



FEELING LUCKY

You can use Poster 3 with this storybook.

LITERACY ELEMENTS

punctuation in quotations:
e.g., "Yes," they shouted together, "a different card."

MATH CONNECTIONS

DATA MANAGEMENT AND PROBABILITY
investigating simple probability situations

WORDS TO DISCOVER

plurals: e.g., "s" only;
add "es"; no change

ESL CONSIDERATIONS

Point to the words in the book as you read.

Story Synopsis

This chapter book begins with 4 brothers, Eli, Luke, Jared, and Zack, 2 sets of twin boys. While out shopping with their parents, Eli notices that a cereal company is offering a contest, to win free walkie-talkies. All they have to do is collect 4 different cards. However, to get the cards, they have to eat the cereal. The cereal is not one of their favourites. And their parents won't buy a new box until the boys finish the old box. So the boys eat cereal all the time. They find other ways to finish each box. Finally, the boys win the walkie-talkies, and a lifetime supply of the cereal.

Overall Learning Opportunities



Students will:

- demonstrate an understanding of probability and demonstrate the ability to apply probability in familiar day-to-day situations



Students will:

- read a variety of simple written materials for different purposes
- read independently, using reading strategies appropriate for Grade 2
- express clear responses to written materials, relating the ideas in them to their own knowledge and experience

ACTIVITY MENU

Investigation: Likely and Unlikely Events, page 121

Guided Reading, pages 122–123

As a Group, pages 124–125



- *Cubes in Containers*: investigating probability through drawing items out of a bag
- *Containers of Chance*: investigating probability through a simple experiment
- *I Feel Lucky When...*: using speech, writing, and artwork to describe an event
- *Feeling Lucky*: using letters from the book title to create new words

Home Connection, page 126



- *BLM 55*: exploring probability through investigations and games

Independent Work, pages 127–131



- *BLM 56*: creating a bar graph to reflect data
- *BLM 57*: practising creating and keeping a probability tally
- *BLM 58*: using spinners and tally charts to explore probability
- *BLM 59*: analysing the book to outline important events
- *BLM 60*: providing missing words from sentences

Likely and Unlikely Events

LEARNING OPPORTUNITIES

Students will:

- generate questions that have a finite number of responses for a given topic
- identify the basic parts of a graph
- organize data using graphic organizers
- construct and label simple bar graphs

YOU WILL NEED

- large sticky notes
- graphing sheet (BLM 56)

OBSERVING FOR ASSESSMENT

Can the student:

- create a graph complete with title and labels?
- collect data and record it on the graph using one-to-one correspondence?
- interpret the graph and pose questions based on it?

TEACHING tip

Look for opportunities to collect data using tallies or graphs in order to make class decisions. For example, you might base a tally on the question: What story do you want to hear?

Reading the Story

Read the story aloud. Encourage children to tell about whether they have ever entered a contest or draw of some kind. Have they ever won anything? Were they lucky or unlucky?

Ask children to estimate the number of boxes of cereal that the children in the story had to eat before they collected all of the cards. Reread the story. Have children keep a tally of the boxes of cereal that were eaten. Talk about the final tally. Ask:

- Do you think the children were lucky?

Starting the Investigation

Have children tell about the types of cereal they eat for breakfast. Record the different types on the chalkboard right above the ledge so that these names can be used as labels for a graph. Note that some children may respond that they do not like to eat any cereal. Add a column that is labelled *None*.

Give children large sticky notes and ask them to print their name. Ask:

- Which type of cereal would you like to eat for breakfast?

Have children post responses above the names of the cereal in a stack, thus creating a bar graph. Interpret the graph by asking questions such as:

- What does this graph tell us?
- Which cereal is the most popular?
- How many choices did you have when answering this question?

Working on the Problem

Brainstorm and record a list of questions that can be answered with a “Yes” or a “No.” You might want to suggest a theme for the questions (food preferences or favourite things).

Provide children with a copy of Blackline Master 56. Explain that they should choose a question that they would like to ask at least 10 classmates. Have them print the question as the title and ask them to add the labels *Yes* and *No* to the graph.

Give children time to ask their questions. Explain that, starting from the label, they should colour in one space in the appropriate column for each child they ask. Once the data is recorded, they will write about their graphs in the space allotted.

Afterwards, you can place the students' graphs in their math portfolios.

Sharing Solutions

Have children present their graphs. Encourage them to tell about the question they posed and what they found out. To promote discussion, ask questions such as:

- How are all of the graphs alike? How are they different?
- What other questions would you like to ask?

Extension

At a centre, post the additional questions along with additional copies of Blackline Master 56. Interested children can choose one of these questions to collect data on and then graph.



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LEARNING OPPORTUNITIES

Students will:

- express their thoughts and feelings about ideas in a piece of writing
- use a variety of reading strategies to understand a piece of writing

OBSERVING FOR ASSESSMENT

During *Reading the Text*, does the student:

- use the pictures as an aid to understanding the storyline and to predicting what will happen?
- use the chapter titles as a predictor of storyline?

TEACHING tip

This book is divided into four chapters, so you may wish to divide *Reading the Text* into four distinct sections.

Setting the Scene

Invite the children to talk about what they eat for breakfast. Ask:

- What is your favourite breakfast?

Lead the conversation toward cereals, the ones they like, the ones they don't like, and why. Make a list of their likes and dislikes. You can turn the list into a frequency tally to determine their favourites.

Have the children look at the cover of the book, read the title, and explore the cover art to predict what the story will be about. Encourage the children to put together the hints that the title and cover art give. Ask the children to explain their thinking as they offer their ideas.

Reading the Text

- Have the children open their books to the picture on page 3. Ask:

- Where does the story begin? Who do you see? What are they doing?

- Look at the sign above the boys.

Does it give a clue as to what this story will be about?

Say:

- Eli, Luke, Jared, and Zack are with their parents at the grocery store. On page 2, the boys have to make a decision about whether to enter the contest or not. Read page 2 to find out their decision.

- Turn to page 4. The boys open the first box of cereal and find their first card. However, to get the 4 cards they need to win, they would need to eat lots of this cereal. Read pages 4 and 7 to find out how often they had to eat the cereal.

Have children look at the picture on page 6. Ask:

- Why do the boys' parents have such wondering expressions on their faces?

- What are they looking at?

- Why is the dog eating the cereal?

- Turn the page and look at the picture on page 9. Why do you think the boys—and the dog—look happy?

- Read page 8 to find out what Jared and Zack were promised.

- Turn to page 10 and 11. Look at the picture. Where have the boys put cereal? How is the dog helping out?

Have the children read page 10 to find out all they did to try to finish another box of cereal. Ask:

- Why do Eli and Luke keep making new promises to Jared and Zack?

- Chapter 2 is titled *It's Not Fair*. What do you think is going to happen in this chapter?

- Turn to page 12. Read to the bottom of page 14 to find out what plan the boys decided on to try to change their luck.

- Turn to pages 16 and 17. Read the title of this chapter. What does it tell us about the story? Now read the first word after the title. What do you think it means?

Read the first paragraph to the children. Ask:

- How do you think the boys feel now? Read the next paragraph to find out.

- Now read the rest of page 17 and all of page 18 to find out if the boys' luck changes.

OBSERVING FOR ASSESSMENT

During independent reading, does the student:

- appear to focus on the task?
- read at a pace commensurate with his/her ability?

TEACHING tip

Once the children are familiar with the story, assign BLM 60 as homework. Make sure each child has a copy of the book to use for reference.



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TEACHING tip

You may wish to assign chapter chunks so that independent reading happens on 4 occasions.



Stop the guided reading. Say:

- In pairs or threes, talk about what you think the boys will do now. Will they give up and forget the contest? Will they keep eating the cereal?
- What do you think they should do? What would you do?

Later in the day or on the next day, return to the reading of the book by having the children report their predictions to the rest of the group. Then say:

- Turn to Chapter 4, page 20. What is the title of this chapter?
- What does the title tell you about what you're going to read?
- Read page 20 to find out what the boys had to do to claim their prize.

Have the children listen and follow along as you read page 22. Ask:

- What do you think is in the envelope?

Encourage the children's responses and say:

- Turn to page 24 to find out.
- Have the children go back and read the whole book independently.

After Reading

Ask:

- What do you think about how the boys stuck together and saw the contest through to the end? Do you think that if you and your brothers and sisters, or you and your best friends, were in the same situation the same thing would happen? Tell us about that.

Revisit the Story

Engage children in a conversation about the story by using open-ended prompts:

- A title tells about the main idea in a story or what the story is about. Do you think *Feeling Lucky* was a good title for this story? Do you have any ideas for a better title?
- What about the chapter titles? Do you have any ideas for them?

Engage children in recalling specific information from the selection. Ask:

- What was the big problem in this story?
- How did the boys try to solve the problem?
- What would you have done differently?

Focus the children on the way the story is told through language:

- Were there any words that gave you a struggle? Which ones? What did you do to figure them out?
- Did you enjoy the way the story was told? Why or why not?
- Were there any parts of the story that you enjoyed more than other parts?
- If you had been the author of the story, are there any parts you would have changed? Tell us which parts and why.

Reinforce the Story

Divide the children into 4 groups, making sure each group has a minimum of 2 and a maximum of 4. Assign one chapter to each group and, using Blackline Master 59, have the groups make a list of the important happenings in the chapter. Invite the groups, in the same sequence as the book, to report back and make sure everyone in each group has the opportunity to present.



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LEARNING OPPORTUNITIES

Students will:

- explore through simple games and experiments the likelihood that an event may occur
- investigate simple probability situations
- use mathematical language in informal discussion to describe probability

YOU WILL NEED

- coloured cubes in 4 colours
- an opaque container
- colouring materials (4 colours for each child)

LEARNING OPPORTUNITIES

Students will:

- explore through games and experiments the likelihood that an event may occur
- investigate simple probability situations
- use mathematical language in informal discussion to describe probability

YOU WILL NEED

- cubes in 2 colours
- 4 opaque containers

OBSERVING FOR ASSESSMENT

Can the student:

- predict which combination is most likely to be in the container?
- tally and explain the results of the game?

Activity: Cubes in Containers

Ask children to decide if the brothers in the story *Feeling Lucky* were lucky or unlucky. Encourage children to explain their thinking.

Put 4 different coloured cubes in an opaque container. List the colours on the chalkboard. Say:

- We are going to find out how many times it takes for us to pull each of these cubes out of the container. We will pull one out and return it. What is the fewest number of times we need to pull the cubes out? (4) How many times do you think we will pull out the cubes before we have 1 of each colour?

Have children volunteer to pull cubes from the bag and mark the tally on the chalkboard. Continue to record until a cube of each colour has been pulled. Ask:

- How many times did we need to pull cubes from the bag to have a tally for each colour?
- Is that more or fewer than the number of boxes the children had to buy in the story?

Children can investigate this situation further by repeating the activity in pairs or small groups.

Extension

Blackline Master 57 has a spinner that children can colour in 4 different colours.

Have them spin the spinner 20 times (hold a paper clip in the centre of the spinner with the tip of a pencil, then flick the paper clip with your finger) and record the way it lands, as a tally. They can then design a spinner they think will land on their favourite colour more often than on the other colours.



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Activity: Containers of Chance

Collect 4 opaque containers and get cubes in 2 colours. Put 4 cubes in each container in this way (assuming red and blue as the colours):

- 4 red cubes
- 1 red cube and 3 blue cubes
- 2 red cubes and 2 blue cubes
- 4 blue cubes

Explain that in *Feeling Lucky* the cereal company made sure that there were the same number of each kind of card in the different cereal boxes. Talk about when they did the activity *Cubes in Containers*—each time pulling out a cube of any of the 4 colours was equally likely.

Explain that this time there are different combinations of cubes in the containers. Record the combinations on the board and then divide the children into 4 groups. Give each group a container and tell them

that they are to take turns pulling out cubes from the container. Each time someone pulls out a cube, the colour is recorded on a tally and the cube is returned. Tell the groups to pull and record 20 times. After they have recorded the 20 times, children should agree in their groups as to what combination of cubes listed on the chalkboard they have in their container. Reconvene and have each group tell what they recorded and what they think they have in the container. Check the children's guesses.

Extension

Blackline Master 58 shows spinners and tally charts.

Children think about which tally chart is most likely for which spinner and match them. They can actually spin the spinner (using a paper clip) and see what they get.



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LEARNING OPPORTUNITIES

Students will:

- recognize the beginning and end of a spoken text, and present their own remarks in a coherent order
- use linking words such as *because*, *if*, and *after* to organize ideas in speech

YOU WILL NEED

- drawing materials

OBSERVING FOR ASSESSMENT

Does the student:

- make himself/herself understood?
- wait his/her turn in conversations or class discussions?

LEARNING OPPORTUNITIES

Students will:

- participate in group discussions, demonstrating a sense of when to speak, when to listen, and how much to say

YOU WILL NEED

- spelling resources (word lists, dictionaries, and so on)

OBSERVING FOR ASSESSMENT

Does the student:

- show an enthusiasm for and a curiosity about locating words?
- use available resources appropriately?

Activity: I Feel Lucky When...

Invite each child to think about and talk about a time when he or she felt lucky. Encourage the other children in the group to ask questions so that the experience is described fully.

To help the children develop a detailed account, ask questions, such as:

- When did this happen?
- Where did it happen?
- Who was with you?

Extension

Have the children write a short paragraph to describe the occasion. Encourage interested children to illustrate their paragraph.

Activity: Feeling Lucky

In small groups, have the children use the letters in the title FEELING LUCKY to make as many words as possible (feel, guy, ill, luck, eel, gel, kneel, leg, link, ink, etc.). Have the children use resources such as class word lists, displayed charts, and personal and commercial dictionaries to search or to check spelling.

When the children have finished, they can dictate the words they've uncovered as you record them on chart paper.

Hidden Words
feel, ill, leg, gel, guy,
link, knee, eel, kneel, fee

Extension

Form the children into two groups. Each group selects ten of the words from the list to create a Word Search, placing the words horizontally, vertically, and diagonally, then invites the other group to find the words. Make sure the groups keep a list of the words they have hidden.

I	N	G	U	Y
L	E	E	N	K
I	I	L	E	G
N	F	E	E	L
K	L	L	I	B



Feeling Lucky

Dear Family,

We've enjoyed reading the book *Feeling Lucky*. This storybook is part of a series called *Side By Side*. This series connects mathematics and language through reading. Spending time reading and doing math activities at home helps your child develop solid skills and concepts. Enjoy reading the story with your child.

Choose some or all of these activities to enjoy together:

- In the story, the characters collect prize-cards from cereal boxes to try to win a prize. With your child, consider looking at various types of packaging in your home to see whether they list contests. Look for advertisements in the paper about different contests and lotteries. Talk about how likely it is that someone in your family would win each contest. How lucky do you have to be? See whether the contest description tells what a person's chances are of winning. With your child, talk about how there is a much greater chance of not winning a contest than of winning it. Discuss why it is difficult to win.
- Think about the games that you play in your family. Make a list. Then talk about whether the games are based on luck, strategy, or a combination of both. Which games do each of you enjoy the most? Do you prefer games based on luck (chance) or ones that involve strategy?
- Games that involve rolling a die or dice always have an element of luck or chance in them, because you can never predict how a die will land. Investigate how a die lands. Make a recording sheet with 6 columns labelled 1 to 6. Encourage your child to roll the die about 50 times, and record how the die lands on the recording sheet. Then talk about the results.
- With your child, make a list of at least 5 events that are likely to happen, and another 5 events that are unlikely to happen, in the next day within your home. Post the list and observe whether the likely events really did occur. Did any of the unlikely events actually take place?

Remember to send the storybook back to school with your child.

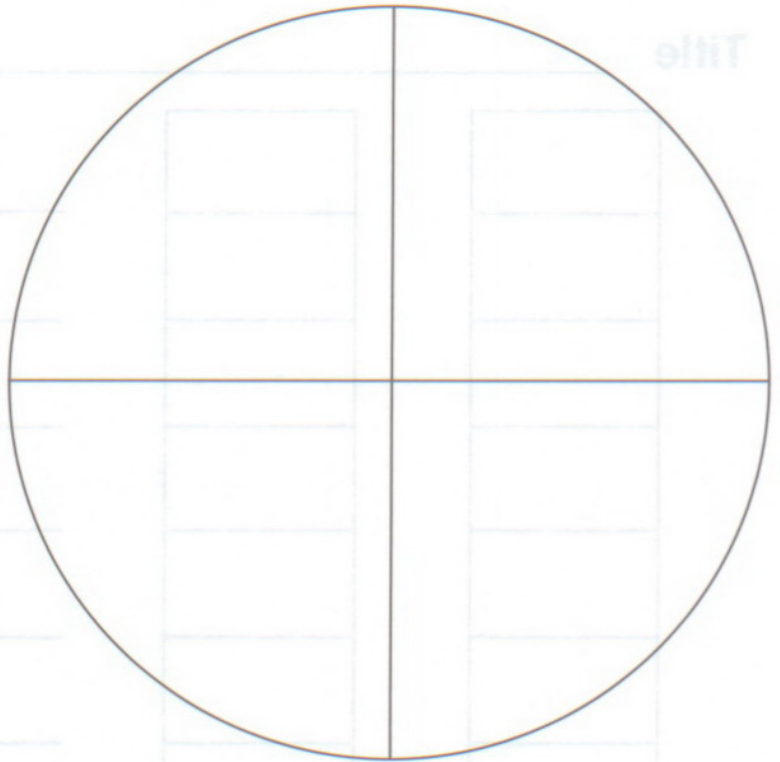
My name is _____ . Today is _____ .

Use four colours to colour the spinner.

Spin 20 times.

Make a tally to show how the spinner lands.

Colour	Tally



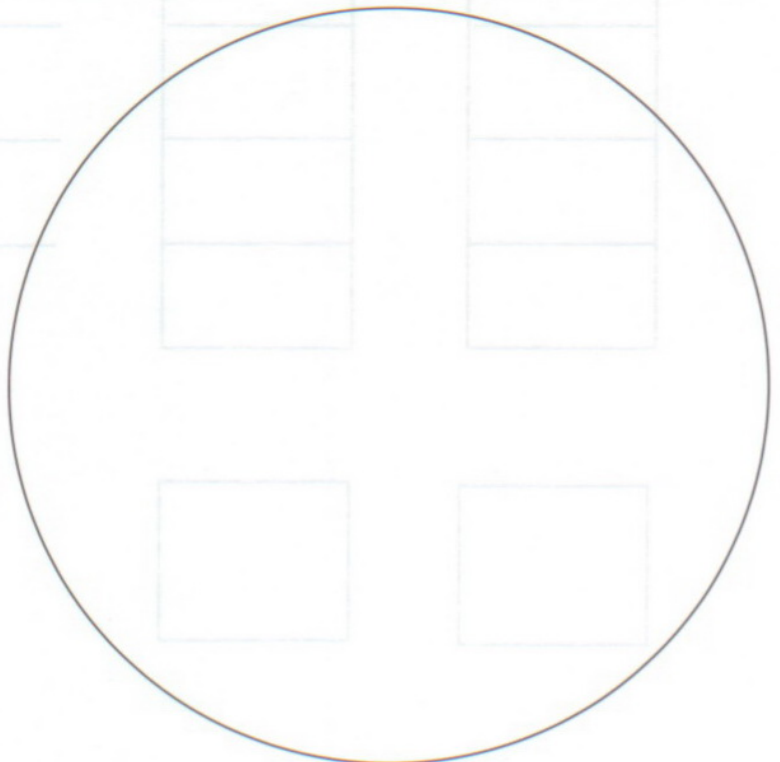
Design a spinner.

Use four colours.

Spin 20 times.

Make a tally to show how the spinner lands.

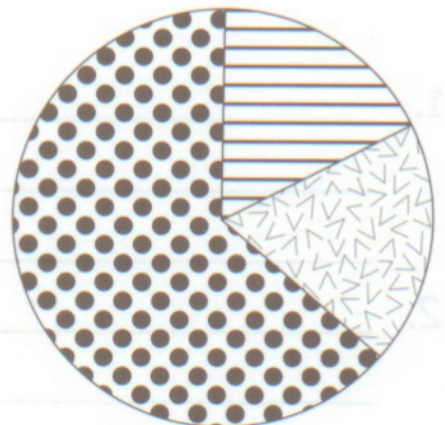
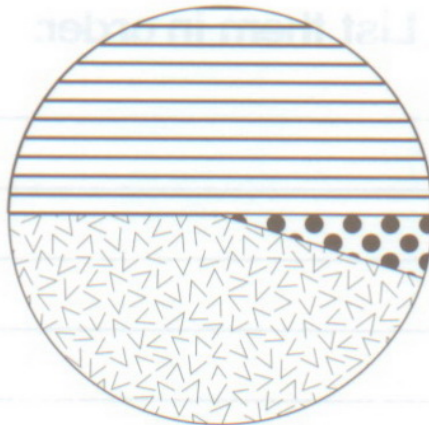
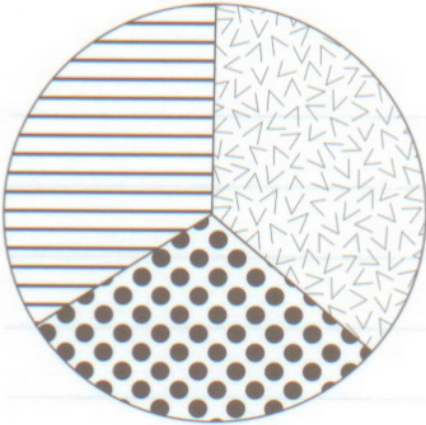
Colour	Tally



My name is _____ . Today is _____ .

Look at the spinners and tally charts.

Match the tally charts to the spinners.



Pattern	Tally
Horizontal lines	
Dots	
Triangles	
Blank	

Pattern	Tally
Horizontal lines	
Dots	
Triangles	
Blank	

Pattern	Tally
Horizontal lines	
Dots	
Triangles	
Blank	

Our names are: _____ Today is _____

- _____
- _____
- _____
- _____

Make a list of the important happenings in Chapter _____ .

List them in order.

1. _____

2. _____

3. _____

4. _____

5. _____

When you finish, read over your list so you can read it aloud to the whole group.

My name is _____ . Today is _____ .

Fill in the missing words from the story.

Use the page numbers (in brackets) to help you.

1. Eli was holding up a box in the _____ aisle. (2)
2. After the first day, the boys had their _____ card. (4)
3. The next day, the boys had cereal for breakfast. They had _____ for lunch. They had cereal for _____. (7)
4. Eli and Luke said that Jared and Zack would get to use the _____ first. (8)
5. They gave some cereal to the little kids next _____. (10)
6. They _____ cereal on their ice cream cones. (10)
7. The boys ripped open the _____ box and found the card. (12)
8. They took some cereal to _____ and talked their friends into eating it. (17)
9. When their _____ wasn't _____, they put some in the meat sauce. (17)
10. They _____ their four cards to the cereal company that very same _____. (20)