



Running words: 287

## Book Summary

This book about a boy named Jake who was at the end of a long line of children waiting for a turn on the waterslide. Jake decides he doesn't want to wait in the line, but does his plan to get to the front of the line work out?

## Themes

Character education, Leisure and recreation, Friends

## Features of the Book

- The information contained in illustrations
- Content words for discussion: *crept, fair, jumped, pushing, wait, waterslide*
- Adjectives

## Strategies

*The Long Line* introduces and reinforces the following strategies:

- making predictions
- making connections
- sequencing

## Materials

- copies of the BM, pencils

# The Long Line

by Paul Mason

## Introducing the Text

Begin by asking the students if they have ever stood in a long line waiting to go on a ride or to a concert or movie. Ask:

- *How did you feel while you waited? Were you patient or impatient?* (Answers will vary.)

## Reading the Text

Ensure each student has a copy of the text. Make sure that the content words (*crept, fair, jumped, pushing, wait, waterslide*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the illustrations and text to determine the strategies of making predictions, making connections and sequencing as you work through the book.

## Cover

Together, read the book's title and the name of the author. Point to the illustration. Ask:

- *Do the children look happy to be standing in line?* (Most of the children look happy, apart from the boy at the end of the long line.)
- *What can you tell me about the land they are standing on?* (The children seem to be on a hill.)

Together, turn to the back cover and point out the illustration of the boy wearing glasses, who is no longer standing in the long line. Read aloud the preview question on the back cover: *Will Jake learn to wait his turn?* Tell the students the impatient boy's name is Jake. Discuss with the students about what Jake might be doing (going to push in).

## Title Page

Together, read the title. Point to the illustration and have the students tell you what is happening. (Jake is now standing in front of the boy in the blue shirt – Levi.)

## Page 2

Look at the illustration. Say:

- *This is a waterslide. Why is it important to stand in a line when you play on a waterslide?* (It is important that only one person at a time goes down the slide, because otherwise it could be dangerous.)

Have the students tell you about their personal experience of going on a waterslide and waiting for their turn. Together, read the text with the students.

## Page 3

Point to the long line going up the hill in the illustration. Ask:

- *Why do you think there is such a long line?* (It is a hot, sticky day and the waterslide is fun and cool.)
- *How do you think the children are feeling waiting in such a long line?* (They seem happy and excited. They are smiling and talking to each other.)

Together, read the text with the students.

## Page 4

Look at the illustration and have the students tell you what is happening now in the line. (Jake, the boy at the end, doesn't look happy.) Ask:

- *Why do you think the boy at the back of the line is unhappy?* (It is a very hot day, and he will have to wait the longest in the line.)

Read the text with the students. Ask:

- *Do you think it is fair that Jake has to wait?* (Answers will vary, but may include: Yes, all the other children have to wait their turn!)

## Page 5

Look at the illustration. Ask:

- *What do you think is happening now?* (Jake is going to jump in the line further up the hill.)
- *Who do you think has noticed that Jake might be up to something?*

# The Long Line

(The boy with the blue shirt and red shoes.)

Encourage the students to draw on their personal experiences and share any stories about someone jumping in the line in front of them or perhaps they've done it to someone else.

## Page 6

Look at the illustration and point out the two boys' body language and facial expressions. Ask:

- *What can you tell me about Jake?* (His arms are folded, he's shut his eyes and his mouth is in a frown. He doesn't care that he has pushed in.)
- *What can you tell me about how Levi is feeling?* (His eyes are wide open, his mouth is open and his arm is up in the air. He looks very surprised by what Jake has just done.)

Read the text with the students to check their answers.

## Page 7

Look at the illustration. Ask:

- *What does this tell us now?* (Jake has pushed in again.)
- *How do we know that?* (Jake is standing next to a new child in the queue.)

Read the text together to check their predictions. Ask:

- *Why is Jake's excuse on the last line of the text not a good one?* (Everyone wants to go on the waterslide now, so he should still wait his turn!)

## Page 8

Point to Jake jumping for joy in the illustration as he gets to the front of the line. Say:

- *Now look at the line. The only person in the line smiling is Jake. Why are the other children in the line looking annoyed?* (No one likes people who push in and don't wait their turn and who get away with it.)

Read the text with the students. Ask:

- *Do you think Jake will get his turn?* (Answers will vary, but the students might have seen the teacher near the top of the waterslide.)

## Page 9

Have the students tell you what is happening in the illustration. (The children in the line and on the slide are happy again, but now Jake is upset.) Ask:

- *How do you know that the teacher is telling Jake off?* (Her hands are on her hips, which can mean that she's annoyed.)
- *What do you think she will make Jake do?* (go to the back of the line)

Read the text with the students to check their responses.

## Page 10

Read the first sentence with the students. Ask:

- *What does the term "went red" mean?* (His face went bright red because he was embarrassed.)

Have the students look at the illustration and tell you what might be happening. (Answers will vary, but might include Jake is saying sorry to Levi and Olive, who are dripping wet from the waterslide ride.) Together, read the text to confirm the students' predictions.

## Page 11

Look at the illustration and explain to the students that Jake is now at the end of the line. Have them suggest how Jake and the other boy at the end of the line are feeling (hot and bothered and not very happy). Encourage the students to look carefully at the illustration and see what else the illustrator has drawn (the man selling cold drinks on his stall). Say *Let's read on to find out what the boys end up doing.*

## Page 12

Talk about the illustration and how Jake and Zac ended up getting a cold drink while they wait for the waterslide line to go down a bit. Read the text with the students. Ask:

- *Why do you think this was a good idea?* (There was no line waiting for cold drinks and it helps cool the boys down before they go back and wait in the long line for the waterslide.)

Enjoy the ending together.

## Revisiting the Text

- Point out the word *Then* on line 1 of page 9. Tell the students that the word *then* is a sequence word. Other sequence words include *first*, *then*, *finally*, *before*, *after* *that* and *at last*. Explain that the sequence is the order in which things happen. A story sequence includes the beginning, middle and end, and sequence words help you retell the events in the story in the correct order. With a friend, retell the story using some sequence words to help you.
- Talk about the title of the book. Ask the students if they know what kind of word the word *long* is (an adjective). Explain to the students that an adjective is a word that describes a noun. For example, *long* is an adjective and *line* is a noun, so long describes what the line was like. Have the students find the adjectives that describe the water and the drinks (*cool* water, *cold* drink). Encourage the students to write some adjectives for the following nouns: *school* *fair*, *waterslide*, *hill*.

## Following Up

- Get into pairs. Imagine that you are Jake and Zac. Brainstorm and write an alternative ending for pages 11 and 12.
- Give the students copies of the BM for this title.