

Playing with Lucky

PM Level 2/3

Magenta

Text Type Narrative

Running Words 58



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the way dogs behave.

Orientation to the Text

- Josh and Lily are playing ball on Grandpa's farm. When Lucky the dog joins in, he decides to run away with the ball.

Key Language Structures

- Direct speech is used throughout the text.
- Bold type is used for emphasis.

Building the Balanced Reader

Concepts About Print

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.

Vocabulary

Key High-frequency Words

at, come, Here, is, Look, said

Content Words

farm, dog, good, Grandpa's

Decoding

- Look at the word *farm*. Ask students to find the two smaller words within it.
- Ask students to identify the tricky part in the word *said*. Discuss how they might remember it.

Fluency and Phrasing

- Point out the direct speech in the text to students and model reading it as you would speak it.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *Who do you think Lucky is? Where does the story take place?*
- Read pp. 2–3. Ask, *Whose farm is it? What punctuation shows you that the farm belongs to Grandpa?*

- Read to p. 7. Ask students to look at the picture on p. 7. Ask, *What is happening in the picture that is not written in the text?*
- Look at pp. 8–9. Ask, *What is happening on these pages? How do you know?*
- Look at p. 12. Say, *Find the speech marks. What are they there for? What other punctuation can you see on the page?*
- Look at the picture on p. 13. Ask, *What is Lucky doing in the picture? How does this link with the text?*
- Reread the text and ask students to describe what events happen in the picture that are not written in the text.

Comprehension

- Who called Lucky first? (*Literal*)
- Do you think Lucky liked playing with Josh and Lily? (*Inferential*)
- Why do you think the author chose to tell some of the story through the pictures? (*Inferential*)

Follow-up Activities

- Ask students to share any experiences they have of playing with dogs or of dogs doing tricks, and watch some online videos of dogs doing tricks. Ask students to share with a partner what they would like to teach a dog to do. Film their responses and collate them into a class video book to share with parents or other students.
- Ask students to imagine how the story would have been different if Lucky were another animal, such as a cat or a goat. Together, rewrite the story about your chosen animal. Discuss how you might use pictures to add to the story and allocate each page to a student or pair of students to illustrate.
- Ask students to suggest other animals that might be on Grandpa's farm. Have them assist you to write a list of them, encouraging them to identify and write the initial sound and working together to identify and record the other sounds in each word.

Learning Intentions

- We are learning to look at how the pictures work with the text in a book.
- We are learning to recognise and use punctuation.

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Success Criteria

- I can describe how the pictures add to the words in the text.
- I can find apostrophes, exclamation marks and speech marks and say what they are used for.

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Guided Reading Notes

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