

### Strand: History/Culture

**Purpose for Reading:** To develop an understanding of the ways people celebrate Halloween.

**Comprehension Strategies:** Making connections to self, making connections to the world, asking and answering questions, making inferences.

### Vocabulary

*Dictionary Words:* cupcakes, dress up, jack-o'-lanterns, pumpkin

*Vocabulary Words:* bat, costumes, icing, knife, ready, scarecrow, triangles

*High-Frequency Words:* do, have, help, make, of, out, people, put, some, take, their, them, they, three, what, who, with, would

### Before Reading

- Read the title and discuss the photograph on the cover. *What can you see in the photo? What is special or unusual about these pumpkins? Who might have carved them? What could this book be about?*
- Ask students what they know about Halloween. Make two lists: vocabulary associated with Halloween and things people do at Halloween. Build knowledge of Halloween as students respond. For example, *What is trick-or-treating?*
- Read the title page together and ask students what they notice about the photo. *Where do you think this photo was taken? Which country do you think this might be? Besides pumpkins, what else do you notice? Why do you think ghosts and scarecrows are in the photo? Does this page give you more information about what this book is about?*

### Theme: Culture

#### Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read the labels and discuss the pictures. Ask students to infer how things from the picture dictionary relate to Halloween.

#### Take a Photo Walk

- Pages 4–5: Invite students to look at the photo and discuss what is happening. Read the label and caption and discuss why the adult might be cutting the pumpkin. Ask what it means to carve the pumpkin face. *What other things could be carved?*
- Pages 6–7: Ask students what the dictionary word is for pumpkins carved this way. Read the label and caption. Discuss why candles might be placed inside jack-o'-lanterns. *Do you think that jack-o'-lanterns are safe to play with? Why?*
- Pages 8–9: Invite students to describe the entrance to the house. Read the label and caption. *What can you see? What is hanging on the door?* Discuss the wreath and tell students that wreaths are used as decorations for special occasions. Ask students whether they know some of these occasions. *Why are there bats on this wreath?*
- Pages 10–11: Ask students what the item in the photo is. Read the label and caption. *Why do you think the cupcake has been made to look like a pumpkin? What has been used to decorate the cupcake?*
- Pages 12–13: Invite students to describe what they see in the photo. Read the label and caption. *What are some of the costumes that the children are wearing? Discuss the common theme of the*

costumes. *What might the children do after they are dressed up?* Discuss trick-or-treating.

- Pages 14–15: Ask students what page 15 tells them about Halloween. Read the heading and discuss the features of Halloween. *Which Halloween celebration do you think would be the most fun?*

## Read the Book

- Ask students to close the book and read the title independently.
- Turn to pages 2–3. Ask students to read the dictionary words.
- Turn to pages 4–5. Instruct students to read this page independently. *Remember to use your eyes, and point you need help to check.*
- Tell students to continue reading the book independently. Provide support where needed.

## After Reading

### Comprehension

- Invite students to share any new things that they have learned about Halloween.
- Discuss the new information students suggest. Prompt comprehension using questions such as, *What are the steps to carve and decorate the pumpkin? What are some other costumes or decorations that would be suitable for Halloween?*
- Discuss other times of the year that students might dress up for a special occasion.

### Vocabulary and Word Recognition

- Ask students to find the word *they* on page 4. Ask them what they observe about this word. *Is this a word you can sound out to solve? Which part of this word is the tricky bit? How can we remember this word?* Tell students to find *they* on the other pages

of the book. Students say the word aloud as they point to it. Move quickly through the book.

- Mix up the magnetic letters *t*, *h*, *e*, and *y*. Call on individuals to make *they* as they say the word aloud. As the word is made, the whole group says *they*.
- Have students write the word *they* five times quickly as they say it aloud.
- Ask students to find *Halloween* in the book. *Why does this word have a capital letter?* Brainstorm other special days and write them on the board. Reinforce the use of capital letters at the start of these names.

### Oral Language

- Have students ask a partner Yes or No questions about the book. *Yes or No? Torches are placed inside jack-o'-lanterns to make them glow.*

### Writing

- Have students modify a caption from the book. *These children are dressed up for Halloween* becomes *These children are wearing Halloween costumes.*

### Creative Extension Activities

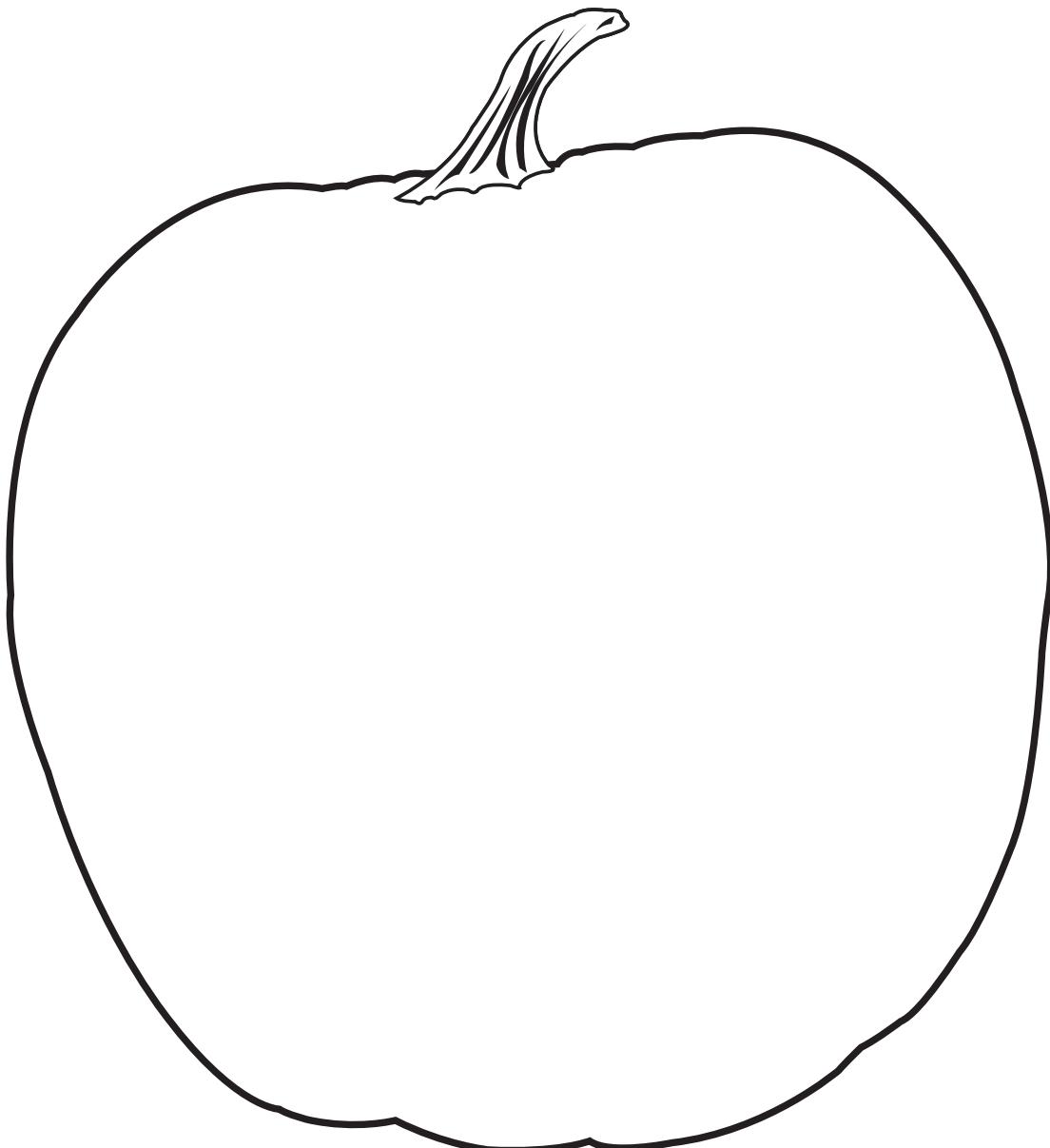
- Have students design a costume for Halloween. Have them draw and label parts of the costume.
- Have students work with a partner to think up some clever tricks. Have them draw themselves playing their favourite trick. Have them explain the trick to their friends.

### Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Draw a scary face on the pumpkin for Halloween.



Name: \_\_\_\_\_

You are going trick-or-treating.  
What treats would you like to get?  
Write a list.



Draw a picture of yourself dressed up for Halloween.  
Draw the picture on a separate sheet of paper.