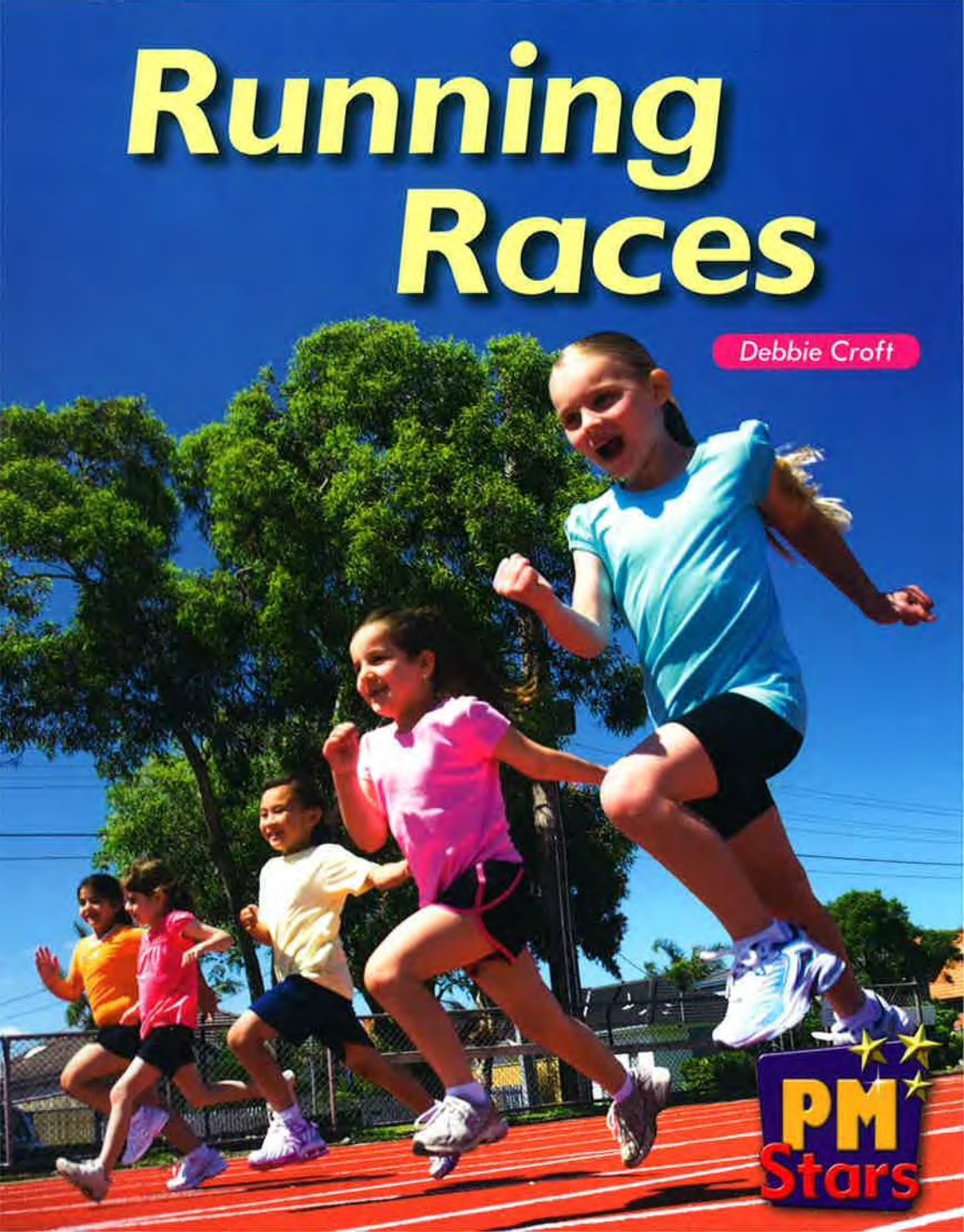
Running Races

Debbie Croft



PM Stars

Running Races

Levels 14/15

Running Words **159** Curriculum Area **Humanities**

Text Type **Procedure** Focus **Family/Health and Physical Well-being**

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Key High-frequency Words

behind, end, other, stand, wait, when

Key Teaching Points

- Reinforce the key features of non-fiction books.
- Explain why students could read either the steps for the short race or the steps for the long race first.
- Discuss the equipment needed to successfully achieve the goal.

Key Questions

- Why shouldn't you run too fast at the start of a long race? ***(Inferential)***
- Why should you check to see who is running behind you in a long race? ***(Inferential)***

Word Study

- Discuss reasons for using the words *fast* and *faster*.
- Locate words in the book that have the *st* blend in either initial or final positions.

Links with Other PM Stars Books

PM Stars Families	*Looking After a Bird*	Levels 14/15
PM Stars Families	*A Dinosaur Mural*	Levels 14/15
PM Stars Families	*A Photo Slide Show*	Levels 14/15

Running Races

Debbie Croft
Photographs by Lindsay Edwards

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Goal

To run in a short race and in a long race.

Equipment

You will need:

- a coach with a whistle
- a short running track with **lanes**
- a long running track around a park.

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Steps for the Short Race

1. Stand with your feet behind the start line.



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2. Wait for the coach to blow the whistle.



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3. Start to run.

Run as fast as you can.

Do not look behind you.



Preview Only

4. Run with your arms bent. Move your arms in time with your legs so you can run faster.



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