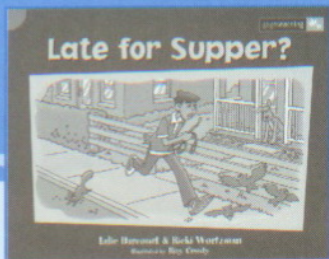


# LATE FOR SUPPER?



## Story Synopsis

This story is about a boy named Marcus who is looking for his pet dog, Boots. Marcus and Boots have been playing in a park. When it is time to go home for supper, Marcus cannot find Boots. Needing help, he asks several people in the park if they have seen his dog. Through flashbacks, each person gives a theory about where Boots might have gone. Marcus finally has to go home so he won't be late for supper. When he arrives, he finds that Boots is already there! With its emphasis on point of view, *Late for Supper?* lends itself to a variety of role-playing and has a problem-solving focus, as well.

### LITERACY ELEMENTS

statements punctuated with a period, interrogative sentences punctuated with a question mark, and exclamatory sentences punctuated with an exclamation mark

bold, upper-case lettering to signal volume: WOOOF! and BANG!

contractions: it's, he'd, he's, I'm, I'll, I've

### CONNECTIONS

#### MUSIC

experiment with the role music plays in performance

#### VISUAL ARTS

use pictures to represent ideas

### WORDS TO DISCOVER

supper  
promised  
cart  
dog walker

### ESL CONSIDERATIONS

Children may need additional support when they have to deal with flashback pages.

## Overall Learning Opportunities



Students will:

- communicate understanding of works in drama and dance through discussion, writing, movement, and visual art work
- solve problems in various situations through role-playing and movement in drama and dance
- interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using several basic drama and dance techniques (e.g., tableaux)



Students will:

- interact with sensitivity and respect, considering the situation, audience, and purpose
- interpret, select, and combine information using a variety of strategies, resources, and technologies
- organize ideas in a logical sequence

## ACTIVITY MENU

*Exploration: Reading a Script*, page 20

*Guided Reading*, pages 21–23

*As a Group*, pages 24–25



- *What's the Problem?:* using role-play to explore understanding
- *A Corridor of Voices:* using the corridor formation to interpret the story



- *Pass the Stick:* using a "talking stick" to retell a story in sequence
- *Prime-Time Radio:* using speech to create the mood of a story

*Independent Work*, pages 26–29



- *BLM 10:* using tone of voice in reading a script
- *BLM 11:* exploring a problem through role-play



- *BLM 12:* demonstrating understanding by drawing and describing story elements
- *BLM 13:* demonstrating understanding by completing sentences





# Reading a Script

## LEARNING OPPORTUNITIES

Students will:

- identify specific aspects of their work and the work of others that were effective
- identify and use some key elements of drama and dance in exploring source materials
- use language and non-verbal means of communication effectively for a variety of purposes both in and out of role

## YOU WILL NEED

- highlighters or coloured pencils

## OBSERVING FOR ASSESSMENT

Does the student:

- use his or her voice in a variety of ways?
- contribute to the group ensemble?

## TEACHING tip

Cut out the front and back panels of empty cereal boxes. Have the students glue the scripts to the panels so that they have firm copies to hold onto. These could become craft projects and be decorated, covered in construction paper, etc., before the script is glued.

## Reading the Story

After reading the story *Late for Supper?* with the children, ask them for a description of Boots that would be good for a “Lost Dog” notice. As the children search through the text and offer suggestions, write the description on the board. Encourage the children to find all the dog’s “features”: big, black, not afraid of loud noises, white legs, hates hot dogs, red collar, doesn’t follow strangers, blue Frisbee, afraid of cats, never late for supper!

## Starting the Exploration

Tell the children that they are going to explore a different way of describing Boots, by doing the story *Late for Supper?* as a play. Divide the children into Group 1 and Group 2, then give each child a copy of **BLM 10** and a



Page 26

highlighter or coloured pencil. Ask the children to highlight/circle their parts, not forgetting the “ALL” lines. Make sure everyone knows which lines to read.

## Working on the Script

Read through the script with the children. As much as possible, encourage them to make the decisions about the reading. Discuss each line and together decide such things as:

- How loudly should we speak this line?

Practise different volumes before deciding. Think about whether or not there should be a buildup or decrease in volume throughout the script.

- Should we be emphasizing one word or more than one word in this line?

Practise different ways of reading until you get the way that works best. Have the children underline words that will be stressed.

- What emotion should we try to show in this line?

Practise a variety of choices before making a final decision.

Rehearse until the children are comfortable with the vocal choices and timing.

## Sharing

Sharing takes place as the children discuss different ways of saying the lines. To encourage children to reflect on their work, ask questions, such as:

- Did you enjoy reading the play? Why?
- Which line was your favourite? Why?
- Which did you like better, making your voice loud or making it soft? Why?
- Did you like making your voice sound different? Why?

## Extension

Decide on simple gestures that can easily be done by a group in unison to accompany the script. Perhaps the group could sit or stand in a different way for each line.

This Exploration works well with Stand-Alone Activity 14: “Call and Response” on page 142.



## LEARNING OPPORTUNITIES

Students will:

- identify the main idea
- use prediction and rereading to understand a piece of writing
- use punctuation to help them understand what they read

## Setting the Scene

Engage the children's attention by chanting:

I'm late! I'm late!  
 For a very important date!  
 No time to say "Hello," goodbye!  
 I'm late! I'm late!! I'm late!!!  
 No, no, no, no, I'm overdue!  
 I'm really in a stew!  
 No time to say "Goodbye," hello!  
 I'm late! I'm late!! I'm late!!!

Repeat the chant, inviting the children to join in where they feel comfortable — particularly on the last lines of the stanzas.

Tell the children that these words were said by the White Rabbit in a movie based on the book *Alice in Wonderland* written by Lewis Carroll. Ask:

- Have you ever been late for anything? Tell us about that time.

Give several children the opportunity to share their stories (e.g., late for school, for the dentist, for a friend's birthday party, etc.). Encourage them to explain why they were late on these occasions. Ask:

- How did/do you feel when you're late?

Keeping the title covered, show the children the book and say:

- What gives you a clue that Marcus may be late for something?
- What might he be late for?
- Is there anything in the picture that suggests why he might be late?

Encourage the children to look at what he's holding in his hand and to make some guesses about what has happened.

- Why do you think Marcus looks so worried?

Show the children the title of the story and invite a volunteer to read it aloud. Ask:

- Why is there a question mark at the end of the title?

Say:

- The story was written by Lalie Harcourt and Ricki Wortzman, and was illustrated by Roy Condy. Let's find out what the title means. The story begins in a park.

Open your book and show the children the picture on page 2. Ask:

- What are Marcus and his dog Boots doing in the park?

Read the page aloud to the group as they look at the picture. Ask:

- Do you think Marcus will be on time today? Why? Why not?

Read aloud page 3 and say:

- Boots chased the Frisbee over a hill and Marcus waited and waited for Boots to return. What do you think has happened? Why isn't Boots coming back with the Frisbee?

## Reading the Story

Hand out copies of the book to the children and ask them to turn to page 4. Ask:

- What is Marcus doing?
- What do you think he's saying as he calls out?

Encourage the children to call out as they think Marcus would. Say:

- Read this page to find out why Marcus wants to go home and why Boots isn't in the picture. Look at the picture on page 5. Marcus starts to ask if anyone has seen his dog. The woman feeding the birds is the first person Marcus asks because she's the nearest person he sees.



## OBSERVING FOR ASSESSMENT

Does the student:

- predict logically in response to questions?
- use the illustrations as a complement to the printed text and as a way of tracking the storyline?
- participate in the conversations by offering responses to the questions asked?

Read the rest of the page to the children and ask:

- What word does Marcus use to tell the woman about Boots? That's right, he says he's a *big* dog.

Turn to page 6. Say:

- This page looks different because it has two pictures and it begins with "A few minutes ago . . ." The woman is telling Marcus what already happened a few minutes ago that may have caused Boots to go missing. Look at the first picture. What noise did the car make? That's right . . . BANG!

- Why is the word written in uppercase letters followed by an exclamation mark? That's right, because it was a very loud noise, so the big lettering and the exclamation mark tell us that the word should be read very loudly.

- Read this page to find out what the woman thinks may have caused Boots to run away.

Read the first paragraph on page 7 to the children and then have them to look at the picture. Ask:

- Who is Marcus speaking to now?

Say:

- Read this page to find out what Marcus is asking the boy. What words does Marcus use to describe Boots to him? That's right, he says Boots is big, black, with white legs.

Turn to page 8. Say:

- Read this page to find out why the boy thinks the dog may have been near the hot dog cart.

Read the first paragraph of page 9 aloud to the children and then have them look at the picture. Say:

- The girl holding the skateboard is named Julie. Read the rest of the page to find out how Marcus knows Julie and the words Marcus uses to describe Boots to her. That's right, he says that Boots is big, black, has white legs, and a red collar.

- Why does Marcus keep adding new words to describe Boots every time he talks to someone?

Turn the page and look at the picture of the dog walker feeding treats to the dogs. Say:

- Read this page to find out what Julie saw a few minutes ago and where she thinks Boots may have gone.

Read the first paragraph on page 11 aloud to the children and have them look at the picture. Say:

- Marcus sits down on a park bench beside a man. Read this page to find out what extra information Marcus gives the man about Boots. That's right, he tells him that Boots may have a blue Frisbee.

- Turn to page 12 to find out what the man tells Marcus he was doing a few minutes ago and where he thinks Boots may have gone.

Read page 13 to the children. Ask:

- What do you think he should do now? What would *you* do if you were Marcus?



After the children have offered their suggestions, say:

- Look back at the cover. This is the picture you're going to see on the next page. Where do you think Marcus is going? Why is he running? Why does he look worried?

Say:

- Turn to page 14. Read pages 14 and 15 to find out what Marcus decided to do and what he and his sister, Maggie, talked about when he got home.

Ask:

- What do you think will be in the next picture? Why do you think that?

Say:

- Turn the page and look at the picture as I read to you.

Read the last page and ask:

- Why did Maggie laugh when she saw the look on Marcus's face?
- The title of this book is *Late For Supper?* What does the title mean? Why does the title have a question mark?

## Independent Reading

Invite the children to enjoy the story again by reading it on their own.

## After Reading

Ask:

- Who has a dog for a pet?
- If you took your dog for a walk in the park, would it run away? How do you know?
- Besides the words in the story, what other words can you think of to describe Boots?

## Revisit the Story

Engage the children in conversation by asking them open-ended questions, such as:

- The title of a story tells about the main idea in the story or what the story is about. Do you think *Late For Supper?* is a good title for this story? Do you have an idea for a better title?
- Who was the main character in the story? How do you know that?
- Could this story really happen? Why or why not?

The children could complete **BLM 12** to express their understanding of the story.



Page 28

## Reinforce the Story

Engage the children in recalling specific information from the story. Ask:

- Who did Marcus speak to first for help finding Boots? Who did he speak to second? third?
- What was the setting of this story? Why was that a good place for this story to happen?
- Why did Marcus decide to go home before continuing his search for Boots? Was that a good idea? Why? Why not?

Have the children complete **BLM 13** as a review of some of the story characters and situations.



Page 29





# As a Group

## LEARNING OPPORTUNITIES

Students will:

- speak in role as characters in a story, assuming the attitudes and gestures of the characters
- recognize and perform movement sequences used by specific characters
- identify parts of the body and describe the variety of movements that can be done by each of them

## OBSERVING FOR ASSESSMENT

Does the student:

- participate thoughtfully and with concentration?

## LEARNING OPPORTUNITIES

Students will:

- ask and respond appropriately to relevant questions, in and out of role, about characters and dramatic situations
- identify specific aspects of their work and that of others that were effective

## OBSERVING FOR ASSESSMENT

Does the student:

- demonstrate in her or his drama choices an understanding of the characters in the story?

## Activity: What's the Problem?

With the children, reread *Late for Supper?*, then distribute **BLM 11**. Help children to fill it out by discussing the problem (e.g., Marcus does not want to make his mom mad or get punished, but he also cares about his dog...). Have the children fill out Marcus's solution and then discuss it before they fill out their opinion of it.

Ask the children to stand in their Drama Space (a space in which they can move safely without touching others) and make a shape with their bodies to show you how Marcus felt when he found Boots at home. Have children talk about the shapes they made.



Page 27

## Extension

Have the children, in small groups, use either tableaux or role-playing to show you what Marcus and his family would have done if Boots had *not* been home when Marcus got there. Have the children devise a happy ending, an unhappy ending, and a surprise ending.

Be sensitive to the very powerful emotions some children may experience as they think about possible unhappy endings to the story. Always distinguish between "real life" and "the story."

This Extension works well with Stand-Alone Activity 7: "Making Wishes Come True" on page 135.

## Activity: A Corridor of Voices

Explain that a *Corridor of Voices* is two rows of people who represent a character's thoughts. As the character passes through the corridor, the voices of those in the corridor speak these thoughts.

Ask the children to suggest thoughts that Boots might have about things it would never do. For example, "I would never chase cats." Encourage them to think of other "never" statements that aren't in the story: "I would never chase a skunk." Write the suggestions on chart paper, and have each child choose one "never" statement. Explain that they are going to be the thoughts inside Boots's head, and you will be Boots.

Arrange the children in two lines facing each other, with enough space for you to walk between. Rehearse them to speak their "never" line in a normal voice when you are near them, and very, very softly when you are not near to them. Practise walking through the Corridor of Voices several times.

## Extension

If the children handle the Corridor of Voices technique well, ask them to make up lines about what Marcus was thinking while he was looking for Boots. (These do not have to be "never" statements.) You can then role-play Marcus walking through the corridor, hearing his own thoughts.

This Extension works well with Stand-Alone Activity 4: "Human Obstacle Course" on page 132.





# As a Group

## LEARNING OPPORTUNITIES

Students will:

- retell a story in proper sequence
- demonstrate a sense of when to speak, when to listen, and how much to say

## YOU WILL NEED

- a “talking stick” (a rhythm band stick or a relay baton)

## OBSERVING FOR ASSESSMENT

Does the student:

- work co-operatively?
- follow directions and instructions?

## LEARNING OPPORTUNITIES

Students will:

- use appropriate gestures and tone of voice, as well as natural speech rhythms, when speaking
- use speech appropriately for various purposes (to create mood, to convey emotion)

## OBSERVING FOR ASSESSMENT

Does the student:

- show an enthusiasm for and a curiosity about working through his or her part?
- express himself or herself coherently?

## Activity: Pass the Stick

Invite the children to retell the story by using the pictures to remind them of the storyline.

Have one child begin by holding the talking stick and starting the story. When the first child passes the talking stick to another child, that child continues from where the story left off, and so on.

The object is to retell the entire story without a repetition of storyteller until everyone has had a turn.

## Extension

Have the children stand and move about to add dramatization to the speaking parts. For example, when Marcus sits on the park bench beside the man, have two chairs available so two of the children can sit next to each other to simulate the situation.

This Extension works well with Stand-Alone Activity 6: “Circle of Friendship” on page 134.

## Activity: Prime-Time Radio

Assign parts to the children: Marcus, Boots, “nearest person,” car, boy, hot dog seller, Julie, dog walker, man on a park bench, Maggie. Tell the children that they are going to create a radio play. Because, unlike a TV play, a radio play has no picture, it’s important that they speak:

- expressively to convey the mood of the story at the different points along the way
- clearly and distinctly so they can be understood.

As you begin to reread the story *Late for Supper?*, have the “characters” join in by telling *their* stories.

For example, the dog walker can say, “I stopped to give treats to the dogs I was walking. Some other dogs came over because they wanted treats, too. And then when I started down the walk, the other dogs followed.”

For the car, the child playing the part has to say “BANG!” For Boots, the child must be able to bark on cue. The hot dog seller can say, “When I finished selling hot dogs, I started to leave and some dogs followed the hot dog cart. Maybe your dog was one of them.”

## Extension

When the children are well practised, tape their performance so they can hear themselves. Ask the children to choose some introductory music to set the scene, such as *The Clock Symphony* (see *Grade 2 Audio CD Track 12*).

This Extension works well with Stand-Alone Activity 18: “Turtle Power” on page 146.



Name \_\_\_\_\_ Date \_\_\_\_\_

## The Readers' Theatre Script

- Group 1 Boots, where are you?
- Group 2 Boots was gone.
- Group 1 Excuse me. Have you seen my dog, Boots?  
He's a big dog.
- Group 2 I was feeding the birds when I heard a very loud noise.  
Maybe the noise made your dog run away.
- ALL Boots would never run away from a loud noise.
- Group 1 I'm looking for my dog, Boots. He's a big, black dog  
with white legs.
- Group 2 Some dogs followed the hot dog cart when it left.  
Maybe your dog was one of them.
- ALL Boots would never follow the smell of hot dogs.
- Group 1 I'm looking for my dog, Boots. He has a red collar.
- Group 2 Maybe your dog got a treat from the dog walker  
and then followed her.
- ALL Boots would never go with a stranger.
- Group 1 Excuse me. Have you seen my dog?  
He might have a blue Frisbee.
- Group 2 A big, black dog chased a cat right over my feet.  
I'll bet that was your dog.
- ALL Boots would never chase a cat.
- Group 1 Boots is lost. I've got to tell Mom.
- Group 2 Hey, Marcus, you know Boots.
- ALL Boots would never be late for supper!



Name \_\_\_\_\_ Date \_\_\_\_\_

## Let's Solve the Problem

### The Problem

Marcus cannot be late for supper. Marcus's mom has asked him to be on time. But Marcus can't find his dog, Boots. He does not have much time to find Boots before he will be late!

**Marcus's Solution:** \_\_\_\_\_

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Was Marcus's solution good or not? Circle your answer.

**GOOD      NOT GOOD**

Explain your answer.

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# Late for Supper?

BLM 12

Name \_\_\_\_\_ Date \_\_\_\_\_

## LOST!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Last seen on today's date \_\_\_\_\_

Lost near this location \_\_\_\_\_

Please return to this address \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

## Who and What?

1. \_\_\_\_\_ threw the Frisbee.
2. \_\_\_\_\_ chased the Frisbee.
3. \_\_\_\_\_ made a very loud noise.
4. \_\_\_\_\_ was selling hot dogs.
5. \_\_\_\_\_ saw a lot of dogs with a dog walker.
6. \_\_\_\_\_ was reading a newspaper.
7. \_\_\_\_\_ was on the front steps.
8. \_\_\_\_\_ would never be late for supper.