

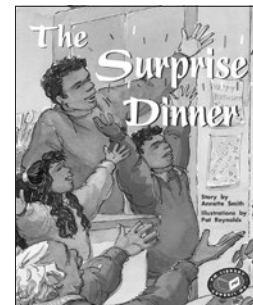
The Surprise Dinner

PM Level 21

Gold

Text Type Narrative

Running Words 692



Preparing for Guided Reading

Orientation to the text

- Talk about surprise dinners or birthday parties students have experienced. List the party food and accessories that often accompany these special occasions.

Prior knowledge

- In this story, Jenna, Josh and Dad prepare a surprise birthday dinner for Mum. Everyone is excited as the day arrives. However, the dinner doesn't turn out as planned.

Building the Balanced Reader

Vocabulary

Key vocabulary

freezer, invite, piece, prepare, replied, sniff, we're

Content Words

calendar, chorused, computer, chatting, delivered, explained, flapped, groceries, menu, slight, teatowel, vegetables, wrong

Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and possible resolutions to the complication in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Examine the cover illustration and the layout of the title. Invite students to predict who the surprise dinner will be for.
- Read the text on pp. 2–3 with the children. Have them recall any incidents where they have had to keep a special birthday secret. Point out that Dad works from home. Have students suggest what his job might be.
- Identify the ways in which Dad and the children prepare for the surprise dinner, e.g. making party hats, wrapping presents, shopping for groceries, baking and decorating a cake.

- Focus on the illustration on pp. 10–11. Ask, 'How is Mum feeling?' Clarify the meaning of the word 'chorused'.
- Identify Mum's gifts. Emphasise the word **big** (written in bold type) when reading the text. Reinforce the fact that the gifts have been 'made', not bought.
- Look closely at the illustration on p. 15. Mum, Nanna and Poppa are eagerly awaiting the surprise. What will Dad and the children do now that the dinner is ruined?
- Dad has saved the day. Enjoy the satisfactory conclusion to the story.
- Identify time connectives that order events in the narrative, e.g. *Each day after school; The next day; On Thursday afternoon; A little while later*
- Locate and expand contractions used in direct speech, e.g. *she'll; Let's; you've; mustn't; they've; we've*

Comprehension

- Who was at Mum's surprise party? (*Literal*)
- Why did Dad tell the twins to pretend nothing was wrong? (*Inferential*)
- Why did Mum say 'This is the best surprise dinner ever.'? (*Applied Knowledge*)

Follow-up activities

- Ask students to write about other ways Dad could have solved the problem of the spoiled dinner. What other meal could he have organised?
- In groups, ask students to write a simple procedural text about how to prepare a surprise birthday party. Share these with other class members.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, vocabulary in the text, and likely solutions to the problem encountered by the characters.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, vocabulary and possible solutions to the problem presented in the text.
- _____

Guided Reading Notes

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