

I'm Faster Than You

GOALS

Comprehension

Making predictions: Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of humour at the end.

What animals move fast?

Vocabulary

High-frequency Words: am, you, said, the, all, of, I

Content Words: words: faster, gorilla, tortoise, hippo, elephant, giraffe, hare, cheetah, snail

Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. fast/er

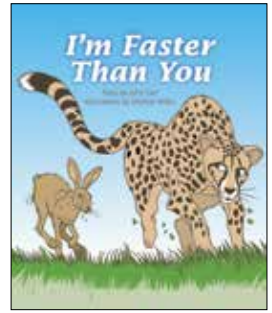
Phonics

Letters and Sounds: f

Words to Blend and Segment: fan, fat, fad, fin, fit

Fluency

Model fluent reading of a section of the text for students to repeat.



The animals all claim to be faster, even the snail!

Before Reading

- Read the title. Discuss the meaning of *I'm* and *faster*. Demonstrate the meaning by racing a student across the classroom. Then reread the title. Students read the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Who do you think is faster? Look at the title page illustration. Is this a picture of a fast creature? Why is there a picture of a snail? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the animals and which one students think is faster on each page. On page 15, predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page.
- On page 2 discuss what students think the tortoise is saying in the picture. Read the words together, "*I'm faster than you,*" said the tortoise.
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal a surprise ending. Have the students discuss what they see in the illustration.
- Read the text together. Ask: How did the snail beat them all? Did you laugh when you read the ending? Why is it funny?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Why would you not expect the snail to win? Was this a clever idea that the author thought of to make a funny surprise ending?
- Reread the story together. Then act it out in the class with individuals taking the roles of the different animals.

Phonemic Awareness

- Together identify syllables in words and clap as they are spoken, e.g. *fast/er*, (2) *el/e/phant*, (3) *hare*, (1).

Phonics

- Discuss the name and sound of the letter f. Write cvc words *fan*, *fat*, *fad*, *fin* and *fit* on the board to practise blending and segmenting the sounds together as a group. Students hear the sounds in *fan* /f/ /a/ /n/. Together say them separately, then blend together slowly, *fan*.
- Illustrate using alphabet letters *f*, *a*, *n*, touching them as the sounds are made for the word *fan*.

Word Study

- Talk about the words *all*, *of*, *am*, *you*, *said*, *the*, *I*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *said* and *the* on each page.
- On a piece of paper, students draw a picture of two animals from the story. They write the words, *I'm faster than you," said the.....* They find the words in the story and read their sentence to a partner.
- Talk about the contraction *I'm* being the shortened form of *I am*. Compare pages 14 and 16. Locate *I'm* on each page and *I am* on page 16.

Fluency

- Model fluent reading of pages 2, 4 and 6 for students to repeat. Make sure you change your voice for the words the animals say.
- Follow with three more pages. Continue on until the end of the story with students repeating after hearing the model.
- Students take turns to read the story to a partner.

Writing

- Have students write a new story about two animals using the same pattern, e.g. *"I am faster than you," said the dog*. They write the story and illustrate it.

Home/School Link

Take the book home and any related activity done in class to share with family.