

# A Birthday Cake for Ben

PM Level 3

Red

**Text Type** Recount

**Running Words** 59



## Preparing for Guided Reading

### Orientation to the Text

- Ask students if they know when their birthdays are. (Make sure you have a list of birth dates available for those who don't know.) Use a large wall calendar to mark each birthday.
- Encourage students to talk about their birthday experiences. Write students' statements on a whiteboard or chart in an eye-catching way. Read the statements together.

### Prior Knowledge

- Ben and his mother become very familiar characters in successive stories.
- Ben's love of reading, writing and drawing is evident in all books.
- The importance of reading instructions and labels is introduced through the detailed illustrations in this story book.

### Key Language Structures

- Difficult words such as "birthday" and "dinosaur" are introduced and reinforced throughout the text alongside familiar high-frequency words.

## Building the Balanced Reader

### Concepts About Print

- Link upper-case and lower-case letters.
- Recognition of Bb in context – Ben, bed, birthday, book.
- Re-read the **PM Alphabet Starters** book, Bb.
- Directionality – check that students' directionality is secure when reading the range of sentence lengths.

### Vocabulary

#### Key High-frequency Words

a, at, comes, Here, in, is, looking, looks, on, the, too, up

#### Content Words

asleep, bed, birthday, cake, card, dinosaur, Happy, head, Mum, tail

### Decoding

- Locate the high-frequency words that are repetitively used in the text.

- Model using letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and model the difference between the role of a full stop and a comma.

### Focusing on the Book – Guided Reading

- Discuss the cover illustration and title. Encourage students to look closely at the cover. Ask students, *What sort of book is Mum reading? Why do you think Mum is reading it? What cakes can you see? Which cake do you think Ben would like?*  
Look at page 7. Ask students, *Why is Mum looking at the dinosaur? Do you think Mum has a good idea? What is it?*
- Look at pages 14–15. Ask students, *How old do you think Ben is? How do you know?*
- Read the book independently.
- Teach the cross-checking skill – picture (meaning) with the visual cue (initial letter), e.g. d – dinosaur.

### Comprehension

- What did Mum make for Ben? (*Literal*)
- Why did Mum put five candles on Ben's cake? (*Inferential*)

### Follow-up Activities

- As a group activity, make, bake and decorate a cake. Use the cake in *A Birthday Cake for Ben* as a model. Photograph the cake preparation. Use the photographs to make a concertina book.
- Discuss students' favourite cakes. Make a list of different types of cakes.
- Make a birthday chart. Use cakes for each month. Students write their names and glue them to the appropriate cake.
- Write statements about birthdays dictated by students on a balloon shape or cake shape. The more competent students could write their own statement. Decorate the balloon and cake shapes with streamers, glitter or confetti.

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Date \_\_\_\_\_

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## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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## Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can use my voice to display the purpose of a full stop and comma.

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## Guided Reading Notes

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