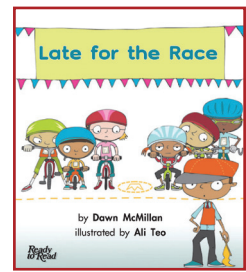


Late for the Race

by Dawn McMillan
illustrated by Ali Teo

This text is levelled at Red 3.



Overview

Everyone is ready to start the bike race except for the bossy and demanding Princess. The Queen helps the Princess gather the things she needs – but this is one time the Princess will not be allowed to wear her crown. Students will enjoy the humour in this text as they compare their own experiences of bike riding with those of the Princess.

This text supports the development of a self-improving reading process. It requires students to “make meaning of text by applying their increasing ability to attend to the print detail and their growing knowledge of sentence structures and also by using their expanding reading vocabulary and the illustrations” (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text on the Ready to Read CD *Readalong 2011*.

Related texts

- Texts about royal characters: *The Hole in the King's Sock* (shared), *Shoes for the King* (Red)
- Texts about bikes and/or racing: *My Bike*, *The Race* (both Red); *Bikes* (shared)
- Texts about getting ready: *Off I Go!* (Magenta); *Time for Bed*, *Are You Ready*, *Rosie?* (Yellow)
- Red-level texts that feature the words “Here” and “Where”: *Where is Sam?*

Cross-curriculum links

Health and physical education (level 1, safety management) – Describe and use safe practices in a range of contexts and identify people who can help.

Text characteristics

The students are working towards the standard for after one year at school. Many characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics are shown in the boxes with a solid outline. Other boxes show additional characteristics.

The inclusion of dialogue together with the punctuation to support intonation and phrasing

The characterisation of the Princess through the illustrations, her actions, and her bossy language to support critical thinking

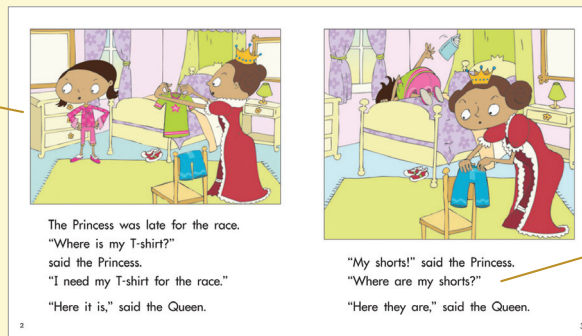
Sentences that run over more than one line, supporting phrased reading and return sweep

Opportunities for students to make inferences and form hypotheses, for example, about who is late for the race, why she is running late, why the Princess does not need her crown, and what she is like

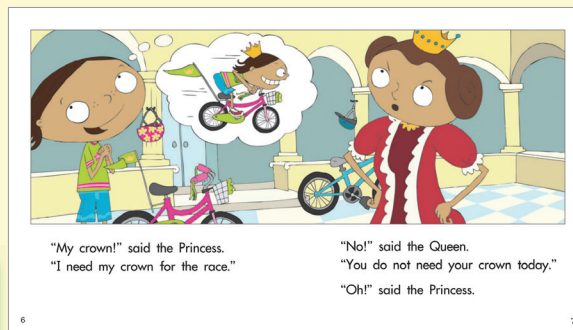
Some visual language features, for example, the thought bubble (page 6) and the race sign (page 9), to support phrasing, intonation, and meaning

To support word recognition:

- many high-frequency words, for example, “are”, “for”, “GO”, “Here”, “I”, “is”, “it”, “Look”, “My”, “my”, “No”, “said”, “The”, “the”, “they”, “today”, “was”, “Where”, “You”, “your”
- interest words that are likely to be in a reader’s oral vocabulary and are strongly supported by the context or illustrations, for example, “bed”, “bike”, “crown”, “helmet”, “Princess”, “Queen”, “race”, “shoes”, “shorts”, “T-shirt”.



Specific challenges that require students to monitor their reading, for example, the need to attend closely to print in order to confirm the word “shorts” (not “shoes”) and the “sh” digraph in “T-shirt”, “shorts”, and “shoes”



The use of capital letters for “Princess” and “Queen” to support recognition of proper names

Variations in sentence structure that require students to attend closely to print and draw on their knowledge of language structure

A range of punctuation, including speech marks, commas, question marks, exclamation marks, and ellipses, to support phrasing, intonation, and meaning

A suggested reading purpose

To find out who is late for the race and why

Setting a learning goal

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically about” texts?)

To meet the reading purpose, students need to draw on a range of processing and comprehension strategies, often simultaneously. The strategies, knowledge, and skills below link to *The Literacy Learning Progressions*. **Select and adapt** from them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

The purpose of the goals below is to guide you in your lesson planning and your monitoring and support of students. Simplify the wording of the goal or goals when sharing them with students.

This text provides opportunities for students to:

- make connections to their prior knowledge of bikes and bike riding and use information in the text and illustrations in order to form hypotheses and make inferences about who is late for the race, what the Princess will need, and why she doesn’t need her crown
- make meaning by drawing on more than one source of information, for example, semantic information (the context and/or the illustrations); structural information (sentence structure and word order); and visual information (including grapho-phonetic information and punctuation)
- notice some errors in their reading and attempt, possibly with some teacher prompting, to correct them
- make inferences about the personality of the Princess and why that has made her late for the race.

Introducing the text

- Discuss the cover illustration. *What’s happening?* Encourage inference, providing questions or prompts as required. For example: *How are the characters feeling? Why? What is the man with the flag waiting for?*
- Once the students have got the idea that the characters are waiting for someone, read the title together, encouraging the students to read any words they recognise. *Who is late?* Some students may be able to infer from the crown symbol that

the missing rider is someone royal. If necessary, introduce the word “princess” into the discussion. *Let’s read and find out.*

- If your students are not familiar with princesses and other royals, explore the concept of the fairytale “princess”. Use prompts such as pictures and other stories they may be familiar with. Discuss what princesses are like, what they look like, and what they do. Write these ideas on a whiteboard in the form of a graphic organiser that could be used to create a speaking frame to return to after the reading: Princesses are _____. Princesses have _____. Princesses wear _____. Princesses _____[action]. As the students read, you could ask them to make comparisons between these notes and the princess in the story.
- Read the names of the author and illustrator.
- View the title page. *Whose bike is this? How do you know? So, now, who do you think is late for the race?*
- Ask the students to share their experiences of bikes and bike riding. *What do you need to keep you safe?* If necessary, you could create a vocabulary list of words about bikes and bike safety.
- Share the reading purpose.

Reading the text

Below are the sorts of behaviours you want students to demonstrate as they read and discuss this text, on the first or subsequent readings. These behaviours are closely linked and will support each other. Each example is accompanied by instructional strategies you can use to scaffold students’ learning. **Select and adapt** from the suggestions, according to your students’ needs and experiences.

They make connections to their prior knowledge of bikes or bike riding in order to form hypotheses about what the Princess will need and why she cannot wear her crown.

The students use information in the text and illustrations to make simple inferences, for example, about who is late for the race and why.

The students make meaning by drawing on more than one source of information, for example, they confirm the names of the items the Princess needs by using grapho-phonetic information (in particular, initial letters and digraphs) and by using the illustrations and their prior knowledge of bike riding.

- **Page 2** – Before the students read this page, discuss the illustration, for example, the setting, the body language of the Princess, the items of clothing, and who the other character might be.

- Listen to the students read the first sentence and check their hypothesis about who is late. You could help them confirm “Princess” by drawing attention to the initial consonant blend and the “ess” at the end.
- Have the students read the rest of page 2, providing support as necessary. *I’ve noticed a question mark. What might the Princess be saying? Who is she talking to?*
- Review what the students have found out and how. For example: *What does the Princess need? How did you work it out? What does the Princess say? How is she saying it?* Draw attention to her hands on her hips in the illustrations and model reading the Princess’s dialogue in a bossy tone. Draw attention to the use of exclamation marks. *What else will she need for the race? Why is the Queen helping her to get ready?*
- **Page 3** – The illustration shows both shoes and shorts, and students may also suggest “pants”, so you may need to prompt them to attend to print details to work out which one is correct. You can draw attention to the initial “sh” digraph and help them blend the sounds in the rest of the word “sh-or-t-s”. (Avoid doing this with “shoes” because the “oe” vowel digraph is irregular and may confuse students at this level.)
- Note the students’ use of initial letters or digraphs and sentence structure to help them work out “Where”, “Here”, and “they”.
- At the end of the page, ask *What else will she need to get ready for the race?* Review (summarise) the items so far and compare them with the students’ hypotheses about necessary items for a bike race.
- **Pages 4 and 5** – Encourage the students to view and discuss the illustrations before reading, particularly the Queen’s expression. Discuss how the Queen would be talking.
- Listen to the students read. If you hear students reading “you” for “your” on page 5, prompt them to use structure to cross-check. *Does that sound right to you?* Prompt the students to rerun the sentence (use structural information) to confirm, or you could model it yourself.
- *Is she ready now? Does she have everything she needs?* If necessary, prompt them to notice the helmet in the illustration.
- **Page 6** – Direct the students to view the thought bubble. *What is the princess thinking about?*
- Have the students read pages 6 and 7. Encourage them to form a hypothesis about why the Queen has said no and how the Princess will react and then to read page 8 to check.

- **Page 9** – If necessary, provide a prompt: *What will the person starting the race say?* Compare the illustrations on this page and the cover.

The students make inferences about the personality of the princess and why that has made her late for the race.

- Review the reading purpose. Probe more deeply into why the Princess was late. Recap (summarise) the items she needed and compare her experience of getting ready with those of the students. *Did the Princess do a good job getting ready? I wonder why she needed so much help.*
- Have the students look back through the text and illustrations, including the thought bubble on page 6, and think, pair, and share their ideas about the personality of the Princess and the evidence for them. You could record their ideas on a chart to use again later, for example, to compare the Princess with another character, with the notes you made when introducing the text, or with characters from other texts. To further support your students as they do this, you could use a speaking frame. Orally share a sentence and write it on the whiteboard. Delete the optional parts of the sentence, then have students create their own sentences and share them with a partner.

What the Princess is like	Why we think so
Rude and bossy	She shouts at the Queen She doesn’t say please or thank you She wants the Queen to do everything for her She makes all the other people wait for her
Not well organised	She didn’t get ready in time She looks for things in silly places
She wants to win	She is thinking about winning on page 6
She is a bit sensible	She realises that she needs a helmet

The students notice some errors in their reading and attempt, possibly with some teacher prompting, to correct them, for example, by attending closely to grapho-phonetic information and cross-checking with the illustration.

- You may have noticed students doing some self-monitoring during the first reading, but you can monitor more closely as the students reread the text quietly to themselves. Listen in, providing feedback to individual students and making notes about aspects that may need further attention.

- When students make an error, wait till the end of the sentence or page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it themselves. Sometimes another student will comment or two students will have different interpretations, providing an opportunity to question and check.
- Some teacher questions and prompts that you could use if the students are not self-monitoring include: *Are you sure? Did your finger match the words? Think about what would make sense. Does that look/sound right to you? Try that again.*
- If students are making errors without noticing a problem, use appropriate prompts to draw their attention to the error. For example, if they read “There” for “Where”, you could say: *You said “There are my shoes?” Look at the first word. Does that look right?*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.
- Have the students draw and label a picture of themselves with all the gear they would need for a bike ride (or race).
- Use the words “Where” and “Here” to construct questions and answers around the theme of getting ready for a bike ride or race.
- Have word games available that reinforce automatic recognition of high-frequency words.

After reading: practice and reinforcement

After-reading tasks should arise from monitoring of the students’ needs during the lesson and should provide purposeful practice and reinforcement. The suggestions below relate to this text and, where possible, links should be made to other aspects of the literacy programme (for example, to other reading texts, the students’ own writing, oral language, handwriting, and alphabet and word games and activities) and other curriculum areas.

Select and adapt from these suggestions, according to the needs of your students.

- The students can build their comprehension and fluency by rereading the text while listening to the audio version on the CD *Readalong 2011*. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Where possible, listen in while the students read the text aloud to a partner, noting their ability to self-monitor and to use the punctuation, especially the speech marks, commas, and exclamation marks (in the Princess’s dialogue), to support phrasing and expression. If necessary, review the purpose of the question marks and exclamation marks and how they affect intonation. Practise rereading the dialogue together.
- Have the students create a thought bubble to show what the Queen might be thinking on page 7 or another page.