Springboard Connect

24a Giraffe Goes to Gibraltar

24b Don't Sweat It

24c Don't Trash It

24d The New Year

24e Hot, Cold, and In-Between

macmillan education

ISBN 978-1-4586-4852-5

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The New Year

Written by Rita Mullick

Word Count	669
Text Type	Factual Description
High-Frequency Word Focus	colour, same
Content Words	calendar, customs, decorations, festival, lunar calendar, parades, phases
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	suffix *ful*; prefix *un*

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Front cover photograph: a family watching fireworks, shutterstock.com/Tom Wang.
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Published by
Macmillan Education Australia Pty Ltd
Level 1, 15–19 Claremont Street, South Yarra,
Victoria 3141
www.macmillan.com.au

Edited by Janne Galbraith and Vaishali Batra
Designed by Kevin Currie
Printed in China
10 9 8 7 6 5 4 3 2 1
ISBN: 978-1-4586-4852-5



GETTING STARTED

Activating prior knowledge: Ask students if and when their family celebrates New Year. Encourage them to share any special customs their families have for this special time of year.

Book introduction and prediction: Using the interactive digital book, or the printed version, read the title to students. Discuss the photograph on the cover. Ask students to flick through the book or the screens, looking at the photographs and layout. Have them use the photographs and structure to suggest the text type and to predict what the book may be about. Read the entries on the contents page to confirm their predictions. Identify and discuss any words or features that may cause concern.

Outlining focuses: Explain to students that, as well as reading about New Year celebrations, they will talk about the structure of the text, topic words, the suffix *ful*, and the prefix *un*.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of, and model, specific reading strategies, such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals and/or at the conclusion of reading, ensure students make meaning from the text by asking questions and encouraging discussion. What are some special features of Chinese New Year celebrations? Are there any similarities between the different New Year celebrations? Why do you think New Year is so important to so many people? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

Literature

Responding and examining: By recalling personal New Year experiences, encourage students to make links to the people, customs, and events described in the text.

Language

If you are using the digital book, invite students to take turns to operate it for the following activities.

Text structure and organisation: Focusing on the contents page, ask students to explain the purpose of the page and why it is an important feature of this informative descriptive text.

Expressing and developing ideas: Discuss the importance of topic words in informative texts. Ask students to locate words in the text that are particularly relevant to the topic, for example, *calendar*, *festival*, *customs*. Discuss how and when they might use these words.

Remind students that prefixes and suffixes change the type and meaning of a word. Focusing on the word *colourful* on page 3, discuss how the suffix *ful* has changed the base word, *colour*. Together, list other base words to which *ful* can be added.

Ask students to find the word *unlike* on page 15. Discuss the meaning of the prefix *un*. Write a list of words on the board and have students discuss to which of the words the prefix *un* could be added.

PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

For teachers' inspection ONLY

The New Year

For teachers' inspection ONLY

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Introduction

For teachers' inspection ONLY

The start of a new year is a special time. Some people have parties on the night of December 31. There is music and dance. The parties go on until late. At midnight, people welcome the new year. They greet each other.



For teachers' inspection ONLY

The new year is not the same everywhere. Some people have the new year in spring. Other people have it at other times of the year. In some places, it is a day of colourful parties. In other places, it is a serious time.



New Year fireworks shine across Sydney Harbour.

Chinese New Year

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Chinese New Year is on the first day of the Chinese calendar. This calendar follows the same phases as the moon. A calendar like this is called a **lunar calendar**. So, Chinese New Year is not on the same dates each year. It can be in January or February.



A Chinese New Year family dinner has many dishes of meat and fish.



Dancers leading a dragon figure at a New Year parade

For teachers' inspection only

Chinese New Year is at the start of spring. People hold a traditional celebration, or **festival**. It lasts 15 days. There are many traditional activities, or **customs**. There are special meals. There are colourful dragon parades in the streets. There are displays of fireworks.

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At New Year, people put up colourful objects to make their houses beautiful, called **decorations**. They decorate their houses with red lanterns. People say red is a lucky colour. Children get gifts of money in red envelopes. People serve oranges at New Year. In Chinese, the word for *orange* is like the word for *luck*. People hope for luck in the new year.



Children get a red envelope with a good luck message on it.

People serve oranges arranged with colourful flowers.

福

This Chinese character means "luck."



This family is making bright red paper lanterns to decorate their house for Chinese New Year.

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