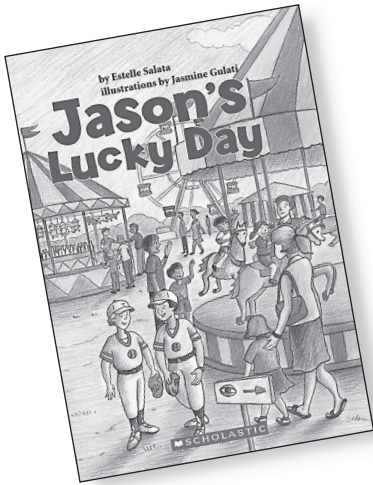


Jason's Lucky Day



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Illustrated by Jasmine Gulati

Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: O

Summary: Jason and his best friend, Neil, stop at the Rocky Creek Fairgrounds on their way to a baseball game. When Jason decides to visit a fortune teller, he gets lots of interesting information and also lots of interesting questions.

Text Features

- ▶ chapter headings
- ▶ table of contents
- ▶ author's note

Text Supports

- ▶ illustrations support the text

Possible Text Challenges

- ▶ subject-specific vocabulary, e.g., *uniforms, home run, diamond, catcher, umpire, plate, lead-off batter, first-base line, right fielder, scoreboard, one-two-three order, inning, grounder, double play, triple, pitch, fastball, homeplate*
- ▶ some difficult words (*barker, 4-H club, slump, fortune teller, crystal, loonie, radiated, fairgrounds, badminton, toonie*)

First Session (pages 4-10)

Reading Strategies

Comprehension

- ▶ predicting
- ▶ analyzing

Working with Words

- ▶ use a variety of strategies, including familiar words, suffixes, reading-on, picture cues, background knowledge, dictionaries, or other resource materials to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions
- ▶ analyze illustrations and text
- ▶ solve unfamiliar words using a variety of strategies

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner



BEFORE READING

**Making connections:
text to self**

Activating and Building Prior Knowledge

Ask students if any of them have attended a fair. Ask, *What did you see? What did you do?* If some students have had little or no experience at a fair, share a personal experience about going to a fair.

Predicting

Read the title of the book, then the names of the author and illustrator. Show students the front and back covers of the book and talk about the illustration on the covers. Ask, *Who is likely to be the main character?* Ask, *What do you think this story will be about?* Have students make predictions and record these on the board or on chart paper.

Text features/predicting

Overcoming Text Challenges

Hand out copies of the book and ask students to turn to the Table of Contents. Ask, *How does a Table of Contents help the reader?* Read the chapter headings aloud and then talk with students about how the chapter headings provide more clues to the story. Students may wish to modify their predictions, and these revisions can be added to the list.

ESL Note: When activating prior knowledge, you may wish to include ESL students by inviting them to share about a similar sport to baseball that is played in their country of birth.

**Word solving and building/
language predictability**

Remind students of the various strategies they can use to read words and determine their meanings. For example, point out difficult or unfamiliar words. Ask students to look at the word *barker* on page 5. Cover the “-er” ending and ask students if they know a similar word (*dark*). Explain that changing the beginning of a new word and adding an ending like “-er” are strategies they can use for other words, such as *teller* and *higher*. Encourage students to read on after the word *barker* to look for visual and context cues that would help explain the meaning of the word. Ask students to share their understanding.

Another word to point out is *4-H club*. While students can readily read the word, they may not necessarily understand its meaning. Explain, or have a volunteer explain, that a 4-H club is an international youth organization for boys and girls who engage in projects and programs. Explain to students that when they come to a word they do not understand, they can look up its definition in a dictionary or other resource materials.

Predicting

Setting a Purpose

Remind students of their earlier predictions and ask them to read to the end of page 10.



DURING READING

Ask students to read the text to page 10 independently, thinking about the purpose for their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *Did the fortune teller tell Jason his future? Did you expect that to happen? What do you think will happen next?*

Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to reread the first two chapters in the story independently or with a partner.

ESL Note: To ensure comprehension of this fair amount of vocabulary, provide ESL students with sticky notes and have them record all unfamiliar words and phrases. You may also wish to encourage ESL students to reread the text after each session now that you have reviewed unfamiliar words. This will allow for deeper understanding of the chapter.



AFTER READING

Predicting

When students have completed the reading, have them compare their predictions to the events in the text. Confirm or eliminate predictions from the list made earlier in the session.

Analyzing/predicting

Initiate a discussion with students about the events in the story. Ask, *Where is the story taking place? What has happened so far?* Talk about Jason's visit to the fortune teller and whether or not she can see Jason's future. Then ask, *What do you think will happen next?*

Word solving and building

Ask students to share any words they found challenging and the strategies they used to figure out these words. Point out the positive reading strategies you observed during the session. For example, say, *I noticed Maria recognized right in the word bright. She sounded out "b" and right and blended them together to read bright.*

Optional Approach

You may wish to have students read the rest of the text independently. Set a purpose for reading and choose a date to come back together to discuss and work with the text using the Optional After Reading session (see page 7). You may choose to do some diagnostic work with students or hold a book discussion halfway through to check their comprehension of the text.

Predicting

Setting a Purpose

Before students read pages 11–23, have them predict what they think will happen next based on the events that have occurred so far in the story.

Second Session (pages 11-23)

Reading Strategies

Comprehension

- ▶ predicting
- ▶ analyzing

Working with Words

- ▶ use a variety of strategies, including familiar words and suffixes, to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions
- ▶ analyze text and illustrations to find new information
- ▶ solve unfamiliar words using a variety of strategies, including familiar words and suffixes

Oral Language Opportunities

- ▶ discussing with a group
- ▶ retelling



BEFORE READING

Synthesizing/predicting

Activating and Building Prior Knowledge

Review what has happened so far in the story. Ask students to retell the events in the first two chapters and then ask, *What do you think will happen next?* Add or modify the predictions in the list made in the last session.

ESL Note: To continue providing visual support for ESL students, record responses of what they know about the story so far on chart paper. Have them refer to their sticky notes from last session to assist with their search for information.

Making connections: text to self/ word solving and building

Invite students to share any experiences they have had playing baseball. Ask volunteers to explain where baseball is played, how the game is played, and what is worn. Revisit the baseball words found in the first two chapters, including *uniforms, blue-and-white socks, caps, baseball, and batting practice*. As students make suggestions, record their responses under the correct heading in the chart. Explain that as students learn new information about the game of baseball, it, too, will be added to the chart.

What We Know About Baseball

Where baseball is played	How baseball is played	What clothing is worn
diamond	2 teams of 9 players	shoes glove

Teaching Tip: Throughout the Before Reading discussion, use baseball words and phrases whenever the opportunity arises. For example, on page 12 you could point out *baseball diamond*. Take this opportunity to make a sketch of the diamond on the board or on chart paper. Introduce, if necessary, such baseball terms as *pitcher*, *batter*, *infield*, and *outfield*. By providing a brief explanation of the game prior to reading these two chapters, students will be better prepared to read and comprehend new or challenging vocabulary.

Analyzing

Setting a Purpose

Tell students that as they read pages 11–23, they are to find out what happens next.



DURING READING

Ask students to read the rest of the text independently, thinking about the purpose for their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *Did Jason get a home run? Was the fortune teller right?*

Encourage students who finish early to reread pages 11–23 independently and retell the main events to a partner.



AFTER READING

Predicting

When students have finished reading, compare their predictions to the events in the text. Confirm the correct predictions.

Analyzing/evaluating

Discuss what happened in the story. Talk about each event and then ask students to turn to the Table of Contents in their books. Ask, *Does the title for chapter two reflect what is going on in the story? Is the title for chapter four a good one?* Have students find evidence in the text to support their opinions.

Inferring/predicting

Discuss with students the problem Jason has while playing baseball. Talk about what a slump is and then ask, *How did Jason feel when the fortune teller said he would get a home run?* Have students explain the reasons for him to be excited after speaking to the fortune teller. Ask, *How did he feel when he struck out his first time at bat?* Compare Jason’s emotions from the beginning of the story to those at the end of chapter four. Then ask, *Do you think the toonie Jason found will give him good luck? Why do you think so?*

Working with words

Model positive reading strategies you observed during this session. For example, say, *I noticed when Tony came to the word grounder, he recognized ground and added the “-er” ending to read grounder. He then read ahead to make sure it made sense.*

Third Session (pages 24–32)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ synthesizing

Working with Words

- ▶ use a variety of strategies to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze text and illustrations to find new information
- ▶ synthesize new information with prior knowledge to create understanding
- ▶ solve unfamiliar words using a variety of strategies

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ dramatic retelling



BEFORE READING

Synthesizing/infering

Activating and Building Prior Knowledge

Have students refer to the baseball chart begun in the last session and add any new information students may have learned about baseball. Encourage students to refer to the text, if needed.

Print concepts

Overcoming Text Challenges

Have students revisit the italicized words on page 21. Ask, *Why do you think the author put these words in a different type?* Point out other italicized words on pages 25 and 31 and explain that they were placed in italics for emphasis.

Text features

Have students turn to page 32. Explain that this is a note written by the author, and that students are to read this after they have read the story.

Analyzing/synthesizing

Setting a Purpose

Read the rest of the book to find out if the fortune teller was right that Jason will score a home run.



DURING READING

Ask students to read the text independently, thinking about the purpose for their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *What did you notice about Jason after he struck out again? What did Jason find?*

Note students' success in using reading strategies and any difficulties they encounter.

If students finish before others have completed the readings, ask them to go back and reread, then discuss the series of events with a partner.



AFTER READING

Analyzing

Talk about the events that took place in the last two chapters. Ask, *What happened after Jason found the toonie? Do you think the toonie brought him luck?*

Synthesizing

Ask, *What do you think Jason meant when he said at the end of the story, "I didn't have to tell her . . . I think she already knows"?* Have students find evidence in the story that Jason's mother was the fortune teller.

Optional Approach

If students have completed the text independently, use the following After Reading discussion and activity suggestions to support comprehension, word solving, and good reading strategies.

Analyzing

Ask, *Was the fortune teller right? Could she see the future?*

Synthesizing

Jason remembered his mother's advice: "If you believed in something hard enough, and if you held onto that belief, you could make it come true." Discuss how this advice helped Jason.

Evaluating

Is Jason's Lucky Day a good title for this book? Have students explain their opinions.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Reader's Theatre

Synthesizing

This book can be read as a Reader's Theatre to practise fluency and expression. Have students practise reading the parts of the characters and narrator. Afterward, students may perform for other groups or the class.

Author's Note

Making connections: comparing/analyzing

Refer students to the author's note on page 32. Discuss how an event in her life led to this story. Talk about the similarities and differences between the real event and the events in *Jason's Lucky Day*.

Writing a Letter

Synthesizing

Provide each student with a copy of the BLM and have them pretend they are Jason writing a letter to his grandmother, telling her about his baseball game. Students may wish to draw a picture to accompany their letters. Encourage students to share their letters with their partners.

Writing a Letter

Name: _____

Dear _____,

Sincerely, _____