

The Party

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Level 3

This book explores a child's expectations about what their birthday party will be like. It is a simple repetitive text supported by colour illustrations. There are three lines of text with two return sweeps, placed consistently on the page. It introduces the sentence structure: *I'm having a party, with lots of ... and lots of ...*

Getting ready for reading

Ask children to talk about any parties they have been to. Ask: *What things did you see there?* List children's suggestions, and then group them by initial letter.

jelly	sausage rolls	presents	balloons
jellybeans	sandwiches	popcorn	biscuits
	streamers	people	

Talking through the book

You could introduce the book by saying: *This is a book about someone's birthday party and the things they had at it.* Turn to each page, pointing out the things at the birthday party: balloons, hats, cake, candles, ice-cream, games, friends and presents.

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

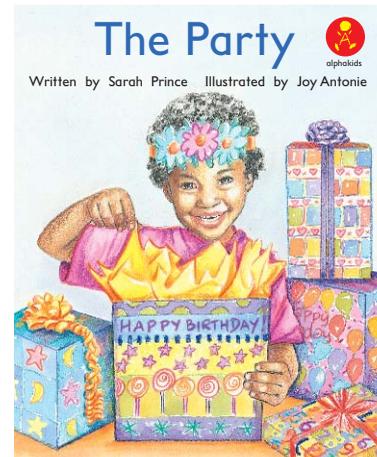
BEING A MEANING MAKER

Discuss:

What things happened at the party?

Which thing was most important to the child who was having the birthday?

Did everyone enjoy the party?



Check this

Teachers can observe children's emergent reading behaviours for evidence of their ability to predict what would make sense.

Examples of prompts to promote this would be:

What could you say that would make sense?

Would balloon fit here? Do you think it looks like balloon?

BEING A CODE BREAKER

Vocabulary

- High-frequency words: *I'm, a, with, of, and*
- Seeing words within words: *balloon – ball, all; hats – at; party – part, art; candles – can*
- Word families: *hat – bat, sat, fat, mat, flat, cat, rat, that, pat; cake – make, take, lake, rake, bake*

Sounds and letters

- Hearing sounds: /p/ – *party, presents; /c/ – cake, candles*

Writing conventions

- Punctuation: upper case letters to start sentences, full stops; use of ellipsis (...) to indicate an incomplete sentence (page 10)
- Grammar: singular/ plural (adding 's') – *balloon/s, hat/s, candle/s, game/s, prize/s, present/s; contractions – I'm / I am*

BEING A TEXT USER

Discuss:

Did you enjoy reading this book? Why?

What type of person would you recommend it to?

BEING A TEXT CRITIC

Discuss:

What does the author think children like best about parties? Is this true?

Literacy learning centres – follow-up activities

😊 WORD CENTRE

Children use alphabet cards, and cards with the rime *at* and *ake* to build word families. 

hat	bat	sat	fat	mat	flat	cat	rat	that	pat
cake	make	sake	take	lake	rake	bake			



BOOK-BROWSING CENTRE

Provide books about birthdays and celebrations for children to browse.
Alphabet books: P and C

Birthday cakes

Other books about birthdays that children are familiar with



INTERACTIVE LITERACY CIRCLE

Children work in pairs to tape a reading of the text. Encourage the use of sound effects to indicate what is happening in the text, for example ... *lots of biscuits and lots of ice-cream. Mmmmmmmmm, yummy.*