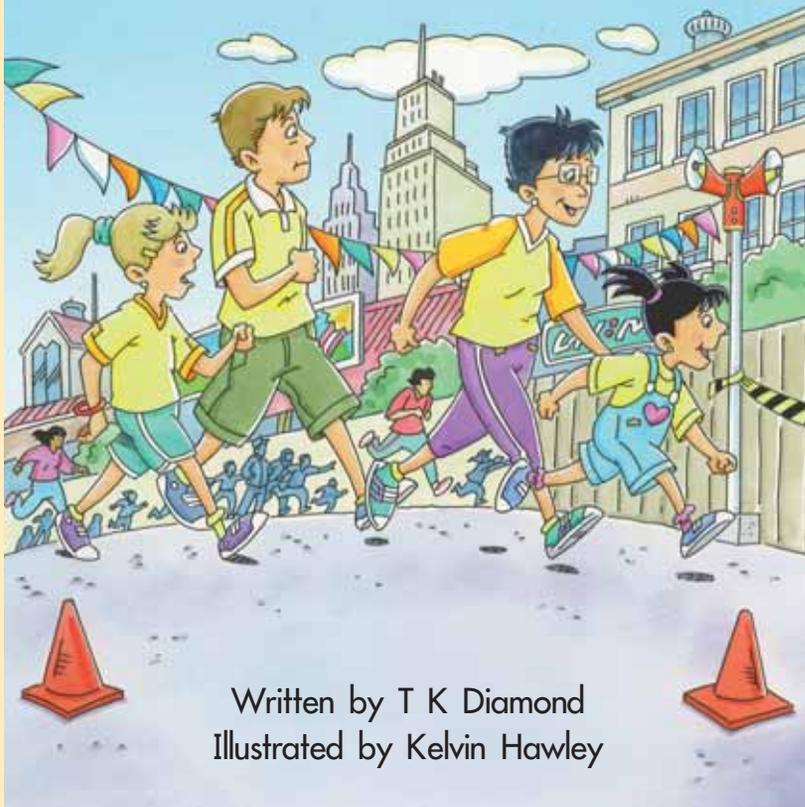




Level 15

Book a

The Big Fun Run



Written by T K Diamond
Illustrated by Kelvin Hawley

Level	15
Word Count	331
Text Type	Literary recount
High Frequency	if
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



Ask the children to describe the front cover and title page. Have the children ever been on a fun run? What was it like? Was it for charity?



Discuss the work the illustrator and writer do. Ask the children if they enjoy writing and illustrating stories.



Ask the children to predict what might happen in this story. Talk to the children about how we prepare for a fun run, for example, by training.



Encourage the children to think about their reading. Discuss the strategies they use to decode an unfamiliar word.

AFTER READING

BEFORE READING 2/3

Ask the children who these characters might be. Discuss the things they like, by noting the things in their bedroom. Then talk about what might be happening.

I jumped out of bed.
 "Today is the day," I said.

"The day I beat you in the fun run," Joy said.

"You will not," I said.



AFTER READING

Ask the children to work out which character is Joy from the clues in the text. Why is Joy's sister so excited about the fun run?

Ask the children to find the word *run* and point to it. Have them spell it without looking at the text. Find the word with the vowel digraph *oy* – *Joy*. Have them think of other words with the same sound.

BEFORE READING 4/5

Ask the children to cover the text and tell you what is happening in this kitchen. What might everyone be talking about?

Can the children think of some text for this picture? Encourage the children to use vocabulary and style similar to that of the author.

"Come and have your breakfast!" shouted Dad.
 "You will need it today!"

"You will run faster if you eat your breakfast!" said Mum.

"You will run further if you eat your breakfast!" said Dad.

So we ate all our breakfast.



AFTER READING

Ask the children what Mum and Dad advised the girls to do. Talk about how food helps us build up energy for activities. What else do people need to be healthy?

Ask the children to find the word *if*. Have them place it in sentences of their own to clarify meaning and use. Ask the children to find the *ou* word – *shouted*. List other similar words.

Ask the children to predict who is going to win this race. Discuss what the characters might be talking and thinking about. What do the children think about when they are about to start a race?

We parked the car on May Street.
Then we went down to the start line.
We saw the people in our team.
We saw their bright T-shirts.
Our family joined us.
We waited and waited.

"You should warm up," said Dad.
"You will run faster
if you warm up!"
"You will run further
if you warm up!" said Mum.



Ask the children what Dad thinks the team should do before they begin. Why are warm-ups important before starting a race? What might happen if runners do not warm up?

Ask the children to find the word *people*. Can they spell it without looking at the text? Ask them to find a word with the vowel digraph *ai* – *waited*. Review the functions of the punctuation. Which punctuation do the children use in their writing?

Ask the children to cover the text and tell you what they can see in the picture. How many people do they think are taking part in this race? Is the race in a city or the countryside? What clues tell us this?

Ask the children to predict what the text might say. Encourage them to use examples similar to the author's style and vocabulary.

I heard a voice boom
over a loudspeaker,
"Let's start now.
On your marks...get set...GO!"
What a noise!

"See you at the finish line,"
I called to Joy.
"I'll be waiting for you,"
Joy called back.



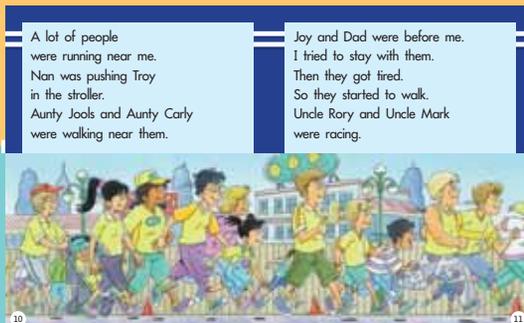
Ask the children what Joy and her sister said to each other. Discuss the clues in the text that tell us what people have said – talk about the purpose of the speech marks, to indicate direct speech.

Ask the children to find the contraction *Let's* and place it in their own sentences to clarify meaning. What words are used to make this contraction?

BEFORE READING 10/11

Have the children cover the text and tell you what the expressions on the characters' faces tell us about them. What kinds of expressions do most runners have when they're running?

Ask the children to predict what the text might say. Encourage them to use examples similar to the author's style and vocabulary.



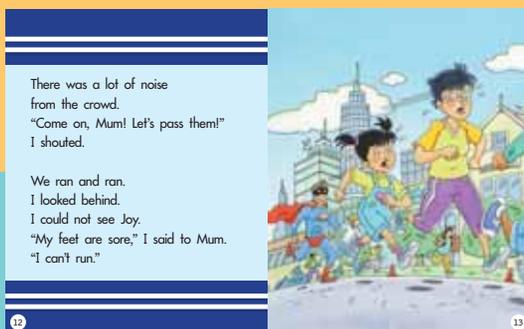
AFTER READING

Ask the children which characters started to walk and which ones were running. Use the clues in the picture and the text. What was Nan doing?

Ask the children to find the *ing* words – *running, pushing, walking, and racing*. Compare them to their root words. Discuss the different rules for adding *ing* to different words.

BEFORE READING 12/13

What is happening in this picture? Can the children work out who is going to win this race? Is winning the main thing about racing? What is the best thing about sports?



What does the girl shout to her Mum? What problem is the girl having? What are some of the problems we can have when we're running and how can we avoid injuries?

Have the children find the word *noise* and identify the vowel diphthong – *oi*. List other words with the same sound. Have the children find the contraction *can't*.

AFTER READING

The Big Fun Run

Riding the Big Wave

Valley Town

A House for Shade

Pandas in Danger

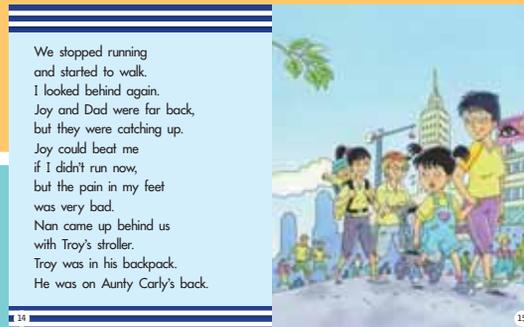
The Bornean Clouded Leopard

Connor Camels' New Career

Go Green

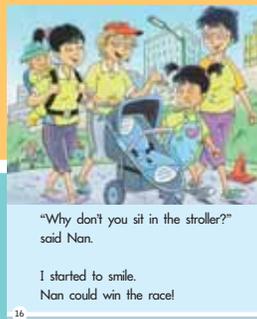
Ask the children what is happening now. Why do they think people are walking now? Can the children predict who is going to win the race?

Ask the children to tell you what they think of this story so far and why. Do they think the author has come up with a good idea for a story?



Ask the children to identify the *r*-controlled vowels in the words *started* and *Carly's*. Have the children identify the contraction *didn't* and the words it replaces.

Ask the children what is happening in this picture. Discuss some of the benefits of a fun run – that participation in sport encourages fair play, friendliness, support of one another, and most of all, fun.



Ask the children what they liked most about this book. Would they recommend it to their friends?

Ask the children to name all the kinds of punctuation and their functions.

List the **ou** and **oi** words.

ou

oi

Write the two words that make the contractions.

it's

there's

can't

don't

I'll

Write three sentences with contractions.

15 a The Big Fun Run

Name _____

Unjumble the words.

nsioe _____

nur _____

nuf _____

sterfa _____

wiat _____

Write two things we need to do
before going on a fun run.

Use a sheet of paper. Draw Nan
pushing the stroller and winning the race.