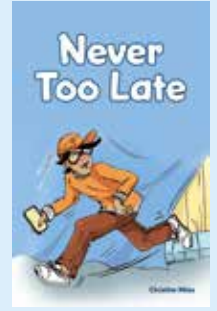


Never Too Late

Harry is always late and that makes Maddy cross. He is late to meet Team Turbo at the swimming hole. He turns up late at the Carnival, too. But when he is late to meet Team Turbo at the Scare Train, he has a good excuse and a cool surprise.



Reading strategy

Using prior knowledge to make predictions about and connections with the text

- What will happen next?
- Has this ever happened to me?
- What do I know about this situation?
- What similar texts have I read/viewed?

Comprehension focus

- Identifying the sequence of events

Fluency focus

- Varying the pace of reading in response to a range of punctuation marks

Genre focus

- Persuasive text (poster)

Day 1: Before reading

- Introduce *Never Too Late*. Make predictions about the content. Record predictions on a chart headed “Never Too Late Predictions” and discuss how the title, cover illustration and blurb help readers to make predictions about a text.
- Introduce the reading strategy by discussing the way we think about a text by making predictions about and connections with the content.
- Have students make connections with the book by sharing their experiences of being late and identify other books they have read about being late or going to carnivals.
- Explain that making connections with a text helps readers to have a better understanding of what they read.
- Introduce the questions that readers ask themselves:
 - What will happen next?
 - Has this ever happened to me?
 - What do I know about this situation?
 - What similar texts have I read/viewed?

During reading

- Read the Chapter 1 heading and ask students to make predictions on sticky notes about what the content of the chapter will be.
- Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.
- Allow students to discuss their predictions.

- Have students discuss any connections they might have with the text, e.g. being late for school.
- Help them identify the main events in the chapter. Talk about the sequence of events.
- Repeat this process with Chapter 2.

After reading

- Model how to use Worksheet A to record one event that happened in each chapter. Allow students time to complete Worksheet A for Chapters 1 and 2 independently.
- Allow time for students to share and compare Worksheet A.

Fluency focus

Read *Carnival Poster* or *The Hurry Harry Rap* with students. Discuss how to use your voice when reading to an audience. Have students read *The Hurry Harry Rap*. They practise varying the pace of reading in response to the punctuation marks.

Vocabulary and spelling activities

Goals

To develop understanding about:

- using a dictionary
- learning to spell unfamiliar words
- making plurals
- variant graphemes for /igh/
- variant graphemes for /air/

Activity 1 Using a dictionary

Review the features and format of a dictionary. Have students use a dictionary to identify the features as you discuss them. Conduct a guided experience that has students finding specific words, e.g. *vanish*, *exaggerate*, *evidence*, *carnival*. Model how the base word *thief* can be used to find associated words such as *thieves* (also *crime/criminal*).

Activity 2 Learning to spell unfamiliar words

Involve students in writing out the bold words on Worksheet B. If a word is unfamiliar, split it into chunks to decode using their phonics knowledge. Read the list together. Have students underline any parts of a word that are hard for them to remember when spelling the word. They can use Worksheet B to practise fluency.

Activity 3 Making plurals

Define the meaning of the terms *singular* and *plural*. Identify and list examples of plurals in the text. Identify any words on the list that are verbs ending in “s” rather than plurals. Remove them from the list. Read the plurals together, then make the singular form of each word by crossing off the “s”. Write the words *match*, *fox*, *bush* and *princess* and ask students

to spell the plural forms of these words. Write them out and discuss the “es” pattern that has been used to make them plural. Brainstorm other words that end with “sh”, “ch”, “ss”, or “x”. Make a rule about adding “s” or “es” to make plurals. Look at the words *thief* and *myself*. What are their plurals? (*thieves, ourselves*) Make a rule for words ending in f, e.g. *leaf*.

Activity 4 Variant graphemes for /igh/

Work with the group to find words with the /igh/ sound in the text, e.g. *I, smile, inside, might, time, my, wi-fi, ride*. List the words and read them together. Have individuals find words that have the same spelling of the /igh/ sound, e.g. *smile, inside* (i_e). Sort the words according to their spelling. Then use dictionaries to add more words to each list; include the spellings: i, i_e, y, igh.

Activity 5 Variant graphemes for /air/

Review a range of words with the /air/ sound spelt in different ways, e.g. *scare, there*. Display and underline the grapheme-phoneme correspondences *are* and *ere* for /air/. Brainstorm more words with variant graphemes for /air/ to read and spell, including the grapheme *ear*, e.g. *where, pear, bear*.

Day 2: Before reading

- Review the strategies introduced during Day 1 and discuss how the questions help the reader.
- Recall the main events for Chapters 1 and 2 and their sequence.
- Discuss the importance of identifying who is telling a story (voice) and have students identify the narrator for *Never Too Late*.

During reading

- Read Chapter 3 with students. Stop at appropriate places and ask students to predict what will happen next, e.g. after reading “As I waited to connect to the chess website, I realised that there were two people whispering in the tent.”
- Discuss the main events of Chapter 3.
- Sequence the events for Chapter 3.
- Repeat the process for Chapter 4.

After reading

- Review and model how to identify and sequence the main events for Chapter 1.
- Allow students to complete and share their “main event” statements for Chapters 3 and 4 on Worksheet A.

The rap: rhythm, rhyme and repetition

Goals

- To provide a forum for meaningful reading practice
- To use rhythm, rhyme and repetition and shared reading experiences to build students' confidence
- To further develop students' ability to read keywords automatically

Activity 1 Introduce the rap

Read *The Hurry Harry Rap* with students. Volunteers read the rap independently.

Activity 2 Perform the rap

Encourage students to perform word or sound percussion in time with the rhythm of the rap. Pairs of students perform the rap with one student chanting a repetitive phrase or sound quietly in the background while the other student reads the rap.

Activity 3 Identify rhyme

Identify the rhyming words in each verse. Encourage them to identify differences in the way the rhyming words are spelt, e.g. *around/clown*.

Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm, e.g. *hur-ry/Ha-rry*. Students brainstorm a list of other words with the same number of syllables. They read the verses with the substitutions.

Activity 5 Identifying repetition

Identify and read repetitive elements in the rap. Read different elements of each verse. Have students create new verses using the same repetitive pattern. The whole class performs the new verses.

Activity 6 Publish a rap

Have each student produce their own rap about one aspect of carnivals or being late. They use a device and add graphics to their rap. Have students jointly publish their raps as one book along with other details about carnivals or being late. Identify the cover features of books that are made up of collections, e.g. a poetry book. Students include all of these features in their publication of raps.

Day 3: Before reading

- Review the strategies introduced on Day 1, reminding students of the reasons for rereading.
- Ask students to jointly recall the main ideas for Chapters 1–4 using the work they have completed on Worksheet A.

During reading

- Read the opening of Chapter 5, then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. page 29. Students echo-read the passage. Students do the same with no model on page 30.
- Ask students to note challenging words and where to reread from.

After reading

- Allow students to complete and share their main events for Chapter 5 on Worksheet A. Work with students to orally identify the main event in the whole text.
- Record suggestions and read them together.

Design, write and perform an advertisement

Goals

- To read and understand an advertisement
- To identify and talk about the features of an advertisement
- To compose and record an advertisement

Posters are advertisements written to persuade us to do things or buy things. They can have questions, commands or tell facts about time and place, for example. Some words or sentences are used over and over. Some words are often meant to make you feel something. These are “emotional” words.

- Ask students what they know about advertisements. Discuss responses. Use their prior knowledge by discussing ads that are familiar to them. Include television, radio, newspapers, magazines and online ads.
- Students look at the *Carnival Poster* on pages 36–37. Introduce the term “alliteration” and demonstrate how it is used to brand products.
- Students read the questions on Worksheet C. Model how to find answers in the advertisement text. Talk about the power of persuasion and how we can persuade people to buy things through advertising.
- Have students design an advertisement to sell a computer. They include an opening statement; a factual description; a sentence with an exclamation mark; a promise; a free offer. They can repeat a word or phrase more than once and should write at least one word in capital letters.
- They publish the advertisement using a device. They type the text; edit and proofread the text; change some of the words to make the advertisement more persuasive; vary the fonts and sizes of the text letters and numbers; make important words bold or a different colour; add some graphics; print the advertisement.
- Guide students through the process and ask them to share so they can get new ideas.

Never Too Late

Worksheet A Identifying the sequence of events

Name: _____ Date: _____

List one event that happened in each chapter.

Chapter	Event
1	
2	
3	
4	
5	

Draw your favourite event in the story and add a caption.

Never Too Late

Worksheet B Developing fluency

Name: _____ Date: _____

Shade a box every time you practise reading this text. (pages 9–13)

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There was a long line of **people** waiting to enter the Carnival when I met up with Team Turbo. I was late.

“Sorry I’m late,” I said. “I was looking up the Carnival on the web and I found this online deal.”

I passed around three slips of paper. “Pay for **one** ticket, get another person in free.”

“Cool!” Stace said.

“I can get a hotdog,” Evie said.

“I’ll have the **money** for an extra ride,” said Carlo.

“Oh, good,” Benjy said. “I’ll be **able** to get an enormous ice cream.”

“Sometimes being late is good,” I said.

Maddy didn’t smile. “Being late is never good,” she said. “Never!”

2 In the Line

“Oh no! Here comes **trouble**,” Carlo said. “Hey, look! There’s something wrong with Curly’s leg.”

Pumpkin was pushing Curly in a wheelchair. They went to the very front of the line and showed a card. The ticket seller waved them **through** before everyone else.

“They went in **before** us and for free!” said Carlo.

Stace was puzzled. “Must be **because** of Curly’s leg,” she said.

“I wish I had a broken leg. Then I could get in free, too,” said Evie.

“Don’t be silly,” said Carlo. “You **wouldn’t** be able to go on half the rides if you did!”

Remember to vary the pace of your reading in response to the punctuation marks.

Never Too Late

Worksheet C Reading and writing an advertisement

Name: _____ Date: _____

Analyse the advertisement. What is the purpose of the advertisement?

Find an example of a factual statement.

Find an example of words written in a different way for emphasis.

Find an exclamation.

Find an example of alliteration.

Who do you think the advertisement is written for?

Find an example of a homophone used to make you feel excited or scared.