

# Bobby's Birthday

## GOALS

### Comprehension

Retell the story using the pictures on each page as a guide. What was the first present, second, third, fourth, etc?

### Vocabulary

**High-frequency Words:** are, come, first, for, look, thank, who, will

**Content Words:** birthday, chocolate, fourth, heart, hope, presents, puppy, second, shaped, third

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /ch/

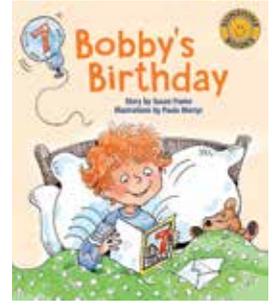
### Phonics

**Letters and Sounds:** /ch/

**Words to Blend and Segment:** chap, chat, chess, chip, chop

### Fluency

Model reading of the text using expression and emphasis.



Bobby really wants a puppy for his birthday. But his mum and dad give him lots of other presents.

## Before Reading

- Listen to the title and the name of the author and illustrator. Ask: What do you think Bobby will get for his birthday? Together look at the cover picture. Discuss what they see. Ask how old Bobby is on his birthday and how they know.
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. What is the same or different here compared to the cover? Talk/walk through the pictures. Discuss what is happening on each page. Ask: What presents does Bobby get? Bring words like *birthday*, *chocolate*, *fourth*, *heart*, *hope*, *presents*, *puppy*, *second*, *shaped* and *third* into the conversation. On page 13, have students predict the ending.

## Reading the Text

- Ask: What are some of the things good readers do? Model how to use print cues such as look for chunks in words (*birth/day*, *pup/py*).
- Read the title together and the names of the author and illustrator. Read the title page.
- Have students look at the pictures on pages 2–3. Ask: Where is the setting for the text?
- Look for the word *room* on page 4. Then look for the word *presents*. It has a small word or chunk inside it. (*sent*) Read the word together. Look for *shaped*. Look for the digraph /sh/ and the small word *ape*. Say the word slowly emphasising the chunk (ape) *sh-ape-d*. Read the words together. Reread the page together noticing the speech marks and changing voices for different characters. Notice whether the characters are speaking or thinking.
- Follow this pattern for each page up to page 13, discussing the illustration, looking for key words and chunks of words, and reading the words together. There is a speech bubble on page 13. What does it say? Who is saying it?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending on Pages 14–16. Read the text together. Ask: Did you like the ending? Why?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- What genre is this story? (narrative) Discuss the ending. Did Bobby get what he hoped for? Is this what students predicted? Do they have a pet at home?
- Retell the story using the pictures on each page as a guide. What was the first present, second, third, fourth, etc? Look at the back cover to retell the story with four pictures. Compare the two retellings. Reread the story together.
- Discuss the meaning of *happiest* on page 16. Think about Bobby being happy at the start of the book. He gets happier and then says it's his happiest birthday ever. Why is that? Think of other words you can make into a comparative (-er) and superlative (-est). e.g. sad, small, big, cold, warm. Add the suffixes.
- Make a chart showing setting, characters and events. Students notice how the characters and events change but the setting remains the same.
- Reread page 12, focusing on punctuation. Teach students the purpose of the full stop, comma, question mark and speech marks. Read page 11 as if there was no punctuation. Then with punctuation to show the students how it is important to make sense of the text. (for meaning)

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /ch/ Students listen for the /ch/ sound as you read the words *chap, chat, chess, chip, chop*. They indicate when they hear any and repeat them emphasising the /ch/sound, e.g. /ch/ ap, chap.

## **Phonics**

- Discuss the sound of the digraph ch-. Write the words *chap, chat, chess, chip, chop* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *are, come, first, for, look, thank, who, will*. Read them together. Ask students to locate the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- On a piece of paper, have students draw a picture from the story. They find the words in the story, write them and read their sentence to a partner.

## **Fluency**

- Model reading of the text using expression and emphasis to show clarity of meaning. Students repeat after you.

## **Writing**

- Students make a chart of contractions from the story. They read the contractions and add more of their own. They write out the full words with the letters that the apostrophe is in place of included.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.