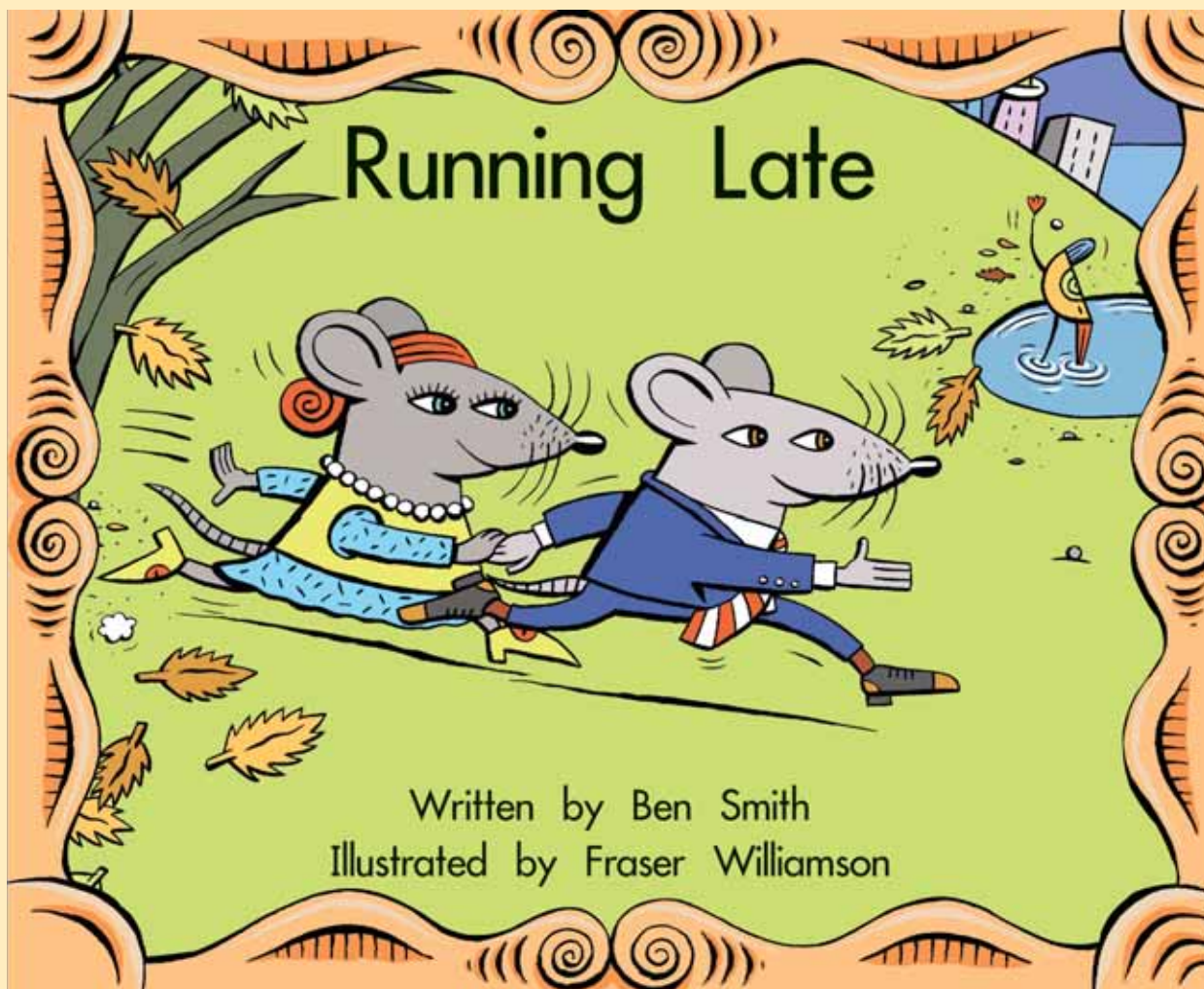




Level 2 Book 9



Level	2
Word Count	56
Text Type	Literary recount
High Frequency Word/s Introduced	

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



This symbol relates to use (text user)

BEFORE READING

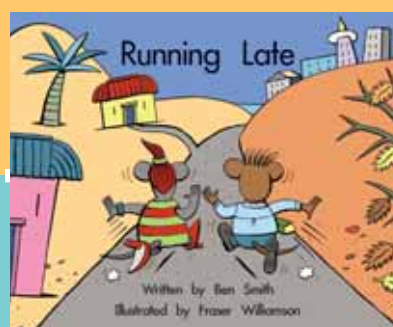
Cover & Title Page



Read the title to the children and direct their attention to the picture. Ask the children to describe what is happening in the picture. Think about some of the reasons why these characters might be late. Discuss what kind of characters these two might be.



Read the author and illustrator's names. Why are there names here? Identify book conventions.



AFTER READING



Ask the children to look at the tree in the picture and work out what time of year it might be. Ask the children if there was a time when they were running late and why. Discuss with the children why it is important to be on time. Ask the children to predict what may happen in the story.



Read the page together, pointing to each word. Spell the word *Late* together. Have the children put the word *late* into their own sentences, sharing them with the group.

BEFORE READING 2/3

Ask the children to describe what is in the picture. Describe the setting. Is it town or country? Ask the children to justify their opinions by referring to the pictures.



AFTER READING

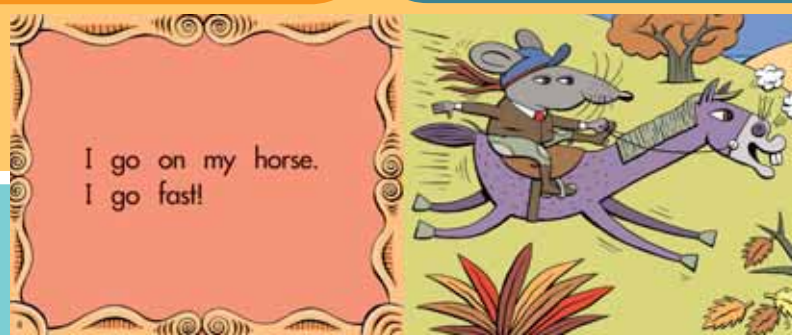
Look at the main character and draw conclusions about his personality. What does he like doing? Why do the children think he has to go fast?

Ask the children to point to the words one-for-one as you read them out together. Ask the children what they do when they get to the end of the first line. Tell the children that when we get to the end, we move down and to the left, to the start of the next line – a return sweep. Ask the children to point to the word go in the two sentences. Ask everyone to spell go together.

BEFORE READING 4/5

Ask the children to describe what is happening in this picture and identify the animal and the main character. Describe the look on the horse's face. Why do they think the horse might look like this?

Draw the children's attention to the white clouds coming out the horse's nose. What might this be? Encourage the children to identify the illustrator's purpose of adding movement into the picture. Also direct their attention to the lines around the horse.



AFTER READING

Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. Ask the children to point to the word fast. Spell it. Turn to a friend and share a sentence with the word fast in it. Share some of the sentences with the group afterwards.



In the next picture, ask the children to identify the animals here and the kind of place they are in. Draw the children's attention to the snake and why it may be looking rather unhappy.



Have the children look at the expressions on the characters' faces. Ask why the children think the characters might be late for something. Encourage the children to use the pictures to support their conclusions.



Ask the children to point to the symbol at the end of the sentence. Ask if anyone knows what this is called. Talk about the uses of the exclamation mark – to emphasise something.



Ask the children to identify what is happening in this picture. This time encourage the children to think about the dangers of driving fast and what might happen if we go too fast.



Ask the children to think about a time when they were late and they had to run. Encourage them to share a story about themselves or someone they know who had an accident when they were late. Then guide their awareness back to the story and talk about possible outcomes.

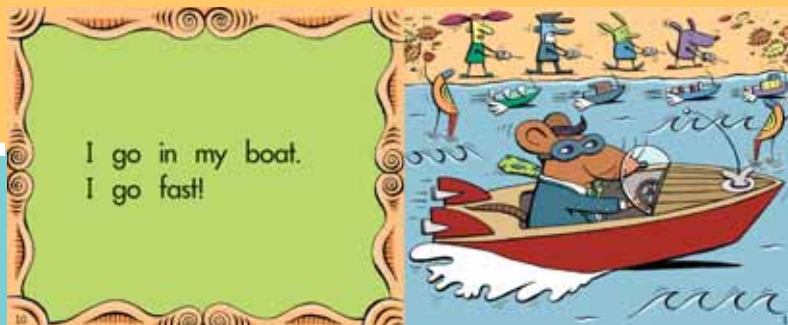


Ask the children to point to all the words as you read them out. Identify the words / go. Now have the children face a partner and think of a sentence that includes these words. Share them with the group afterwards.

BEFORE READING 10/11

Ask the children to describe the characters in this picture and what they are all doing. Ask the children to think about a time when they were at the beach. Have they ever been in a boat? Did they go fast?

Ask the children to tell you the direction in which we read. Remind them that we read across the page from left to right.



AFTER READING

Draw the children's attention to the phrase *I go in my*. Ask the children to think of their own sentences beginning with this phrase. Identify the short vowel sound in the word *in*. Ask the children to think of other short words with the same short vowel sound.

BEFORE READING 12/13

Encourage the children to describe what they see in this picture and then try to explain why the pilot might be late. In such a rush, what should the pilot be careful of?



Now ask the children how they would feel if they were in a plane and going very fast. What would they have to make sure they were wearing?

Identify the exclamation mark again and see if the children can remember what one is used for. There are many other examples for the use of exclamation marks. Direct the children's attention to exclamations like *Help!* and *Watch out!* See if the children can think of some more.

AFTER READING

Encourage the children to look at this picture and describe what is going on. What do the children think the lion is doing here? Once again ask the children to think about why the main character might be running late.



Ask the children if they have ever wanted to go into space and why. Encourage the children to give reasons for their opinions.

Ask the children to point to the words as you read them. Identify the word *my*. Discuss and brainstorm sentences with this word in, sharing them together. Conclude with identifying the capital letter, full stop, and exclamation mark.

Ask the children to describe what is happening in this picture. Guide the children's attention to the people coming in late at the back of the picture. Do the children recognise any of the other characters that were trying to get there on time?



Ask the children to think of a sentence for this picture. They can think of one with a partner and then give feedback to the group. Have them use any of the high-frequency words: *go*, *in*, *my*, *on*, and *I*, if possible.

Discuss the children's earlier predictions.

2 g Running Late

Name _____

1. Read the words.

2. Write the words.

my

on

go

the

I

in

at

to

and

2 g Running Late

Name _____

Fill in the missing word.

I _____ fast!

These words are jumbled up.

Put the words in the right order.

my bike. go I on
