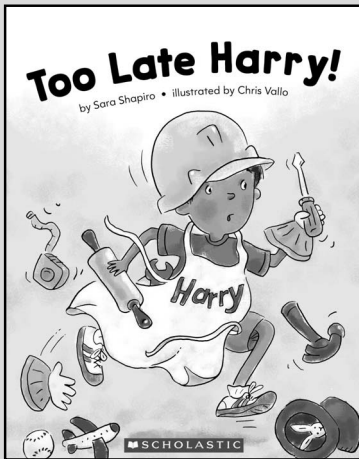


Too Late Harry!



Too Late Harry! Teachers' Notes

Learning objective: Year 1, 8b: Visualise and comment on events, characters and ideas, making imaginative links to own experiences

Key words: littlest, working, birdhouse, apron

Cross-curricular/theme links: Family life, brothers and sisters

Genre: Fiction

NC level: Approximately Level 1B

Assessment: AF3, Level 1: Reasonable inference at a basic level

Word count: 356

Getting started

Read the title and back cover blurb together. What type of person do the children think Harry might be, based on the cover picture, title and blurb? Share the children's predictions about the story.

Speaking and listening

- Before reading the story, encourage the children to talk as a group about their brothers and sisters (or friends if they have no siblings). Do they like doing things together? Do they ever argue?

Guided reading

Pages 2-5: Ask the children to predict what might be making the crashing and banging. Why do they think Harry doesn't just help Zack at once, on page 5?

Pages 6-7: Ask: 'Do you think Harry really needs all those things to help Zack?'

Pages 8-9: At the end of page 8, ask the children to predict what might happen next. Ask: 'Will Harry be too late to help Tess too?'

Pages 10-15: Ask: 'Why was Harry too late to help this time? How do you think Harry feels? What do you think he could do, to make sure he's not too late to help in future?'

Page 16: Ask: 'Do you think Zack and Tess give Harry good advice?'

After reading

Use these questions to help children talk about the story.

- How did Harry feel about helping his brother and sister?
- Why was he always too late to help?
- Do Harry, Zack and Tess remind you of your own family? Why, or why not?

Reading into writing

The children could write a short new episode for the story, where Harry helps Zack or Tess to do something else.

Book quiz for children

- 1 What was Zack making?
- 2 What did Harry go and fetch, before he went to help Tess?
- 3 What advice did Tess give to Harry at the end of the story?

Support for less confident readers

Less confident readers may benefit from reading this story in a pair with a more confident reader. They could split the text between them, taking alternate pages.

Extension for more confident readers

Encourage confident readers to reread the text aloud, concentrating on reading with plenty of appropriate expression so that the dialogue sounds really convincing.