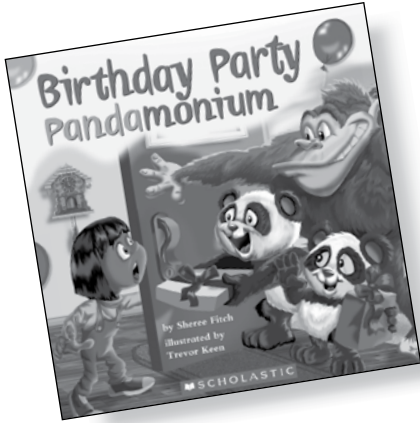**SCHOLASTIC**

Literacy Place Shared eReading

Birthday Party Pandamonium

Written by Sheree Fitch

Illustrated by Trevor Keen

Text Type: Fiction: Narrative — Humorous Story

Summary: This poem with a twist is about a little girl who is celebrating her birthday. Instead of friends, a group of animals come to the party, and pandemonium ensues once they are in the house!

Go to the Help button on the main page to find out more about how the features of Literacy Place Shared eReading work.

Text Features

Visual Literacy

▸ boldfaced words
▸ italicized words
▸ environmental print
▸ words in capitals

Print Concepts

▸ exclamation marks
▸ quotation marks
▸ question marks
▸ contractions

First Reading

Reading Strategies

Comprehension

▸ predicting
▸ making connections: text to self

Working with Words

▸ attending to print (words, spaces between words, and tracking across lines)
▸ associating meaning with words

Assessment Opportunities

Note each student's ability to:

▸ join in with predictable language patterns
▸ draw on background knowledge and recent personal experiences to make text-to-self connections
▸ predict how the poem will unfold and what the ending might be

Time: approximately 35 minutes

BEFORE READING

Making connections: text to self/text features

Activating and Building Prior Knowledge

Ask students, *If I were to invite you to a birthday party, what would you expect to happen?* Give students an opportunity to talk about birthday parties from their experience. Then show the front cover of the ebook. Ask, *Does this look like any birthday party you have ever been to? How is it the same? How is it different?* Read the title, author's name, and illustrator's name. *This book is called* Birthday Party Pandamonium. *It is written by Sheree Fitch and illustrated by Trevor Keen.*

ESL Note: When asking students what they would expect at a birthday party, ask the ESL students specific questions such as, *Do you eat birthday cake? Do you invite friends? How many friends do you have at the party? Do the friends bring gifts or presents?* It is helpful to refer to a picture of a birthday party with a cake, presents, food, and guests.

Predicting

Write the word "pandemonium" on the board. Say it slowly and then have students say it with you. Ask, *Does anyone know what the word* pandemonium *means?* If there is no response, explain the word. Students will probably enjoy saying this word, so help them to pronounce it and encourage them to use it. Then show the front cover again, point to the word "pandamonium", and ask, *In what way is this word different from the word we were just saying?* Give students time to spot the replacement of "e" with "a." Ask, *Why do you think the author spelled the word this way? With the different spelling, can you find a smaller word inside the big word? Why is that part of the word in a different colour from the second part of the word? What do you think this tells you about this ebook? How do you think the girl on the front cover is feeling? Do you think there might be a happy ending to this birthday party?*

Print concepts

Ask students to look at page 2. Focus their attention on the exclamation marks and tell them that they will see many more of these marks throughout the ebook. Read the sentences with exclamation marks and ask students how that reading differs from the reading of a sentence with a period at the end. Students should be able to tell from your voice that the exclamation mark is intended to show excitement, surprise, etc.

Setting a Purpose

Predicting

Say, *This looks like a very unusual party. Let's read the ebook together to see if we can find out why there are animals instead of people at this party.*

DURING READING

Tracking print

Read through the ebook tracking print using the cursor. You may wish to read it over a couple of times yourself before reading it to the class, so that you are comfortable with the rhythm.

2

Building confidence

Invite students to repeat where you have emphasized particular words. This practice will allow students to hear the rhyming words and model reading with expression.

AFTER READING

Predicting

Ask, *Did we find out why there were animals at the party? Did we figure out why the girl looked the way she did when she answered the door? Why did the author spell the title the way she did? Were you surprised by what happened? When did you figure out what was happening? On page 7 did you get a hint as to who one of the animals might be? What was the hint?*

Making connections: text to self

Ask students to discuss with a partner which animal they would like to disguise themselves as to go to a party. They should tell their partner why they would like to go disguised as this animal. Invite some students to share their ideas with the whole class.

Hand out sticky notes to students and ask them to draw the face of the animal they would like to disguise themselves as. Remind them to put their names on the notes and to attach them to chart paper posted on the board.

Second Reading

Reading Strategies

Comprehension
▶ inferring
▶ evaluating

Working with Words
▶ locating rhyming words
▶ recognizing contractions

Assessment Opportunities

Note each student's ability to:
▶ evaluate: give opinions
▶ make inferences
▶ locate rhyming words in the text
▶ recognize punctuation marks
▶ recognize and read contractions

Time: approximately 25–30 minutes

BEFORE READING

Activating and Building Prior Knowledge

Inferring

Ask, *Do you think the party was fun for everyone who was there? Was there someone who didn't think it was fun? When did this person change her mind?* Invite students to respond. Ask, *How did the author and the illustrator help you to know that the party was fun? How could you tell that the girl was happy at the end of the poem? How do you think she felt about the dinosaurs?*

Setting a Purpose

Inferring

In the poem, the girl says that she knew this was a joke. Let's read the ebook together again to see if we agree that she knew all along.

DURING READING

Tracking print/ building confidence

Read the ebook with students, tracking print. Invite students to join in.

Word solving and building

Draw students' attention to the rhyming words throughout the ebook. Discuss how the rhyming words affect the poem and give rhythm.

ESL Note: Draw students' attention to the rhyming words in the story by asking, *What word sounds like "hurray"?* (underway) Explain that in the story, there are rhyming words on almost every page. Have students look for the rhyming words on each page. Then students can read the page and clap their hands when the rhyming words are said. Also practise rhyming words by asking questions such as, *On this page* (page 4)*, there is a word that rhymes with vacation. Who can tell me what it is?* (infiltration, ruination) Make sure to break long words like these into manageable syllables.

Making connections: text to self

Ask, *How do you think you would feel if your family planned a party like this for you? Would you be excited, scared, or very surprised?* Write down students' responses.

AFTER READING

Inferring

Ask, *Do you think the girl knew all along that a joke was being played on her? Why do you think so?*

Making connections: text to self

Say, *So—we think the girl really didn't know it was a joke until she got the clue of hearing her father's voice coming from the orangutan. Have you ever pretended that you knew a practical joke was a joke when really you didn't know? Why do you think people often do that?* (People like to look smart and as though they aren't easily fooled.)

Evaluating

Have students retell the part of the poem they found funniest, telling why they thought it was funny. *What did the author or the illustrator do to make this part funny to you?*

Word solving and building

Invite students to come up and circle the rhyming words using the pen tool.

Print concepts

Say a few sentences to students containing contractions, e.g., *We're going to read this ebook. I'll show you the pictures. I'm opening the ebook. You'll enjoy this.* As you say the words, write the contractions on the board. Ask what other way you could say these words. You might need to give the students a clue by saying, *For example, with this first one, I could say "We are" instead of "We're."* Write "We are" beside "We're." Point out the apostrophes and tell students that they indicate that one or more letters have been dropped from the original words. When you have worked with a few of these kinds of contractions, draw students' attention to page 5 and circle the word "'gators." Ask if they know what that word means or if it reminds them of one they have already read. If they don't recall it, point out the word "alligator" on page 4. Have them tell you what letters have been replaced by the apostrophe. Ask why they think the author used "'gators" instead of "alligators" on page 5. Have a student read the last two lines on the page, substituting "alligators" for "'gators." Students should recognize that the longer word disrupts the rhythm.

Visual literacy

While on page 5, ask what the panda is eating. Track the words "ice cream" as students say them.

Third Reading

Reading Strategies

Comprehension

▶ self-monitoring
▶ sequencing

Working with Words

▶ recognizing punctuation marks
▶ attending to print

Assessment Opportunities

Note each student's ability to:

▶ self-monitor: ask questions about the narrative
▶ understand sequencing using ordinals
▶ recognize punctuation marks
▶ track print line by line over several lines and from one page to another
▶ join in with familiar language patterns

Time: approximately 35 minutes

BEFORE READING

Activating and Building Prior Knowledge

Print concepts/ visual literacy

Ask students if they can recall how the three hippos greeted the little girl when they arrived at the party. Turn to page 3 and say, *When an author wants us to know the exact words a character says, he/she puts them in quotation marks. If the author wants the readers to say the words in a special way, he/she might write the words with capital letters as Fitch does on page 9.* Turn to this page. *How do you think the author wants us to say these words?* Point to the word "NOOOOOOO!" and the words that are boldfaced. Have students look at the italicized words on page 12. Have a student read them and say, *Have you seen those words or words like them somewhere else in the ebook?* Students should be able to recognize them as a variation on the refrain from pages 3 and 8. Ask why these similar words have been printed in italic type. (While they are repeating words that were used earlier in the ebook, the idea is now opposite, so the author wants to use a way to stress the idea that the "panda pandemonium" and the "orangutan bling blang" are "no more.")

Self-monitoring

Say, *Let's read the poem again and see if we can make sure that we have been able to answer all of our questions about this very strange party.*

🦋 DURING READING

Tracking print

Read the ebook through with students using the cursor to track print. Invite students to join in with the reading.

**Print concepts/
visual literacy**

Pause to emphasize the words in quotation marks and words in a different type.

🦋 AFTER READING

Self-monitoring

Say, *Why did the girl's friends come to the party in disguise? Was this part of the surprise her parents wanted her party to be? How do you know? Were we right when we predicted what the ebook was going to be about? What is happening at the end of the poem? Are these real dinosaurs?* Have students give you reasons to support their answers.

Emphasize the strategy of self-questioning, e.g., *Good readers ask themselves questions when they read*. Model self-questioning, e.g., *I wonder if she really knew it was a joke?*

Sequencing

Have students go through the ebook and as a class list the order in which the animals arrived at the party. Then have them indicate beside each animal what it did at the party.

> **ESL Note:** Ask students "true or false" questions about the animals in the story. Ask, *On page 2, there are three orangutans standing at the door. True or false?* (No, there is one orangutan standing at the door.) Or say, *On page 4, there are llamas wearing pyjamas.* (Yes, the llamas are wearing pyjamas.)

Word solving and building

There are a number of multi-syllabic words in this poem that will be challenging for students. For example, "dee-llama" on page 4. Ask students what animal's name they can see in that word. Then ask why they think the author added "dee" to the beginning of the word. They are very unlikely to know the word "dilemma," so it might be a good idea to write it on the board at this point. Say the word, and ask if anyone knows what it means. Give them some sentences with the word "dilemma" in them to see if they can figure it out from the context. If not, simply explain that a dilemma is a situation that usually involves someone asking themselves, "*Now* what do I do?" Explore the meaning of other challenging words with the class in the context of the poem. For example on page 4, *infiltration* and *ruination* will require some discussion (Point out the word *ruin* in *ruination*). You will probably need to try to explain to students that, in a funny poem such as this one, sometimes a poet will use words in ways that are different from ways they would normally be used just because the poet wants an interesting word that rhymes. The words on page 4 would probably fall into that category. Have students concentrate on the way they sound and on the overall picture of chaos they create rather than on their individual meanings.

FURTHER READINGS

The three readings suggested in this plan can be expanded to include further readings. Many texts benefit from being reread with students to enable the ebooks to become familiar and to increase participation in the Shared Reading. Over time, share the cursor with students in turn, so that they demonstrate how to track print in the ebook.

For each rereading, we suggest that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of students in your class.

Print Concepts, eBook Handling, and Text Features

Print concepts

Review the title, author's name, illustrator's name, and text features of the poem.

Tracking print

Continue to track print but offer individual students roles in print tracking during the rereading. Offer as much support as necessary, e.g., by guiding the pointer with a student who needs assistance.

Add concepts that offer learning opportunities for the range of students in the classroom, e.g., *Where do we start reading? Where do I go now?* (Over the page or on to the next line?) *How do I read words that are written in a different style?*

Print concepts

Point out punctuation marks while rereading. Invite students to join in reading using appropriate expression, e.g., by adding emphasis when they see an exclamation mark, words that are boldfaced, words that are all capitalized, and any words that are printed differently.

Focusing on Comprehension

Self-monitoring

Invite students to discuss what would happen if the dinosaurs also came to the party or if the dinosaurs are real. Ask, *How do you think they would fit into the house? What damage would they do? If they are not real dinosaurs, who do you think they might be?*

Making connections: text to self

Invite students to suggest other occasions when they might dress in disguises—Halloween, for a play, etc.

Working with Words

Phonological and phonemic awareness

▶ Have students find the rhyming words and add on to them, e.g., *way, day, hay, bay.*

▶ Use the pen tool to circle the "ed" ending in *chirped* and *burped* on page 4, *hopped* on page 5, *laughed* on page 6, to demonstrate the "t" sound at the end. Circle "ed" in *tackled* and *tickled* on page 7 to demonstrate the "ed" sound.

High-frequency words

Circle a selection of high-frequency words.

🐝 RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

As a class, write a narrative about an unusual birthday party or a surprise birthday party. Refer to the Narrative text-type study in the *Writing Guide*.

Model writing an invitation and have students write an invitation to a friend inviting him or her to a birthday costume party.

Have students use the sticky notes they drew earlier. Have them write a sentence or a rhyme about that animal. They could choose to describe how it looks or what it might do if it went to a party.

Independent Reading

Encourage students to access the ebook of *Birthday Party Pandamonium* to reread, and to listen to the fluent reading.

Gather a selection of other humorous poems for individual or partner reading.

Working with Words

Once concepts have been introduced in context, see the focused lesson in the *Grade One Working with Words Guide* for more direct instruction for students who need it.

See also the specific Building Words lessons ("Birthday" and "Orangutan") in the *Grade One Working with Words Guide*.

Read Aloud

Read to the class other examples of humorous poems.

Websites

http://www.poetry4kids.com/poems
This site has tons of fun poems by Kenn Nesbitt.

http://www.gigglepoetry.com/
This site has a number of humorous poems and activities.

http://www.zootoyou.ca/ontario-mixture-exotic-animals-displays-exhibits
Use this site to discuss how you can have real animals at a birthday party. Examine some of the animals available and encourage students to come up with ideas (realistic and imaginary) about what might happen if these animals attended a birthday party!