



## About the Book

Text Type: Fiction/Personal Narrative Page Count: 16 Word Count: 350

### Book Summary

Mike and Mia's dog, Darby, will be 15 years old in two days. The children want to plan a special party, but they can't decide on a location. Readers practice high-frequency words and read dialogue in text.

## About the Lesson

### Targeted Reading Strategy

- Connect to prior knowledge

### Objectives

- Use the reading strategy of connecting to prior knowledge to make sense of text
- Identify problem and solution as story elements
- Discriminate initial consonant digraph /sh/ sound in words
- Identify words with initial consonant digraph *sh*
- Recognize and understand the use of quotation marks
- Alphabetize content vocabulary words

### Materials

Green text indicates resources available on the website

- Book—*Darby's Birthday Party* (copy for each student)
- Chalkboard or dry erase board
- Word journal (optional)
- Problem and solution, initial consonant digraph *sh*, quotation marks worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

- High-frequency words: *away, for, have, him, of, they, two, very, was, we, what, where, will, would*
- Content words: *beach, birthday, favorite, Friday, park, party, special, unhappy, woods*

## Before Reading

### Build Background

- Ask students to tell about parties they have attended. Ask what they did, what they ate, and what kinds of games they played.
- Ask what is special about a birthday party.
- Have students tell things they would do to get ready for a party they were having.

### Preview the Book

#### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask them what they might read about in a book called *Darby's Birthday Party*. (Accept any answers students can justify.)

## Lesson Plan *(continued)*

## Darby's Birthday Party

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name). Ask students to tell who they think Darby is and to tell what they think the book might be about based on what they see on the covers.

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind them that thinking about what they already know about the topic of the book will help them understand what they read.
- Model making connecting to prior knowledge.  
*Think-aloud: When I look at the front cover, it reminds me of birthday parties I have been to before. I know that people often wear funny hats at parties and have cakes with candles. I expect that some of the things I will read about in this book will have to do with birthday parties. I will remember what I know about parties and use that information to help me read the book.*
- Have students preview the covers and title page of the book. Invite them to share how they connected to something they already know.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Use the book preview as an opportunity to introduce unfamiliar vocabulary to students and to model unfamiliar language patterns. For example, on page 4, say: *I wonder what the boy and girl are talking about. It looks like they are trying to solve a problem. It must be something to do with Darby's birthday party.*
- As vocabulary words are mentioned, have students point to the corresponding word to help them make the picture/word connection. For example, on page 7, point to the word *invite* and ask students how they might figure out the word. Have them think about what the picture tells them, what sound the word starts with, and whether the word can be broken into syllables. Read the sentence aloud and ask students whether or not the word *invite* makes sense.
- Encourage students to add new vocabulary words to their word journals.

### Set the Purpose

- Have students use what they already know about birthday parties to help them understand and enjoy what they're reading.

## **During Reading**

### Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number at the bottom corner of page 3. Have them read to the end of page 8, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge.  
*Think-aloud: I love having birthday parties and going to them. I understand why Mike wants to make a list to keep track of everything because I know that parties take a lot of planning. Parties can be held in a lot of different places, so I want to read on and find out where Darby's birthday party is going to take place.*
- Ask students what things in the book are already familiar to them. Talk about how this helps them understand what is happening in the story. Ask students whether their prior knowledge helped them read any new words.
- Have students read the remainder of the story. Remind them to think about what they already know about birthdays as they read.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Discuss how thinking about what they already know about parties and getting ready for a party helped them understand and enjoy what they were reading.  
**Think-aloud:** *I've been to a lot of birthday parties, but I've never been to a party for an animal. Some of the places where kids have parties, like a park, would also be good for a party for a pet. Other places, like a restaurant, would not be suitable.*

### Teach the Comprehension Skill **Identify problem and solution**

- **Discussion:** Ask students to tell whether they were surprised by the place where Darby's birthday party was held. Ask: *Where would you throw a party for your pet?*
- **Introduce and model:** Discuss with students the meaning of a *problem*. Have them share kinds of problems they have experienced. Review with students that most stories have a problem for which the characters in the story have to find a *solution*. Ask students to share how they solved the problem they shared aloud.
- Model identifying the problem and solution in the story.  
**Think-aloud:** *This story is about finding a good place to have Darby's birthday party. Mike and Mia are very concerned about choosing the right place so I think making the decision is a problem for them. They think about many different locations as they try to come up with the best solution for their problem. The story ended when the children found a solution that made everyone happy.*
- **Check for understanding:** Ask students to think about a well-known fairytale, such as *Cinderella*. Ask them to identify the problem in the story (*Cinderella lives with her evil stepmother and stepsisters*) and the solution (*she marries a prince and lives happily ever after*).
- **Independent practice:** Introduce, explain, and have students complete the **problem-and-solution worksheet**. If time allows, discuss their answers.

### Build Skills

#### Phonological Awareness: **Discriminate initial consonant digraph /sh/**

- Say the word *shall* aloud to students, emphasizing the initial /sh/ sound. Have students say the word aloud and then say the /sh/ sound.
- Read page 5 aloud to students. Have them raise their hand when they hear a word that begins with the /sh/ sound.
- Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /sh/ sound: *shall, shouted, children, dog, sheep, party*.

#### Phonics: **Initial consonant digraph sh**

- Write the word *shall* on the board and say it aloud with students.
- Have students say the /sh/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which two letters together stand for the /sh/ sound in the word *shall*.
- Have students practice writing the *sh* letter combination on a separate piece of paper while saying the /sh/ sound.
- Write the following words that begin with the /sh/ sound on the board, leaving off the initial digraph: *she, should, show*. Say each word, one at a time, and have volunteers come to the board and add the initial *sh* digraph in each word. Have students practice blending the sounds together to say each word.
- **Independent practice:** Introduce, explain, and have students complete the **initial-consonant-digraph sh worksheet**. If time allows, discuss their answers.

**Grammar and Mechanics: Quotation marks**

- Explain to students that Mike and Mia have conversations throughout the book. Ask: *How do readers know Mike and Mia are speaking to each other?* Explain that there are clues in the text that tell readers when someone is speaking (word clues: *said* or *asked*; quotation marks). Tell students that without quotation marks it would be hard to tell when different characters in the book started and stopped talking.
- Have students turn to page 4. Read the page again with them. Ask students to identify what Mike says. Then have them identify what Mia says.
- Using the board or an overhead projector, share another page from the book, leaving out the quotation marks. Have students read and identify what each character is saying and where quotation marks need to be placed.
- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their answers.

**Word Work: Alphabetical order**

- Write the words *party* and *birthday* on the board. Underline the first letter in each word. Ask students what letter comes first in the alphabet: *b* or *p*.
- Review or explain that words are sometimes placed in a list by ABC, or alphabetical, order. Words are placed in alphabetical order by looking first at the initial letter in each word and deciding which letter comes first in the alphabet. Explain that *birthday* would come first in an alphabetical list.
- Write the words *woods* and *party* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet: *w* or *p*. Explain that *party* would come first in an alphabetical list.
- **Independent practice:** Write the following content vocabulary words on the board: *beach, park, woods, Friday*. Have students write the words in alphabetical order on a separate piece of paper. If time allows, discuss their answers.

**Build Fluency**
**Independent Reading**

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

**Home Connection**

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

**Extend the Reading**
**Writing and Art Connection**

Have students write about their perfect birthday party. What favorite foods would they like to have? Where would they choose to have the party? What would be the perfect gift? Have students illustrate their writing. Display the pages on a bulletin board titled *My Perfect Birthday Party*.

**Math Connection**

On the board, write the months of the year. Under each month, write the number of students with birthdays in the month. Have students create a bar graph illustrating the number of students with birthdays in each month.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

**Monitor students to determine if they can:**

- consistently use making connections to prior knowledge to understand text
- correctly identify problem and solution in a story during discussion and on a worksheet
- correctly discriminate initial consonant digraph /sh/ sound in words
- accurately identify words with initial consonant digraph *sh* during discussion and on a worksheet
- correctly insert quotation marks in text during discussion and on a worksheet
- accurately alphabetize content vocabulary words

### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**