

Marty's Birthday

by Sally Murphy

illustrated by Elspeth Alix Batt



Book Summary

It's Marty's birthday in four days. Marty is worried that nobody will remember. But Dad, Karla, and Nina *have* remembered, and they're planning a big surprise.

Features of the Book

- Direct speech
- Notes
- Interactive text that asks questions of the reader
- Third-person narrative
- Written from a child's point of view

Word Study Opportunities

- Contractions – *couldn't, he'd, what's, wasn't, you'll*
- Double consonants – *apples, babysitter, dinner, hidden, pizza*
- Verb ending “ed” – *asked, emailed, grabbed, sniffed*
- Multisyllabic words – *babysitter, calendar, macaroni, pepperoni, remembered*

Purpose

Marty's Birthday can be used to introduce and reinforce the following skills:

- S** making connections between own experiences and the text;
- S** interpreting and analysing characters' feelings, relationships, and actions;
- S** using the illustrations to gain a deeper understanding of the text;
- Ph S** using onsets and rimes to learn new words;
- S** writing compositions that have interesting subjects.

The Guided Reading Lesson

- S** Making connections between own experiences and the text
- S** Interpreting and analysing characters' feelings, relationships, and actions
- S** Using the illustrations to gain a deeper understanding of the text

Materials needed

- A copy of the text for each child and one for the teacher
- A whiteboard or chart paper and felt-tip pens
- Optional: the blackline master, felt-tip pens, and a pencil for each child

Introducing the text

Ask the children to talk about their own birthday experiences.

- *How do you celebrate your birthday?*
- *What do you enjoy most?*
- *Have you ever had a disappointing birthday? Why was it disappointing?*

Look at the cover of the book together. Read the title and the names of the author and illustrator.

- *How do you think Marty is feeling? Why?*

Read the blurb on the back cover together.

- *Were you right?*

Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Read the contents page together.

- *Why do you think each chapter heading is a day of the week?*

Ask the children to read page 3.

- What time of day do you think it is?
- Why do you think Karla has left a note for Marty?

The children can now read pages 4 to 7 to find out what Marty is thinking about.

- What are Nina and Marty talking about on pages six and seven?
- Why is Marty upset?
- How would you feel if you were Marty?

Ask the children to read pages 8 and 9 silently.

- What do you think Marty should do?

Write the children's ideas on the board.

Discuss the illustrations on pages 10 and 11.

- What is Marty doing?
- Does your family hide presents? Why?

The children can now read to the end of chapter 2 silently. They should think about how Marty is feeling at different times.

- How do the illustrations show how Marty is feeling in this chapter?
- Do you think they have forgotten Marty's birthday? Why?

Day Two

Ask the children to summarise what has happened in the story so far.

- How is Marty feeling about his birthday?

Look at page 18 together.

- Why do you think Karla writes a note for Marty every day even though Nina is there?

Discuss the illustrations on pages 19 to 22.

- What do you think is happening?
- Why do you think Marty looks sad on page twenty-two?

Ask the children to read chapter 3 to find out what happens.

- Why did Marty feel sad at the end of the phone call?

Read page 23 together.

- Why does Marty look happier now?
- What do you think the surprise will be?

The children can now read the rest of the book independently.

- Was the surprise what you were expecting?
- What does "he already had the best gift of all" mean?

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Interpreting and analysing characters' feelings, relationships, and actions

Write "Karla" on the board.

- What does Karla do in the story that shows she cares about Marty?

Encourage the children to look at the text and the illustrations for answers. List their ideas on the board. Do the same for Nina and Dad. Discuss the way the text and illustrations work together to tell the story.

PhS Using onsets and rimes to learn new words

Write "cake" on the board. Ask the children to say it aloud. Repeat this process for "take".

- What is the same in these words?
- What is different?

Write "flake" on the board.

- How can we use what we know about "cake" and "take" to help us read this new word?

Explain that the rime "ake" can be used to figure out other words. Ask the children to list all the words they can think of that use the "ake" rime.

S Writing compositions that have interesting subjects

Ask the children to think about a nice surprise they have had. Encourage them to tell the group about their surprise, why it was nice, and how it made them feel.

B The children can complete the blackline master on page 85.