

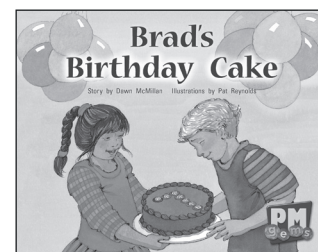
# Brad's Birthday Cake

PM Level 13

Green

**Text Type** Narrative

**Running Words** 200



## Preparing for Guided Reading

### Prior Knowledge

- Explain Brad's disability, blindness.
- Discuss the senses. Explain the importance of hearing, taste, smell and touch to someone who is blind.

### Orientation to the Text

- In this story, Brad, who is vision impaired, invites Ella to his birthday party. Ella bakes a cake for him, adding details that he can smell and feel.

### Key Language Structures

- Irregular past tenses: *said, came, took*
- Use of dialogue to add interest and show character.

## Building the Balanced Reader

### Vocabulary

Key High-frequency Words

*call, morning, put, right, seven, them, there, took, want, won't*

Content Words

*Grandma, Brad, outside, fence, birthday, Sunday, party, present, cake, candles, peppermints*

### Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Build upon students' phonemic awareness and their knowledge of letter-sound relationships. Ensure they are transferring this knowledge when decoding or confirming unfamiliar words.

### Fluency and Phrasing

- Observe the strategies students are using to integrate meaning, language structures and visual information as they read. Explicitly teach students who require further support to cross-check, confirm or self-correct when meaning needs to be regained.
- Emphasise reading with fluency that encompasses understanding. Remind students to adjust the pace of their reading when they encounter new vocabulary.

## Focusing on the Book – Guided Reading

Ensure students use the illustrations to predict meaning.

- Say these words and clap each syllable: *Grandma, outside, birthday, present, surprise, candles, peppermints.*
- Direct students to look at the cake on the front cover. Ask, *What does the arrangement of sweets on the cake tell you about Brad's birthday?*
- Have students talk about the cane that Brad uses. Have them consider why Brad holds the cane so far out in front of him.
- Ask, *How do you think Ella feels about being invited to Brad's birthday party?*
- Ella and Gran make a birthday cake for Brad. Have students consider what they could do to make it special for him.
- Have students consider which senses the peppermints will engage on a cake for a person who can't see.
- Ask, *What is the first thing Brad notices about the cake? Do you think Brad likes his present?*

## Comprehension

- Why do you think Ella put seven peppermints on the cake in the shape of the number seven? (*Inferential*)
- If you had been invited to Brad's party, what would you have made for him? (*Inferential*)

## Follow-up Activities

- Direct students to complete the BLM activities: rewriting compound words into their shorter composite words; numbering boxes to order sentences from the story; writing rhyming words and choosing correct words to complete sentences; writing a sentence from the story to match the illustration.
- Direct students to think of another present that would be good for a person who cannot see. Advise them to think of presents that would engage the senses of touch, hearing, taste or smell. Have students choose one gift idea and draw a picture of it.
- Have students imagine they are helping a deaf person celebrate their birthday. Ask them to consider things that they could do to make the birthday special, even though the person won't be able to hear speaking or singing. Have students write three or four sentences to describe their favourite idea.

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## Learning Intentions

- We are learning to use speed, volume and pitch to correctly interpret the text when reading aloud.
- We are learning to think beyond what we are reading.
- \_\_\_\_\_

## Success Criteria

- I can more make changes to my speed, volume and pitch to indicate my understanding of the text.
- I can make predictions and justify them with evidence from the text and/or prior experiences.
- \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up