

Book Summary

A small boy tries to help his family prepare for a birthday party.

Repeated Phrases

"Can you help me?" said Dad.
"Yes, I can," said Max.
"Can you help me?" said Jane.
"No, I can not," said Max.

Text Type – Narrative

Materials

- copies of words and punctuation for this book from page 130
- copies of BLM, pencils, markers
- a packet of party balloons

The Party

by Julia Wall
illustrations by Ali Teo



Set E

Skills and Strategies

Reading *The Party* will reinforce the following objectives and give the children the opportunity to:

- W** recognize simple consonant-vowel-consonant words
- S** emphasize left-to-right movement to reinforce directionality
- T** demonstrate an understanding of how print is organized and read
- W** innovate on the story to create own versions of stories, plays, and songs

Word Study

- High-frequency words: The, Can, you, me, said, Yes, I, can, not, Dad
- Punctuation: periods, exclamation point, commas, quotation marks, question marks, capital letters
- Phonics and phonemic awareness:
 - Y, y – Yes, you
 - M, m – Max, me
 - onsets and rimes – c/an, d/ad

Speaking and Listening

Use this text to help the children:

- predict the story line using illustrations from the book;
- share ideas about the story with others in the group.

The Guided Reading Lesson Plan

Introducing the text

Give each child a balloon to blow up. Discuss when you would have balloons. Encourage the children to share their prior experiences of preparing for a birthday party, for example, wrapping up the present, helping to blow up the balloons, etc.

Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the illustrator to the children. Now use the outline below to support the children as they read and discuss their way through the book.

Cover – Why are the people on the cover looking so happy?

Title page – Together, read the title and the names of the author and the illustrator again. How old do you think the person is who is having the birthday? How can you tell?

Page 3 – What do you think Dad is asking Max to do? How do you sometimes help at home?

Page 5 – What do you think Jane is carrying? Is it light or heavy? How can you tell?

Pages 6 and 7 – What are Dad and Max doing now? Ask the children to identify "m" in "Max" and "me."

Pages 8 and 9 – What is Jane doing? Why can't Max blow up his balloon? Identify the question mark and discuss its purpose.

Page 11 – Have you ever helped put candles on a birthday cake?

Pages 12 and 13 – What is Max trying to do? Get the children to predict the text. What will Max say to Jane when she asks him to help her?

Page 15 – What do you think will happen next?

Page 16 – Can Max help Jane this time? How?

The children can now read the book again independently.

Revisiting the Text

- Why was it so difficult for Max to do some of the things that Jane asked him to?
- Talk about some of the other things that the children could help with when preparing for a party.
- Locate the word "can" in the text and write it on the board.
- Show the children how, using the "an" rime, the word can be changed to make other words.
- Repeat this process with the word "Dad", using the "ad" rime.
- Ask the children to locate all the "Y/y" words in the text.
- Using the words and punctuation for this book from page 130, reassemble the sentences with the children.

Following Up

W Innovate on the story to create own versions of stories, plays, and songs.

W Write the text for a simple play, using the structure of the book. For example, "Can you help me tie my shoe laces?" said _____.

W The children work in pairs, asking and responding to each other's questions.

B On the BLM activity opposite, children practice writing the high-frequency word "can" and illustrate the related tasks in the boxes provided.