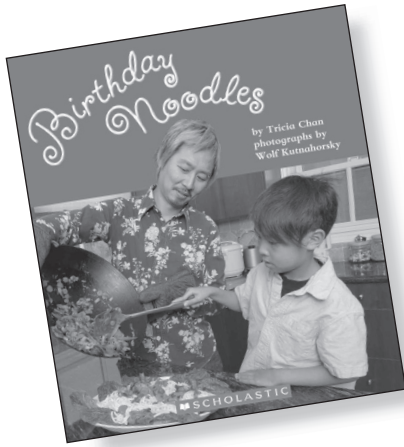


# Birthday Noodles

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**Text Type:** Non-fiction: Retell/Procedure — Personal Account  
**Guided Reading Level:** G

**Summary:** It's Ping's mom's birthday, and he and his dad are making her a special noodle dish to celebrate. The account follows them from buying the ingredients through preparing, cooking, and serving this birthday dish.

**Word Count:** 194

**High-frequency Words:** *a, all, and, are, come, dad, did, for, going, green, have, he, home, I, in, into, is, like, long, look, made, make, mom, most, my, of, on, other, out, the, them, then, to, very, we, you*

## Text Supports

- ▶ illustrations support the text
- ▶ some repetitive sentence patterns
- ▶ variety of simple sentences

## Possible Text Challenges

- ▶ multi-syllabic words

## Reading Strategies

### Comprehension

- ▶ predicting
- ▶ sequencing

### Working with Words

- ▶ using word parts to solve unfamiliar words
- ▶ chunking words into syllables
- ▶ checking other sources to help in word recognition

## Assessment Opportunities

Note each student's ability to:

- ▶ make predictions
- ▶ sequence
- ▶ use word parts to solve unfamiliar words
- ▶ chunk words into syllables
- ▶ use other sources to decode words

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



## BEFORE READING

### Predicting

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

Ask students what they can tell you about birthdays. On chart paper or the board, record what students do to celebrate birthdays. Identify celebrations that pertain to family and those that are done with friends. Ask if there are any special foods that are associated with their birthdays. Show the cover of the book to students and ask them what they think the story will be about.

#### **Overcoming Text Challenges**

Read the title of the book together. Demonstrate to students that both of these words have two parts to them, by clapping out the words *birth-day* and *noo-dles*. Point out to students that when they are reading longer words, one way to read them is to break them down into smaller chunks. On chart paper or on the board, write the following words: *special, dinner, everything, ginger, carrots, mushrooms, and vegetables*. Read the words to students as they listen for the chunks. Next, read the words with students and clap them out. Read them a third time and have students clap them out as you draw a dividing line between the syllables, e.g., *spe-cial, din-ner, eve-ry-thing*.

Remind students that good readers look carefully at the words and parts of words when they read.

### Word solving and building

#### **ESL Note:**

If possible, make some of the ingredients available (be aware of any student allergies). Model chopping and peeling vegetables. Have word cards available for students to use to label the ingredients.

### Predicting/evaluating

Read the text on the back cover and ask students what they think the special dinner is that Ping and his dad are making. Have them look carefully at the front and back cover photos and identify what Ping and his dad are using to make Mom's special dinner. Ask, *What might the book title have to do with the dinner? How do you think Ping's Mom will feel when she sees what Ping and his dad have done for her? How do you think Ping and his dad will feel about what they've done?*

### Sequencing

#### **Setting a Purpose**

Say, *As you read the book, I want you to think about the order of the things that Ping and his dad do to make the special dinner.*

#### **Teaching Tip:**

Before they begin, remind students of the following good reader strategy: Good readers think about what they know and use this information to help them make sense of what they are reading.



## DURING READING

Ask students to read the text independently, thinking about the purpose for their reading.

Observe and listen to each student as they read the text, noting their ability to follow the sequence of events. You could use such prompts as: *Can you picture that in your head? What would happen if they did this in a different order?* Note how students are chunking words into syllables using prompts such as, *Do you see a part you know? How might we clap out this word? Give it a try.*

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

If students finish before others have completed the reading, ask them to go back and reread, then share with a partner the steps that Ping and his Dad took to make the special noodle dish.



## AFTER READING

### Predicting/infering

When all students have completed their reading have them share their reactions to the story. Discuss Mom's reaction to her special dinner. Was she happy with the birthday noodles? How did students know? Were they correct in predicting her reaction? What about Ping and his dad—how did they feel? Direct students' attention to page 12 if they are unsure.

### Sequencing

As a class, record the ingredients and the procedure used to create the dinner on chart paper or on the board. Encourage students to go back to the story to check for details. Ask a few questions to ensure that students have understood all parts of the process, and that they can identify the items being used, e.g., *Where is the ginger? Where is the celery? Why do you think they soaked the mushrooms in water? Did all of the steps have to be done in this order? What if Ping and his dad changed the order in some way?*

### Word solving and building

Ask students about any words they found difficult in their reading and have them explain how they solved them.

## 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 your students' needs.

### Making connections: text to self

#### ***Make a Special Dish***

Have students share with a partner a special dish they would like to make for a family member or friend's birthday, or a special dish that they would like someone to make for them. Encourage them to talk about the different ingredients in the dish and how it is made.

### Sequencing/synthesizing

#### ***Birthday Noodles Recipe***

Using the BLM, have students record in a recipe format how Ping and his dad made the *Birthday Noodles* dish. They may wish to draw a picture to accompany the recipe.

### Phonological and phonemic awareness

#### ***Word Building***

Have students create a T-chart on a blank piece of paper. On one side have them write, "2 claps;" on the other side write, "more than 2 claps." Next, have students work in pairs and go through the story or use other word sources such as the Word Walls to find 10 words for each column (e.g., 2 claps: *dinner, special*; more than 2 claps: *everything, vegetables*).

# Birthday Noodles Recipe

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

## Ingredients:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Procedure:

First \_\_\_\_\_

Then \_\_\_\_\_

Next \_\_\_\_\_

After that \_\_\_\_\_

Finally \_\_\_\_\_

Serve with \_\_\_\_\_