

# Fergus Finbone and the Runaway Pants

## GOALS

### Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the story from the cover and title page illustrations.

### Vocabulary

**High-frequency Words:** a, after, again, and, at, away, before, but, came, can, could, did, down, every, good, he, his, I, in, is, it, jump, just, like, look, make, more, my, no, not, of, off, on, one, open, other, out, put, ran, red, run, said, saw, take, that, the, them, then, there, they, this, to, too, up, walk, was, want, went, were, what, when, white, will, with, yes, you

**Content Words:** around, bag, bang, bed, block, can't, caught, chase, cried, dad, day, didn't, door, dreaming, ever, eye, fast, finish, garden, hill, home, it's, line, lit, Miss, morning, need, next, notice, pair, pants, path, race, road, rose, runner, school, shop, shopkeeper, sigh, sign, slow, slowest, slowly, soon, still, stripes, than, these, thought, through, tired, tomorrow, took, track, train, window, winning, wish, without, won

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /sl/

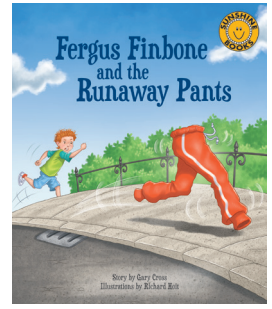
### Phonics

**Letters and Sounds:** sl

**Words to Blend and Segment:** slow, slid, slam, slug, sleep

### Fluency

Model reading of the text with expression, noting the punctuation and change of characters. Students repeat.



Fergus Finbone wants to win a race. He buys a pair of pants but they keep running away.

## Before Reading

- Talk with students about whether they have you ever had to train or know someone who has trained for a running race or a school cross-country run?
- Listen to the title. Ask: What could *runaway pants* mean? Together look at the cover picture. Discuss what is happening in the picture. Ask: Could pants really run away on their own?
- Look at the title page illustration. Ask: Who is in the picture? What is different to the cover page illustration? What does the expression on the boy's face tell you?
- Is this book fiction or non-fiction? What is the difference? (Fiction is not true.) How do you know this is fiction? (illustration on the cover)
- Talk/walk through the pictures. Discuss what Fergus is doing on each page, how he gets some new pants and how they help him. Bring words like *runner*, *faster*, *slowest*, *track pants* and *winning* into the conversation. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3, who is Fergus talking to? Find the word *dad* on page 2. Look for the letter d. Why does Fergus look worried? Find the word *slowest* starting with /sl/. What did Dad suggest to Fergus? Read the words together.
- Follow this pattern for each page up to page 15, discussing the illustration and reading the words together. Point out the repetition on pages 8–11 and how it helps to read.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. What really helped Fergus with his running? Is this what students predicted? Ask them if they like to run and how they could get faster at it.
- Retell the text using the pictures on each page as a guide. What happened first, next and so on? What made the Fergus change from feeling he was the slowest runner to being the best?
- Discuss what contractions are. Model the expanded form, e.g. didn't/did not; it's/it is; can't/cannot. Make a chart with contractions on one side and the expanded form on the other. Students locate them in the text and read the sentence they are in.
- Make a chart showing setting, characters and events. Notice how and when they all change at different stages of the story.
- Reread pages 14–16 focusing on the punctuation. Teach students the purpose of the full stop, comma, question mark and speech marks.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /sl/ Students listen for the /sl/ sound in the following words: slow, slid, slam, slug, sleep. They repeat, emphasising the /sl/ sound. They think of more words starting with /sl/ to say, e.g. slime, slim, sleeve, slip.

## **Phonics**

- Discuss the sound of the blend /sl/. Write the words slow, slid, slam, slug, sleep on the board to practise blending and segmenting the sounds together as a group, e.g. /sl/ /u/ /g/ slug. Illustrate using alphabet letters, touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *saw, ran, open, every, before, them, could, more*. Read them together. Ask students to locate the words in the text and read the sentences with the words in them. Print multiple sets of the flash cards from the inside front cover to play a memory game.
- Have students read the book to find describing words (adjectives) that have -er or -est on the end (page 2, *slowest, faster*) They think of other words that can be used in this way.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner. e.g. "*These pants will make you run faster,*" he said.

## **Fluency**

- Model reading of the text with expression, noting the punctuation and change of characters.

## **Writing**

- Students write a new sentence about Fergus using the pattern from the story. They draw a picture first, then write the sentence. e.g. He chased the pants through the supermarket.
- Students make a chart about what can be done to get fit. Illustrate and label or caption it.

## **Home/School Link**

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