



Level	24
Word Count	694
Text Type	Personal Recount
High-Frequency	begin
Word/s Introduced	

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students 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 we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



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

BEFORE READING

Have the students read the title and the name of the author and illustrator on the front cover. Ask the students – *What sort of racing do you think this book is about? What does the illustration tell you? What is extreme racing?*

Record the students' responses on the board.

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–3 *What is cerebral palsy? Why does having cerebral palsy make it hard for Lucas to participate in the race? How many racers are there in this race?*

Pages 4–7 *What is the first leg of the extreme race?*

Pages 8–9 *How would you describe the behaviour of some of the other racers?*

Pages 10–19 *How does Lucas feel at the end of the bike race? What does his friend do to help him?*

Pages 20–23 *What is the last leg of the extreme race? Why does Lucas stumble during the running race? What does he do to make his injuries feel better?*

Page 24 *Why are Lucas and his friend so pleased at the end of the race?*

AFTER READING

Ask the students again – *What is extreme racing?*

Compare their responses with the ones recorded on the board before reading the book. Ask them if they know any other names for this type of racing.

Ask the students to work with a partner. Have them each reread aloud half the book.

Ask the students to focus on the illustrations as well as the text and to think about how Lucas is feeling at each stage of the race.

CODE BREAKER



Developing Specific Skills

Word building – *ace* – *race*, *pace*, *space*, etc.

Conjunctions – words that join two single words or two groups of words, e.g. *and*, *but*, *or*, *because*

List conjunctions from the book and complete the BLM.

TEXT USER



A lot of planning and organisation goes into a sports event such as the extreme race. Look through the book again, particularly at the illustrations. Use the BLM to list some of these things and to plan your own extreme race.

MEANING MAKER



Lucas experiences a range of feelings throughout the race. Ask the students to write down as many words as they can to describe what he is feeling.

Have the students find out more about cerebral palsy. Ask – *How does cerebral palsy affect people? Do you know anyone who has cerebral palsy? Do you think that having cerebral palsy has stopped Lucas from doing many things in his life?*

TEXT CRITIC



The illustrations tell us many things in this story that are not written in the text. Ask the students to find three examples where this happens. Ask – *Do you think this is a helpful way to tell parts of the story?*

The story is written in the *first person*. Explain to the students that this means Lucas himself is telling the story. Ask – *How does this help you understand the story?*

Complete the BLM to understand the difference between first and third person.

24c Extreme Racer

Name _____

Conjunctions are words that join two single words or two groups of words, e.g. *and*, *but*, *or*, *so*.

Underline the conjunctions in these sentences from the book *Extreme Racer*. The first one has been done for you.

1. I stumble and my arms fly all over the place, but I don't fall over.
2. I begin to puff, but I'm not tired.
3. I pull on my goggles as I run down to the water.
4. The front wheel of my bike is bent so I have to push the bike along.
5. I go slowly because my arm and leg hurt.

Use these conjunctions to fill in the blanks below –

or	but	as	and	so
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I get up slowly _____ other riders ride past me.

I feel tired, _____ there's still a long way to go.

The ground is uneven _____ I stumble three _____ four times.

I can see the finish line ahead, _____ I stumble on to get there.

24c Extreme Racer

Name _____

A lot of planning and organisation go into a sports event such as an extreme race. Look through the book again, particularly at the illustrations. List some of the people and objects needed for the race to be safe and fun.

Time keeper (page 6) _____

Life guard (page 11) _____

Now plan your own extreme race. What sports will you include? What distances will the racers go? Where will the event take place?

On a separate sheet of paper, draw a plan of the race.

24c Extreme Racer

Name _____

The story *Extreme Racer* is written in the first person. This means that Lucas himself is telling the story. The words *I* and *my* are used throughout the book.

Read the opening paragraph below and underline the words that tell you this story is written in the first person.

Hi, my name is Lucas. I'm about to begin an extreme race. It's been hard for me to train because I have mild cerebral palsy. This means I can't always control my arms and legs. My friend has come along in her wheelchair to watch me.

Now rewrite this paragraph in the third person. The third person means that someone else is telling the story ABOUT Lucas. The first part has been done for you.

This boy's name is Lucas. He is about to begin an extreme race. It's been hard for him to train _____

Why do some authors write in the first person and some authors write in the third person? What difference does it make to the story? Find one story written in the first person and one written in the third person. Compare them. Which one do you like best? Why?