



Level 6 Book g

A Party Invitation





Written by Holly Jack
Photographed by Butterworth Brown


Level	6
Word Count	108
Text Type	Procedure
High Frequency Word/s Introduced	


We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.

 *This symbol relates to comprehension (meaning maker)*


 *This symbol relates to decoding (code breaker)*


 *This symbol relates to critical analysis (text critic or analyser)*

 *This symbol relates to use (text user)*


BEFORE READING


Cover & Title Page

 Ask the children to describe what they see in the pictures. Have them predict what the book will be about. Explain that this is a factual book and it has photos to illustrate the text. The children should use the photos to help them as they read.

 Read the author and photographer's names. Why are there names here? Identify book conventions.



 Talk about what an invitation is. Discuss all the things it is possible to be invited to. Has the girl received the invitation or is she going to give it to someone?

 Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. Can they attempt the word *invitation* phonetically or do they need to break it into syllables to tackle it manageably?

AFTER READING

Encourage the children to look at this picture and describe what they see. Describe what the girl is doing and all the materials she is using.



Ask the children to guess what happens first when you want to make an invitation. Say that the next page will tell them if they've guessed right.

Ask the children to point to the word *make*. Have them note the long *a* vowel sound. Spell the word and ask them to turn to a friend and give a sentence with the word *make* in it. Share with the group afterwards.

Ask the children to look at the picture and list all the items. Were they the same items that the children talked about from the page before?



Talk to the children about what stands out on this page of text. Discuss the bulleted list and why we write like this – to list information quickly. Talk about why the text isn't set out in sentences. This will help them understand the purpose of this book.

Ask the children what blend *glitter* and *glue* have in common. Discuss other words with the same *gl* blend and share with the group.

Invite the children to guess what the girl is doing with the piece of card. Ask the children what they would do with the piece of card if they were going to make an invitation.



Invite the children to explain why the author has used numbers for this list. Talk about instructions being easier to understand when numbered in order. Then identify the heading. How does it help the reader?

Ask the children to point to the word *like*. Spell it and put it in some sentences. Identify the long *i* vowel sound of this word. Identify the long *a* vowel sound in *paper* and put the word in some sentences to share.

Ask the children to cover page 8 and predict how this page is going to be set out and what instructions might be written there. The children need to use the picture to give them the information. Encourage the children to point to the picture as they tell you their observations.



Ask the children what the instructions were and encourage them to refer to the words to support their comprehension.

Read the page again, encouraging the children to place their finger below the words as they read together, identifying the words one-for-one. Then look at the blend in the word *front*. Ask the children to think of other words with the same blend.

BEFORE READING 10/11

Ask the children to describe what is happening in this picture. Can they predict what the next instructions will be?



AFTER READING

Ask the children about what they have enjoyed so far in this book. Have them tell you what they have enjoyed most and why.

Ask the children to identify the *fr* word. Did they do that quickly and accurately or did they need some prompting?

BEFORE READING 12/13

Ask the children to cover page 12 and use the picture to identify some of the instructions that the girl needs to follow next. Point out the little tubes of glitter to prompt them.



AFTER READING

Ask the children what would happen if the steps to be taken were put in the wrong order. For example, if step 3 came before step 2, what would the result be? In this discussion, emphasise how useful it is to make sure we label the steps with sequential numbers.

Identify the word *some*. Ask the children to turn to a friend, spell *some*, and put it in some sentences of their own to share with the group.

Ask the children what the girl is doing now. Encourage them all to take a guess at exactly what she is going to write.



Ask the children to think about the things they do at school where it is important to follow instructions. There might be spoken instructions at the beginning of a PE or games lesson. Or perhaps an art lesson. Talk about how important it is to follow instructions and to ask for help if unsure.

Ask the children to identify the capital letters and full stops, and discuss their use.

Talk about the last scene and what the girl is going to do next. How many invitations do you think she is going to have to make?



Ask the children to read through the book again, find their favourite page, and explain why it is their favourite. Have the children explain what they have learned about instruction books.

Ask the children to identify the words *Make* and *some*. Then talk about the exclamation mark at the end of the sentence and discuss its purpose.

6 g A Party Invitation

Name _____

Put the following instructions in order.

Draw pictures to match.

Fold it to look like a card.

Draw a party picture on the front of the card.

Get a sheet of paper.



6 g A Party Invitation

Name _____

Break the following words into syllables.

The first one has been done.

invitation

in-vi-ta-tion

balloons

party

paper

glitter

some

inside

markers

invite
