

I Like Holidays!

Introduction

This teacher's guide is designed to help you teach children about some holidays that people celebrate. The colorful photographs in the *I Like Holidays!* series encourage children to use picture-reading skills in group discussions. Beginning readers will find many sight words from the Dolch Pre-Primer, Primer, and First Grade word lists. Book-specific vocabulary is listed in the *Words to Know* section. The photos, text, and fun-to-do activities engage children as they build important reading and critical thinking skills.

National Standards

This series supports [Language Arts](#) and [Social Studies](#). Go to www.enslowclassroom.com and/or www.enslow.com and click on the Curriculum Correlations tab. Click on your state, grade level, and curriculum standard to display how any book in this series backs up your state's specific curriculum standard.

Classroom Activities

Included in this guide are activities linking to the five curriculum areas: Reading/Language Arts, Math, Science, Social Studies, and the Arts. The activities, and a reproducible handout, encourage readers to use comprehension and vocabulary skills relating to the book's subject. Some activities can be reworked to use with any book in the series. The last page of this guide provides a reproducible assessment tool covering comprehension, vocabulary, and inference, using facts from the book and what children know from life.

Guided Reading Level: **G**

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Where to Find More Information About Titles in this Series:

Visit www.enslowclassroom.com and/or www.enslow.com to search for other titles and series, as well as download the teacher's guides for other titles in this series:

<u>Titles in this series</u>	<u>Library Edition ISBN</u>	<u>Paperback Edition ISBN</u>
What Is Christmas?	978-0-7660-3702-1	978-1-59845-295-2
What Is Halloween?	978-0-7660-3700-7	978-1-59845-293-8
What Is St. Patrick's Day?	978-0-7660-3704-5	978-1-59845-291-4
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What Is the 4th of July?	978-0-7660-3703-8	978-1-59845-292-1
What Is Valentine's Day?	978-0-7660-3699-4	978-1-59845-296-9
What Is Veterans Day?	978-0-7660-3705-2	978-1-59845-290-7

Titles in this series can be purchased through all major vendors or directly from:

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What Is Valentine's Day?

Teacher's Guide for What is Valentine's Day?

This fun and accessible nonfiction book uses brilliant color photographs to help readers learn about the symbols and traditions of Valentine's Day. As they learn the facts, readers enjoy a hands-on activity, too.

Introduction Show the book cover, read the title, and discuss the photo. Access prior knowledge and start a group **KWL** chart. Ask: *What do you know about Valentine's Day?* Write children's answers in the **K** column, and then ask for questions about Valentine's Day to put into the **W** column. Explain that after they read, children will help to fill in the **L** column.

Pages 2-3 Read the *Contents* page and explain that it lists each part of the book and on which page that part starts. Model using the page number to locate an entry. Read the heading on that page to show that it matches the words on the *Contents* page. Pronounce the *Words to Know* and have children repeat them. Review each definition.

Pages 4-5 Read the text and discuss the photo to establish the two-page pattern: a photo and facts related to it. Have beginning readers track the text as you read or echo read with you. Encourage children to find words they know and read along.

Pages 6-19 Continue to survey photos and read text. Point out the words **symbol**, **cupids**, and **lovebirds** on page 10 and explain that each colored word in the book is defined in *Words to Know*. Check comprehension by asking questions such as: *On what day do we honor St. Valentine?* (February 14) *What is a symbol?* (something that stands for something else) *Where do people get valentines to send?* (make or buy them) *How do some schools celebrate?* (hang hearts and cupids, have parties, give cards, have plays) *What kinds of heart-shaped treats do people have?* (cakes, cookies, candy) *How long have people been celebrating Valentine's Day?* (hundreds of years) Have volunteers point to details in photos and/or text that helped them answer each question.

Pages 20-24 Read and discuss the directions for the craft idea. Skim the *Learn More* pages, and then model how to use the *Index* on page 24. Point out that this book is nonfiction, with photos and facts about **real** people and things. Clarify the difference; fiction is a make-believe story. Say: *Nonfiction books have an index that lists where to find important things. On which page would we find something about symbols?* Have children scan page 10 to find the word.

After Reading Have children complete and discuss the **KWL** chart. Prompt personal responses to the book by asking: *What one thing about Valentine's Day did you find most interesting? Why?* Invite volunteers to read their favorite passages from the book aloud to practice fluency and intonation.

Use the Reading/Language Arts, Math, Science, Social Studies, and Arts activities on the next page. Make copies of the Handout and Assessment pages that follow it. Read all directions aloud, then let children do the page with you or independently. Give help where needed. Have children explain why each "False" question is incorrect by correcting it.

Answers: Handout 1. flowers, 2. valentine, 3. lovebird, 4. buy, 5. funny, 6. cupid, 7. heart, 8. symbol. **Assessment** 1. A, 2. D, 3. B, 4. C, 5. B, 6. D, 7. A, 8. B, 9. C, 10. A.

The Five Curriculum Activities

SAFETY WARNING:

Before doing any activity, make sure students do not have allergies to any materials. Supervise activities requiring the use of sharp or hot/cold objects. Always review directions and safety rules with students before they begin any project.

Reading/Language Arts activity:

Explain to children that people have been exchanging “conversation hearts” on Valentine’s Day for years. Show children some candy messages from a bag of sweets and point out that each message has only a few words. Then distribute construction paper or pre-cut hearts on which children can create their own “one-liners.” Let children dictate their messages for you to write or work in groups to help one another. Have each child read his or her valentine message aloud for the class.

Math activity:

Let children use candy hearts for a sorting activity. Give each child a small plastic bag of candy hearts, poster board, and glue. Ask: *Which color do you predict most of your hearts will be? Which color will have the least hearts?* Have children open the bags, sort the hearts by color, and then display the data on a pictograph by gluing each color in a line, from most to least. Let each child share his or her graph with the class and count aloud the hearts in each row. Ask: *Were your predictions correct?*

Science activity:

February brings Valentine’s Day . . . and American Heart Month. Explain to children that their heart is a muscle. Even simple exercises like walking, skipping, or swimming keep the heart strong. Move furniture, if necessary, so that children have enough space, and then lead them in a simple exercise routine that’s good for their hearts. Give the following directions for children to follow: *Walk forward 20 steps. Walk backward 20 steps. Skip to the count of 10. Gallop to the count of 10. Move 10 steps in any way you want! Stop!*

Social Studies activity:

Discuss communication—the sharing of ideas. Point out that valentines are just one way we communicate our thoughts and feelings to others. Help children list other ways we can communicate, such as by talking face-to-face or on the phone, writing letters or emails, drawing or painting, pantomiming or acting, singing, dancing, and body language—facial expressions, gestures, or an attitude. Model body language by yawning and ask children to identify the feeling/message you’re communicating (bored or tired). Have children take turns communicating an idea by speaking, writing, drawing, singing, dancing, pantomiming, or using body language. If children need help, give prompts such as “Wow! A valentine for me?” or “I am so sad.”

Arts activity:

If you exchange valentines in class, let each child make his or her own “mailbag.” Distribute small white paper bags to decorate—if you can’t find them in a store, you might be able to purchase them from a bakery. Have each child write his or her name prominently on the bag, then make a design of hearts, lovebirds, or other Valentine’s Day symbols. When the bags are completed, use paper clips or clothespins to attach them to a long piece of heavy string tied between two chairs. When children bring or make valentines to deliver, they can look down the row of mailbags to find the one with the right person’s name on it. Remove the bags on Valentine’s Day so children can open their mail and take it home.

Handout

What Is It?

Read each description.

Write or cut-and-paste the word from the Answer Box.

Description	Word
1. Pretty plants that smell good	
2. What the cards we send are called	
3. Bird that cares for its mate	
4. Pay money for something	
5. Something that makes you laugh	
6. The Roman god of love	
7. The shape of a valentine cookie	
8. Stands for something else	

Answer Box			
valentine	symbol	buy	Cupid
funny	flowers	lovebird	heart

Assessment

Circle the letter that best completes the statement or answers the question.

1. St. Valentine was a real person.
 - A. True 😊
 - B. False ☹️

2. Hearts are a _____ of love and happiness.
 - A. places
 - B. homes
 - C. foods
 - D. symbols

3. Valentines are never funny.
 - A. True 😊
 - B. False ☹️

4. Some Valentine's Day cookies are shaped like _____.
 - A. bikes
 - B. eggs
 - C. hearts
 - D. chickens

5. Cupid looks like a horse.
 - A. True 😊
 - B. False ☹️

What Is Valentine's Day?

6. A card to show friendship or love is a _____.
- A. books
 - B. wagons
 - C. ghosts
 - D. valentine
7. Lovebirds are a symbol of love.
- A. True 😊
 - B. False ☹️
8. Valentine's Day will be on March 1 this year.
- A. True 😊
 - B. False ☹️
9. You should only give valentines to someone you _____.
- A. lost
 - B. jump
 - C. know
 - D. make
10. St. Valentine was a Roman.
- A. True 😊
 - B. False ☹️