

Lucky Thursday

Small Group Reading

Before reading

Making predictions Ask students to make predictions based on the front cover. Ask *Why do you think it may be a “lucky Thursday”?* *What information can you get about the plot from the chapter titles?* Record predictions and findings with a “before and after” chart.

During reading

Ask students the following questions as you read each chapter together.

CHAPTER 1

- Where does Jake put his clothes when he gets home from school? (literal)
- What time does the rain start on Wednesday? (literal)
- Where do people huddle to keep out of the rain? (literal)

CHAPTER 2

- What shows that Jake might come from a single-parent family? (inferential)

CHAPTER 3

- Why shouldn't people play near drains? (critical thinking)
- What harm do children risk when playing near drains even in good weather? (critical thinking)

CHAPTER 4

- How does Ky look when he is stuck in the drain? (literal)
- When does it become darker? (literal)
- How does Jake secure his grip? (literal)

CHAPTER 5

- Why is the story called “Lucky Thursday”? (inferential)

- How do you think Jake feels when he sees his mother and brother coming? (inferential)

CHAPTER 6

- What would you have done if you were Jake? (personal response)
- Why should we leave notes to let others know where we are? (critical thinking)

After reading

Have students complete BLMs 1 and 2 after you explain the instructions for each activity.

Grammar Ask students to think of other words that mean “said.” Tell them that these are called talking verbs. Together list all the talking verbs you can find in the story on BLM 1. Then have students complete the adverb activity by looking back through the book.

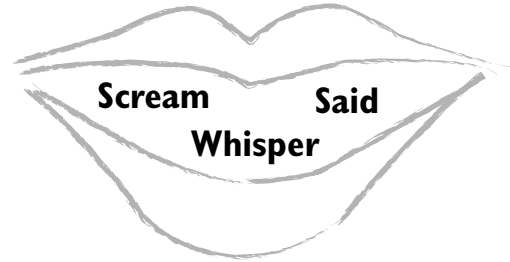
Spelling Remind students that contractions are formed by joining two words and replacing lost letters with an apostrophe. Have students create contractions in the activity on BLM 1. **(BLM 1)**

Asking questions about the text

Remind students that a literal question is one that asks you for a direct answer straight from a book. If Sam has a green truck in the book, a literal question would be “What color is Sam’s truck?” That’s a literal question. Ask students to write a literal question for the sentences on BLM 2. **(BLM 2)**

Fluency Model reading for students the exciting scene at the retention pond. Then have the group read that section aloud together. Remind students to read with expression.

➔ Talk your head off



These are some different ways we use our voice.

List the talking verbs you can find in the story

Lucky Thursday.

➔ Adverbs

Adverbs add meaning to the verb. Find adverbs that add meaning to these verbs from the text.

Verb	Adverb
pedaling (p. 12)	
hoped (p. 16)	
stopped (p. 9)	

➔ Contractions

Contractions shorten two words and make them one by adding an apostrophe to take the place of the missing letters. Change these words into contractions (the first one is done for you).

Two words	Contraction
would not	wouldn't
should not	
was not	
I would	
we would	

Literally speaking

Write a “literal” question to match each of these sentences. For example:

Sentence: It had started raining at about three o’clock on Wednesday.

Question: What time did it start raining on Wednesday?

Sentence:

It only took about two minutes for Ky and me to get completely soaked.

Question:

Sentence:

“There’s a flood down at the retention pond,” said Ky.

Question:

Sentence:

I scrawled on the back of Mom’s note: “Gone down to the retention pond with Ky.”

Question:

Sentence:

It had been a while since the last heavy rain, and there was stuff coming from everywhere.

Question:

Sentence:

As soon as Ky moved the branch a great, gurgling tidal wave surged towards the drain.

Question:
