

Guided Reading with

## Oh, What Luck!

Guided Reading Level: F  
DRA Level: 10

by Barbara Flores, Elena Castro, and Eddie Hernandez, illustrated by Michael Ramirez

**Overview:** This boy is headed to school on Monday. Read to find out if the day brings him good luck or bad luck.

8 pages, 122 words

**Genre:** Realistic Fiction

### Focus: Concepts of Print and Reading Strategies

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- adjust voice when reading sentences ending in exclamation marks
- read and comprehend sentences that include ellipses
- pause at commas and keep reading longer sentences
- read with expression to show characters' feelings
- read with fluency and stamina
- use background and vocabulary knowledge to read unknown words

### Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- punctuation supports comprehension (e.g. exclamation marks, ellipses)
- familiar content close to some children's experiences

### High-frequency words:

- *is, and, I, like, going, to, but, what, when, my, said, we, were, on, a, the, have, would, with, all, for, when, some, was*

### Phonics:

- consonant digraphs ch, sh, th, wh

### Common Core Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7

### ELL/ESL

*¡Ay, qué suerte!*

[See back page](#)

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What's "bad luck?" What's "good luck?" Give some examples of times you or someone you know had good or bad luck.
- How does it feel to have good or bad luck? Why?
- What might help make having "bad luck" not feel so bad?

### 2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "*Oh, What Luck!*"
- Ask children to predict what kind of luck the story might be about.
- Show the back cover and read the copy.
- Have children predict some words they might read in the story, especially words related to good or bad luck.
- Look at the title page. Talk about a horseshoe and how it is traditionally a symbol used to wish someone good luck.
- Give children the book and have them look at the pictures. Ask them to notice what each picture shows.



### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, “What will you do if you come to a word you don’t know?”
- Encourage children to look at the pictures and the beginning sound of the word of the unknown word. Have them read on and return to the word after completing the sentence.
- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence to check against the letter sounds.

### 4. Be aware of the following text features:

- The book contains familiar words: is, and, I, like, going, to, but, a, the, have, would, with, what, when, my, said, we, were, on, all, for, when, some, was
- Pages alternate between telling examples of bad luck and good luck. Sets of pages are connected by a sentence that includes an ellipsis. The phrase “Oh, what luck!” is used several times.
- On each spread, one sentence continues across two pages.
- The book contains two compound words: field trip and backpack.
- The book contains two contractions: don’t and didn’t.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out what kind of luck the boy has.**

**2. Have children read quietly, but out loud.**

Each child should be reading at his or her own pace. Children should not read in chorus. Listen

to children as they read by leaning close or bending down beside each child.

### 3. Look for these reading behaviors during the first reading:

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

**4. As children read, suggest a reading strategy if they are struggling: “Try rereading the sentence.** Try looking at the picture to make sense of the print.” Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.

### 5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.



- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks and exclamation points as keys to reading with a particular kind of expression or inflection. Discuss how commas and ellipses provide a pause and then let an idea continue.
- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas.

## After the First Reading

- 1. Have children confirm their predictions and talk about the boy’s luck.**
- 2. Ask questions like:**
  - How did the boy feel at the start of the story? What changed his mind when he got to school? Was that good luck or bad luck?
  - What bad luck did the boy have when his class went on their field trip?

- How did the boy’s luck change? How did it change again and again after that?
- How did the boy feel at the end of the story? What did he say?
- How can friends change someone’s luck? Give an example from the story.
- What advice do you have for the boy to have a better mindset or attitude about his life?
- When things happen to him that he doesn’t like, what can the boy do to solve each problem that comes up?
- Do you think the boy can do more to solve each problem that comes up rather than just others helping him?
- How do the boy and Raul show they are good friends? How do they look out for each other?
- Why is the boy disappointed with the lunch Raul has?
- Do you think the boy made a healthy choice for him and Raul with the popsicles?
- How do you think the boy will feel about Tuesday based on how Monday went?

## Second Reading

- 1. Have children reread the book in a whisper voice or to a partner.**
- 2. This is a time for assessment.** While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student’s reading behavior.



### Cross-Curricular Activities

**Language:** Have students turn the book into a short performance by acting out the story events using simple props. To include more dialogue to read, have students add speech bubbles for the characters on sticky notes.

Have students write a two-column list of story events titled "Good Luck" and "Bad Luck." Encourage them to refer to the book for help with vocabulary.

Introduce students to the storytelling game "Fortunately/Unfortunately." Introduce the two vocabulary words, and their connection to "luck." Start with an imaginary "fortunately" statement and take turns continuing a pattern. For example, "Fortunately, I arrived at the bus stop just in time...Unfortunately, the bus took a wrong turn...Fortunately, it ended up at the beach...etc."

Read aloud to students another book related to luck, such as *Sam and the Lucky Money* (<https://www.leeandlow.com/books/sam-and-the-lucky-money>). Discuss connections between texts. Discuss the relationship between luck and choices. What's a choice? What's truly luck?

Label a four-column chart with ch/sh/th/wh. Sort examples of words containing each one, starting with examples from the book. Talk about how the digraphs can be found in different positions in a word.

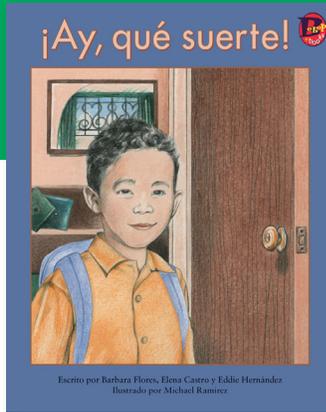
**Writing:** Have students write and sketch a time a friend helped them when they were having a bad day or were feeling down.

**Mathematics:** Use the idea of "good luck" or "bad luck" to conceptualize number amounts.

Write statements about receiving a certain number of something. Have students label each statement "good luck" or "bad luck" and give their rationale. For instance, "There were 3 cookies left in the package" could be good luck if you're going to eat them all, or bad luck if you have four kids in your family. "My dad served me 7 scoops of mashed potatoes" could be good luck if you love mashed potatoes and bad luck if you hate them!

**Social Studies:** Read books or view online content to learn more about the horseshoe symbol or other symbols of luck in different cultures. Compile findings on a class chart.

**Art:** Ask students to draw a self-portrait depicting "the luckiest day." Ask them to label or write sentences about each detail they choose to include.



## Guided Reading with **¡Ay, qué suerte!**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

### **Noun & Adjective Support**

The following nouns and adjectives are used to describe the

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boy's Monday at school: buena suerte (x3); mala suerte (x2)

Print the words "buena suerte" on three index cards and "mala suerte" on two index cards for students. Cover the text on each of the pages and have students match each phrase with its corresponding illustration.

### **Verb Support**

The following verbs and phrases are associated with the good and bad luck that the boy experiences: íbamos de excursión al zoológico; se me olvidó mi lonche; Raúl dijo que él compartía su comida conmigo; llevaba sandwiches de espinacas; encontré unas monedas

Print each of the verb phrases on an index card.

After students match the "buena suerte" and "mala suerte" phrases to the correct illustration in the Noun & Adjective Support section of this guide, have students examine the verb phrases and match the verb phrases with each illustration. Keep text from the story covered throughout the activities.

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements on every page. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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