

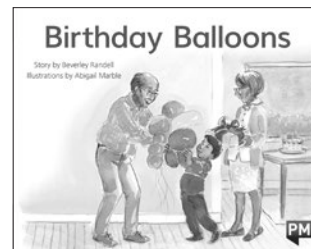
Birthday Balloons

PM Level 10

Blue

Text Type Narrative

Running Words 182



Preparing for Guided Reading

Orientation to the Text

- Read *Aren't You Lucky?* (Catherine Anholt, 1990) to the class. This story explores the impact that a baby has on a household.
- Re-read *The New Baby* (PM level 7). Focus on p. 14 and Tom's intention to help his mother. Ask students to suggest a few things that Tom might do to help Mum look after Emma, then read *Birthday Balloons*, which is set about six months later.

Prior Knowledge

- *Birthday Balloons* is the sixth book about Tom and his family. Emma, who first appeared in *The New Baby*, is now old enough to show frustration. Students who have babies at home will understand how demanding babies can be.
- The plot in this story has two strands: Tom's birthday and his baby sister, Emma.
- Reading is not always about finding out; it is often enjoyable because one's own experiences are captured in print. Students understand about birthdays and love reading about them.

Key Language Structures

- Phrases that tell *when* or *where* add meaning to the verbs in the sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

but, laugh, make, now, Open, saw

Content Words

cars, crying, lucky, present, trucks

Decoding

- Recognise the high-frequency words in the text.
- Apply knowledge of sound-letter relationships to assist with decoding of unfamiliar words.

Fluency and Phrasing

- Adjust the pace of reading to assist with fluency.
- Make appropriate predictions about the text to assist with understanding.

Focusing on the Book – Guided Reading

- pp. 2–3 When discussing these pages, mention all the traditional birthday details (greetings, visitors, presents, balloons, birthday cake with candles).
- pp. 4–11 Mum doesn't want Emma to spoil Tom's birthday, but her distress becomes a problem as the story progresses. After each page is read, ask students to guess why Emma keeps crying. All suggestions are acceptable because no one in the books knows why Emma is crying, yet.
- p. 14 After reading this page, make sure students understand that Tom's sensitivity and generosity have made **everyone** feel good. Read Dad's praise of Tom aloud. Tom's family thinks Tom is special.
- p. 16 – Sing this page together. (Italic type and indented lines signal that this page is different.)
- Identify the word endings *-a* in *Nana, Poppa, Emma*. Encourage the children to think of other names that end in the same way (e.g. *Anna, Georgia, Laura, Jessica, Nicola*, etc.).
- Encourage letter recognition of *-x* in *six, box* (refer to **PM Alphabet Starters**).
- Revise the name and purpose of speech marks as a punctuation symbol.

Comprehension

- How many candles did Tom have on his cake? (*Literal*)
- Why did Nana and Poppa give Tom three cars and three trucks? (*Inferential*)
- Why was Emma crying? (*Inferential*)

Follow-up Activities

- Talk about the ways in which students are kind to their siblings or other members of the family. Make up a class book with students' stories and pictures.
- Talk about babies. Ask students, *What is a baby?* Invite a mother or father to bring a baby to the classroom to show students, and to answer questions about their babies.
- Talk about students' own baby sisters and brothers, and what they like or dislike about having a baby in their house. List ideas.

Birthday Balloons

Date _____

PM Level 10

Blue

Learning Intentions

- We are learning to more accurately make predictions about events in the text.
- We are learning to recognise a variety of punctuation marks to assist with fluency when reading aloud.
- _____

Success Criteria

- I can more accurately make predictions about events in the text.
- I can recognise a variety of punctuation marks to improve the fluency of my oral reading.
- _____

Guided Reading Notes

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