

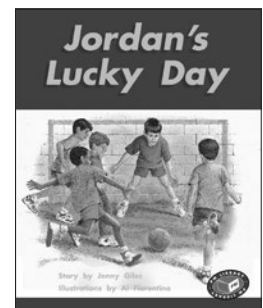
Jordan's Lucky Day

PM Level 18

Turquoise

Text Type Narrative

Running Words 463



Preparing for Guided Reading

Orientation to the text

- Have students talk about the different physical activities that they play outdoors with their friends. Ask them to give reasons why some of the places that these games are played are safer than other places.

Prior knowledge

- This is a narrative with fast moving tension. Jordan, a new character to the PM Story Books, and his friends, meet a football star in an unexpected way.

Building the Balanced Reader

Vocabulary

Key vocabulary

bounced, darted, I've

Content Words

accident, believe, driveway, goal, passed, pocket, practice, shown, skills, wasn't, wrote

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Read the title, the author's name and the illustrator's name to students.
- Study the illustration on pp. 2–3. Talk about the boys' actions and the involvement of everyone in their game. Help students to identify the main characters: Jordan, in the pink shirt, and Kris, in the yellow shirt. Discuss why Kris called to Jordan, 'It must be your lucky day'.
- After the children have read p. 4 discuss the use of the word *darted*.
- Discuss the reaction of the characters and link the illustration with the text on pp. 6–7.
- Talk about Jordan's honesty and apology on pp. 8–9. Discuss the reactions of the man as he involves the boys in solving their problem.

- Discuss why Steve Parker's name was known to Jordan.
- Ask children who play football to suggest some of the skills that Steve Parker might have demonstrated.
- Discuss the practice of football stars signing their autographs on T-shirts and footballs. The football will become a treasure for Jordan. It will help him remember the safety messages and the football skills that were taught to him by a football hero.
- Look at common word endings, e.g. *-er: corner, footballer, another, never; -y: shiny, sorry, lucky*
- Discuss compound words in the text, e.g. *football, driveway, something, somewhere*

Comprehension

- Why did the football go down the driveway? (*Literal*)
- Why did Jordan say, "It's not my lucky day now."? (*Inferential*)
- Why did the man ask the boys to help him put the old gate across the driveway? (*Inferential*)

Follow-up activities

- Ask students to name famous sports people they recognise on television. Talk about why these people are on tv, e.g. news items or advertising.
- Encourage students to talk about sports people who are good role models. What did Steve Parker do that provided a good role model for the boys in the text? How can other sports people influence the way young people behave in sport? Discuss positive and negative behaviours that some people copy.

Jordan's Lucky Day

Date _____

PM Level 18

Turquoise

Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive meaning from the text.

• _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.

• _____

Guided Reading Notes

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