**SUMMARY** This reader discusses how America and Mexico both gained their independence. The selection gives students a look at the ways that Americans and Mexicans celebrate their freedom.

**LESSON VOCABULARY**
- bouquet
- circus
- difficult
- nibble
- pier
- soars
- swallow

**INTRODUCE THE BOOK**

**INTRODUCE THE TITLE AND AUTHOR** Discuss with students the title and the author of *Celebrate Independence Day, Celebrar el Día de la Independencia*. Based on the title, ask students what kind of information they think this book will provide. Have students look at the cover photograph to see if they can get additional clues about the book's content.

**BUILD BACKGROUND** Discuss with students what they know about America’s desire to become independent. Ask students what they do to celebrate Independence Day.

**PREVIEW/USE TEXT FEATURES** Invite students to look at the illustrations and captions in the book. Ask students how these text features give clues about what is going to be discussed in the text.

**READ THE BOOK**

**SET PURPOSE** Have students set a purpose for reading *Celebrate Independence Day, Celebrar el Día de la Independencia*. Students may want to focus on how America and Mexico became independent.

**STRATEGY SUPPORT: INFERRING** Remind students that using prior knowledge and combining it with what they read will help them create their own ideas about the text. Ask students: Why did America want to become a free country? (They were not happy under the king of England’s rule.)

**COMPREHENSION QUESTIONS**

**PAGE 4** Why did the colonists in America want to be independent? (They wanted to make their own laws and government.)

**PAGE 9** Identify one fact from page 9. (Possible responses: The people of Mexico fought in a war that lasted eleven years. They won their freedom from Spain. Mexico celebrates Independence Day on September 16. Independence Day in Spanish is El Día de la Independencia.)

**PAGE 12** In what ways do you celebrate Independence Day or El Día de la Independencia? (Responses will vary.)
REVISIT THE BOOK

READER RESPONSE
1. Response will vary but should show understanding of a main idea.
2. Responses will vary but should include ideas about other celebrations.
3. Possible response: I watched the baseball soar into my dad’s glove.
4. Possible responses: Similar: In both places, people celebrate the freedom of their country from foreign rulers. They both celebrate with parades, parties, and fireworks. Different: In America’s, people eat hot dogs. In Mexico, the President of Mexico rings the bell in Dolores, Mexico.

EXTEND UNDERSTANDING Remind students that a cause is why something happened and an effect is what happened. Ask students to write down the causes for America’s wanting to be independent, and then in a separate column, write down the effects.

RESPONSE OPTIONS
WRITING Have students imagine that they have just arrived in Mexico. Have them write a letter to a friend in the United States describing what it is like to celebrate El Día de la Independencia.

SOCIAL STUDIES CONNECTION Have students research other countries that gained their independence. Have them find out the reasons that these countries wanted to be independent and how they now celebrate their independence.

Skill Work

TEACH/REVIEW VOCABULARY
Review the vocabulary words. Then play Vocabulary Master with students. Give students three different definitions for each vocabulary word, including one that is silly. Have them select the correct definition and then use the word in a sentence.

ELL Ask students to look through the book and write down any unfamiliar words they come across. Suggest that they look up the words in the dictionary and write the meanings in their notebooks.

TARGET SKILL AND STRATEGY
MAIN IDEA AND DETAILS Tell students that the main idea is the most important idea about a topic and the details are small pieces of information that tell more about the topic. Model a way of determining the main idea and details of this book by asking: What is this book about in a few words? (Independence Day) What is the most important idea of this topic? (American and Mexican people fought hard for their independence.)

INFERRING After reading, invite children to think about the information they read. Tell them to create new information using what they read and what they already know. Ask children to share their ideas about the text.

ADDITIONAL SKILL INSTRUCTION DRAW CONCLUSIONS Remind students that drawing conclusions means making a decision that makes sense after thinking about some facts or details. Give students a few sentences about a topic related to this book, and have them draw reasonable conclusions about this topic.
Main Ideas and Details

- The **main idea** is the most important idea about a topic.
- The **details** are the small pieces of information that tell more about the topic.

**Directions** Read the following passages from the story *Celebrate Independence Day, Celebrar el Día de la Independencia*. Circle the correct main idea in each.

1. The Declaration of Independence stated the thirteen colonies wanted to separate from Great Britain. A difficult war with Great Britain followed. Finally, independence from Great Britain was won.
   a. The War was difficult against Great Britain.
   b. Independence was gained from Great Britain.
   c. The thirteen colonies wanted to separate from Great Britain.

2. On the eve of *El Día de la Independencia* the President of Mexico rings the same bell that rang in Dolores in 1810. He then gives the *Grito de Dolores* speech again. Then the celebration begins!
   a. The bell from Dolores is rung.
   b. The celebration of *El Día de la Independencia* begins.
   c. The same traditions have been followed for many years.

3. In the United States, people celebrate Independence Day. In Mexico, they celebrate *El Día de la Independencia*. In both places, people celebrate the freedom of their country from foreign rule.
   a. People celebrate the freedom of their country from foreign rule.
   b. National celebrations in the United States and Mexico are wonderful.
   c. Independence Day can be said in many languages.

**Directions** Look at the main ideas below. Think of a supporting detail for each idea. For example, if the main idea is “Neil loves football,” a supporting detail might be “He plays it every Saturday.”

4. Doing your homework is important.
   
5. My dad loves the beach.
Vocabulary

Directions Read each sentence. Write the word from the word box that best matches the definition.

Check the Words You Know

<table>
<thead>
<tr>
<th>bouquet</th>
<th>circus</th>
<th>difficult</th>
<th>nibble</th>
</tr>
</thead>
<tbody>
<tr>
<td>pier</td>
<td>soars</td>
<td>swallow</td>
<td></td>
</tr>
</tbody>
</table>

1. adj. hard to do or understand
2. v. to fly upward
3. n. bunches of flowers
4. n. a traveling show of performers
5. n. docks built over water
6. v. to take into the stomach through the throat
7. v. to eat in small bites

Directions Write a paragraph discussing the celebrations described in Celebrate Independence Day, Celebrar El Día de la Independencia, using as many vocabulary words as possible.