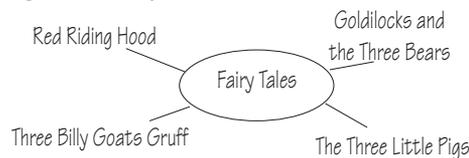
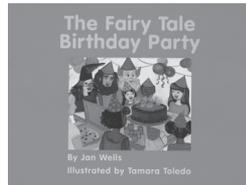


THE FAIRY TALE BIRTHDAY PARTY

Written by - Jan Wells
 Illustrated by – Tamara Toledo
 Set 10 - 181 words

Building Anticipation – Setting the Context

Encourage the children to share birthday party experiences. Ask: *Has your birthday party ever had a theme? Has your party featured characters from a book such as ‘The Lion King’? Is ‘The Lion King’ a true story?*



Discuss the term *fairy tale*. Brainstorm fairy tales they know and build a chart.

Introduction

Introduce the book by reading the title and saying: *This is a story about Morgan’s birthday party and how Mom and Dad, and Uncle Mike made the party fun for Morgan and her friends.* Give each child a book.

Have the children predict the letter or letter clusters for *crossing* and *bridge* page 10, *nibble* and *nibbling* page 12, and then confirm their predictions in the text. Give the children time for a book walk.

Then ask the children to read to find out why the author called the story *The Fairy Tale Birthday Party*.

Discussion – Book Talk

Ask: *Why did the author call the story ‘The Fairy Tale Birthday Party’?* Have the children support their responses by using the text (pages 10, 12, 13). *Did we name a fairy tale in the story?* Refer back to the chart to confirm. *Do you think Morgan and her friends enjoyed the fairy tale party? How do you know?*

Responding Creatively – Independent Practice

Children can:

- write riddles to see if friends can guess the main character in each of the three fairy tales in the story. Use the pattern on the reproducible master.
- make a story map showing the places visited in the story. Label the map using the book as a reference.
- use plasticine to make a character from one of the fairy tales. Have the class guess the characters and record the guesses on a chart. Be sure to interpret the results as a class.

Read Aloud Connections

Available versions of *The Three Billy Goats Gruff*, *Jack and the Beanstalk*, and *Hansel and Gretel*.
The Jolly Postman, by Janet and Allen Ahlberg, Heineman, 1986.

Learning About Language - Focused Teaching

High Frequency Words	called, over, then, I’ll	Using a word mask, children <i>read the walls</i> looking for the high frequency words. Frame the word with the word mask.
Letters and Letter Clusters	<i>p</i> – pop, party <i>z</i> - pizza <i>cr</i> - cross <i>ch</i> - chair <i>th</i> - then <i>fr</i> - friends <i>br</i> - bridge <i>pr</i> - presents	Develop a chart beginning with the letter or letter cluster children need to learn. Post the chart for reference during independent writing.
Onset and Rimes and Word Families	chair, air, lair, hair, pair, stair mouse, house witch, pitch, stitch, ditch, hitch	Use movable letters to make words featuring the rime <i>itch</i> . How many words did you make? Record your words.
Word Endings	<i>le</i> - nibble <i>ing</i> - nibbling <i>er</i> - over under her	Brainstorm a list of words that drop the final <i>e</i> before adding <i>ing</i> , e.g. <i>fumbling</i> , <i>stumbling</i> .
Compound Words	birthday, into, upstairs, asleep	Make other compound words that have <i>day</i> at the end, e.g. <i>Monday</i> , <i>today</i> . Record the words you make.
Contractions	let’s, I’ll	Use an erasable board to practice writing these words. Can you write the two original words for each?
Text Features		Review familiar concepts.
Poetry Links	<i>then</i> – <i>Meeting A Bear</i> <i>over</i> – <i>The Big Truck</i> – <i>Three Silly Monkeys</i>	Re-read these poems to a friend. The high frequency words shown are in the book as well as the poem.

The Fairy Tale Birthday Riddle

Fold down this line

I live _____.

I am _____.

I am _____.

Who am I? _____.