

The Race

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illustrated by Marjorie Scott

Overview

During a family outing to the park, Vika challenges her mother to a race. Mum discovers that roller-blading at speed is not easy, and teeters and sways before finally ending up in the pond! Vika's excitement and confidence contrasts with Mum's faltering progress. This text features a Tongan family. It introduces positional vocabulary and is useful as a support if read before the Ready to Read texts *My Bike* (Red) and *Walking the Dog* (Yellow). There is an audio version of this text on the Ready to Read CD *Readalong 2001*.

Curriculum links: mathematics (positional language), health and physical education

Text features

(Focus on only one or two per session.)

- the high-frequency words “a”, “Dad”, “down”, “go”, “Mum”, “said”, “the”, “went”, “you”
- the initial consonant blend “br”
- the rime “in” in “win”
- the compound word “into”
- the prepositions “around”, “down”, “into”, “over”
- the repetitive structure of the text
- the contraction “Let’s”
- the colloquial language – “OK”
- the use of direct speech
- the use of italics for emphasis on page 11
- the exclamation marks for emphasis on pages 3 and 12
- the humorous ending.

Setting the scene

Have a pair of rollerblades as a focus for the discussion. *Have you ever tried rollerblading?* Listen to the children talk about their experiences on rollerblades, or talk about watching older family members having a try. *Do your mum or dad ever have a go?*

Ask the children to talk about things their families do together. *How does your family like to have fun?*

The first reading

Focus on the cover illustration. *What do you think they are going to do? How do you know? Can you read me the title of this book?* Listen to the children read the title themselves, then read the names of the author and the illustrator.

Title page – Focus on the illustration. Establish the idea that Vika is going really fast. *Why is her hair like that? What is she doing with her arms?*

Page 2 – Introduce Vika’s name. *What is Vika saying to her mum?* Listen to the children read the page. *Do you think that Mum really wants to race?*

Page 3 – *Who is talking on this page? What do you think he is saying? How would he say it?* Some children may recognize the number words from the classroom number chart.

Listen to the children read the text themselves, supporting them as necessary. The illustrations are a good support for the positional language.

Page 5 – *Who do you think will win? Why?*

Page 8 – If the children need support with “around”, ask them to track Vika’s path with their fingers on the page. *Where did Vika go next? That’s right, she went “a-_____”.*

Page 9 – Encourage the children to predict what will happen next!

Page 10 – If the children have difficulty with “pond”, write it on the whiteboard and support them in sounding it out. Make sure they know what a pond is.

Page 11 – Focus on the italics. *How does the author want you to read this page?*

Page 12 – *What did Mum say? What will Mum do now? Do you think she’ll try rollerblading again? What will Dad and the other children say?*

Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text. Observe their attempts to self-monitor, to cross-check, and to read expressively, using the italics and exclamation marks.

Locate some of the high-frequency words in the text. *Show me the word “went” on page 4. Can you find it on the next page? Can you write “went” without looking at the book? Find the word “said” on page 2.*

Find the word “bridge” in the text. *Can you think of other words that begin with “br”?* Make a list together.

Locate the word “win” in the text. Write it on the whiteboard. *Can you see a word you know inside “win”? Tell me how I could write “tin”, (or “pin”). How many other words can you write that end with “in”? Write the words as a list so that the children can see the pattern. Have fun chanting the list, and picking out individual words. Which word is “fin”? How do you know?*

Locate the compound word “into” in the text. Talk about how it is two words joined together. Think of other examples of compound words.

Find the positional language in the text and act it out, either in the classroom or with hand gestures. For example, “over the big blocks, around the table...”.

Draw the children’s attention to the speech marks on pages 2 and 3. *Can you read me the words that Vika said? That Dad said?*

Focus on the illustrations, using them to look more deeply at the feelings of the characters. Page 3 – *How is Mum feeling? How do you know?* Pages 4 and 5, or pages 6 and 7 – *How do you know that Mum is having trouble? How do you know that Vika is OK?*

Suggestions for further activities

Listen to the Ready to Read CD *Readalong 2001* and read along with the book.

Choose an illustration and write a thought bubble to show how Mum or Vika are feeling.

Read *Walking the Dog* as a shared text and find the positional vocabulary that is the same. The children are likely to notice that *Walking the Dog* uses the word “round” and *The Race* uses the word “around”. *How are these words different?*

Innovate on the text, for example, “Sarah went under the monkey bars” or “Ben went down the steps.” Illustrate the sentences.

Make a map of a possible layout for the race and add labels.

Take photos of the children in the school playground and display them with captions, for example, “Jason is on the monkey bars.”

Draw a person rollerblading and label their safety equipment.