

Lucky Thursday

PM Level 26

Emerald

Text Type Narrative

Running Words 1696



Preparing for Guided Reading

Orientation to the Text

- Hero or not? You be the judge. Ky and Jake set out for what they thought would be an exciting trip to the local reserve. The note that Jake leaves his Mum saves them from certain danger and even a close scrape with death.

Prior Knowledge

- Why do you think it may be a 'lucky Thursday'? Develop an understanding of subject-specific vocabulary. What type of text is it? What information can we obtain about the plot and storyline from the chapter headings?

Building the Balanced Reader

Grammatical Conventions

- Note the range of speaking verbs used to replace *said*, e.g. *murmured*, *yelled*.
- Identify adverbs that add meaning to the verbs in the text, e.g. *desperately*, *furiously*.
- Highlight past tense verbs ending with *ed*, e.g. *grabbed*, *headed*, *backed*, *started*.
- Note the author's use of strong verbs, e.g. *surging*, *blasting*, *remembering*, *pedalling*, *rounding*, *deafening*, *splashing*.

Vocabulary

Key vocabulary

awnings, *conscious*, *credit*, *desperately*, *elements*, *furiously*, *grate*, *receiver*, *secured*, *surging*

Spelling

- Revise that a letter has been omitted from these contracted words: *we'd*, *shouldn't*, *wasn't*, *wouldn't*, *I'd*.
- Study these words and identify the silent letters contain in them: *caught*, *right*, *though*, *debris*.
- Use a dictionary to find the origin of these words: *uniform*, *centimetre*.
- Note the final *e* has been dropped before adding *ing* to the root word: *exciting*, *braving*, *coming*, *sparkling*, *deserving*.

Visual Literacy

- What predictions can you make from the front cover? Do you think it is going to be a comical book or something more serious?

- What technique has the illustrator used to build drama and tension?
- Discuss the use of colour and technique throughout the book. Why do you think the author has chosen this style for this particular book?

Focusing on the Story – Guided Reading

- Discuss the sudden downpour and the safety measures put in place by people in the story. Talk about how a heavy storm at the end of the school day can be dangerous and frightening for students.
- Talk about the warnings issued by authorities to ask people not to enter flood waters, and to remain inside at home if possible.
- Ask students to explain and demonstrate 'playing air guitar'. Why do people do this? Talk about why Darren threw a shoe at his brother.
- Note the author's technique of creating tension by using phrases such as *It happened*, where it isn't explained until the following page.
- Despite the boys' foolishness in playing near the drain, what did Jake do that actually saved the life of his friend? Talk about the importance of staying with someone who is in trouble, so you can reassure them that help will be coming.
- Talk about the passing of time in an emergency, and how a short time can actually feel like a very long time.
- Explain what you would have done if you were Jake.

Comprehension

- Where were people huddling to keep out of the rain? (*Literal*)
- Why was the story called *Lucky Thursday*? (*Inferential*)
- Why shouldn't people play near drains? (*Applied Knowledge*)

Follow-up Activities

- Think of all the other words you use instead of *said*. These are called speaking verbs. List all the speaking verbs you can find in the story.
- Write a newspaper report of the events in the book, from the view of a reporter. Include a comment as to whether Jake deserved any credit.

Learning Intentions

- We are learning to understand a broader range of themes in the text, that allow us to develop the skills of problem solving.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type and the typical vocabulary.
- _____

Success Criteria

- I can identify themes in the text, and can improve my problem solving skills relating to issues faced by the characters.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- _____

Guided Reading Notes

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