







Festivals			
 	Name _____	Where? _____	When? _____
			What? _____ _____ _____ _____ _____
 	Name _____	Where? _____	When? _____
			What? _____ _____ _____ _____ _____
 	Name _____	Where? _____	When? _____
			What? _____ _____ _____ _____ _____

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celebration(s)	p 2	contestants	p 9
traditions	2	participants	14
generation(s)	2	sculpture	20, 22
occasion(s)	7, 9, 27	famous	23
competition(s)	8, 15	magnificent	23
champion	10, 11		



- Monitor students' responses and review their completed graphic organisers to determine whether they can build a diagram about festivals by selecting key information from the text. Note whether they can organise information visually as they read the rest of the book on their own.
- Note whether students can use text information and personal knowledge to make predictions about the text. Note whether they revise and confirm predictions as they read.
- Note whether students can create new words using suffixes *-ion*, *-tion*, *-sion*, *-ition*, *-ation*.
- Use the quiz at the back of the book to assess students' understanding of the text.

Before Reading

→ Preview the Book

Build Background

- Have students discuss their favorite celebrations and festivals.
- Write these phrases on the board: *throwing tomatoes, firing pumpkins, champion cockroaches, cheese rolling*. Tell students that these are all part of different festivals held in different places around the world.
- Have pairs of students brainstorm ideas about the festivals such as where they might happen, why they happen, and what goes on at the festivals. Have students write their predictions on paper and then share their ideas.

Apply Metacognitive Strategies

- Have students preview the cover of the book and the table of contents. Ask whether they think they will find out more about any of the festivals they discussed during the build background exercise.
- Model making predictions.
Think-Aloud: Looking at the cover and table of contents of a book helps me make logical predictions about what I read. I see there is a section on food-throwing festivals so I will probably find out whether my predictions about the tomato-throwing and pumpkin-firing festivals are correct.
- Preview the book with students, encouraging them to revise and confirm their predictions as they view the photos and visual features.

Preview Text Features

- Point out the captions and discuss their purpose.
- Explain that the sidebars called *Festive Facts* provide interesting information about the topics.

→ Introduce the Focus Vocabulary Skill: Suffixes

- Point out the word **celebrations** on page 2. Explain that recognising that a word has a suffix and then finding the root word can help them read difficult words. Tell students that the root word is **celebrate**. Explain that the suffix **-ion** means the act or process of the root word. Have students tell how the suffix **-ion** adds to the meaning of the word **celebrate**.

→ Set the Purpose

Teacher Tip: This lesson pertains to pages 2–13 of *Weird and Wacky Festivals*.

Visually Organising Key Information

- Tell students that they will be reading pages 2–13 silently. Explain that they will organise important information on a tree diagram when they have finished reading.

Make, Revise, Confirm Predictions

- Remind students to be active readers by revising, confirming, and making new predictions as they read.

Word Skills

- Remind students to look at the structure of unfamiliar words to help them figure out the meaning.

During Reading

→ Focus the Reading

- Have students make predictions every few pages and then read silently to confirm or revise their predictions. Briefly discuss their predictions before having them continue reading.

Pages 2–5: Ask students to predict what the La Tomatina festival might be and where it might take place. Then have them read to find out. Ask whether their predictions made during the build background were right.

Pages 6–9: Have students predict how the orange- and pumpkin-throwing festivals might be similar or different from the tomato-throwing festival. Model making a prediction.

Think-Aloud: I predict that all of these festivals involve throwing some type of food, but from the pictures, I predict that unlike the tomato-throwing festival, people at the pumpkin-throwing festival use something to help throw the pumpkins. I predict these two festivals are more elaborate than the tomato throwing.

Pages 10–13: Have students refer to the predictions made during the build background and then have them read to confirm or revise these predictions.

- Have students reread pages 2–13, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place a sticky note next to any part of the text that contains a difficult word or that they have questions about.

After Reading

→ Reflect on Reading Strategies

- Discuss with students how making predictions directed their reading. Ask whether they think this helps them be more involved with the text and helps them understand it better.
- Have students share any difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.

→ Introduce the Focus Comprehension Skill: Visually Organising Key Information

Model

- Make an overhead of the graphic organiser or draw it on the board. Model how to select information about the tomato-throwing festival and record it on the diagram.
Think-Aloud: A diagram like this is a good way for me to organise information from the text in such a way that I can easily see the important points and how the information relates to other information. I start with the tomato-throwing festival and write it in the first box under the main box. Then I select important details that I want to remember about the festival and record them in the boxes below this. The questions on the diagram help me look for the information.

Guided Practice

- Give students a copy of the graphic organiser. Guide students to locate key information on pages 6–7 and record it on the organiser.

→ Independent Practice

- Have students independently complete the graphic organiser by selecting one of the other festivals they read about and recording information on the diagram. When they have finished, have them share their worksheets and evaluate their work.

→ Vocabulary Skill:

Suffixes -ion, -tion, -sion, -ition, -ation

- Write the words **celebration** and **champion** on the board and ask students what the two words have in common. When students identify the suffix, circle the suffix on each word. Review with students that the suffix means act or process, as in the act of celebrating, or the process of being a champ.
- Write the following words on the board: **collide, compete, direct, admire**. Have students identify the meaning of each word. Then show them how to add the suffix to create the new words: **collision, competition, direction, and admiration**. Have students use the new words in oral sentences.

→ Apply the Lesson

- Have students read the rest of the book independently. They can:
 - Use the graphic organiser to organise information about other festivals.
 - Look for other words with suffixes and use what they know about root words and suffixes to figure out the meanings.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.