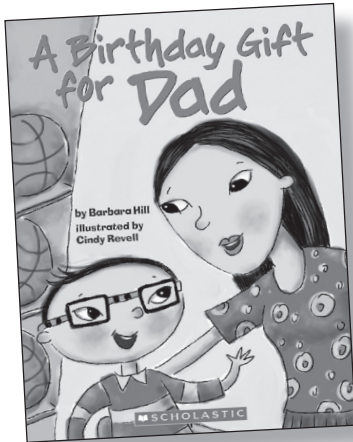


# A Birthday Gift for Dad



**Word Count:** 50  
**High-Frequency Words:**  
*a, Dad, he, like, Mom, no, yes*

Written by Barbara Hill  
 Illustrated by Cindy Revell

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

**Guided Reading Level:** D

**Summary:** In this simple narrative, Mom and Li discuss what to get Dad for his birthday.

## Text Supports

- ▶ repeated text structure (Dad will like ..., No, said Mom.)
- ▶ consistent placement of text
- ▶ illustrations are highly supportive of text

## Possible Text Challenges

- ▶ change to question format on page 6
- ▶ punctuation marks (comma, period, question mark, exclamation mark, quotation mark)
- ▶ speaker is not identified directly on page 8
- ▶ thought bubbles

### Reading Strategies

#### Comprehension

- ▶ self-monitoring

#### Working with Words

- ▶ building high-frequency words
- ▶ using picture and contextual cues to support word recognition
- ▶ using initial letters to confirm word identification

### Assessment Opportunities

Note each student's ability to:

- ▶ ask themselves questions as they read
- ▶ draw on and extend background knowledge
- ▶ self-monitor word prediction
- ▶ track print over one or two lines
- ▶ recognize high-frequency words and use them as anchors when reading
- ▶ use picture cues and initial letters to predict unfamiliar words

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Kindergarten Reading Guide.



# BEFORE READING

## Making connections

### Activating and Building Background Knowledge

- ▶ Have students think about a birthday gift they received that they really liked. Then ask students to explain why they liked the gift.

*I'm thinking about my dad. What does he like to do? Does he play games or sports? If I were going to buy my dad a gift, I might be thinking 'What will he like?'*

### ELL Note:

Have a concrete example of a gift (a soft beach ball) in a large gift bag and ask students what they think it is and who it is for. Discuss when they give and/or get gifts. Show a picture of a child's birthday party (picture dictionaries have these) and students can guess what the gifts are and count the number of gifts on the page.

## Tracking print

- ▶ Hold up a copy of the book and show the front and back covers. Read the title, author, illustrator, and the text on the back cover.

*Who is on the cover? The little boy's name is Li. Do you think Dad and Li have fun spending time together? What did you notice that made you think that?*

### Discussing Supports and Challenges

- ▶ Hand out a copy of the book to each student.
- ▶ Reread the title, title page, and the text on the back cover. Encourage students to read along with you tracking the print with their fingers.
- ▶ Have the students look at the pictures to see who is in the story and what they are saying to each other.

*Look closely at the picture because that will help you figure out what Li and Mom are saying to each other.*

## Word solving and building

- ▶ Ask students what letter they would expect to see at the beginning of the word 'Dad.' Have students turn to page 2 and point to the word 'Dad.' Repeat for the word 'Mom' on page 3.

*Write 'No' with your finger in the air. Look on page 4 for the word 'No.'*

## Visual literacy

- ▶ Have students look carefully at the picture on page 3 to find the part of the picture that shows that someone is thinking.

*Why do you think this picture has a scallop design around it? Why are there yellow dots going from Mom's head to the scallop design? Look to see if any other pages are like this.*

## Self-monitoring

### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*Read and think about where you need to pause to work out what someone is thinking. Why do you need to pause?*

**Teaching Tip:** You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).



## DURING READING

Analyzing/self-monitoring

Evaluating  
Evaluating/self-monitoring

Word solving and building

- ▶ Ask each student to read the text independently, keeping in mind the purpose of reading, and to think about where they stop to check what they are reading.
- ▶ Observe and listen to students as they read aloud quietly, assisting them with word-solving strategies, vocabulary, and punctuation. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible prompts:
  - What did you notice that made you think that?
  - Does that sound right?
  - Why do you think Mom says ‘Not a new television.’ on page 5? What did you notice in the picture that made you think that?
- ▶ Help students identify questions in the text.
- ▶ If students finish early, ask them to reread with a partner with each one taking a different speaking part.
- ▶ Note successful reading strategies and any remaining reading challenges.

*Sometimes you have to reread to check for yourself that what you notice in the pictures fits with the words. Everything has to make sense and sound right to you when you read.*

*Is that a question? How do you know?*



## AFTER READING

Self-monitoring

Inferring

Self-monitoring

- ▶ Revisit the purpose for reading: Where did you need to pause to work out what someone is thinking? Why did you need to pause?
- ▶ Have students turn to page 7 and talk about Li and his dad.
- ▶ Comment on any effective reading strategies you observed.

*Will Li be able to play basketball with Dad? Can he chase the ball? Look carefully at the picture and tell me how he can do that.*

**ELL Note:** Open the gift bag and show students the soft beach ball that is inside. Seated in chairs, the students toss the ball to each other illustrating how one can play ball while in a wheelchair.

## Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

*I liked the way Mary looked carefully at the picture and put her finger on the yellow dots above Mom's head. I liked the way Peter read the last page in a louder voice to show excitement. The exclamation mark at the end of the sentence lets us know that we should read with a louder voice.*

## Making connections/ synthesizing



### Home Links

Provide students with a copy of the take-home text. See Additional Resources at [www.lpey.ca](http://www.lpey.ca).

## Making connections

## Making connections/ synthesizing

## Print concepts

## High-frequency words/word solving and building

## Word solving and building

## Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.
- ▶ Divide the students in two groups with each group reading alternate pages. Draw attention to end punctuation marks (periods, question marks, and exclamation mark) and have students read appropriately (raise or drop voice, and use a loud voice to show excitement).

## Focused Follow-Up

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

### **Discuss solutions**

- ▶ Have a group discussion about why a child would be in a wheelchair and what a school can do to make it easy for the child to get around the school in the wheelchair (e.g., ramp, elevator, big doors, keep things off the floor, etc.).

### **Draw a picture**

- ▶ Students can draw a picture of themselves playing with a friend who is in a wheelchair. If suitable, have them record a caption under the drawing and then discuss the drawing with a partner.

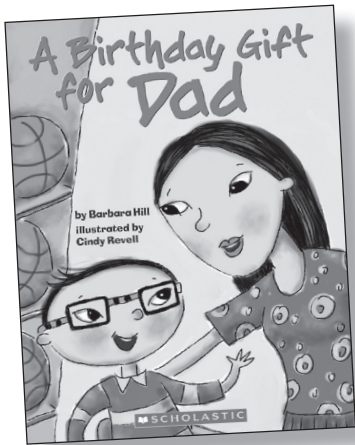
### **Reading Sentences**

- ▶ Have students find the following sentences on pages 6 and 8 and then use the end punctuation to make each one sound right.
  - Will he like a new basketball? (*Raise your voice at a question mark.*)
  - He will like a new basketball. (*Drop your voice at a period.*)
  - He will like a new basketball! (*Use an excited voice when you see an exclamation mark.*)

### **Word Building**

- ▶ Provide students with magnetic letters and ask them to build some of the high-frequency words from the text (e.g., Mom, Dad). Ask students to find them on as many pages as they can. Explain why each word begins with a capital letter.
- ▶ Ask students to find the word 'No' on page 3. Read the next line and point to the word 'Not.' Talk about what is the same and different about the words 'No' and 'Not.' Read page 6 and have students point to both words again. Make the word 'No' using magnetic letters and then add one more letter to make the word 'Not.' Then make the word 'No' by taking away one letter.

# A Birthday Gift for Dad



Written by Barbara Hill  
 Illustrated by Cindy Revell

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

**Summary:** In this simple narrative, Mom and Li discuss what to get Dad for his birthday.

For more information on Small-Group Shared Reading, see the Toolkit at [www.lpey.ca](http://www.lpey.ca) and the Kindergarten Reading Guide.

## Text Features

### Visual Literacy

- ▶ title in large brightly-coloured type
- ▶ illustrations are highly supportive of text
- ▶ thought bubbles

### Print Concepts

- ▶ consistent placement of text on every page
- ▶ one or two lines of text on each page
- ▶ punctuation marks (comma, period, question mark, exclamation mark, quotation mark)

## First Reading

### Reading Strategies

#### Comprehension

- ▶ self-monitoring
- ▶ evaluating

#### Working with Words

- ▶ recognizing familiar words
- ▶ building high-frequency words
- ▶ using picture cues and initial letters to confirm word predictions

### Assessment Opportunities

Note each student's ability to:

- ▶ recognize high-frequency words
- ▶ track print over one and two lines
- ▶ use picture cues and initial letters to predict unfamiliar words
- ▶ self-monitor word predictions
- ▶ form an opinion and evaluate to gain meaning from text

For Assessment Tools, see Monitoring Progress for Small-Group Shared Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Kindergarten Reading Guide.



## BEFORE READING

### Making connections

#### Activating and Building Background Knowledge

- ▶ Show the front and back covers. Read the title and back cover text.
- ▶ Ask students to tell you some things they think Li's Dad would like for his birthday.

*This is a story about Mom and Li and the conversation they have as they decide what they will give Dad for his birthday.*

*Think about one of your parents. Pretend it is their birthday tomorrow and tell a partner what gift you think your mom or dad will like.*

#### ELL Note:

Have a concrete example of a gift in a large gift bag and ask students what they think it is and who it is for. Discuss when they give and/or get gifts. Show a picture of a child's birthday party (picture dictionaries have these) and students can guess what the gifts are and count the number of gifts on the page.

### Analyzing

- ▶ Direct student's attention to the illustrations. Explain that when we look closely at illustrations we notice details that help us understand what happens in a story.

*What do you notice about Li? What do you notice about most of the pages with Mom on them? What do the floating bubbles mean?*

### Self-monitoring

#### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*Let's read the book to see what Mom and Li will get for Dad. Notice where you stop to check what Mom is thinking. When we finish, I will ask you to tell me why you think what Mom and Li picked is a good gift for Dad.*



## DURING READING

### Tracking print

- ▶ Hand out the books so that each student has a copy.
- ▶ Encourage students to join in with the reading, pointing to the print in their books and tracking the print with their fingers. Remind students to notice when your voice changes.

*Follow along as we read, pointing to the words in your own book. My voice will change—go up, go down, or sound louder—when we read the different punctuation marks. Do the same thing as I do.*

### Tracking print/print concepts

- ▶ As students track print, point out the following repeated language patterns: 'Dad will like...' and 'No,' said Mom. 'Not a ...'

### Print concepts Analyzing

- ▶ Use prompts to point out some of the features of the text as your read it together:
  - Let's look at the title. How does it grab your attention?
  - Let's turn to page 2. Li is talking. What shows that he is talking?

## Self-monitoring

- Look at the picture on page 3. What do you notice above Mom's head and around the picture? What do you think the bubbles mean? Look for the same bubbles on other pages.



## AFTER READING

### Self-monitoring

- ▶ Provide a prompt related to the purpose set for reading.
- ▶ Expand the discussion. Possible prompts include:

*What did Mom and Li get Dad for his birthday?  
Where did you stop to look carefully at the illustrations as we read?  
How did that help you?*

### Evaluating Self-monitoring

- Why was the gift that Mom and Li picked a good one?
- Look at pages 4 and 5. What did you notice in the illustrations on these pages that helped you understand what you were reading?
- I see 'Dad' in the title. Find 'Dad' on other pages.
- What letter do you see at the beginning of 'Mom'? Raise your hand when you find the word 'Mom' on other pages.

**High-frequency words  
Word solving and building/  
high-frequency words**

## Second and Further Readings

For rereadings, give each student a copy of the book and choral read the text. Depending on the needs of your students, focus on a balance of the following three areas.

### Tracking print/print concepts

## Print Concepts, Tracking, and Book Handling

- ▶ Continue to support the development of print concepts, tracking, and book handling by using your copy of the book to demonstrate and verbalize key ideas (e.g., tracking print, different sizes and colours of fonts, thought bubbles, and pointing out the different punctuation marks).

*How does the title look different than the rest of the page? Why?*

### Evaluating/making connections

### Self-monitoring

## Focusing on Comprehension

- ▶ Invite students to reread the text with a focus on evaluating.
- ▶ Look at page 8. There is an exclamation mark on this page because Mom is excited when she talks.

*When we read together, think about the ideas Li suggests for his Dad's gifts. Are they good ones? Why do you think this?*

*Check the illustration and think about what you notice in what Mom is thinking that makes her excited. Share what you notice with a partner.*

**Teaching Tip:** You can change the comprehension focus each time you read to help students focus on different ideas. For example, to highlight predicting you may decide to ask, "What else might Dad like for his birthday? Why do you think so?" For more information, see the Small-Group Shared Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).

High-frequency words  
Phonological and phonemic awareness  
High-frequency words

## Working with Words

- ▶ Focus on word recognition by:
  - reading page 8 and have students locate the word 'he'
  - using a word like 'he' and doing oral rhyming with it
  - pointing to the repeated language patterns 'Dad will like a...' and 'No,' said Mom. 'Not a ...' and have students pick out 'a,' 'Dad,' 'like,' 'Mom,' and 'No'

## Rereadings

- ▶ Provide opportunities for students who are sufficiently comfortable with the text to reread the book with a partner taking turns reading Li's and Mom's parts.

**ELL Note:** Pair ELLs with proficient readers and give each pair two puppets, one representing Mom and the other, Li. Initially the ELL uses the puppets, while the other student reads aloud pointing to each word. During the 'thinking' parts, the ELL holds up the Mom puppet without moving it, but moves the puppet when speaking occurs. During the next reading, the ELL repeats the dialogue. Finally when the ELLs are confident, they can begin to initiate the reading on their own.



### Home Links

Provide students with a copy of the take-home text to read chorally with family members. See Additional Resources at [www.lpey.ca](http://www.lpey.ca).

High-frequency words

High-frequency words

## Focused Follow-Up

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

### *Drawing a picture*

- ▶ Students can draw a picture of some other gifts that Dad might like, or other things that Li and Dad like to do together.

### *Story Retell*

- ▶ Students can retell the story using puppets or by taking the roles of the characters.

### *Matching Words*

- ▶ Provide students with word cards for 'Mom,' 'Dad,' 'he,' 'like,' 'yes,' and 'no' and ask students to work with a partner locating these words in the book.

### *Building Words*

- ▶ Have plastic or magnetic letters available and ask students to make some of the high-frequency words in the text ('Mom,' 'Dad,' 'he,' 'like,' 'yes,' 'no').