

Late!



Story by Wendie Old and Laura Burton Rice
Illustrations by Jennifer Clark

Green Words (Phonetic):

dumped	held	parts	yes
rang	red	rubbed	thanks
grabbed	left	slept	late
rapped	ripped	split	rushed

Red Words (Sight):

come Mrs. here two

Practice reading these sentences.

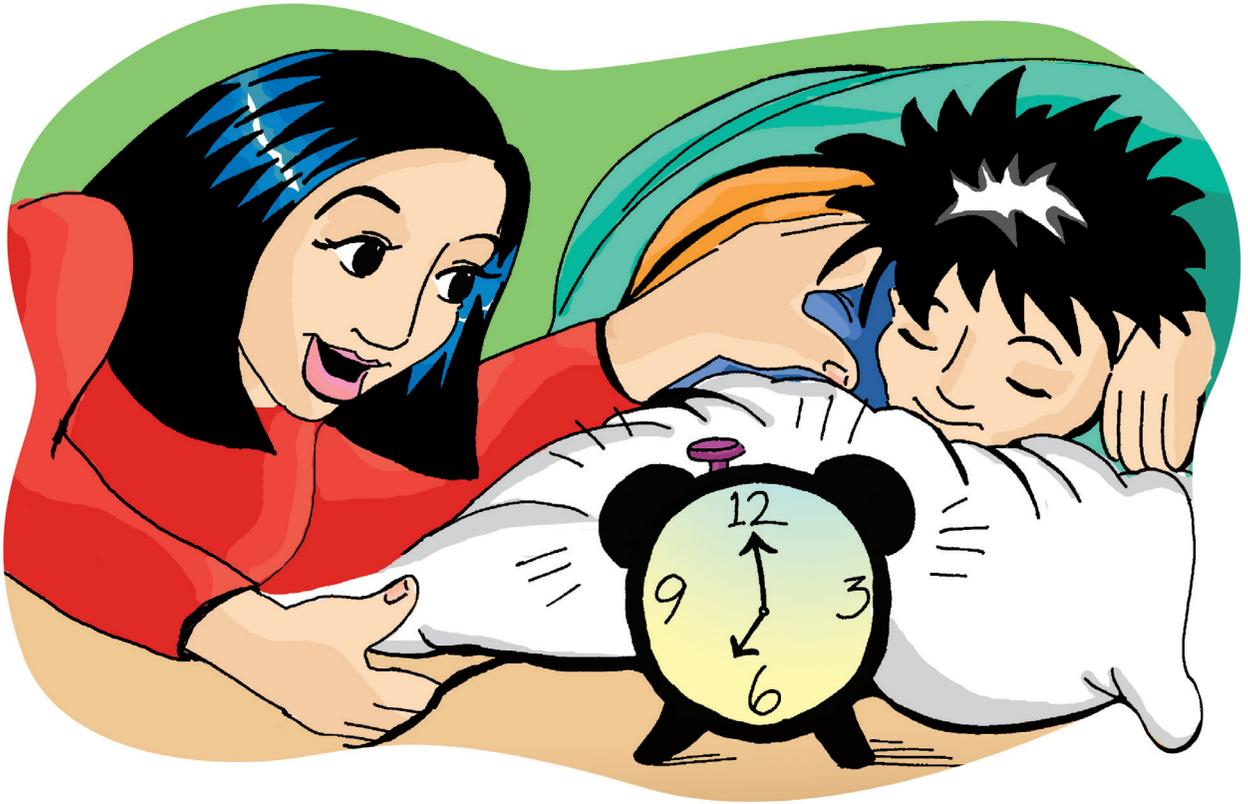
Bob slept late.

He rapped on the  of the bus.
door

Bob had left his  bag.
sandwich

Mrs. Ross said, “Bob, come here.”

One morning, Bob was late getting up again. What do you think happened to him this time?



Bob's clock rang.
It rang and rang.
Bob still slept.
Mom tapped his hand.
"Get up, Bob!" said Mom.

Point to the clock. What did the clock do? [It rang.]

Did Bob wake up when the clock rang? [no]

What did Mom do? [She tapped Bob's hand.]

What did Mom say? ["Get up, Bob!"]

Bob dressed and went into the kitchen. Do you think he had enough time to eat his breakfast, brush his teeth, and get his books and lunch?



Bob rubbed his  eyes.

Mom said, “The bus is here! Run!”

Bob grabbed his red  bag.

He ran to the bus.

He rapped on the  door.

Point to the bus. Point to Mom. What did Mom say? [“The bus is here. Run!”]
Did Bob run to the bus? [yes] What did Bob do when he got to the bus? [He rapped on the door.] In this sentence, “rap” means to knock, like knocking on a door. Demonstrate “rap.” Why did Bob rap on the door of the bus? (T-P-S)

When the bus got him to school, Bob had to take a late book back to the library.



Bob rushed to class.

The kids had left.

“I missed the class,” Bob said.

But Derrick rushed back in.

“Run, Bob!” said Derrick.

What did Bob say when he got to school? [*“I missed the class.”*]

Who rushed back in? [*Derrick*]

What did Derrick tell Bob to do? [*“Run, Bob!”*]

Derrick and Bob rushed to class. Soon it was lunch time.



Bob looked in his red bag.

He dumped out , rocks, and a cap.

Bob said, “My  is not in my bag!”

Point to Bob’s bag. What did he have in his bag? [*books, rocks, and a cap*]

What did Bob say after he opened his bag? [*“My sandwich is not in my bag!”*]

- **Make a Prediction: What will Bob eat for lunch?**
(T-P-S) Have the students support their predictions.

Poor Bob was hungry! Derrick was sorry for his friend. What do you think Derrick did?



Derrick split his  sandwich into two parts.
He handed a part to Bob.
“Thanks,” said Bob.

Point to the sandwich. What did Derrick do with his sandwich? [*He split it into two parts and handed one part to Bob.*]

What did Bob say? [*“Thanks.”*]

As Derrick and Bob walked to the cafeteria, Mrs. Ross, the principal, poked her head out her door and called to Bob.



Mrs. Ross said, “Bob, come here.”

Bob stopped.

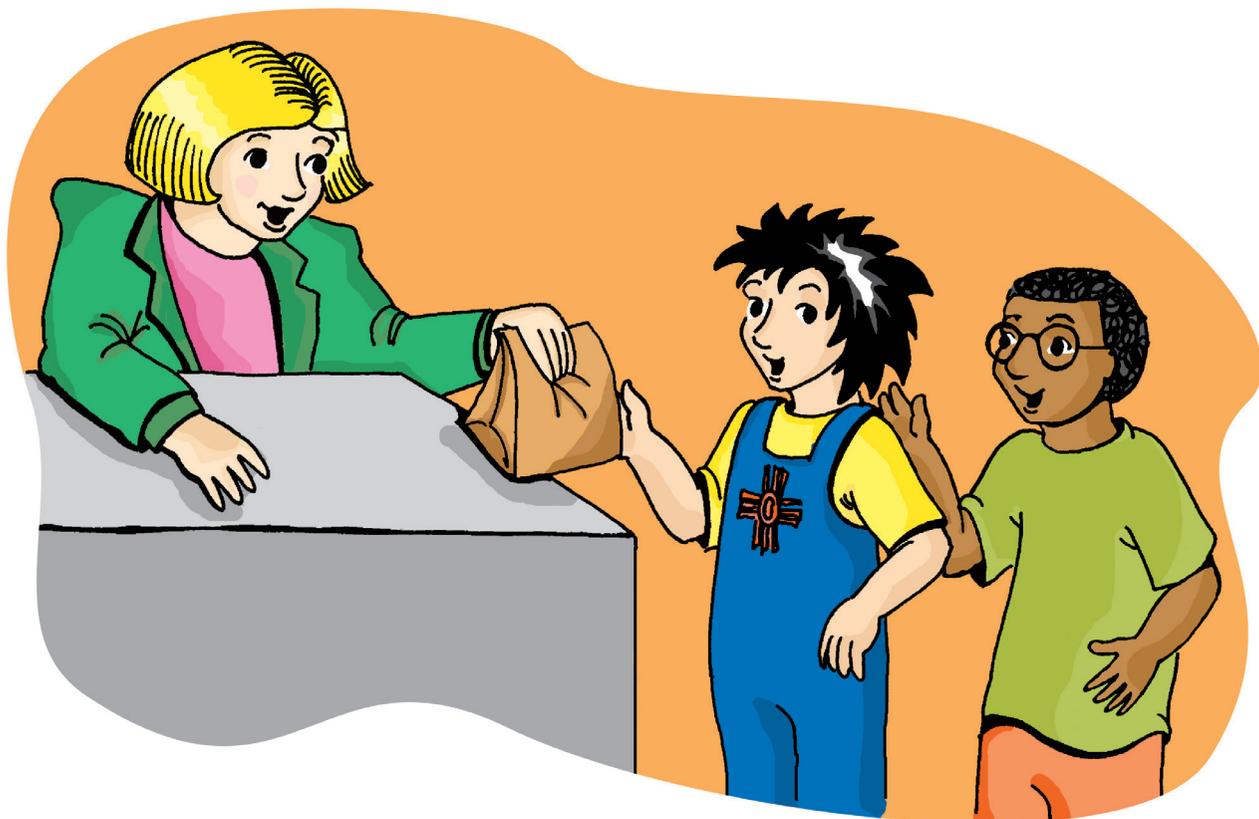
Derrick stopped.

“Is she mad at me?” asked Bob.

What did Mrs. Ross say? [*“Bob, come here.”*]

What did Bob ask Derrick? [*“Is she mad at me?”*]

Derrick didn't know what to tell his friend. "I'll go with you," whispered Derrick. Why do you think Mrs. Ross had called Bob in?



Bob said, "Yes, Mrs. Ross?"

Mrs. Ross held up a bag.

Mrs. Ross said, "Your mom rushed it here."

Bob was glad!

Point to the bag. What do you think was in the bag? *[Bob's lunch was in the bag.]*
How did Mrs. Ross get Bob's lunch? *[His mom rushed it to school.]*

Bob's mom had dropped the lunch bag off at school! He felt silly for being afraid of Mrs. Ross.



Bob ripped the bag.

He split his  sandwich.

He handed a part of his  sandwich and  cookies to Derrick.

“Thanks, Bob,” said Derrick.

Bob said, “Let’s hurry up and finish lunch so we can put my rock in the aquarium!”
Do you think Bob was late for that?

What did Bob do with his sandwich? [He split it.]

What else did Bob share with Derrick? [his cookies]

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Use T-P-S to discuss these questions.

1. Why was Bob late for class?

[Bob was late for class because he slept too long.]

2. What did Bob forget to take to school?

[Bob forgot his lunch bag.]

3. What did Bob and Derrick have for lunch?

[Bob and Derrick shared a sandwich and cookies for lunch.]

Reading Roots, Level 2

Late!

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READING PROGRAM

Reading Roots Shared Stories were developed under the direction of Robert E. Slavin and Nancy A. Madden, codirectors of the Success for All Foundation Family of Programs.

Success for All Foundation is a nonprofit education reform organization that develops and disseminates research-based reading and math programs for students in pre-kindergarten, kindergarten, elementary and middle schools. These programs were originally developed at Johns Hopkins University.

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Success for All
FOUNDATION®

A Nonprofit Education Reform Organization

300 E. Joppa Road, Suite 500, Baltimore, MD 21286

PHONE: (800) 548-4998; FAX: (410) 324-4444

E-MAIL: sfainfo@successforall.org

WEBSITE: www.successforall.org