

It's a Holiday!

It's Cinco de Mayo!

**BUMBA
BOOKS™**

Reading Level: Grades K-1

Subject: Social Studies

Materials

- a book for each student
- pencils, crayons, or markers
- paper
- *It's Cinco de Mayo! Activity* reproducible (p. 3 of this guide)
- sticky notes (optional)

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 retell 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

Connect to prior knowledge

Academic vocabulary: holiday, Spanish, Mexico, celebrate, United States, honors, battle, culture, parades, dress

High-frequency words: is, in, too, do, big, day, we, eat, are, there, you, how, on

Before Reading

Build Background Knowledge

- Write the phrase "Cinco de Mayo" on the board or on chart paper for the class to see. Read the phrase aloud to the students, and have them repeat the phrase. Ask them if they know what this means. Accept all reasonable guesses, and then explain to them that it means "the fifth of May" in Spanish.
- 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 words, 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 to students that good readers make connections between what they already know and the new information they read. Remind them that thinking about what they know about a topic of a book will help them better understand the new information as they are reading. Tell students that as they read, their job is to use what they know about familiar topics to make connections with the new learning.

Think-aloud: *When I look at the cover of this book, I see two children dressed up in special clothing. I know that when I dress up in special clothing, it means it will be a special day. The title of the book also tells me that the fifth of May must be special because the author named the book about it. I wonder why the children are celebrating Cinco de Mayo? I know that in the United States, we have special days that we celebrate and dress up for. Who can tell me some special days that we celebrate in the United States?*

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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 read the book, I learned that Cinco de Mayo is a special holiday celebrated in Mexico and also celebrated in the United States. This holiday is celebrated to honor a battle that was won years ago, and it honors Mexican culture. There are parades, and people eat lots of good food to celebrate. I thought about parades that I have been to and that I watch every year on television. Have you ever been to a parade? How was it like the parades we read about in the book?*

- Have students continue reading to the end of the book. Remind them to use what they know to make more connections as they read.

After Reading

Response to Text

- Ask students what new information they learned about Cinco de Mayo. Encourage students to share how connecting prior knowledge helped them better understand the information they were learning about.

Think-aloud: *I learned that Cinco de Mayo is a very important holiday in Mexico. It reminded me of some of the holidays we have here. I learned that there are parades where the Mexican people dance and sing and play music to celebrate. Everyone is happy, and the day is full of good food and family and friends.*

- Have students pair up with a buddy to discuss a holiday when they have either watched or have gone to see a parade. Students should then complete the *It's Cinco de Mayo!* activity (p. 3 of this guide).

Word Work

- Tell students that when they see oo in a word, it can make two sounds. It can make the /oo/ sound in too, and it can make the /ool/ sound in look. As a group, sort the following words by whether they sound like *too* or *look*.
 - book, hoof, hoop, roof, took, loop, pool, moose, choose, loose, loot, tool, coop, hook, swoop, crook, shook, rookie, cookie, snoop, gloom, bloom, moo, room, stood

Extension Activity

- Invite students to learn more about the Battle of Puebla and the celebration of Cinco de Mayo. Find age-appropriate information about both or one of these events, and have students do some research. Talk about the battle and why it meant so much to Mexico to win it. Then discuss the reasons for the holiday in more depth.

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!

Name: _____

It's Cinco de Mayo! Activity

Think about a time when you participated in or watched a parade. Write at least five sentences telling about this parade. What was this experience like? What made this parade special? How was this parade like the parades we read about in the book? After you have finished writing, draw a picture of your parade experience.
