

# Celebrating New Year



## Before Reading

### Text Type

Point out and discuss the:

- title
- illustrations
- visual communicators.

Ask, "What type of book is this?" (Information Report)

### Visual Literacy

Read and discuss the captions of the illustrations. Identify specific landmarks to help students determine the location of scenes; e.g. the Harbour Bridge and the Opera House in Sydney.

### Background Knowledge

Ask questions to make sure the students understand the meaning of New Year. For example: When do we celebrate New Year? What does your family do to celebrate New Year? Describe other traditions we have and the ways we celebrate them. Why do we celebrate New Year?

### Phonological Awareness

Make sure students know these phonological patterns:

- **-ear** (p.4): clear, dear, fear, gear, hear, near, rear, smear, tear, year
- **-old** (p.6): bold, cold, fold, hold, old, sold, told
- **-ing** (p.6): bring, king, ring, sing, spring, sting, thing, wing
- **-ink** (p.10): brink, clink, kink, link, mink, pink, rink, shrink, sink, stink, think, wink

Say three words in one pattern to the students (e.g. clear, dear, fear). Ask them to identify the part of the words that sounds the same. Repeat for other patterns. To further develop this understanding, use letter tiles to build words.

Have the students use letter tiles to make the word 'hear'. Then give them another consonant (e.g. 'f') and ask them to take away the 'h' and put in the 'f' to make a new word (i.e. 'fear'). Repeat for other words.

Give the students letter tiles for a phonemic pattern (e.g. -ing) and two initial consonants (e.g. 'w' and 'r'). Ask them to use each consonant and the pattern to make words ('wing' and 'ring'). Repeat for other words.

### Vocabulary:

autumn, celebrate, February, festival, January, Jewish, Kiribati, special, spring

### High Frequency Words

**and, coming, for, have, lot, over, people, some, time**  
Make a set of cards with one word on each card. (Use the words above and other known words.) Place the cards face up. Ask the students to select the card that says 'time'. Repeat for other words you say. Play Concentration. Use two sets of the cards described above and spread them out face down. Ask the students to play in pairs. One student should turn over two cards. If the cards are the same, the player keeps them and has another turn. The player with the most pairs wins.

### Motivation / Purpose

The purpose of this text is to show how New Year is celebrated around the world at different times and in different traditions. This text links with the *Social Studies* theme *People and Beliefs*.

The *Fast Forward* books in the *People and Beliefs* theme are: *Celebrating New Year* (Level 6); *Let's Dance* (Level 9); *Getting Together* (Level 12); *A Very Long Journey* (Level 15); *Beginnings* (Level 18); *Ancient Cultures - Papua New Guinea* (Level 21).

## During Reading

### Vocabulary in Context

Discuss the meaning of each vocabulary word. Help the students to decode unknown words by identifying and using an appropriate strategy. For example:

- **festival** (p.4): Use syllabification: fes / tiv / al
- **special** (p.12): Use contextual clues combined with the initial consonant blend
- **spring** (p.8): Recognise 'spr' as a consonant blend and '-ing' as a separate unit of sound.

## Checking for Meaning

### Literal:

What date do many people celebrate New Year today? (p.9)

How long does the Chinese New Year festival last? (p.10)

What do Chinese people like to do at New Year? (p.10)

Which people like to make and eat special food at New Year? (p.12)

### Inferential:

Do you think people enjoy New Year? How do you know?

Why do some people celebrate New Year in spring and others in autumn?

Make sure students understand the difference between literal and inferential information.

### Response:

What special things do you like to do at New Year?

Which country would you like to visit for New Year? Why?

## Grammatical Patterns

Make sure the students understand the following components of an information report:

- Table of contents
- Opening general statement defines the topic: *New Year is a very big festival* (p.4)
- Use of general nouns: *people* (p.4), *times* (p.9)
- Action verbs to describe behaviours: *celebrate* (p.5), *go out* (p.10), *have a good time* (p.10), *look back* (p.12), *make and eat* (p.12)
- Use of timeless present tense: *Jewish people like to stay at home at New Year* (p.12)
- Use of technical terms: *spring* (p.8), *January* (p.9), *February* (p.10), *Chinese* (p.10), *India* (p.14), *autumn* (p.15)
- Glossary and index

## Fluency / Punctuation Patterns

Some sentences are simple, i.e. they contain only one idea: *New Year is a very big festival.* (p.4) *The last place to celebrate New Year's Day is Samoa.* (p.9)

Some sentences are compound, i.e. they contain more than one idea: *Chinese New Year is celebrated in January in some years, and in February in other years.* (p.10) *It is a big festival for Chinese people, and it goes on for three days and three nights.* (p.10). Demonstrate how to read these sentences, using / to indicate phrasing; e.g. Chinese New Year is celebrated in January in some years, / and in February in other years. It is a big festival for Chinese people, / and it goes on for three days and three nights.

These punctuation patterns occur in the text:

- Capital letters for days and months of the year, special groups of people and countries: *New Year's Day, January, Chinese, Samoa*
- Use of the apostrophe in *New Year's Day*.

## Critical Literacy

Who wrote this text? Why do you think they wrote it? How is the text set out? Why is this important? How does the text achieve its purpose?

## Linking Visual and Written

Make sure students read the caption for each illustration before turning to the next page.

Make sure students understand that the captions and illustrations provide additional information about the activities people engage in at New Year.

## After Reading

What have we learnt about New Year? How can we use this information? What else do you know about New Year?

How has this text helped us to understand more about the different seasons and times around the world?

Which illustrations in the text are the most useful? Why?

## Activities

Students will:

- make sentences about facts in the text
- choose correct word meanings
- make words with common phonemic patterns
- write three sentences about celebrating New Year.

Comprehension (meaning)    Vocabulary (structure)    Phonics (visual)    Writing (structure)

