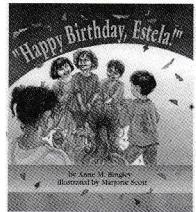


# “Happy Birthday, Estela!”

by Anne M. Bingley  
illustrated by Marjorie Scott



## Book Summary

In this counting story, Estela and her friends show how much work – and fun – it is to break a piñata and reap the rewards.

## Features of the Book

- The use of text as simple captions.
- The use of bold text for effect.
- Creative typography for effect – “CRACK!”.
- The use of counting numbers as part of the storyline.
- Illustrations that show the same character more than once in the same scene.
- The blends – “st”, “sp”, “sw”, “fr”, and “cr”.
- The use of imagery – “candy falling like rain”.
- The high-frequency words – “on”, “the”, “in”, and “like”.

## Purpose

“Happy Birthday, Estela!” can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- introducing and discussing the meaning of new words within the story;
- using a variety of punctuation to read expressively;
- predicting outcomes from illustrations;
- developing the skill of writing instructions.

## Introducing the text

- Who has had a birthday recently? Did you have a party?
- What did you do at the party? Did you have special food or did you play special games?

Discuss the cover illustration.

- Why are all of these children together?
- Can you read the first two words in the title?

Read the title and the names of the author and illustrator to the group.

## Reading the text

- Introducing and discussing the meaning of new words within the story.

- Using a variety of punctuation to read expressively.

- Predicting outcomes from illustrations.

### Title page

- What is falling around the children?

### Pages 2 and 3

- What is hanging from the string?

Some children will have seen a piñata before. You may have to explain the rules of this game.

- Why are the children looking so happy?

- What could be in the piñata?

### Read the word written in bold type.

Pages 4 and 5 – Discuss the illustrations and draw the children’s attention to the bold text again.

- What do these two words say? What’s Estela trying to do? What do you think her mother is saying?

### Pages 6 and 7

- Do you think she will break the piñata?

- What does the number on the page say now?

### Pages 8 and 9

- What is Estela doing now?

- Why are the children standing in a line?

- Who do you think will break the piñata?

### Pages 10 and 11

- What has happened? What sound did the piñata make? Was it loud? How can you tell?

- What is falling down on the children?

Page 12 – Remind the children that the exclamation mark means that it should be read with excitement.

The children now read the book independently.

## Revisiting the text

Look at the initial blends in the story. Ask the children to locate one or two of these examples in the text. Make a list of other words that begin with these sounds.

## Following Up

- Developing the skill of writing instructions.

- Write the instructions for making a piñata.

List ideas for the shape it could be and include suggestions for other things to put inside, for example, confetti, small toys, or cards.

- Complete the blackline master opposite.