



Running words: 282

Book Summary

This book is about a boy named Matt who was not invited to his friend's birthday party, so he feels left out. Matt can't understand why he wasn't invited, but he soon finds out.

Themes

Conflict, Emotional literacy, Feelings, Character education

Features of the Book

- The information contained in illustrations
- Content words for discussion: *birthday, invite, lunchtime, party, pirate, treasure*
- Compound words: e.g., *birthday*

Strategies

Missing Out introduces and reinforces the following strategies:

- making predictions
- making connections

Materials

- copies of the BM, pencils

Missing Out

by Feana Tu'akoi

Introducing the Text

Begin by asking the students if they have ever missed out on something that they really wanted. Ask:

- *What did you miss out on? How did it make you feel?* (Answers will vary.)

Reading the Text

Ensure each student has a copy of the text. Make sure that the content words (*birthday, invite, lunchtime, party, pirate, treasure*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the illustrations and text to determine the strategies of making connections and making predictions as you work through the book.

Cover

Together, read the book's title and the name of the author. Point to the illustration. Ask:

- *What do you think might be happening in this illustration?* (One boy is handing out something to five children, but one boy didn't get one and he looks sad.)

Together, turn to the back cover and point out the illustration of the sad boy. Read aloud the preview question on the back cover: *Have you ever felt left out?* Ask the students what the different characters in the background might be feeling right now and why.

Title Page

Turn to the title page and read the title. Ask the students if they can predict what is happening in the illustration (The sad boy doesn't feel happy, and he doesn't want to play with the happy looking boy.)

Page 2

Look at the illustration. Ask:

- *Where is the boy and what do you think he is doing?* (Matt is in a toy shop buying a pirate ship in a box.)

Read the text with the students to check their predictions. Ask:

- *If this is Matt, who do you think the boy giving out the pink paper on the cover is?* (Dev)

Page 3

Point to the illustration and remind the students that this was the illustration on the cover. Ask:

- *Having read page 2 now, what do you think is happening in this illustration?* (Dev didn't invite Matt to his birthday party.)
- *How would Matt be feeling about missing out on a birthday invitation?* (sad)

Page 4

Point to the illustration and say that Matt still looks sad, but the other children are running about and looking happy. Have the students read the text with you. Ask the students about Dev's behaviour.

- *Why do you think Dev is happy while Matt is so sad?* (Dev doesn't realise how hurt Matt was when he didn't receive an invitation to the birthday party.)

Page 5

Ask the students to look at the illustration and ask:

- *What is happening now?* (Both boys look sad.)
- *Why might Dev be sad now?* (Answers may vary.)

Together, read the text to check the students' predictions. Talk about Dev's face going red. Ask:

- *What does this tell us?* (Dev felt embarrassed that he didn't invite Matt.)

Encourage the students to make connections by talking about their personal experiences of either missing out on a birthday party invite or being in a position in which they had to choose a certain number of friends to come to their birthday party but more wanted to come.

Missing Out

Page 6

Talk about what is happening in the illustration (Matt has stomped off and looks upset.) Together, read the text. Talk about the words that the author has chosen to set the mood and to describe what is happening in the illustration (*glared*, which means stared in an angry way; *stomped*, which means walked heavily and noisily to show anger). Discuss other words that the author could have used. (Answers will vary.)

Page 7

Look at the illustration. Ask:

- *Why is Matt doing the right thing?* (He is talking to his mother about his problem.)

Ask the students to read the text. Ask:

- *What do you think Matt's mum might say?* (Answers will vary.)

Now turn to page 8 to check their predictions.

Page 8

Read the text with the students and check the students' responses. Ask:

- *Why do you think that Matt didn't say anything?* (He understood why Dev had not invited him, but he was still hurt by it.)

Talk about some of the other possible things that Mum could have said to Matt. (Answers will vary.)

Page 9

Point to Matt in the illustration. Ask:

- *How is feeling Matt today? What else could he have done to help him feel better?* (Matt is still sad, but he could have tried to understand why Dev didn't invite him, joined in with the others and tried to get over it.)

Together, read the text. Ask the students how they might have reacted. Ask:

- *Would you be like Matt or would you try to be happy and join in on the climbing frame? Why or why not?* (Answers will vary.)

Page 10

Point out the gift on the kitchen table in the illustration. Ask:

- *If you were Matt, would you give the birthday present to Dev?* (Answers will vary.)

Together, read the text. Ask the students to predict what Matt will do.

Page 11

Look at the illustration and then read the text together to check the students' predictions. Ask:

- *What does that tell us about the kind of person Matt is?* (He is kind and can see the situation from Dev's point of view. He also doesn't hold grudges.)

Page 12

Look at the expressions on both boys' faces in the illustration. Ask:

- *What does this tell us?* (They are happy, and they are friends again.)

Together, read the text and enjoy the happy ending!

Revisiting the Text

- Revisit page 2 and point to the word *birthday*. Explain that this is an example of a compound word, which is formed when two words are joined together to make a new word. For example, *birth* + *day* = *birthday*. On a piece of chart paper or the board, write down other compound words (*lunchtime*, *anything*, *anyone*, *himself*, *everyone*). Then brainstorm other compound words that the students know.
- Revisit page 10. Write down on chart paper or the board a possible conversation that Mum and Matt could have had that was different to the one the author wrote. There are no right or wrong conversations. Discuss how parents often help us see things from a different point of view.

Following Up

- Write a letter from Dev to Matt, explaining why he wasn't invited

to his birthday party. Use different words and thoughts than the author.

- Matt missed out going to Dev's party. If Matt was throwing a party, how would he do it differently to Dev? Find a partner and write down some party ideas that would allow Dev to invite more than only five people, such as a class party.
- Give the students copies of the BM for this title.