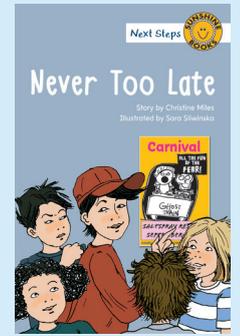


Never Too Late

Hari was always late and that made Maddy mad. He was late to meet Team Turbo at the swimming hole. He was late to join the queue at the Carnival. But when he turned up late to meet Team Turbo at the Ghost Train, he had 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 chapter to students, then choral read it together.
- 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 the *Carnival Poster* or *The Hurry Hari Rap* with students. Discuss how to use your voice when reading to an audience. Have students read *The Hurry Hari 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 difficult words
- making plurals
- long /i/ vowel sound
- silent letters

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. *business*, *exaggerate*, *evidence*, *carnival*. Model how the base word *magic* can be used to find associated words such as *magician* (also *crime/criminal*).

Activity 2 Learning to spell difficult words

Involve students in writing out the bold words on Worksheet B. Read the list together, then sound out each word. Have students underline the part of the word that is 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 Long /i/ vowel sound

Work with the group to find words with the long /i/ vowel sound in the text, e.g. *I, smile, side, mind, time, my, Kylie, wi-fi*. List the words and read them together. Have individuals find words that have a common letter pattern making the long /i/ vowel sound, e.g. *smile, side* (i_e). Sort the words into groups according to their letter pattern. Then use dictionaries to add more words to each list. Create and record a rule about the long /i/ vowel sound in words. Include three letter patterns: i, i_e and y.

Activity 5 Silent letters

Write the words *late* and *time* on the board. Sound them out and discuss the use of e at the end. (It is silent and makes the vowel a long vowel sound.) Find other words with a silent e in the text. Repeat for more silent letters in words from the text: *ghost* (h), *listened* (t), *high* (gh).

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*.
- Encourage students to justify their choice using evidence or keywords from the text.

During reading

- Read Chapter 3 to students, then choral read it together. Stop at appropriate places and ask students to predict what will happen next, e.g. after reading "As I waited for the computer to pick up a network, 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 Hari 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. Have students shade each group of rhyming words a different colour. 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-ri*. 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. Underline and 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 Chapter 5 to students, asking them to note difficult words and where to reread from.
- Choral read Chapter 5 together.

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 be factual 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)

--	--	--	--	--	--	--	--	--	--

There was a long line of people waiting to enter the Carnival when Team Turbo arrived. I was late.

“Sorry I’m late,” I said. “I looked up the **Carnival** on the web and they’ve got this online deal.”

I passed around three slips of paper.

“Buy one ticket, get another **person** in free.”

“Cool!” Stace **shouted**.

“I can get fairy floss,” Kylie said.

“I’ll have enough for an extra ride,” said Carlo.

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

“Sometimes being late is good,” I said.

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

2 In the Queue

“Uh-oh...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 **queue** and showed a card. The ticket seller waved them through before everyone else.

“He got in for free!” said Carlo.

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

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

“Don’t be silly, Kylie,” 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. Try to learn to read the bold words automatically.

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.