

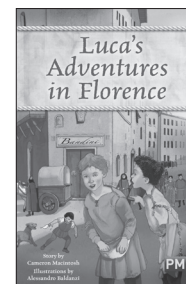
Luca's Adventures in Florence

PM Level 26

Emerald

Text Type Narrative (Imaginative)

Running Words 2654



Preparing for Guided Reading

Prior knowledge

- Discuss the fact that art was taken very seriously in Italy at the time of this story (around the year 1500). At that time, some boys would leave home at a young age to learn artistic skills from an established artist.

Orientation to the text

- In this story, a young boy, Luca, misses his older brother Renzo who has left the family farm and moved to Florence to work as an artist's assistant and trainee. Luca takes it upon himself to visit Renzo. While he is at the studio where Renzo works, he accidentally damages a wooden chest that Renzo has been asked to decorate. Luca uses his woodworking skills to fix the chest, which impresses Renzo's teacher greatly.

Building the Balanced Reader

Grammatical conventions

- Discuss the first-person voice used in the narrative, and how it enables Luca to give the reader a strong idea of how much she misses his brother.
- Talk about the simile on p. 15: *The shadows under Mino's eyes were as dark as olives*. Why is this a believable simile for Luca to use?

Vocabulary

Key vocabulary

admiration, bedhead, daydreaming, gradually, impressive, master, paints, sculpture, vegetables, wondering, woodcrafting, workshop

Spelling

- Discuss the Italian words used in the text and talk about their pronunciation, e.g. *garzone*. Have students refer to the pronunciation guide at the bottom of the page. They can also do this for the word *cassone* on p. 20.

Visual literacy

- Ask students to look at the illustration on p. 2, and offer thoughts about what sort of family Luca comes from. Ask, *What do Luca and his Papa seem to be doing? What kinds of clothes are they wearing?*

Focusing on the book – guided reading

- Discuss the great contrast between life on the family farm and the way Renzo now seems to be living.
- Ask students if they think Luca will get into big trouble if he is found hiding in the back of his father's cart.
- After reading pp. 14–15, have students suggest what Luca could do to repay Mino's kindness.
- What does Renzo's expression on p. 16 tell us about how he feels to be seeing Luca at the doorstep? Is this the reaction Luca would have been hoping for?
- After reading p. 18, ask students if Luca has any skills that he might be able to use to repair the chest he has accidentally broken.
- Ask, *What do you learn about the Master from his sentence: "You'll have to come here and destroy my furniture more often."?*
- Discuss why it is necessary for the Master to take Luca home in his cart, given that the story takes place long before any kinds of electronic communication were available.

Comprehension

- Why did Mino show Luca to the Master's house? (*Literal*)
- Why did Renzo's face go white when he heard the Master returning? (*Inferential*)
- Why did people want paintings, sculptures and fine carvings? (*Applied Knowledge*)

Follow-up activities

- Direct students to draw their own design for a *cassone* like the one in the book, including the decorations on its lid.
- Ask students to imagine that the Master was very angry that Luca had hidden in his chest. What problems might this have caused for Renzo?

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Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

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Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

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Guided Reading Notes

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