

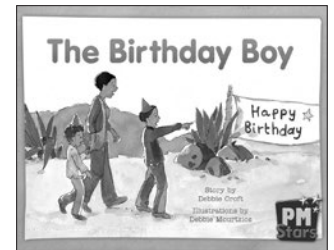
# The Birthday Boy

PM Level 12

Green

**Text Type** Narrative

**Running Words** 213



## Preparing for Guided Reading

### Orientation to the Text

- Recall previous stories about Tess and Danny: *Pokey Is Sick* (PM level 8) and *Pokey and the Slipper* (PM level 10).
- Read the title of the book and discuss the cover illustration. Invite students to talk about birthday parties they have attended.

### Prior Knowledge

- This is the third story in the series about Tess and Danny. Both children usually love going to birthday parties but neither is excited about going to this party. Interest only begins to be revived when Tess and Danny arrive at the zoo.

### Key Language Structures

- Prepositional phrases add meaning to the verbs, e.g. *Tess and Danny and Mum walked down the long path to the pool.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*before, buy, don't, smile, time, want*

#### Content Words

*apples, bananas, party, parties, present, stopped*

### Decoding

- Ensure students are transferring their phonemic awareness and knowledge of letter-sound relationships when decoding or confirming unfamiliar words.

### Fluency and Phrasing

- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*
- Ensure students respond to punctuation within and at the end of sentences.

### Focusing on the Book – Guided Reading

- Study the illustrations. As the story unfolds, invite students to share their predictions and ideas. Draw students' attention to the children's

changing expressions: excitement at the thought of going to a party; astonishment when Tess sees what they are expected to take to the party for a present; curiosity when they arrive at the zoo; laughter when they realise who the birthday boy is.

- Find words in the story that begin with the blends *sl*, *sm* and *pr*. Ask students to recall other words that begin with the same sounds. Write these words on charts.
- Ask students to recall other words with the same final sound as *Danny*, *party* and *baby*.
- Identify the past-tense verbs *said*, *looked*, *stopped*, *walked* and *laughed*. Talk about how these words tell the reader that something has already happened.
- Find these words in the story: *Saturday*, *birthday*, *today*. Emphasise the skill of scanning across words.
- Discuss the long medial vowel sounds in these words: *smile*, *like*, *time*, *gate*.
- Locate these compound words: *birthday*, *today*.
- Notice the -s plural ending in: *bananas*, *apples*. Discuss these irregular plurals: *party*, *parties*; *baby*, *babies*.
- Talk about *Who* as an entry word to questions.

### Comprehension

- When was the birthday party? (*Literal*)
- What present did they take for the birthday boy? (*Literal*)
- Where was the birthday party? (*Literal*)
- Why didn't Tess want to go to the party? (*Inferential*)
- Why couldn't the birthday boy play with a car? (*Inferential*)
- Why did Danny put the present from him and Tess in a big box at the zoo gate? (*Inferential*)

### Follow-up Activities

- Discuss the appropriateness of the birthday boy's present. Talk about why specific foods are fed to animals in a zoo.
- Invite students to recall special events at zoos or other places where the public are able to participate or observe.

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## Learning Intentions

- We are learning to read longer sentences that have phrases that add meaning to the verbs, with the correct phrasing and fluency.
- We are learning to use different strategies to help us decode unknown words.

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## Success Criteria

- I can read sentences with prepositional phrases, using correct phrasing and fluency.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.

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## Guided Reading Notes

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