

Holidays Around the World Interactive Notebook

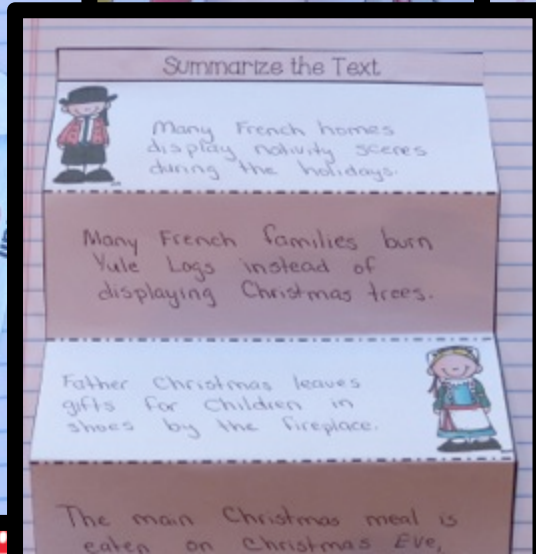
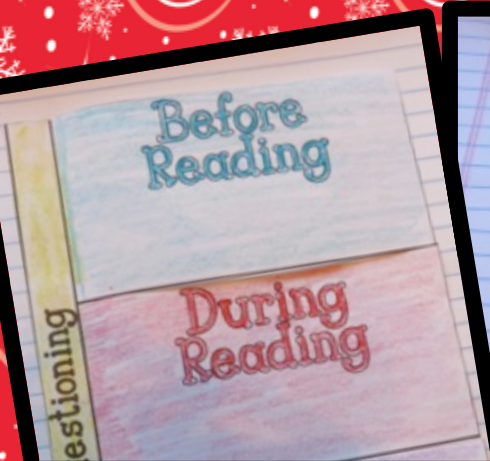


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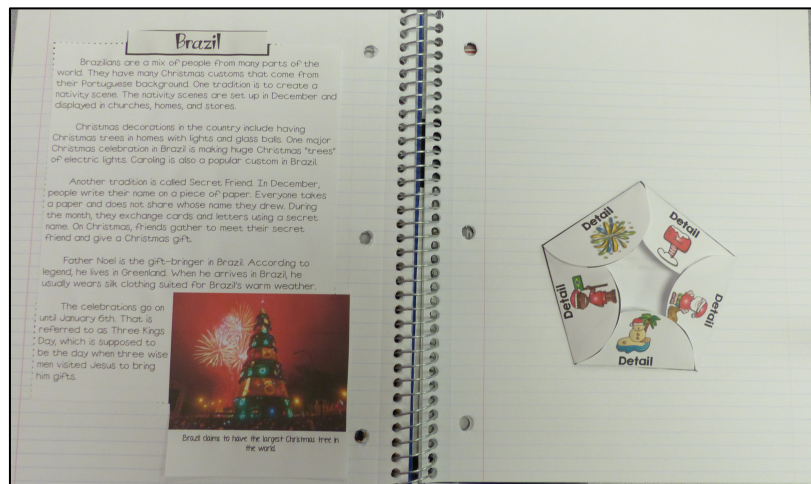
HOLIDAYS AROUND the WORLD Interactive Notebook

Last year I created my Holidays Around the World Close Reading packet, and my students and I loved learning about reading through the holiday reading passages and questions. In fact, we enjoyed the unit so much I wanted to add even more to it! I've created this Holidays Around the World Interactive Notebook product to compliment the Holidays Around the World Close Reading packet. Each unit can be used independently from the other, but they do make an amazing companion product! I will use the leveled reading passage for my students' information for their interactive notebook entries.

In this pack, there is one interactive notebook entry for each of the countries listed below. I've organized the activities, so there is at least one activity for each of the 10 Reading Standards for Informational Text. These do not need to be completed in any order, and you may use any informational text or resource for the entries. After my students complete their close reading activity, I may have them glue their reading passage to the left side of their interactive notebook to use as a reference. I realize that some of the skills may be new skills for students, so I've included two versions of some of the activities that will give you more flexibility to meet your classroom needs. I've included a color and black and white version of each activity.

Countries Included:

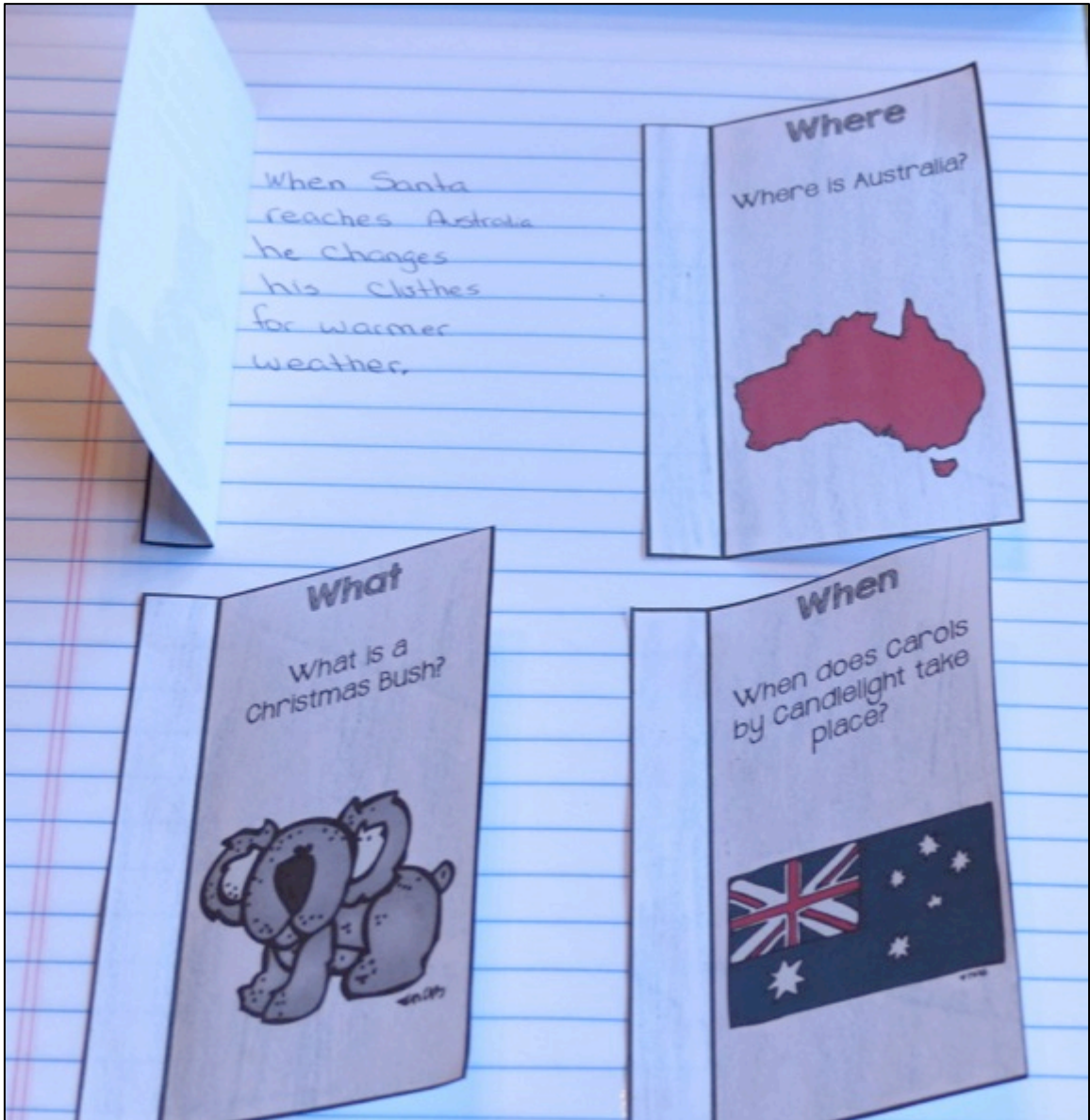
- Australia
- Brazil
- France
- Germany
- Greenland
- Israel
- Italy
- Kwanzaa
- Mexico
- Sweden
- Spain
- United States



Australia-Answering Questions With Text Evidence

Students should use text evidence to answer the questions on the outside of the flaps

Cut each flap out and glue down the left tab.



Australia-ANSWERING Questions With text Evidence

Who

Who changes his winter clothes for clothing made for hot weather?



What

What is a Christmas Bush?



When

When does Carols by Candlelight take place?



Where

Where is Australia?



Australia-Answering Questions With text Evidence

Who

Who changes his winter clothes for clothing made for hot weather?



What

What is a Christmas Bush?



When

When does Carols by Candlelight take place?



Where

Where is Australia?

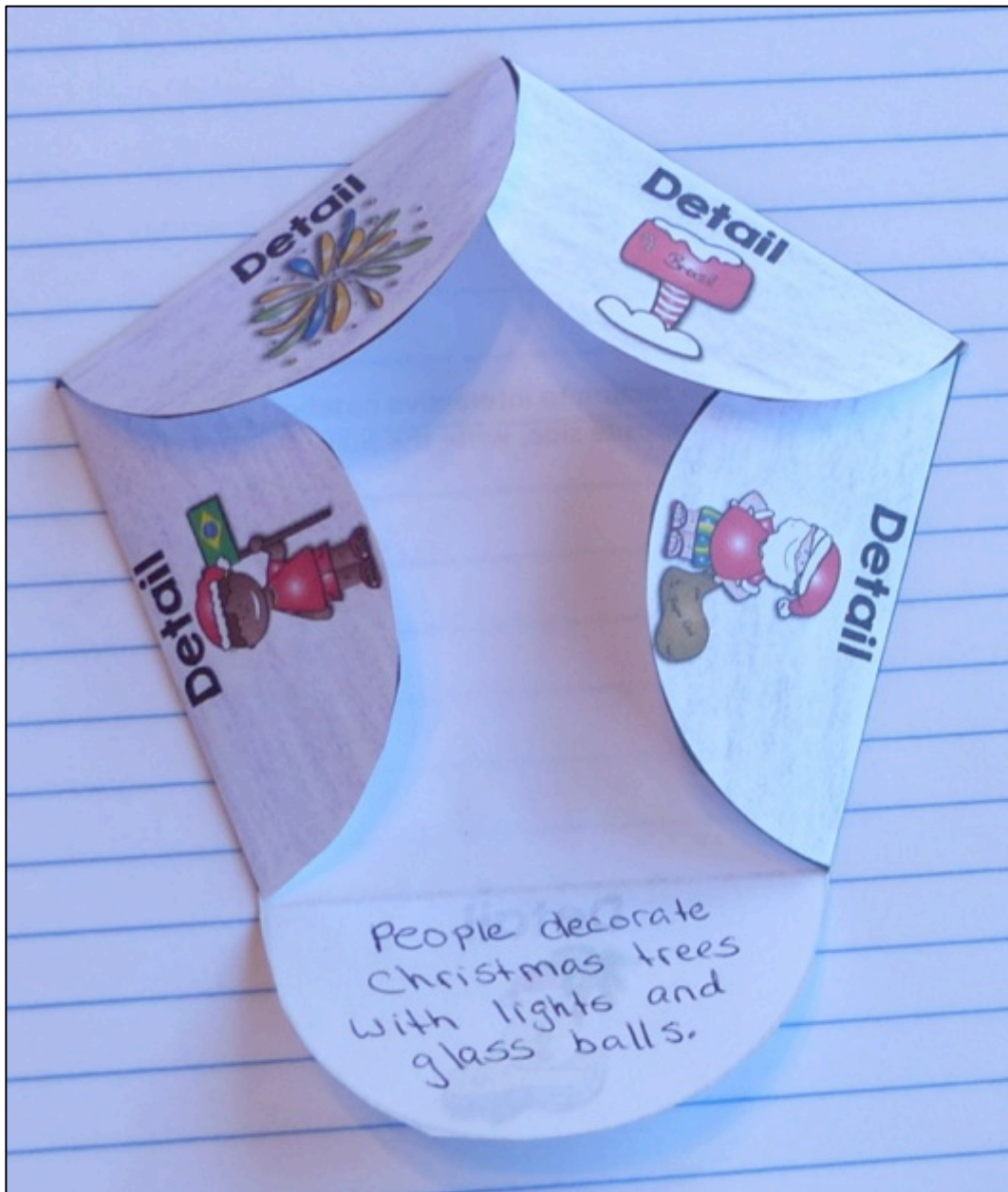


Brazil- Main Idea and Supporting Details

Option 1-Have students write the main idea in the center of the template. Then, they should write a supporting detail underneath each flap.

Option 2-Have students write one fact about Christmas in Brazil underneath each tab.

Cut out the perimeter and glue the large flat area to students' notebooks.



Brazil- Main Idea and Supporting Details



Detail

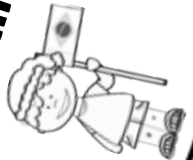


Detail

Glue this section to interactive notebook.
On the opposite side, write the main idea.



Detail

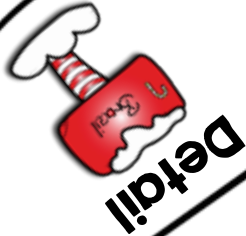


Detail



Detail

Brazil- Main Idea and Supporting Details



Glue this section to interactive notebook.
On the opposite side, write the main idea.



Detail



Brazil-²Writing facts



Fact

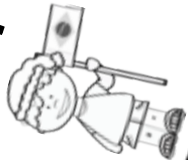


Fact

Glue this section to interactive notebook.
On the opposite side, write the main idea.



Fact



Fact

Fact



Brazil-² Writing facts



Glue this section to interactive notebook.
On the opposite side, write the main idea.



Fact





France-Summarize the Text

Option 1-Have students write an overview of each paragraph to write a summary about France.

Option 2-Have students write a fact about Christmas in France on each section of the template.

Cut out the perimeter. Glue the top tab.

Summarize the Text	
	Many French homes display nativity scenes during the holidays.
Many French families burn Yule Logs instead of displaying Christmas trees.	
Father Christmas leaves gifts for children in shoes by the fireplace.	
The main Christmas meal is eaten on Christmas Eve, and there are many desserts.	

France-Summarize the text

Summarize the Text



France-Summarize the text

Summarize the Text



France

Facts About Christmas in France



france

Facts About Christmas in France



GERMANY-DESCRIBING EVENTS

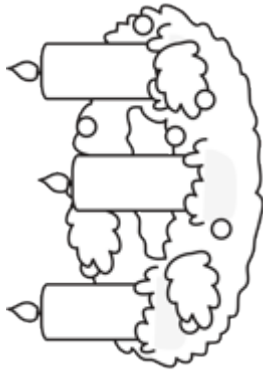
Students should use the strips of paper to describe each event.

Cut out each pocket. Fold the tabs in to glue together and glue the back of the pocket to the notebook.



GERMANY-describing Events

Describe using
advent wreath.



fold &
glue

fold &
glue

glue
here

glue
here

glue
here

glue
here

glue
here

glue
here

glue
here

glue
here

glue
here

glue
here

fold &
glue



Describe St. Claus
Day.

fold &
glue

glue
here

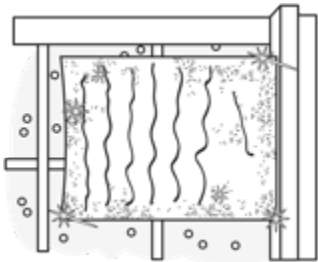
glue
here

glue
here

glue
here

glue
here

Describe what
children do for
Christkindl.




fold &
glue

fold &
glue

GERMANY-describing Events

Describe an advent wreath.



fold & glue

fold & glue

glue here

glue here

glue here

glue here


glue here

glue here

glue here

glue here

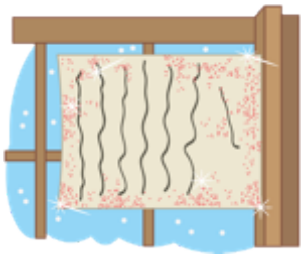
Describe St. Claus Day.



fold & glue

fold & glue

Describe what children do for Christkindl.



fold & glue

fold & glue

glue here

glue here

glue here

glue here

[illegible]

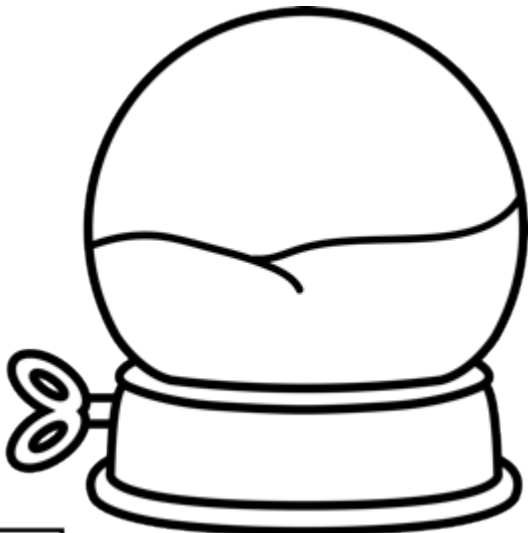
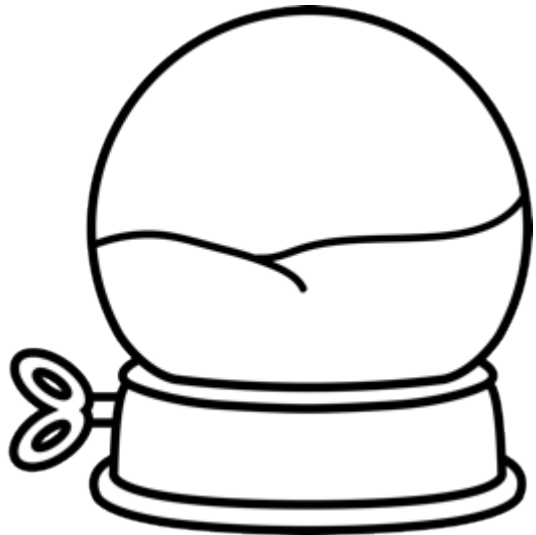
Greenland-Content Vocabulary

Students should find six new words they see while they are reading. They should write the words on the snow globe. Students will glue the base of the snow globe to their interactive notebook and write the definition of the word underneath the snow globe.

Optional-choose six key words for the whole class to add to their interactive notebook. This could be completed for any country.



Greenland-Content Vocabulary



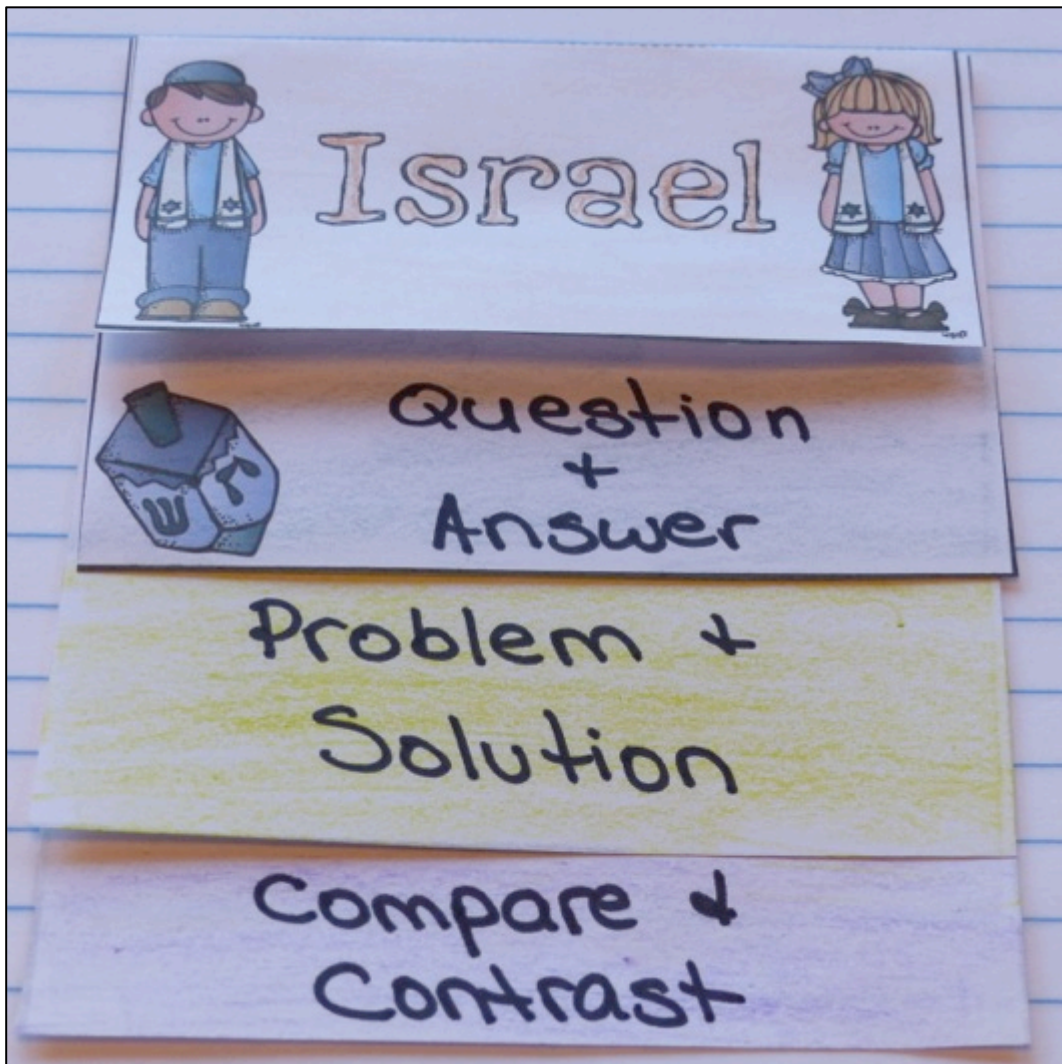
GREENLAND-CONTENT VOCABULARY



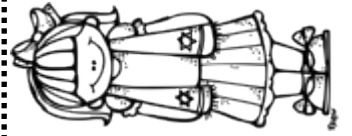
Israel-Text Structure

Option 1-Underneath each tab, students should explain whether or not they saw examples of question & answer, problem & solution, and compare & contrast text structures. If they did see examples, they should explain what they saw using text evidence. If they did not see that type of text structure, they should explain how the text would be different if that structure had been used.

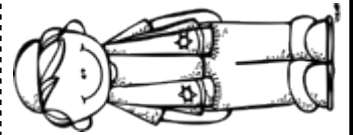
Option 2-Students should write something they learned about Hanukkah underneath each tab.



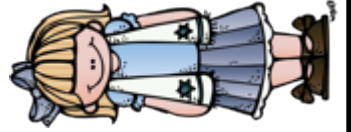
Israel-Text Structure



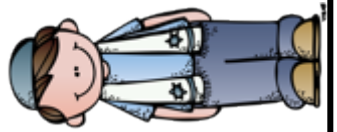
Israel



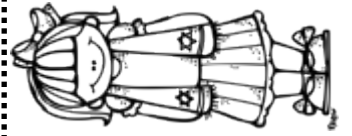
Israel-text Structure



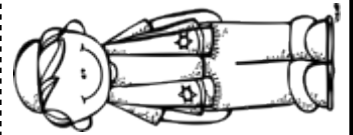
Israel



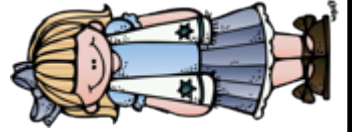
Israel- What I learned



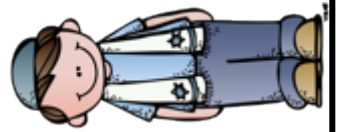
Israel



Israel-What I learned



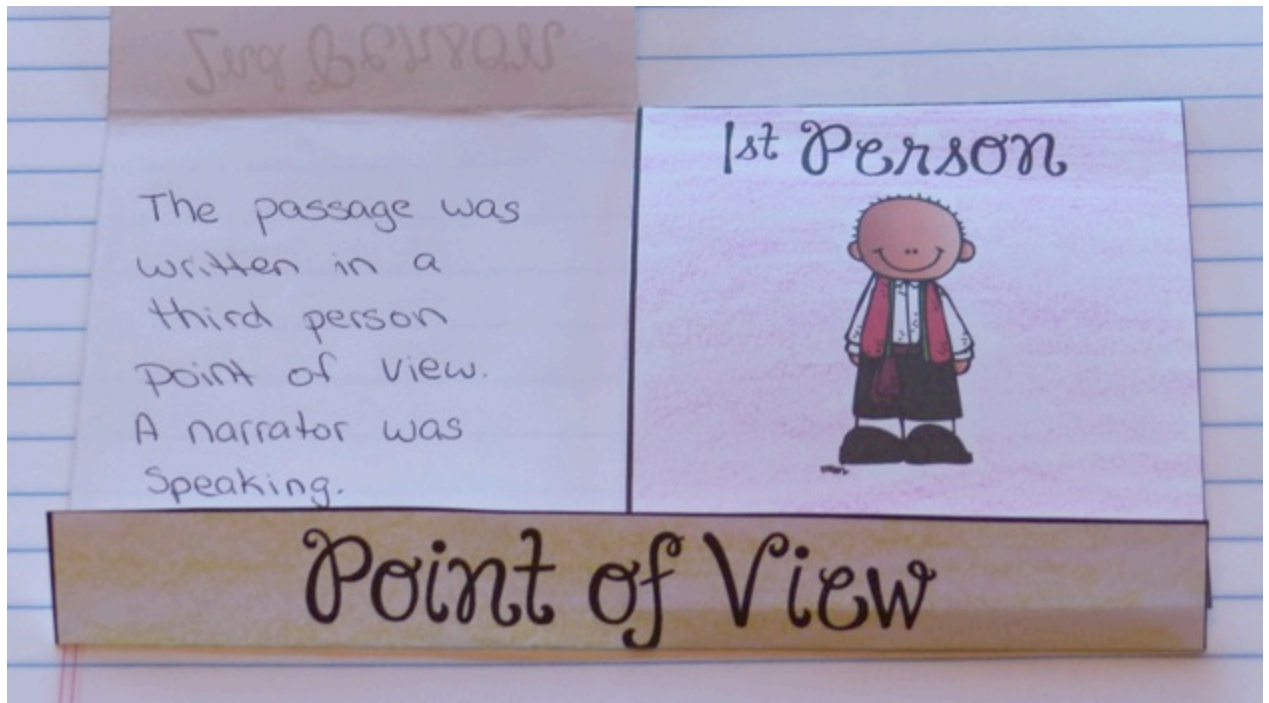
Israel



Italy-Point of View

Option 1-Students should write whether or not the passage was written from a first or third person point of view. Students should use text evidence to explain how they determine which point of view was used and how the text would be different if the alternative point of view had been used.

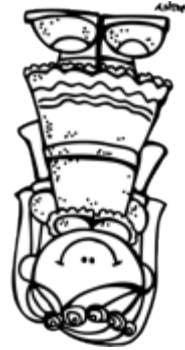
Option 2-Students can describe two important things they learned about how Italians celebrate Christmas.



Italy- Point of View



1st Person



3rd Person

Point of View

Italy- Point of View



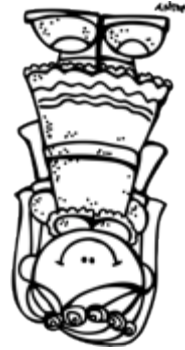
1st Person



2nd Person

Point of View

Italy-describing Culture



Describing Culture

Italy-describing Culture



Describing Culture

Kwanzaa-Point Looking at Illustrations

Option 1-Underneath the top tab, students should explain how they used illustrations in the text. Underneath the second tab, students should draw an illustration that could be added to the text.

Option 2-Some of the vocabulary has been simplified. Underneath the top flap, students should write something they learned about Kwanzaa. Underneath the bottom flap, students should draw a picture to represent Kwanzaa.

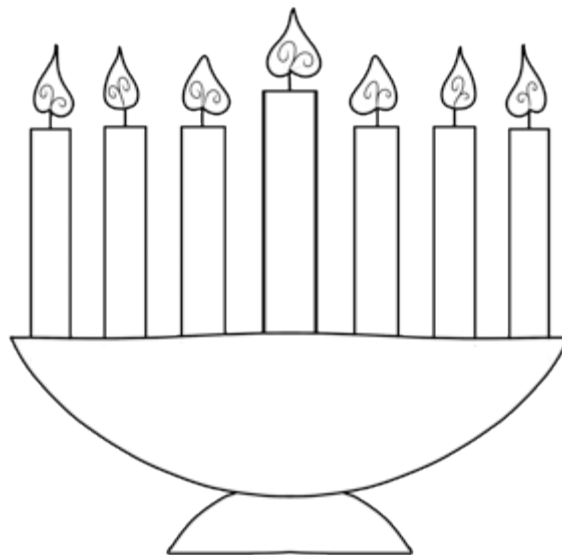


Kwanzaa-Point Looking at Illustrations

Explain how the illustrations helped you better comprehend the text.



Add an illustration that would enhance the text.



KWANZAA

Kwanzaa-Point Looking at Illustrations

Explain how the illustrations helped you better comprehend the text.



Add an illustration that would enhance the text.



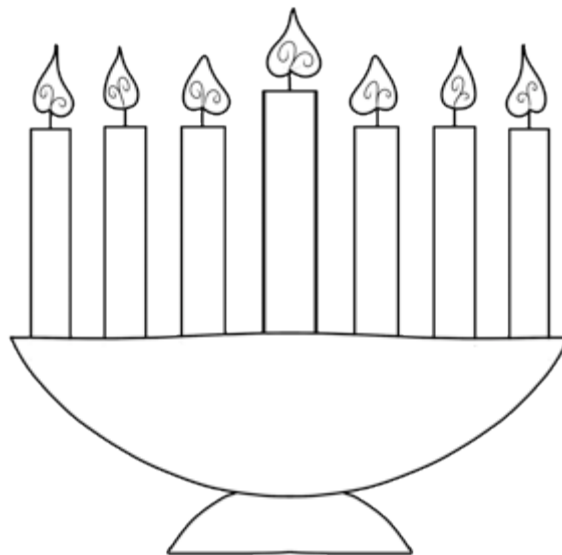
KWANZAA

Kwanzaa-drawing a Picture

Share what you learned about Kwanzaa.



Draw a picture that could represent Kwanzaa.



KWANZAA

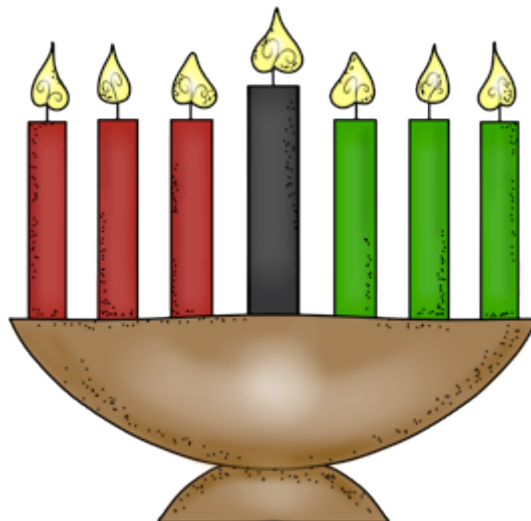
Kwanzaa-drawing a Picture

Share what you learned about
Kwanzaa.



KWANZAA

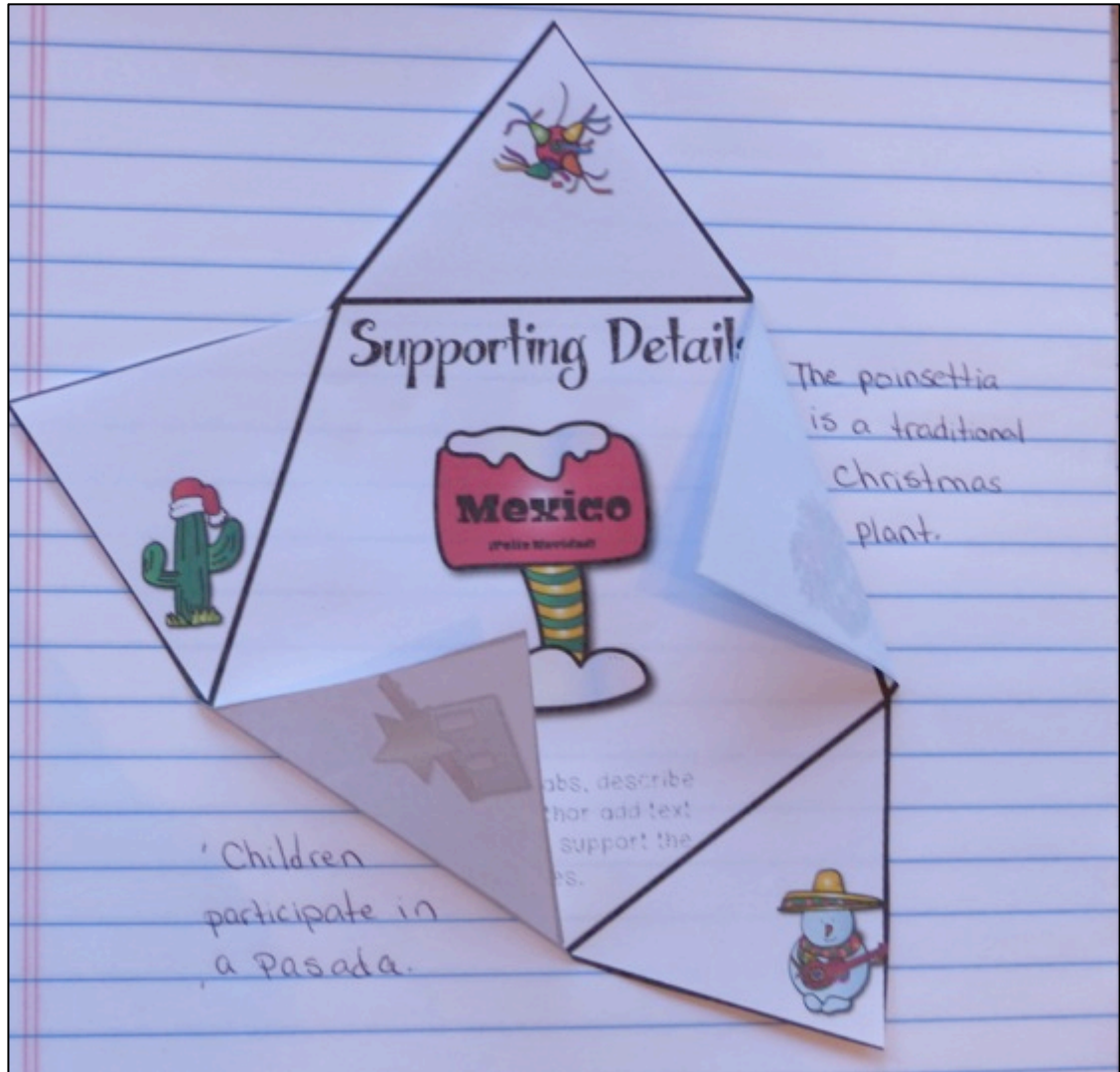
Draw a picture that could
represent Kwanzaa.



Mexico-Supporting details

Option 1-Underneath each tab, students should explain how the author used text evidence and supporting details to convey a main point.

Option 2-Underneath each tab, students can give information about Christmas in Mexico.



Mexico-Supporting details through text evidence



Supporting Details



Under the tabs, describe how the author added text evidence to support the ideas.



Mexico-Supporting details through text evidence



Supporting Details



Under the tabs, describe
how the author added
text evidence to support
the ideas.



Mexico-listing Information



Information About



Under the tabs, describe how the author add text evidence to support the ideas.



Mexico-listing Information



Information About



Under the tabs, describe how the author add text evidence to support the ideas.



Sweden-Key Points

Students should fold the tabs down like little booklets. Inside each booklet, students should write a key point about the text or about Christmas in Sweden.

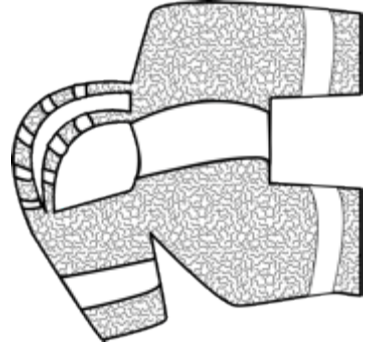


The oldest daughter of each family serves each family member a cup of coffee and a bun.

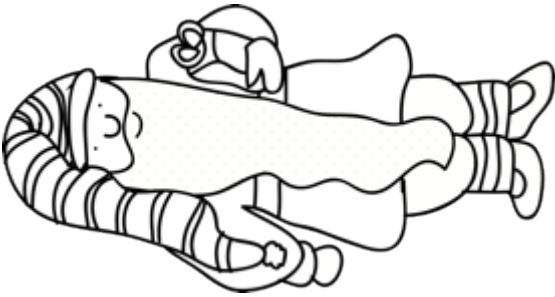
Sweden-Key Points



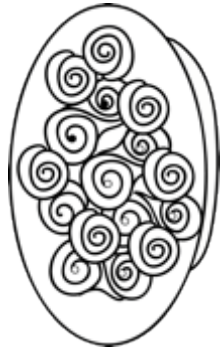
glue here



glue here

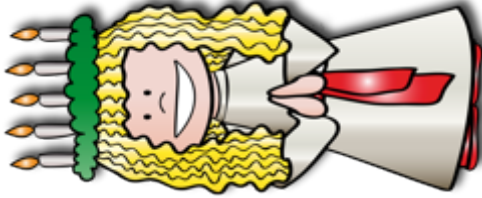


glue here

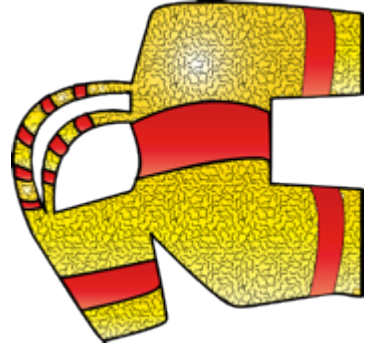


glue here

Sweden-Key Points



glue here



glue here



glue here



glue here

Spain-Asking Questions

Option 1-Students should glue the left tab of the template to their notebook. Then, they should ask questions about the text before reading, during reading, and after reading the text.

Option 2-Students should write in a KWL entry to show what they knew, learned, and want to learn about Spain.

The image shows a hand-drawn template for asking questions about Spain. It is divided into three horizontal sections by colored backgrounds: light blue for 'Before Reading', pink for 'During Reading', and purple for 'After Reading'. A vertical yellow tab on the left side is labeled 'Questioning' in black text. The text 'Before Reading', 'During Reading', and 'After Reading' is written in large, stylized, bubbly letters in blue, red, and blue respectively. In the bottom right corner of the 'After Reading' section, there is a small cartoon illustration of a girl with dark hair in a bun, wearing a red dress with a yellow pattern, and having her arms raised in a celebratory gesture.

Spain-Asking Questions

Questioning

Before
Reading

During
Reading

After
Reading



Spain-Asking Questions

Questioning

Before
Reading

During
Reading

After
Reading



Spain-KWL

KWL

Before
Learning

While
Learning

After
Learning



Spain-KWL

KWL

Before
Learning

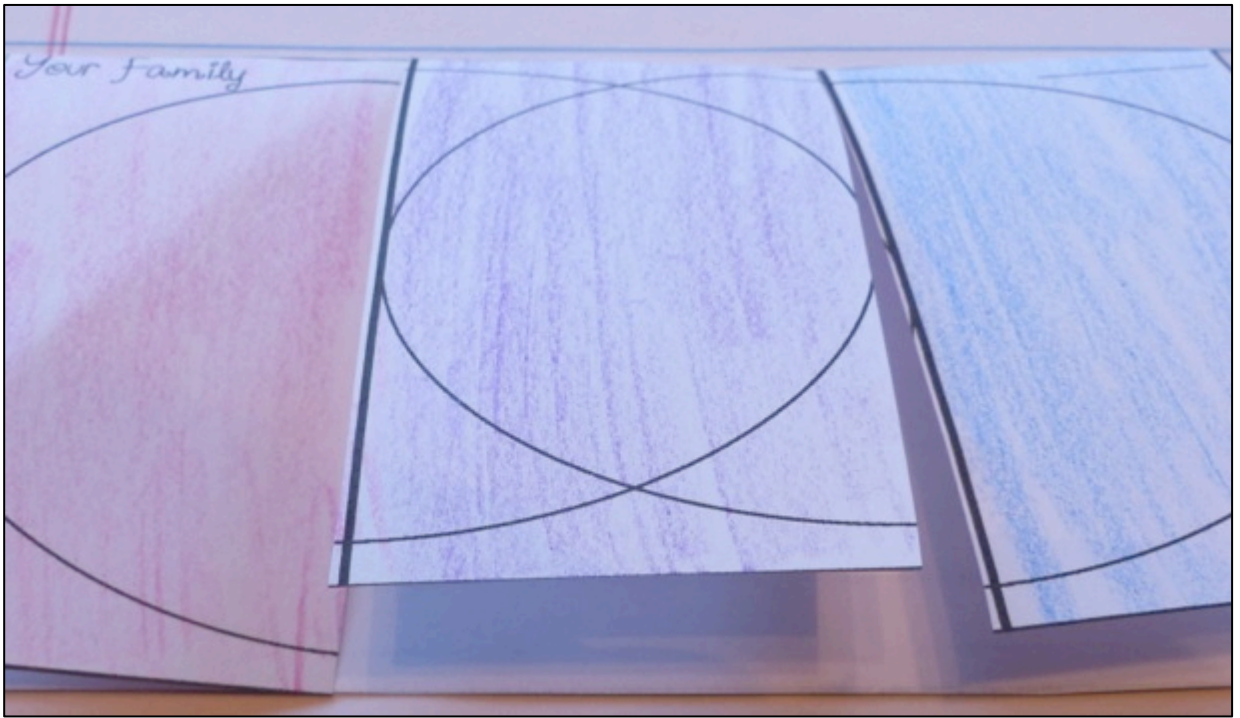
While
Learning

After
Learning



United States-Compare and Contrast

Students will complete a Venn-Diagram that compares their family's Christmas traditions with the traditions of any country they have learned about.



United States-Compare and Contrast

<p>Your Family</p>		

Thank You!

Thank you so much for your purchase. I hope that you are 100% thrilled with this product! If you have any questions or concerns, feel free to email me at ashleigh_60@hotmail.com. I will respond asap. If you like this product, you may want to check out some of the other items in my [TpT store](#), where I have many other products including complete units, task cards, and more! You can also visit my blog [ashleigh-educationjourney](http://ashleigh-educationjourney.com/) for lots of ideas, pictures, and freebies.



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credits

