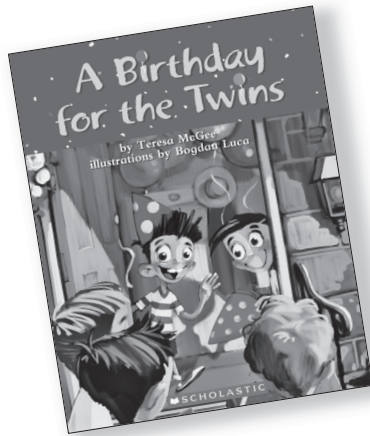


# A Birthday for the Twins



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Illustrated by Bogdan Luca

**Text Type:** Fiction: Narrative — Realistic Story

**Guided Reading Level:** D

**Summary:** Twins Aldo and Luigi celebrate their birthdays.

**Word Count:** 46  
**High-frequency Words:**  
*and, is*

## Text Features

### Visual Literacy

- ▶ environmental print (names/labels on the gifts and cakes)

## Text Supports

- ▶ repetitive sentence pattern on pages 4–8
- ▶ illustrations support the text

## Possible Text Challenges

- ▶ some difficult vocabulary: *twins, there, presents, chocolate, twice*, and names (*Aldo* and *Luigi*)
- ▶ use of exclamation mark
- ▶ use of ellipsis (...) in the text

## Reading Strategies

### Comprehension

- ▶ making connections: text to self
- ▶ synthesizing

### Working with Words

- ▶ using illustrations to determine the meaning of unfamiliar words
- ▶ using initial sounds and letters to support word recognition

## Assessment Opportunities

Note each student's ability to:

- ▶ connect to text by making comparisons using prior knowledge and picture cues
- ▶ synthesize new information with prior knowledge to create understanding
- ▶ solve challenging words by using strategies such as picture cues and initial sounds

**Teaching Tip:** When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



## BEFORE READING

### Making connections: text to self

#### **Activating and Building Prior Knowledge**

Show students the front of the book. Read the title of the book and ask, *How do you celebrate a birthday in your family?* or *Have you had or been invited to a birthday party?* If students have no experience with a birthday party, tell them about your own experiences. Through brainstorming provide the students with the opportunity to mention what happens at birthday parties. On the chalkboard or chart paper write the pertinent words that appear in the text, e.g., *balloons, presents, cake*, etc., to assist students in recognizing them in the text. Ask, *Do you know the “Happy Birthday” song?* Students may sing it here or after reading the text.

**ESL Note:** Ask students to share stories of how birthdays are celebrated in their homes. They may be able to bring in some photos from family birthday celebrations and talk about them. Students could sing the *Happy Birthday* song in their first language.

### Making connections: text to self

#### **Overcoming Text Challenges**

Give each student a copy of the book. Ask, *Who has had a birthday party? Who has been invited to a birthday party?* Begin a picture walk of the book. Discuss the pictures in the book and ask questions about each page to implant the language. *What are Aldo and Luigi celebrating?* (page 2) *What do we take to birthday parties?* (page 6) *What is the special song we sing at birthdays?* (page 10)

**ESL Note:** Introduce key vocabulary from the story: *twins, presents, everyone, twice*. Give students different contexts for using *once* and *twice*. For example, *How many times a day do you brush your teeth? How many times a day do you come to school?*

### Visual literacy

Ask students, *How will Aldo and Luigi know which presents each will open?*

### Synthesizing

#### **Setting a Purpose**

Tell students they are to think about what they know about birthday parties and what they think is special about the party for Aldo or Luigi or for both. Can students figure out how old the boys are? Encourage them to find reasons to support their thinking.



## DURING READING

Ask students to read the book independently, starting with the cover. Remind them about the purpose that has been set. Allow them to read at their own pace.

Observe and listen to students as they read the text, noting their use of print concepts and assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. For example, If they say *gift* instead of *present*, ask them to look at the beginning sound of the word.

Note students' successful use of strategies and any difficulties they encounter.

If any students finish before others have completed the reading, ask them to reread the story and share with a partner what they think happened.



## AFTER READING

### Making connections: text to self

When all students have finished reading the text, ask, *Which part of the story reminded you of your birthday party or of a party that you have been to? What colour were the balloons at your party? Did you have a cake with your name and candles on it?*

### Synthesizing

Discuss why the birthday for Aldo and Luigi was special. Help students to understand the concept of twins, thus everything happens in twos, or twice.

### Visual literacy

Discuss with students if they figured out how Luigi and Aldo could tell which gift belonged to which brother.

### Word solving and building

Revisit the words *twins*, *there*, *presents*, *chocolate*, and *twice*, and ask students what strategies they used to work out challenging words.

### Print concepts

Direct students to page 12 of the book. Ask them to tell why the author put an exclamation mark after the word *twice*. Have them reread pages 10–12 themselves.

Point out positive reading strategies that you observed during the lesson. For example, *I noticed that Kathryn used the picture and the beginning letter sound to figure out the word twin. That's what good readers do.*

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

### ***Birthday Parties***

### Making connections: comparing

Invite students to write about their own experiences of their birthday party or another party that they have been to. Provide copies of the BLM, and have students write and draw the similarities and differences between their party and that of Aldo and Luigi.

### ***Building Words***

### Word solving and building

Give students magnetic, plastic, or card letters for the letters “i,” “n,” “b,” “f,” “p,” “t,” “w,” and ask them to manipulate the letters to form new words that belong to the “in” family. The words can be recorded and read out at sharing time.

# Birthday Parties

Name: \_\_\_\_\_

<b>Aldo and Luigi's Party</b>	<b>My Party</b>
Colour of Balloons	Colour of Balloons
Friends	Friends
Presents	Presents
Cake	Cake