
- pencils, crayons, or markers
- paper
- *It's New Year's Day!* Activity reproducible (p. 4 of this guide)
- sticky notes

Reading Standards

- **CCSS.ELA-Literacy.RI.1.1:** Ask and answer questions about key details in a text.
- **CCSS.ELA-Literacy.RI.1.2:** Identify the main topic and key details of a text.
- **CCSS.ELA-Literacy.RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

Targeted Reading Strategy

Ask and answer questions to understand text.

Academic vocabulary: holiday, beginning, calendar, celebrated, around, world, fireworks, night, midnight, confetti, parades, resolutions

High-frequency words: the, new, some, is, with, big, ball, see, down, good, that, this, meet, make, past, next, look

Before Reading

Build Background Knowledge

- Ask students if they know what New Year's Day is. Ask students to share what they do to celebrate New Year's Eve and New Year's Day. Explain to the students that this holiday is the beginning of a new year and is celebrated all over the world.
- Show students the front cover of the book and read the title. Ask them what they think the book will be about, and have them think about why the author might have written this book. Have them think about the "who, what, when, where, why, and how" questions they may ask as they read. Review the title page, table of contents, picture glossary, and index. Talk about the information (title of the book, author's name, vocabulary word, and definitions).
- During the book walk, introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. Sometimes they will need to read more than one sentence for clues. Model reading a page out loud for the students using this reading strategy. They will also need to ask questions and use prior knowledge to figure out these words. This helps students begin to use self-monitoring strategies when they are confused about something instead of continuing to read and lose meaning. Coach students to ask these questions about words as they figure out new words: Does it look right? Does it sound right? Does it make sense in the sentence? Tell students that good readers ask these questions as they read to check their reading.

Skill Introduction

- Explain that students will be asking questions before, during, and after their reading to help them better understand the text. Explain that this is a strategy that good readers use. Pass out copies of the *It's New Year's Day!* Activity reproducible (p. 4 of this guide).

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Think-aloud: *Good readers ask questions before, during, and after they read. I see the cover of the book has party hats on it. I wonder if all people wear party hats on New Year's Eve? I don't remember doing this, so this is confusing to me. I am going to write this question down on the "Before Reading" section of my handout. When we start reading the book, I'm going to be paying attention to the text to see if I can find the answer to this question. If I find an answer, I'm going to place a sticky note on this page so that I can remember where this information is.*

- Encourage students to think of other questions they may have before they begin reading the book as they look through the pages. They should record these questions on their activity handout. Remind them to place sticky notes on pages where they find answers to their questions.

During Reading

Check for Understanding

- Guide students as they read by asking them to read and stop on page 12 (tell them they may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading silently or quietly to themselves so all the students can read at their own pace.
- Model targeted skill with a think-aloud.

Think-aloud: *As I was reading about New Year's Day, I thought about if midnight happens around the world at the same time on New Year's Eve or not. I will write that down on the "During Reading" section of my handout. I know that I have watched the celebration on television, so I am also going to use what I know from there to help me think about questions and answers.*

- Have students continue reading to the end of the book. Remind them to keep asking questions as they read.

After Reading

Response to Text

- Ask the students about what they learned about New Year's Day. Did they learn any new facts while they were reading? Did they think they found the answers to all the questions they wrote down? If not, explain to them that there are other places to find the answers, such as the Internet, other books, and their own experiences.
- Let the students discuss what they have learned with a buddy. Monitor their comprehension based on their answers.

Word Work

- Tell students that when s and t are next to each other in a word, we can hear both sounds. This sound can be at the beginning of a word, like in *stop*, or at the end of a word, like in *past*. Inform students that they will be playing a game that helps them learn words with st blends.
 - Create word cards with words with st at the beginning and at the end such as *stop, still, stone, stew, stick, stay, stack, stole, steal, stamp, star, start, stock, stork, best, chest, vest, mast, last, cast, vast, fast, mist, most, toast, boast, lost, roast, frost, twist, fist, and wrist*. Make two cards for each word.
 - Have students place cards facedown after they are shuffled. One student should pick up two cards and read the words on the cards. If they are a match, he or she keeps the cards. If they are not a match, the student should return them to the face-down cards. Then another student will take a turn. This game can be played with up to four players at a time.

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- Once all the cards are gone, the game is over. The person who has the most matches and can read all the cards wins.

Extension Activity

- Have students tell about how they celebrate New Year's Eve and New Year's Day in their home. They must write at least four sentences and draw a picture. They should make sure each sentence begins with a capital letter and ends with a period.

Critical Thinking with Bumba Books

Foster higher-order thinking skills by embedding Bumba Books' critical thinking questions into your reading instruction. Use them to spark discussion, and encourage your emergent readers to be actively engaged in informational text!

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Name: _____

It's New Year's Day! Activity

Use the table below to record the questions you have before, during, and after reading *It's New Year's Day!*

When	Questions	Answers
Before reading		
During reading		
After reading		

