

# My Brother's Birthday



alphakids

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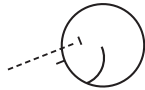
## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- There is some repetitive text.
- Line breaks support fluency.
- Colour photographs support and extend the text.

## Vocabulary

bear, blocks, brother, birthday, clapped, laughed, party, played, presents, puzzle, sister, teddy truck

## Setting the context

*Imagine you are going to a birthday party for a one-year-old boy. What presents do you think he might like?*

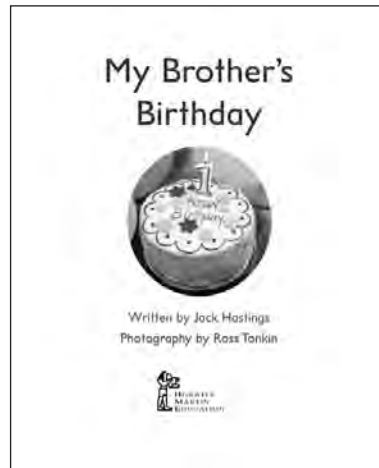
## Introducing the book

*This book is about a boy's first birthday party. He gets lots of presents for his birthday. The boy's sister is telling us the story and she thinks her brother will like her present the best.*



## Front cover

*Here is a picture of the little boy. What presents do you think he will get? How do you think he might be feeling?*



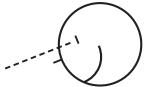
## Title page

*This is the title page. It tells us the title of the book, and the author's and photographer's names. What information does the picture on the title page tell us about the book?*



## **Talkthrough**

*Who do you think these two children are? Are they related?  
Do you think the boy is going to have a party?*



## **Observe and support**

Can the children understand information from the text and photographs? Can they identify who is telling the story?

*Whose birthday is it? How old is the boy? What does the sign that the girl is holding say? Who is telling us about the birthday?*

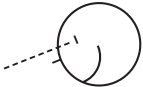
It was my brother's birthday.  
We had a party for him.





### **Talkthrough**

*The boy has lots of presents. What might be in the parcels?*



### **Observe and support**

Can the children identify the apostrophe and explain what it is used for?

*Can you show me the apostrophe? What does it tell you when you are reading?*

He had lots of presents.  
They were all great presents.

But I knew that he'd like my  
present the best!



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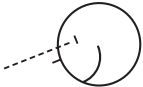


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### **Talkthrough**

*This is the boy's mother. What did she give the boy? What is the boy doing? Did he like the present?*



### **Observe and support**

Do the children use their knowledge of letter–sound relationships to check their reading?

*What did you check before you read the word?*



'Happy birthday,' said Mum.  
'Here is a puzzle.'

My brother liked the puzzle.  
He laughed and clapped his hands.

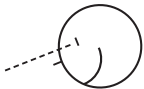
But I knew that he'd like my present  
the best!





## **Talkthrough**

*This is the boy's father. What is he giving the boy? What is the boy doing with the teddy bear?*



## **Observe and support**

Can the children use their knowledge of punctuation to read expressively? Point to the quotation marks.

*What are these? What do they tell us?*

Point to the exclamation mark.

*What is this called? What does it tell us about how to read the words? Read the page again. Try to make it sound exciting.*

'Happy birthday,' said Dad.  
'Here is a teddy bear.'

My brother liked the teddy bear.  
He gave it a big hug.

But I knew that he'd like my present  
the best!



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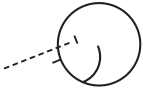


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### **Talkthrough**

*These girls are the boy's sisters. What did they give the boy?  
What is the boy doing with the truck?*



### **Observe and support**

Can the children use their knowledge of language structure to work out new words?

*What sort of word needs to go there? What does the word need to tell you? Yes, it needs to tell us what the boy did with his new truck.*

'Happy birthday,' said my sisters.  
'Here is a truck.'

My brother liked the truck.  
He pushed it and pushed it.

But I knew that he'd like my present  
the best!



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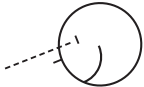


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## **Talkthrough**

*This is the boy's Grandpa. What did he give the boy?*



## **Observe and support**

Do the children use the photographs and their phonetic knowledge to help decode new vocabulary?

*Look at the picture. What is the boy holding? Look at the first two letters of the word. What sound might these two letters make? What word starting with the /bl/ sound would make sense here?*

'Happy birthday,' said Grandpa.  
'Here are some blocks.'

My brother liked the blocks.  
He played and played with them.

But I knew that he'd like my present  
the best!



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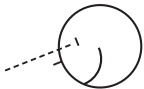


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### **Talkthrough**

*This is the girl's present for her brother. What do you think is in this box? What did the girl say to her little brother?*



### **Observe and support**

Are the children able to infer meaning from the text?

*What did the sister give to her little brother? Why do you think she chose this present?*

*How many sisters does the boy have? How many brothers does he have? How do you know this?*



Then I gave him my present.

'Happy birthday,' I said.





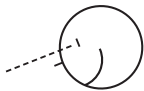
## Talkthrough

*This is a big empty box. Does the girl's little brother like this present best?*



He liked my present the best!

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## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

*Which presents did the little boy get for his birthday?*

*Which presents did he like?*

*Which present did he like the best of all?*

*Why do you think he liked this present best?*

*Which present did you think was the best?*

## Being a code breaker

Explore the following language features:

- High-frequency words: a, and, but, for, had, here, him, I, is, it, like, Mum, my, of, said, that, then, there, we, were.
- Hearing sounds: Ask the children to listen for the /p/ sound when the text is read to them. They could clap each time they hear it.
- Punctuation: Capital letters, full stops, apostrophes, quotation marks, exclamation marks.

## Being a text user

Refer to the text when discussing these questions:

*Where in the book do we find out what the sister gave her brother?*

*What information is in the words?*

*What information is in the pictures?*

## Being a text critic

*Would a little boy really like a big empty box for his birthday?*

*What might he do with it?*

*Would you like a big empty box for your birthday?*

*What might you do with it?*

## Responding to text



Have the children work in cooperative groups to make an audiotape of the text. Encourage them to add sound effects to make the text sound like a real birthday party.



Have the children draw a picture of the presents the boy received on small cards. On another set of cards they should write a sentence about each present, for example: Here is a teddy bear. Invite the children to use the sentence cards and picture cards to play a game of memory with a friend.



Encourage the children to re-read this book and other familiar texts to find and list words beginning with the /p/ sound. This list could be illustrated and displayed in the classroom as a spelling reference.

## Writing

Have the children innovate on the text to write about what birthday present they would give a member of their family. Alternatively, they could write about a present they might like themselves.

## Assessment

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Can the children:

- explain why the author repeats the sentence: 'But I knew that he'd like my present the best!'
- retell the recount in sequence?



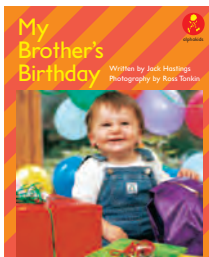
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Families, Celebrations

**Curriculum link:** SOSE

**Text type:** Recount

**Reading level:** 7

**Word count:** 161

**High-frequency words:** a, and, but, for, had, here, him, I, is, it, like, Mum, my, of, said, that, then, there, we, were

**Vocabulary:** bear, blocks, brother, birthday, clapped, laughed, party, played, presents, puzzle, sister, teddy truck

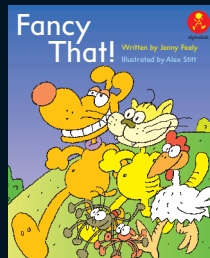
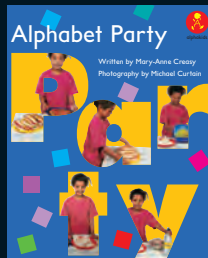
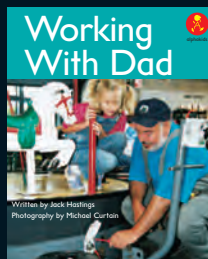
### Possible literacy focus

Retelling the recount in sequence.

### Summary

This book is about the birthday presents a boy receives on his first birthday.

Other books at this level



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