

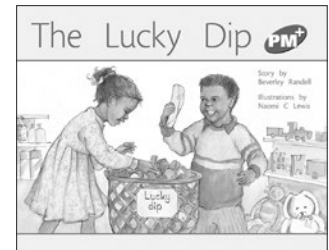
# The Lucky Dip

PM Level 4

Red

**Text Type** Narrative

**Running Words** 85



## Preparing for Guided Reading

### Orientation to the Text

- Wrap some small items of classroom equipment, e.g. plastic blocks, crayons, etc. in newspaper and place them in a box containing shredded paper. Invite students to choose an item, then guess what might be inside.

### Prior Knowledge

- Two new characters, Matthew and Emma, who are twins, are introduced in this story. The fun and often the disappointment of a gift from a lucky dip is portrayed in this book.

## Building the Balanced Reader

### Concepts About Print

- Discuss these upper-case letters: M, D, E, H, L, T, A.
- Speech marks – talk about the punctuation symbol, name and meaning.
- Encourage reasoning and prediction. Ask, *What do you think ...?*

### Vocabulary

#### Key High-frequency Words

*are, blue, lucky, shouted*

#### Content Words

*lucky dip, Dad, comb, toothbrush, little, car, teddy bear*

### Decoding

- Locate some high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and differentiate between the purpose of a full stop and a comma.
- Change voice to apply the purpose of quotation marks.

### Focusing on the Book – Guided Reading

- **Cover** Talk about the children's excitement as they reach into the lucky dip. Introduce the characters Matthew and Emma. Write their names clearly on a chart. Read the title on the cover and on the title page.

- **Pages 2–3** Model how to read the text in a way that reflects the excitement of the illustration. Draw students' attention to the exclamation marks.
- **Pages 4–7** Ask students why Matthew and Emma look so disappointed when they unwrap a comb and a toothbrush.
- **Pages 8–9** Point out Matthew's thoughtful expression.
- **Pages 10–11** Ask, *Why do Mum and Dad look happy about their gifts?* Point out Emma placing the paper in the bin.
- **Pages 12–16** Talk about Dad's teasing expression and the children's satisfaction in the end.

### Comprehension

- Who pulled out a toothbrush from the lucky dip? (*Literal*)
- Why was the comb not suitable for a child? (*Inferential*)
- Why was Emma not happy with getting a toothbrush in the lucky dip? (*Inferential*)

### Follow-up Activities

- Look at the expressions on Matthew and Emma's faces on pages 4–9. Compare these with their expressions on pages 12–16. Choose either character, and on a piece of folded paper draw and write about the unhappy and the happy expressions. This activity will help students understand cause and effect.
- Role-play the story, improvising with additional dialogue.

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Date \_\_\_\_\_

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## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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## Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks in text.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up