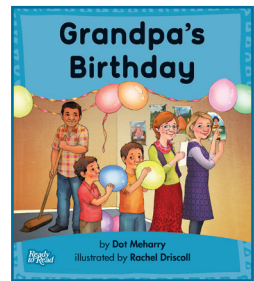


Grandpa's Birthday

by Dot Meharry
illustrated by Rachel Driscoll

This text is levelled at Blue 1.



Overview

It's nearly Grandpa's birthday, and the family decide it would be a good opportunity for a big family party. This text describes how they get ready and what happens at the party.

Students will be able to make connections to their own experiences of birthday parties and/or family gatherings. This text supports the development of a self-improving reading process. It requires students to "apply their reading processing strategies" and to "monitor their reading, searching for and using multiple sources of information" in order to make or confirm meaning (both from *The Literacy Learning Progressions*, page 10).

Text characteristics

The students are working towards the standard for after one year at school. Many characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics are shown in the boxes with a solid outline. Other boxes show additional characteristics.

There is an audio version of the text on the Ready to Read CD *Readalong 2011*.

Related texts

- Texts that feature grandparents and/or extended family: *Number 10 Tāwai Crescent*, *Nanny* poem card (shared texts); *Time for Bed*, *Lāvalava* (Red); *Talking to Nanny*, *A Busy Week* (Yellow); *Going to Grandpa's* (Blue)
- Texts about birthdays and family celebrations: *Happy Birthday* (Red); *Greedy Cat's Door* (Blue); *Diwali* (shared).

Cross-curriculum links

Health and physical education (level 1, relationships) – Explore and share ideas about relationships with other people.

A mix of explicit and implicit information in the text and illustrations that provides opportunities for students to make inferences about how everyone feels about the party and how the family made Grandpa's birthday special

The inclusion of dialogue featuring the contractions "It's", "Here's", and "Let's" which supports intonation and meaning

Specific challenges that require students to monitor their reading and/or search for information in the text and illustrations in order to confirm or clarify, for example, to work out the interest words on page 4 and to confirm (on page 6) what happened when Grandpa went camping

To support word recognition:

- many high-frequency words, for example, "all", "back", "came", "coming", "day", "down", "for", "have", "help", "Here's", "home", "It's", "Let's", "looked", "need", "out", "put", "soon", "talked", "Then", "They", "was"
- interest words that are likely to be in a reader's oral vocabulary and are strongly supported by the context or illustrations, for example, "afternoon", "balloons", "birthday", "blew", "cake", "camping", "cleaned", "cut", "everyone", "family", "garage", "guitar", "great", "Happy", "Hello", "hugged", "invitations", "party", "people", "photos", "sang", "songs", "Thank you", "tent", "write"
- the compound words "birthday", "Everyone", "Grandma", "Grandpa".

The familiar setting (at home) and the familiar context of a family celebration to support making connections

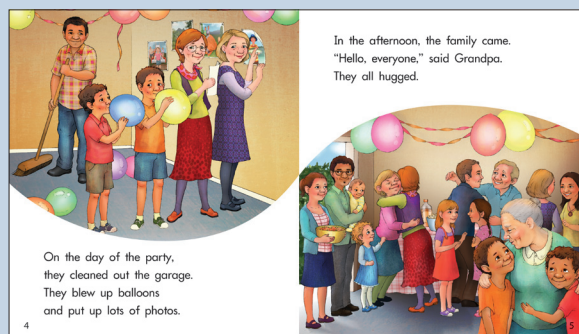
The theme of family togetherness and fun

The initial consonant blends (in "blew", "cleaned", "Grandma", "Grandpa", "great"; the initial digraphs in "photos", "Thank" (and "the", "they", "Then"); and the silent "w" in "write") that require students to attend to initial letters

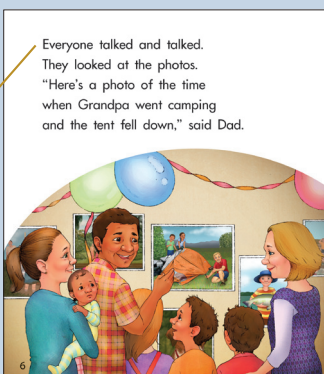
A range of punctuation, including speech marks, commas, and question marks, to support phrasing and meaning

The indicators of time "On the day of the party", "In the afternoon", and "Then" (on page 9) to help clarify the sequence of events

The verbs ending in "ing" ("camping", "coming") and "ed" ("cleaned", "hugged", "looked", "talked") that require students to attend to common inflections



In the afternoon, the family came. "Hello, everyone," said Grandpa. They all hugged.



A suggested reading purpose

To find out how the family make Grandpa's birthday special and how everyone feels about the party

Setting a learning goal

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically about” texts?)

To meet the reading purpose, students need to draw on a range of processing and comprehension strategies, often simultaneously. The strategies, knowledge, and skills below link to *The Literacy Learning Progressions*.

Select and adapt from them to set your specific learning goal. Be guided by your students' particular needs and experiences – their culture, language, and identity (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

The purpose of the goals listed below is to guide you in your lesson planning and your monitoring and support of students. Simplify the wording of the goal or goals when sharing them with students.

This text provides opportunities for students to:

- make connections to their experiences of birthday parties and/or family gatherings and form hypotheses about how the family will make Grandpa's birthday special
- summarise to test their hypotheses and make inferences (think critically) about how everyone feels about the party
- draw on several sources of information, for example, grapho-phonetic information, known words, sentence structure, punctuation, context, and/or illustrations, to make meaning
- self-monitor – notice some errors in their reading, (for example, realising they have lost meaning or that there is a mismatch between what they have read and the illustration) and take corrective action.

Introducing the text

- Note that some cultures won't necessarily have the same birthday celebrations as the one in this text. Depending on the experiences of your students, you may need to provide support by building their knowledge before this session.
- View the cover illustration and discuss what the people are doing and why. Confirm that they are getting ready for a celebration. Ask the students to share what occasions their family celebrates and what preparations their family makes. Create a vocabulary list of words associated with celebrations.

- Read the title to confirm that they're getting ready for Grandpa's birthday party.
- You could encourage critical thinking: *Why are there photos on the wall?* The students may not be familiar with the concept of family photos as a record of shared experiences, so they may just think they are for decoration. You can return to this idea when they read pages 4 and 6.
- Encourage the students to share their experiences of special celebrations they have with their family, then guide the discussion back to this particular book. *We talked about cleaning the house, blowing up balloons, and putting up photos. What else do you need for a party?*
- View the title page and review the students' hypotheses. If necessary, introduce the word “invitation” into the discussion.
- Read the title again and the names of the author and the illustrator.
- Share the reading purpose.

Reading the text

Below are the sorts of behaviours you want students to demonstrate as they read and discuss this text, on the first or subsequent readings. These behaviours are closely linked and will support each other. Each example is accompanied by instructional strategies you can use to scaffold students' learning. **Select and adapt** from the suggestions, according to your students' needs and experiences.

The students make connections to their own experiences of birthday parties and/or family gatherings to form hypotheses about how the family will make Grandpa's birthday special.

The students summarise the events in the story in order to test their hypotheses and make inferences about how everyone feels about the party.

The students draw on several sources of information to make meaning.

- **Page 2** – View the illustration and discuss who the characters might be. Have the students read to find out what they're planning to do for Grandpa's birthday.
- **Page 3** – Encourage the students to view the illustration to infer what the family will do first. You could write the word “invitations” on the whiteboard and draw attention to how it starts with “in”. *I wonder who they will invite?* Listen to the students read the page quietly to themselves. Expect them to be able to decode the boys' names. Briefly review how they worked out the word “invitations”.

- Remind the students of the reading purpose and recap what the family have done so far. Start filling in a summary chart. If necessary, prompt the students to look at the first two pages and identify who, what, why, and when.
- **Page 4** – Briefly discuss what the characters are doing. *There are quite a few new words on this page. What will help you work them out?* Listen to the students read the page. If they read “pictures” for “photos”, remind them of the “f” sound for “ph”.
- Discuss the shift in time from page 3. *What did you find out from this page?* Encourage the students to infer why the characters are putting up photos and what they might be of.
- **Page 5** – Have the students read the page and clarify that there has been another shift in time. If the students are confused by the similarity between “They” and “Then” (page 7) write “They” on the whiteboard. Draw attention to the end of the word and blend the chunks together (“Th-ey”). Reread the sentence to work out which word fits best (sounds right). If necessary, support them with “chunking” the word “f-am (or “fam”) -i-ly”.
- *There are a lot of people.* Encourage the students to make connections to their own experiences. *How is everyone feeling about the party?*
- Review the events of pages 4 and 5 and add them to the summary chart, encouraging the students to look for information in the illustrations as well as the text. For example, there is food and drink on the table on page 5, but this is not mentioned in the text.
- **Pages 6 and 7** – Allow plenty of time to discuss the illustrations, and encourage the students to review their earlier hypotheses. *Why do you think they are so interested in the photos? What sorts of things will they be talking about?*
- Listen to the students read these two pages. If necessary, provide support by writing “every-one” on the whiteboard. You may need to draw attention to the irregular verb “sang”.
- Again, recap and discuss what has been happening. *Is this what you thought would happen?* Encourage the students to make connections to their own experiences, especially regarding the cake and Grandpa’s thank you speech. Update the summary chart. If necessary, prompt the students to summarise by thinking about what happened during the birthday.
- *What else will help to make the party special?* Remind the students of their earlier hypotheses and the illustration on the title page.
- **Pages 8 and 9** – Listen to the students read to the end of the story. Complete the summary chart.

To help us finish summarising, we need to include what happened at the end of the story.

- Review the reading purpose. *What clues helped you work out how everyone felt about the party?* For example, the expressions on the characters’ faces, the hugging on page 5, “Everyone talked and talked” (page 6), the interest in the photographs, Grandpa saying “It’s great to see you all”, and the closing statement “Let’s have another big party soon”.

The students notice errors in their reading and take corrective action, for example, by rereading from the beginning of the sentence.

- You are likely to notice students doing some self-monitoring during the first reading, but you can monitor this more closely as the students reread the text quietly to themselves. Listen in, providing feedback to individual students and making notes about aspects that may need further attention.
- When students make an error, wait till the end of the sentence or page before intervening, unless they have stopped reading. Waiting gives them the opportunity to notice the error and fix it themselves. Sometimes another student will comment or two students will have different interpretations, providing an opportunity to question and check.
- Some teacher questions and prompts that you could use if the students are not self-monitoring include: *Are you sure? Think about what would make sense. Does that look/sound right to you? Try that again.*
- If students are making errors without noticing a problem, use appropriate prompts to draw their attention to the error. For example, *You said, “‘Yes. Let’s have a party,’ said Grandma.” Does that match the words? Or, if the student reads “When” for “Then” on page 9, you could say: Have another look. What would you expect to see at the start of “when”?* On page 8, if the student reads “sing” or “singed” for “sang”, you could say *Does that look and sound right to you?*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.

After reading: practice and reinforcement

After-reading tasks should arise from monitoring of the students’ needs during the lesson and should provide purposeful practice and reinforcement. The suggestions below relate to this text and, where possible, links should be made to other aspects of the literacy programme (for example, to other reading texts, the students’ own writing, oral language, handwriting, and word games and activities) and other curriculum areas.

Select and adapt from these suggestions, according to the needs of your students.

- The students can build their comprehension and fluency by rereading the text while listening to the audio version on the CD *Readalong 2011*. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Where possible, listen in while the students read the text aloud to a partner, noting their ability to self-monitor and to use the punctuation to support phrasing and expression.
- Have students draw a picture of a party or other celebration they have taken part in. Have them describe their picture and share their experience with a partner.
- Refer to the summary chart and have the students compare it to their own experiences of family birthdays or other celebrations. Working individually or in pairs, have them select a familiar celebration and decide on four main things they or their family would need to do to prepare for it. Ask them to draw pictures of the four steps and write a sentence explaining each step.
- For students who need support with their sentences, provide a writing frame, for example, “Before a _____, we buy _____ and _____. We make _____ and _____.” Model the sentences by saying them, write them on the whiteboard, and then erase parts of each sentence. Model how to fill in the gaps with new information. Remind the students to refer to the celebrations vocabulary list to help them.
- Find the contractions “Here’s” (page 6) and “It’s” (page 7). Write them out in full and show how the apostrophe replaces the “i”. Practise reading the sentences that include the contractions, using “Here is” and “It is”. Discuss how contractions make book language seem more natural (more like talking). You could briefly explain how “Let’s” is short for “Let us”. Encourage students to incorporate contractions into their own writing.
- List the verbs ending in “ed”. Have the students identify the root words and practise building new words by adding “s” or “ing” endings.
- Have word games available that encourage sorting of words by common characteristics, such as initial consonant blends, inflected endings (“ed”, “ing”), or belonging to the same word family (“talk”, “talked”, “talks”, “talking”), as in the previous activity.