

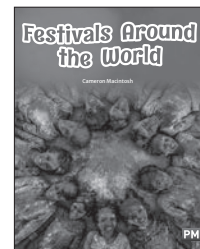
Festivals Around the World

PM Level 26

Emerald

Text Types Information Report, Imaginative Response

Running Words 1978



Preparing for Guided Reading

Prior Knowledge

- Invite students to share their experiences of different festivals. Use their contributions to construct a shared working definition of festivals.

Orientation to the Text

- People from countries around the world enjoy celebrating events and achievements by participating in festivals. Learn about some of the world's most interesting festivals and hear what it is like to attend the Sapporo Snow Festival in Japan.

Building the Balanced Reader

Grammatical Conventions

- Compare the different sentence structures in the information report and response sections of the text. Discuss why reported speech features in the response but not the information report, as well as the fact the information report is written in the third person, but the response is a first-person account.

Vocabulary

Key Vocabulary

Aboriginal, achievements, atmosphere, aurora borealis, celebrate, ceremony, communities, competition, culture, exhibitions, First Nations, illuminated, international, Māori, migration, occasions, parade, performance, previous, public holiday, re-enactments, sacred, sculpture, spectators, traditional, tribute, vendors

Spelling

- Discuss the homophone *affected* with students. Talk about its usage on page 14 and how this differs from the meaning of the word 'effected'. Look for other homophones in the text, such as *to* and *two*.

Visual Literacy

- Ask students to consider how the images included in the text are designed to make them feel. Discuss how and why the images might have been chosen.

Focusing on the Book – Guided Reading

- Look at the front cover and locate the title together. Ask, *What is the function of the title? What is the author telling us?*
- Open to the contents page. Ask, *What does this page tell us? How is the information ordered?*
- Review the use of capital letters on pages 4–5 with students. Ask, *What sort of words are capitalised? Why?*
- Continue to page 6. Ask, *Which word on this page will you find in the glossary? How do you know? Where is the glossary located?*
- Point out the image captions on pages 14–15. Ask, *Why is it important to read all the word on the page? What do these words relate to?*
- Ask students to find how many times the word *flower* appears on page 22. Ask, *Why does it sometimes have a capital letter and sometimes have a lower-case letter?*
- Read pages 27–29. Ask, *How is the information on these pages organised? What has the author included to make it clear?*
- Ask students to find examples of common and proper nouns on page 30. Discuss how they know the difference.
- Compare the information in the index on page 32 with the contents on page 1. Ask, *How is the index organised? What would you use it for?*

Comprehension

- What are most of the lanterns at the Yee Peng Lantern Festival in Thailand made from? (*Literal*)
- Frankie mentions she is at the Sapporo Snow Festival with Mum and Ella. Who do you think Ella is? (*Inferential*)
- Which of the festivals have activities that you would most like to participate in? Explain your choices. (*Applied Knowledge*)

Follow-up Activity

- Hold a ceremony with students where you let go of the past or make plans for the future, like at the Yee Peng Lantern Festival or Matariki Festival. Choose a way to mark the celebration and invite family or community members to participate.
- Make kites with students and practise flying them. After they have had a turn, ask students to talk in a group to identify the skills that are needed to be a good kite flyer.

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Learning Intentions

- We are learning to recognise, describe and use the features of non-fiction texts.
- We are learning to identify and classify nouns.

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Success Criteria

- I can use the contents page and index to help me find information.
- I can find and describe the title, image captions, glossary and index and explain how to use them.
- I can find common and proper nouns in the text and explain the difference between them.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up