

# Lucky Luke

PM Level 27

Ruby

**Text Type** Narrative

**Running Words** 3045



## Preparing for Guided Reading

### Prior Knowledge

- Discuss the word *entertainer* with students. Brainstorm different things that an entertainer might do and invite students to make connections with their own experiences.

### Orientation to the Text

- Luke is so embarrassed that his new stepdad is a children's entertainer that he stretches the truth and tells his friends he is a comedian. Luke's anxiety is heightened when his stepdad's troupe is booked to perform at the school Fun Day. What will his friends think when they find out the truth?

## Building the Balanced Reader

### Grammatical Conventions

- Revise what a proper noun is and review the use of proper nouns for people (e.g. *Luke*, *Ms Fisher*), places (e.g. *Ferny Mountains*) and things (e.g. *Fun Day*). Discuss the difference between these proper nouns and common nouns in the text.

### Vocabulary

#### Key Vocabulary

*accountant, allergy, announcement, assistant, available, character, comedian, embarrassing, entertainer, imitated, interstate, magician, pantomime, professor, relieved, security guard, sensible, technically, troupe*

### Spelling

- Analyse the words *embarrassing* and *embarrassment* with students. Discuss the parts that are commonly misspelt and how students might remember to double both the 'r' and the 's'.

### Visual Literacy

- Ask students to pay attention to the expressions on people's faces in the illustrations as they read. Ask, *How has the illustrator conveyed the emotions? How do they support what is happening in the text?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *Why might the book be called 'Lucky Luke'? What does the title tell you about the type of text this will be?*
- Read the first chapter, 'Luke's Secret', together and invite students to suggest what the most important event is. Ask, *What other details would you include if you were summarising the chapter for a friend?*

- Read to page 13 together. Ask, *Why do you think the author included the reference to Luke's stepdad's occupation here? How does this guide the reader's thinking about what might happen next?*
- Continue to the end of page 20 and invite students to summarise chapters 2 and 3 in a couple of sentences. Ask, *How did you choose which information to include? What did you choose to leave out?*
- Stop at the end of page 28 and discuss the events at Sam's birthday party. Ask, *What does the author want the reader to be thinking and feeling at this point? What clues tell you this?*
- Continue to the end of chapter 6. Ask, *Why did the author include Luke's visit to his dad? How does it add to the storyline?*
- Continue to the end of the text and ask students to summarise the last two chapters in their own words. Ask, *Which events are most important?* Encourage students to explain their choices.
- Revise the text and discuss the resolution. Invite students to summarise the whole text in three or four sentences. Ask, *How is summarising the whole text different from summarising each chapter?*

### Comprehension

- What did Luke say his stepdad did for a living? (*Literal*)
- How do you think Tom felt towards Luke? What makes you say that? (*Inferential*)
- How do people learn to perform magic tricks and make balloon animals? (*Applied Knowledge*)

### Follow-up Activities

- Revisit the important things to remember when summarising a text. Ask students to choose a short text and write a blurb for it in their own words. Share the summaries within the group and invite feedback on whether they captured the main events.
- Brainstorm the pros and cons of being an entertainer with students. Have students write a discussion using the information and include a concluding statement incorporating their own opinion about whether it would be a good job.
- Plan a class Fun Day with students. Allocate different roles, such as entertainer and usher, and invite parents and other students to be part of the day.

## Learning Intentions

- We are learning to summarise what we read.
- We are learning to analyse events in a text.

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## Success Criteria

- I can identify the important ideas in what I have read.
- I can retell the main ideas of the story in sequence.
- I can explain why the author included particular events and how they add to the story.

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## Guided Reading Notes

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