

8 pages, 37 words

Genre:

Realistic Fiction

Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use a variety of high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading
- use illustrations, initial sounds, or beginning parts of words to read unknown words
- read simple plural words with –s endings and check sentence agreement (“Here is” vs. “Here are”)

Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support all text details
- book depicts simple ideas through text and illustrations
- short, predictable sentences
- repetitive text
- line breaks match text phrasing
- text is similar to oral language
- familiar content close to many children’s experiences

High-frequency Words:

here, is, my, are, the, on, from, to, me

Phonics

- short vs. long vowel sounds: a, e

National Standards:

- RF.K.1 (a–d), RF.K.3 (a,c), RF.K.4
- RL.K.1, RL.K.7

ELL/ESL

Mi cumpleaños

[See back page](#)

Guided Reading with

MY BIRTHDAY

Guided Reading: C

DRA: 3

Intervention: 3

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illustrated by Mary Ramirez-Greene

Overview: Happy birthday! Come join a girl at her birthday party.

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- Does your family celebrate? What do you do to celebrate?
- What things might you see at a birthday party?

2. Connect children’s past experiences with the book vocabulary:

- Hold the book. Call children’s attention to the title. Read: *My Birthday*
- Ask children to predict how the girl will celebrate her birthday.
- Show the back cover and read the copy. Ask children to predict what the girl will have at her birthday party.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to notice what is in each picture.

3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, “What will you do if you come to a word you don’t know?”
- Encourage children to look at the pictures and the beginning sound of the word.
- Remind children to point to the words as they



read.

4. Be aware of the following text features:

- The book contains familiar words: here, is, my, are, the, on, from, to, me
- The book contains one sentence per page, alternating between "Here is/are my ____" and "Here is the ____ on/from my ____." The last page is different.
- The last page has an exclamation point.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what the girl has at her birthday party.

2. Have children read quietly, but out loud. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

3. Look for these reading behaviors during the first reading:

- Do the words children say match the words printed in the book? (voice to print match)
- Do children look at the pictures before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
- Do their eyes go over to the picture before reading the new word in the pattern?
- Are they saying the initial sounds of words before saying the whole word?
- Are they saying individual letter sounds or blending the sounds?
- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?

- Is there any inflection or speech-like sound to their reading?
- Have they responded with a laugh or other sounds as they read the text?
- Do they make comments as they read?

4. As children read, suggest a reading strategy if they are struggling: "Try rereading the sentence. Try looking at the picture to make sense of the print." Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word.

5. Possible teaching points to address based on your observations:

- Review using the picture to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Model how to make a return sweep to the second line of text.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out what part of the birthday party it shows.

After the First Reading

1. Have children confirm their predictions and talk about how the girl celebrated her birthday.

2. Ask questions like:

- What did the girl have to eat at her birthday party?
- What did the girl do at her birthday party?
- Who came to the girl's birthday party? What did they bring?



- How do you think the girl felt at her birthday party? What makes you think so?
- How old is the girl turning for her birthday? What clues do you use?
- How does her celebration compare to one you have been to or had yourself?
- What do you think happens next in the story?

Second Reading

1. Have children reread the book in a whisper voice or to a partner.

2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

Cross-Curricular Activities

Language: Brainstorm words that have to do with birthdays and other parties. Have students draw a picture of a celebration in their family and consult the chart to label items in the picture with sentences that follow the text patterns in the book.

Compile a collection of pairs of photos showing details on, in, or from something, for instance, a lunch tray and items found on it, or a backpack and items found inside it. Use interactive or shared writing to create sentences about the photos that follow the text patterns in the book (e.g., "Here are the books from my backpack.")

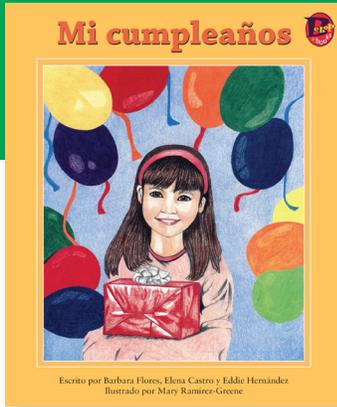
Mathematics: Write birthday-themed story problems using words from the story, such as "There are 6 candles on my cake. I blew out 2 candles. How many candles are still lit?"

Social Studies: Learn more about the birthday

tradition of breaking a piñata by looking at websites, online videos, or having students read or reading aloud books like, *My Piñata* (<https://www.leeandlow.com/books/my-pinata>), *Piñata Party* (<https://www.leeandlow.com/books/pinata-party>), or the relevant section of *Family Pictures/Cuadros de familia* (<https://www.leeandlow.com/books/family-pictures-cuadros-de-familia>.) Compile the information you gather on a chart.

Read books or research online how birthdays are celebrated in different cultures. Compare and contrast the information you find to the information in the book.

Art: Discuss the technique of "zooming in" on a part of a picture. Using the book's illustrations as models, have students draw a pair of pictures, one showing an entire item and another showing a close-up view. Have students label their pictures with sentences similar to those in the book.



Guided Reading: C
EDL/DRA: 3
Intervention: 3

Guided Reading with **MI CUMPLEAÑOS**

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same support and strategy instruction as their English-speaking classmates.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day.

Noun Support: The following birthday-related items are listed: pastel, las velas, piñata, las dulces de la piñata, familia, los regalos

Print the different illustrations from the story on cards. Print the birthday-related words on cards. Have students match the correct illustration with the correct word.

Verb Support: Print out sentences from the story with blanks for the verbs “está” and “están.” Print “está” and “están” on word cards. Have students fill in the blank with either “está” and “están.” Have students think about why they are choosing either “está” or “están.”

For students engaging with both English and Spanish texts, have students note that there is an exclamatory statement on the last page. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

If children have difficult with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

Guided Reading Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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DRA (Developmental Reading Assessment) and EDL (Evaluación del desarrollo de la lectura) DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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