



alphakids

# When the Bus Was Late

Written by Matilda Gao

Illustrated by Chantal Stewart



HORWITZ GARDNER  
LIMITED  
168c High Street  
Egham, Surrey  
TW20 9HP  
United Kingdom

Published edition  
© Eleanor Curtin  
Publishing 2004  
Text © Nicole di Marco  
Photographs  
© Eleanor Curtin  
Publishing

First published 2004

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by  
Eleanor Curtin Publishing  
Designed by  
Alexander Stitt  
Production by  
Publishing Solutions

Printed in China

ISBN 0 7253 3296 4

1 2 3 4 5 6 7 8 9  
04 05 06

## How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

### Before reading

#### Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

### During reading

#### Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

#### Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

### After reading

#### A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

## Selected text features

- A range of punctuation is used including quotation marks, ellipses, and exclamation marks
- Colour illustrations extend and develop the story

## Vocabulary

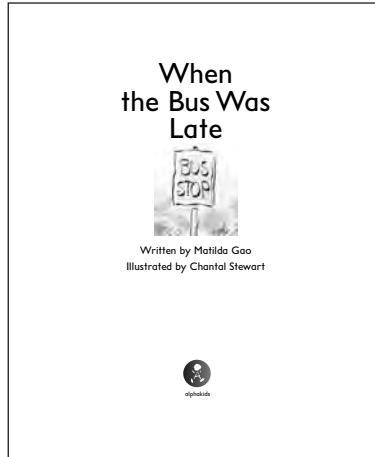
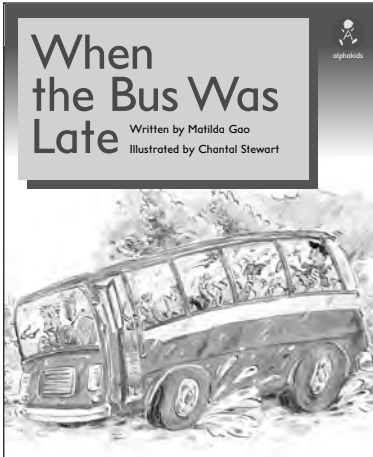
anywhere, appreciated, arrived, banknotes, briefcase, clutched, impatiently, inconvenient, lurched, magnet, panic, rummaged

## Setting the context

Wear some clothing with pockets for this class. Before the class put a range of unexpected things, such as those mentioned in the book, into your pockets.

*Can you guess what I have in my pockets?*

As you reveal each of the things in your pockets ask: *What could I use this for?*



## Front cover and title page

Draw out aspects of the cover that indicate that this is a narrative.

*What do you think this book will be about? How can you tell?*

*What might the first sentence be?*

## **Predict**

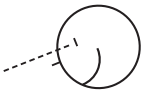
*Look at the illustration on pages 2 and 3.*

*Where are the people in this picture? What are they doing? What sort of day is it? How might they be feeling?*

## **Read** to the end of page 3.

## **Reflect**

*Do you get to places on time or are you always late?  
What sort of characters do you think Mrs Watson and Mr Parkinson will be? Are there any words or phrases in the story that help you to guess?*



## **Observe and support**

Ask one child to read aloud to you while the others are reading silently. Can the child read the text fluently?

Model reading a passage of the text to the child.

Have the child read it with you.

*Can you make it sound like I do?*

Have the child read the text by themselves.

Mrs Watson arrived at the bus stop.  
It was cold. It was raining on her red handbag.  
Where was the bus?

Mr Parkinson arrived at the bus stop. He was  
right on time. He was always right on time.  
It was raining on his shiny briefcase.  
Where was the bus?



● **Predict**

*What sort of character do you think Jackson will be?*

*Why?*

*Do you think that Mrs Watson and Mr Parkinson will like him?*

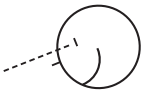
● **Read** to the end of page 7.

● **Reflect**

*Who is the main character in the story?*

*How does the author describe the main character?*

*Do you like Mrs Watson and Mr Parkinson? Why?*



**Observe and support**

Can the child explain the meaning of unfamiliar vocabulary?

*Can you locate the word ‘inconvenient’? What does it mean? How did you know?*

Jackson skidded up to the bus stop.  
He was puffing and panting. His socks had  
fallen down. His knees were splashed with mud.  
Big drops of rain fell down his neck.

'The bus isn't here yet?' he yelled. 'Fantastic!  
Must be my lucky day!'

'Are you always so late?' asked Mr Parkinson.  
'How do you ever expect to get anywhere, if you  
can't be ready on time?'

'Quite so,' said Mrs Watson.

Just then, the bus pulled up.



4

5

'Well,' said Mrs Watson to the driver as she paid  
for her ticket, 'you are very late indeed.  
It is terribly inconvenient.'

Mr Parkinson shook the rain off his shiny  
briefcase as the driver gave him a ticket.  
'You are very late,' he said to the driver.  
'It is terribly inconvenient.'

'Hi,' said Jackson to the driver. 'It's lucky you  
were late this morning. I just made it in time!  
Phew!'



6



7

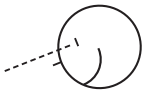
● **Predict**

*Look at the illustrations on pages 8 and 9.  
What do you think Jackson will have in his pocket?  
How might these things be included in the story?*

● **Read** to the end of page 11.

● **Reflect**

*What does Mrs Watson mean when she says, 'How do you ever expect to get anywhere, if you never come prepared'?*  
*Why would Jackson need all those things in his pocket?*  
*Do you know anyone like him?*



**Observe and support**

Can the child identify a question mark and explain what it is used for?  
*Can you show me a question mark? What does it tell you? How does your voice sound when you read a question?*



Jackson rummaged through his pockets.  
In one pocket he found half of an old bus ticket,  
a magnet, an old piece of chewing gum and a  
lollipop.

In the other pocket he found a bit of blue fluff.

In his back pocket he found a sock with red  
stripes.

'I've been looking for that,' said Jackson.



8



9

Mrs Watson tapped her foot impatiently.  
'Are you always in such a muddle?' she asked.  
'How do you ever expect to get anywhere, if you  
never come prepared?'

'Quite so,' said Mr Parkinson.

But the bus driver winked at Jackson and said,  
'Take your time, son.'

Jackson found his ticket money  
at the bottom of his shoe,  
and the bus roared off.

Mrs Watson held onto her red handbag.

Mr Parkinson clutched his shiny briefcase.

Jackson sat on the back seat and bounced  
whenever the bus went over a bump.



10

11

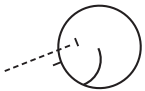
● **Predict**

*Look at the illustration on pages 12 and 13.  
Why has the bus stopped?  
What might be happening inside the bus?*

● **Read** to the end of page 13.

● **Reflect**

*What events might the author include in the story?  
How is the problem introduced?*



**Observe and support**

Can the child understand inferences in the text?  
*Why did things fall out of Mr Parkinson's briefcase  
and Mrs Watson's handbag?*  
Can the child understand the literal meaning of the  
text?  
*Where did Mrs Watson's keys land?*

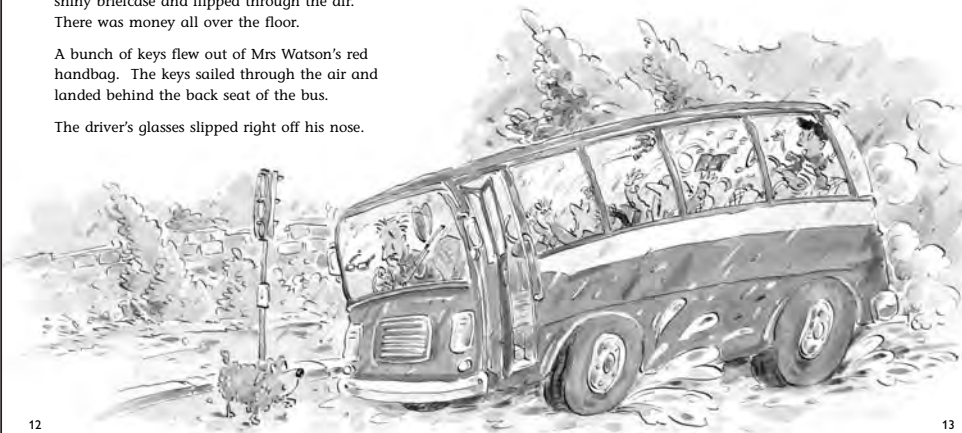
But all of a sudden, the bus lurched to a stop and the door flew open.

A brown wallet tumbled out of Mr Parkinson's shiny briefcase and flipped through the air. There was money all over the floor.

A bunch of keys flew out of Mrs Watson's red handbag. The keys sailed through the air and landed behind the back seat of the bus.

The driver's glasses slipped right off his nose.

Jackson bounced up and down on the back seat until he was dizzy.



## **Predict**

*How will the characters react to the bus stopping so suddenly?*

*How might the different characters be feeling?*

*How will Jackson help Mr Parkinson?*

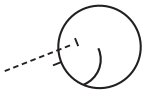
## **Read** to the end of page 17.

## **Reflect**

*Did Jackson's idea match your prediction of what would happen?*

*What did Mrs Watson mean when she said, 'There's no need to panic'?*

*Do you think Jackson's idea would work in real life? How could you prove your answer?*



## **Observe and support**

Does the child use their knowledge of phonics to support their reading?

When reading the word 'panic' does the child recognise that 'an' represents a sound?

*Can you show me the part of this word that is making the sound /an /?*

'Aaah!' screamed Mrs Watson.  
'Stop!' yelled Mr Parkinson.

'Yeeehah!!' cried Jackson.

'Sorry about that, folks,' said the bus driver.

As Mr Parkinson ran to pick up his money, a gust of wind blew through the bus.  
All the banknotes went fluttering through the air.

'My money!' yelled Mr Parkinson. 'Help!'

'Stop fussing,' said Mrs Watson. 'There's no need to panic.'



14

15

'Excuse me,' said Jackson, 'I have an idea.'

Jackson took the lollipop from his pocket and gave it a lick.

He held the lollipop high in the air and ran through the bus. One by one all the banknotes stuck fast to the top of the lollipop.



16

17

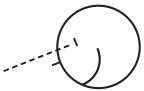
● **Predict**

*How will Jackson solve Mrs Watson's problem?  
What items from his pocket do you think he will use this time?*

● **Read** to the end of page 21.

● **Reflect**

*What did you learn about Jackson?  
Are Mr Parkinson and Mrs Watson grateful to Jackson?  
How do you know this?*



**Observe and support**

Does the child search for a range of information on the page to support their reading?  
*What were you looking for when you looked at the pictures? How did that help you? What else did you check?*

He handed the lollipop covered in banknotes to Mr Parkinson.

'You can keep the lollipop, if you like,' said Jackson. 'You never know when it might come in handy.'

'Well... thank you very much,' said Mr Parkinson.



Then Mrs Watson pointed towards the back seat. 'My keys!' she screamed. 'Help!'

'There's no need to panic,' said Mr Parkinson. 'Calm down.'

'Excuse me,' said Jackson, and took the red sock out of his pocket. 'I have an idea.'



Jackson dropped his magnet into the foot of the sock. He held the top of the sock and dangled it over the back seat. He let the sock down lower and lower until it touched the keys.



'There!' said Jackson and stood up. The keys were stuck fast to the end of the red sock.

Jackson gave the keys to Mrs Watson. 'You can keep the sock if you like,' he said. 'It might come in handy.'

'Ah... thank you very much,' said Mrs Watson.



● **Predict**

*What problem does the driver have? How could it be solved?*

*How will the story end? Why do you think so?*

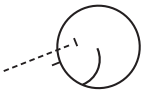
● **Read** to the end of page 24.

● **Reflect**

*Does the last event in the story fit in with everything else that has happened?*

*Would the story be different if it was told from someone else's point of view? In what way?*

*Did you enjoy it? Would you recommend it to someone else?*



**Observe and support**

Can the child recall the sequence of events that occurred in the narrative?

*How did the story start? What is the first thing that happened? What happened next?*



'Oh dear,' said the driver as he picked up his glasses. One arm had broken off completely.

Jackson pulled the chewing gum from his pocket, gave it a chew, then used it to stick the glasses back together.



'The gum is yours to keep,' said Jackson.

'How handy,' said the driver. 'Thanks a lot. It's best to be prepared for anything, anytime, isn't it?'

'Yes indeed!' said Mrs Watson, and she kissed Jackson on the cheek.

'Most appreciated!' said Mr Parkinson, and shook Jackson's hand.



'Let's go!' cried the bus driver.

And the bus roared off.



## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

*What did Jackson have in his pocket?*

*Why did Mr Parkinson say ‘How do you ever expect to get anywhere, if you can’t be ready on time?’*

*What did Mr Parkinson and Mrs Watson think of Jackson at the start of the story? What did they think about him at the end of the story? Why had they changed their minds?*

### Being a code breaker

Children may like to explore the following language feature:

- the various punctuation used throughout the book: quotation marks, question marks, exclamation marks, commas, full stops, capital letters, ellipsis

### Being a text user

*What kind of book is this? How do you know?*

*What happens at the start of the story?*

*What goes wrong?*

*How are these problems solved?*

*What did you learn about people by reading this story?*

### Being a text critic

*Do all boys have lots of funny things in their pockets?*

*What kind of a person is Jackson?*

*Do you know anyone like Jackson?*

*What does the author think about people like Jackson? Do you agree?*

## Responding to text



Children could work in cooperative groups to practice and perform a readers theatre of the book. Encourage them to use sound effects and different voices for each character.



Children could complete a word choice activity. Choose a part of the text and remove selected words. Provide three alternatives which will generate discussion among the children. One, two or all of the alternatives could make sense but one of them may be preferable. For example:

arrived  
Mrs Watson appeared at the bus stop.  
stood

sleeting  
It was drizzling on her red handbag.  
blowing



Children could browse through the book to find and list words that describe objects, e.g. blue fluff, sock with red stripes, shiny briefcase. Talk about how changing the adjective changes the

image of the item and the character who uses it. For example: shiny briefcase, scratched briefcase. *What kind of character would have a shiny briefcase? What kind of character would have a scratched briefcase?*

## Writing links

### Shared writing

Brainstorm a list of words to describe one of the characters in the story. Model the writing of a character profile using the following questions as a guide.

*What does the character look like?  
How do they act? How do they think?  
How do they get along with others?  
What is important to know about this character so that the story can be told?*

### Independent writing

Children could make a paper pocket by sticking a square of paper onto a page. In it they could put a range of items that might be useful in an emergency. They could then write about how they would use each item to save the day.

## Possible assessment focus

---

Can the child:

- read the text expressively and fluently?
- explain what kind of people Jackson, Mr Parker and Mrs Watson are?



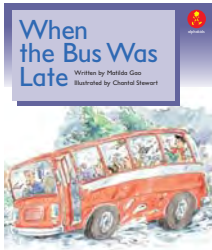
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Solving problems

**Curriculum link:** SOSE

**Text type:** Narrative

**Reading level:** 24

**Word count:** 795

**Vocabulary:** anywhere, appreciated, arrived, banknotes, briefcase, clutched, impatiently, inconvenient, lurched, magnet, panic, rummaged

### Possible literacy focus

Using punctuation to support expressive reading.  
Exploring character development.

### Summary

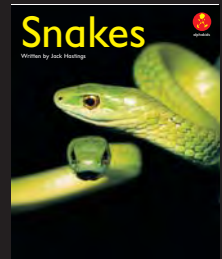
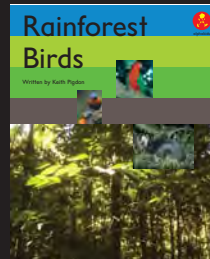
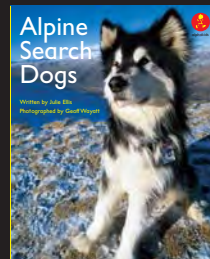
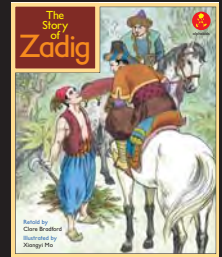
This book is about a young boy who is able to solve a range of problems using the seemingly useless objects in his pocket.

ISBN 0-7253-3296-4



9 780725 332969

## Other books at this level



alphakids