

## CONNECT TO LITERACY

### Discuss the Text

#### CCSS.ELA-Literacy.RI.K.3

Have students focus on these questions about the text:

- **Synthesize** Think of another type of party— maybe a baby shower, or a graduation party. Would you use the same things at that type of party? Would you need different things at that type of party? Reread the book, putting the name of the other type of party in place of the word birthday. Does it work? Could you rewrite the book using your new party? (Answers will vary.)
- **Assess** What do you think of this party? Did you like the things she had at her party? Was she missing anything? What else would you have had if you were planning the party? (Answers will vary. Possible responses: I would have had a piñata. I would not have had party hats, but I would have had ice cream. I like her decorations.)
- **Apply Concepts** Suppose you and a friend need to plan a birthday party for another friend. Craft an answer to share with your friend that explains what you know about birthday parties. (Answers will vary.)

### Provide Prompts for Response

Offer prompts that allow students to explore the text:

- Create a list of objects you would expect to find at a birthday party. Include the items from this book and see how many more you can add.
- Describe a birthday party you have been to.
- Tell what part of the birthday party you enjoyed the most. What questions do you still have about the party?
- Rate the book. Give it a rating between one and four stars and explain why it earned that rating.

### Connect with Writing: Informational Text

#### CCSS.ELA-Literacy.W.K.2

**Introduce the Text Type and Assignment** Say: *In the book, the girl was celebrating her 6th birthday. When was the last party you attended? Did you receive a party invitation? Invitations are exciting to get! They are a fun way to share all the important details people need to know about an event. Today, we'll create an eye-catching birthday party invitation. When you receive an invitation it has important information and usually tells you who, what, when, where, and why. All of the details must be answered so people will not have any questions about the party.*

**Review Features** Review the features of informational text and be sure to display these features for students' reference:

- includes details about the party
- provides all information necessary
- has photos or illustrations to make the invitation appealing

**Model the Writing** Model the writing process as you begin writing your picnic invitation: *I decided to create my invitation on a full sheet of paper. I have enough room for details and a clever picture. Notice how I begin my model with the name of the event. I want people to know right away what they are being invited to:*

.....  
Elle is turning 6!  
Come tumble and play with the birthday girl!  
Saturday, September 23rd, 2:00–4:00  
.....

*I have already included answers to the what, who, why and when. Now I need to include details about the where so people know where to go. I also want to make sure people know how they can let someone know they are coming. Model adding one or two more details showing how you think aloud as you add them. Draw a girl in a gymnastics leotard with both hands extended in the air.*

**Support Writers** Display your model as students begin writing. Remind them that their writing should include details that answer the who, what, when, where and why questions and be exciting to look at. Support students as they begin to write appealing invitations.

**Revise and Edit** Show students how to revise and edit for specific points, such as:

- interesting details that include exciting adjectives
- good word choice
- spelling

**Share and Reflect** Allow time for students to share their work with an authentic audience. Then ask questions to guide self-reflection:

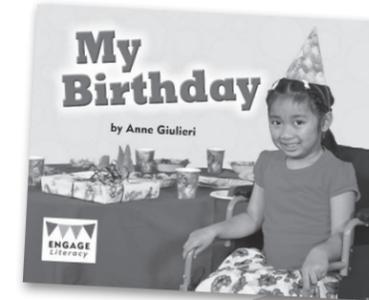
- For what purpose do we write invitations?
- Why is it important to start invitations with the *what* question being answered?
- What details did you use to inform your readers? How did you decide which details to include?
- What do you think is the most important detail you included? How do you think your invitation will be liked by your reader?
- Suppose that a friend asks you for tips on writing an invitation. What advice will you give?

## Connecting Literacy and Content

### My Birthday

#### Level B Social Studies

Content: A typical birthday party and the objects you expect to find at a birthday party are introduced.



### Objectives

Students will:

- describe objects found at a birthday party.
- interpret a text feature: book covers.
- describe relationship between text and photographs.
- do a close reading to answer questions about content.
- define and use academic vocabulary related to birthdays.
- use a predictable pattern to read and learn words.
- read grade-level prose with purpose and understanding.
- write a birthday party invitation.

## CONNECT TO SOCIAL STUDIES

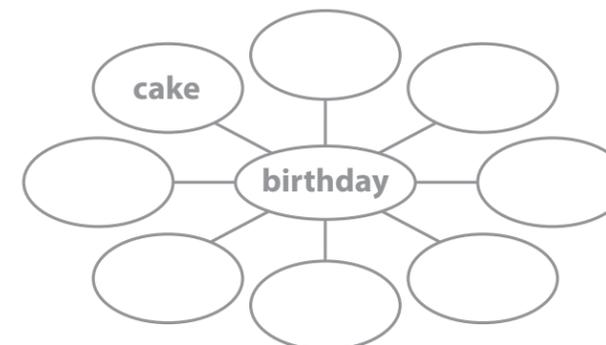
### Build Content Background

#### Engage Students

Sing “Happy Birthday.” Then pretend to blow out candles on a cake. Say: *Birthday parties are fun! Usually there are party hats, games, presents, and yummy cake.* Continue sharing a few things about birthdays. Now ask students to share information about their favorite birthday party—one of their own or one they attended. *What is your favorite birthday party memory?* Have students turn and talk with partners about their special birthday moments.

#### Use a Graphic Organizer

Draw a Concept Web on the board and write the word *birthday* in the center. Say: *We can use a Concept Web to start thinking about what we already know about birthdays. I immediately think of birthday cake. I'll write the word cake in the Web. What other words can you think of that relate to birthdays?* Have students pair up and brainstorm words to add to the Web. Tell students they can look through the book to trigger prior knowledge.



### Introduce the Content

#### Preview My Birthday

Give each student a copy of the text and explain: *This book is about a girl's birthday. It describes things you might see at a birthday party. Take a look at the cover. What do you see? (I see a girl wearing a party hat with refreshments on the table and a present.)* Have students thumb through the book, paying attention to the photographs. *What other items do you expect to see in this book?* Allow a few moments for students to turn and talk to share their predictions.

#### Preview Academic Vocabulary

##### CCSS.ELA-Literacy.RI.K.4

Turn to p. 2. Say: *Some books are written in an easy to read pattern. They are predictable. You know what will come next. Follow along while I read. Read aloud p. 2. When I get to the end of this sentence there is also a picture of a card. The picture helps me learn the word card. The author placed pictures near the words they represent. This helps us learn the word. Do you see other pictures near words in the book?* Have children glance through the text. *Remember, we are reading about her birthday.*

## CONNECT TO SOCIAL STUDIES

### Discuss Text Features

CCSS.ELA-Literacy.RI.K.5

Hold up a copy of *My Birthday*. Say: *The cover of a book tells us important information, like the name of the book. We use a special word for the name of the book—title. It is usually written in big letters on the front cover.* Have a student point to the title of the book. Have students work with a partner to examine other books, finding the title of each book. *Why are titles important to have on book covers?*

### Focus on the Content

As you focus on the text, ask questions that require students to use varying depths of knowledge. Model how to determine the answer to a question before you pose additional questions. (A model is shown for the third question.)

- **Recall** (p. 2) *Why is the girl having a party?* (It is her birthday.)
- **Infer** (p. 2) *Whose birthday is it? How do you know?* (It is the girl in the chair's birthday. She is holding her birthday card.)
- **Predict** (p. 3) *How do you think the children on this page are feeling? How can you tell?* (I think the children are happy. They have big smiles on their faces.)

.....  
**Model** *This question asks me to predict how children are feeling by looking at a photograph. As I look at the photograph on page 9 I see right away that the children are all smiling except the boy in the green shirt. The children appear to be happy and excited. It looks as though they are clapping. I am not sure how the boy in green is feeling. What do you think?*  
.....

**Collaborate** *Turn and talk with a partner about the expressions on the children's faces in this photo. Discuss the possibility that maybe the boy in green is scared of balloons.*

**Provide independent practice** Have students look at another photo in the book and determine if their expressions can lead them to predict how the children are feeling.

**Summarize** *We've looked at photographs and predicted how children were feeling based on their faces and body language.*

- **What** (p. 5) *What party object is the girl talking about on this page?* (She is talking about a present.)
- **Make Observations** (p. 9) *Look at the photograph on page 9. Describe what you see.* (Accept reasonable responses. Possible response: I see a girl holding a blue balloon. I see kids behind her clapping and smiling. One boy seems a little afraid of the balloon. All of the kids are wearing party hats.)
- **Relate** (p. 16) *Can you relate to this birthday party? Have you attended a party that had some of the same things? Explain your experience.* (Accept reasonable responses.)
- **Connect** (p. 18) *Look at the children on this page. Make a connection to one of them. Do you like ice cream? Do you look like one of the children? Explain your connection to one of the children in this photo.* (Accept reasonable responses.)

### Discuss Concepts

Ask:

- *What is on her birthday hat?* (Her birthday hat is covered with balloons.)
- *What color Jell-O did she have at her party?* (She had green Jell-O.)
- *Why do people have parties for their birthdays?* (Answers will vary. Sample response: People are happy to be another year older. People want to get together with friends.)

**Apply Concepts** Provide a birthday hat, a present, a balloon, and a card for each small group. Have students hold up each object and say a sentence about it. Have students follow the sentence structure used in *My Birthday*. Allow opportunity for all students in the group to hold up each item and say the sentence.

## CONNECT TO LITERACY

### Words and Pictures

CCSS.ELA-Literacy.RI.K.7

**Introduce the Strategy** Say: *Authors don't always use words for everything they want to share. Sometimes they use pictures to give information. The photographs give additional details about the topic. The pictures and the words are like a team—they work together to give information.*

.....  
**Model** Display p. 2. Say: *Listen and follow along as I read the text. Track text and read aloud p. 2. The words tell us it is her birthday, but they do not tell us how old the girl is. The photograph shows us her card with the number 6 on it. The author did not tell us she was 6. The picture showed us that. The words and the pictures worked together!*  
.....

**Guide Practice** Read the text on p. 8 aloud. Then have partners describe how the photographs share more information.

### Close Reading

CCSS.ELA-Literacy.RI.K.1

**Introduce the Strategy** Say: *When we answer a question about a book, it isn't always enough to simply try to remember what we heard. Sometimes, we need to look back at the book and do a close reading. That means that we need to go right back to the pages to find our answers.*

.....  
**Model** Model with the **Recall** question: *The question asks why the girl is having a party. I look back at the first page of the book and see the photograph of the girl's party and she is holding up a card with a 6 on it. I will need to read the text to find out for sure. Watch as I take a close look at the words on page 2. I will reread the page to answer the question. Read aloud p. 2. Birthday! It is her birthday. I will mark the word birthday with a highlighter to remember it.*  
.....

**Guide Practice** Provide copies of p. 5 along with highlighters. Have students highlight textual evidence to answer the **What** question.

### Focus on Fluency

CCSS.ELA-Literacy.RF.K.4

**Model Fluent Reading** Say: *When I read, I ask Why am I reading this book? What kind of information am I looking for? Informational text is full of information. It provides many details.* Read the text on p. 8. Emphasize the word *balloon*. Ask students to identify the word you emphasized. (*balloon*) *I emphasized balloon—the party object that is identified on this page.*

**Guide Practice** Choose another page from the book for students to practice reading. Project the page and have students practice reading it while you track the words. Pair students and have them read the passage to each other. Circulate throughout the room and offer assistance as required.

### Study Words

CCSS.ELA-Literacy.L.K.5

**Introduce the Strategy** Say: *This book has a predictable pattern. What pattern does this book follow? (It is my birthday and this is my \_\_\_\_\_.) On each page there is a word that names something that you would have at a birthday party. We know all the words in the pattern except the last word. Picture clues and beginning sounds can help us figure out that word. Let's work together in teams and put these birthday words in a list.*

**Practice the Strategy** Have students look through the book with a friend, look at the photos and determine what to write on their list. Circulate and ask questions such as: *Why did you put that item in the list?* Then have children meet as a class and discuss the list.