



Orientation

Ensure that you have read about using the plan in the Program Guide.

Book summary

Read the following summary to the student.

Alejandro finds out that making a sprinkler from odds and ends isn't as straightforward as he thought it would be.

Introduction

Foster interest and activate the student's background knowledge. Be concise – focus on motivating and involving the student. Encourage prediction by using the text and illustrations on the cover of the book. Discuss new vocabulary and remind the student to use the glossary (when applicable). Also remind the student to ask him/herself questions before, during and after the reading.

Discuss why Alejandro has to water the plants on his family's farm using a bowl filled with water. Ask the student how they would water a garden if they had one. (Some of the students will have experienced planting and growing things, and they can explain how they looked after their plants.) Talk about sprinklers and encourage the student to suggest why they might be an effective way of watering plants.

Conferencing

Check how well the student reads

When you are conferencing, the student reads all or part of the book to you. Then:

- praise, pause, and prompt appropriately;
- check for accuracy (by counting mistakes) and fluency;
- check for understanding by using one or more of the following methods:
 - asking the comprehension questions provided and any others that seem necessary;
 - asking the student to retell the story in their own words;
 - asking questions about and discussing aspects of the story, such as the theme, plot, main ideas, sequence and characters;
 - encouraging the student to confirm the predictions they made during the orientation.

Decide what the student does next

Next recommend that the student:

- practices some more on the same book, with or without the audio;
- completes one of the activities provided that is related to the book;
- practices with another book from the same level; or
- is assessed for promotion to the next level.

Comprehension questions

1. What was Alejandro's great idea?
2. What was so great about Alejandro's idea?
3. What materials did Alejandro need to make the sprinkler?
4. How might Alejandro be able to make some money from his great idea?
5. Why do you think Alejandro and Salvador couldn't stop smiling?

Answers to the Comprehension questions

1. Designing and making a sprinkler.
2. Accept either of the following: it would make it easier to water the crops; it would save him a lot of time and work.
3. Accept any of the following: piping; wire; a syringe; some tin; a spring.
4. Answers will vary.
5. Answers will vary.

Supporting English Language Learners

The following are suggestions for optional lessons to take with your English language learners. See the overview chart in the Program Guide for a summary of the text features of this book.

Purpose

Responding orally to text by answering comprehension questions about cause-and-effect relationships

Introduce the concept and practice

A T-chart enables the student to link cause with effect so that they can see the relationship between the two.

When the student is familiar with the text, ask them to explain Alejandro's problem and how he solved it. Explain that most inventions are created because of a need or to solve a problem. Draw a T-chart with the two headings Alejandro's Problems and Alejandro's Solutions. With the student, find the place in the text where Alejandro's first problem occurs and record it and the solution on the T-chart. For example, Water spilled in a small pool around the pole/Alejandro cut tin and placed it on the sprinkler. Continue to record the problems and their solutions from the text.

Explain to the student that most of the problems in this text have a solution. For example, Cause: Alejandro wanted a sprinkler, but his family couldn't afford one. Effect: Alejandro made his own sprinkler. Ask the student questions that test his/her understanding of the cause-and-effect relationship, for example, What did Alejandro do when the water hit the tin and bounced off? Encourage the student to refer to the T-chart.





Name: **Date:**

Introduction: Alejandro finds out that making a sprinkler from odds and ends isn't as straightforward as he thought it would be.

Errors
M S

Thirteen-year-old Alejandro helped to look after the tomatoes, peppers, corn, and pineapples that grew in his family's gardens in El Salvador. He watered the vegetables _____ fruit each day, scooping _____ water in a bowl _____ throwing it onto the _____. It was a big _____ that took a lot _____ time. His large family _____ on the money they _____ from selling their crops. _____ day, Alejandro and his _____ saw a sprinkler at _____ market. "Hey, Dad," said Alejandro, "_____ could water the _____ garden at once!" "It's _____ great idea," said Alejandro's _____, but it's too expensive." Alejandro _____ if he could _____ a sprinkler. He talked _____ it with his brother Salvador. _____ walked to the _____ to take a closer _____ at the sprinklers. When _____ got home, Alejandro designed _____ sprinkler. He drew a _____ to show how it _____ work, and he wrote a list of the things he would need to make it.

Accuracy Chart (Exact word replacement only)

Words Entered	Score	Level
More than 11 correct		Independent
10 or 11 correct		Instructional
Fewer than 10 correct		Frustration

Errors

M = Meaning (makes sense) ____ **S** = Syntax (sounds right) ____

Heard Seen Unseen

Comments:



Thirteen-year-old Alejandro helped to look after the vegetables and fruit that grew in his family's gardens in El Salvador. He watered them each day, scooping up water in a bowl and throwing it onto the plants. One day, Alejandro and his dad saw a sprinkler at the market.

Alejandro thought that the sprinkler could water their whole garden. His dad said it was a great idea but it was too expensive. When he got home, Alejandro designed a sprinkler. Alejandro and his brother found some old pipes and fitted them one inside the other to make a longer pipe.

Then they wound wire around the pipes to keep them in place. Next, they attached a syringe to the pipes to be the nozzle. They put their sprinkler in the field and tied it to a long pole. When they turned on the faucet, water came out of their sprinkler.

The water only wet the soil around the pole. The boys found a piece of tin and attached it to the sprinkler. When they turned the faucet on, the water still wet the soil just around the pole. The boys bent the tin strip. But the water still didn't spray. Alejandro then attached a coiled spring to the sprinkler to hold the metal strip up.

When Salvador turned the faucet on, water sprinkled all over the garden. The whole family and the neighbors came out to watch the sprinkler work. Dad said, "I think you have a new job making garden sprinklers!" Alejandro and Salvador couldn't stop smiling.





Name: **Date:**

Words can be found in these directions:



The letter in each square can only be used in one word.

h	e	l	p	e	d	m	o	n	c	e	t	m
g	m	o	n	e	y	w	r	o	t	e	o	a
r	t	b	r	o	t	h	e	r	i	p	g	r
e	m	i	w	a	l	k	e	d	s	l	e	k
w	a	w	m	l	s	t	o	p	m	a	t	e
g	k	g	a	e	b	n	l	t	a	c	h	t
r	e	a	i	t	e	e	o	o	l	e	e	s
e	f	r	o	t	e	w	o	b	l	i	r	a
a	o	d	v	a	h	r	k	g	o	f	u	r
t	u	e	e	n	i	e	y	o	u	w	p	o
a	n	n	r	d	t	w	o	u	l	d	l	u
s	d	s	p	r	i	n	k	l	e	d	n	n
t	h	i	n	g	s	f	a	m	i	l	y	d

Words to find:

- | | | | | |
|---------|--------|-------|-----------|----------|
| and | around | as | be | bowl |
| brother | family | found | garden | great |
| grew | helped | if | it | look |
| make | market | money | new | once |
| over | place | small | sprinkled | stop |
| the | things | time | to | together |
| up | walked | water | would | wrote |
| you | | | | |

Use the letters that are left to make the word that Alejandro and Salvador were doing at the end of the story.





- ★ Spin the numbered spinner.
- ★ The highest number starts.
- ★ You need to spin the exact number to move onto the END square.

START
 You help to look after the vegetables and fruit that grow in your family's garden.

1

2 You have to water the vegetables and fruit with water from a bowl. Miss a turn.

3

19 Your brother helps you to make the sprinkler. Go forward four spaces.

20

21 You try your sprinkler, but it only wets the soil nearby. Spin again. Go back that number.

22

4

18

END
 Your whole family watches the sprinkler work. You and your brother can't stop smiling.

23

5 You tell your dad that a sprinkler could water the whole garden. Spin again. Go forward that number.

17

30

24 You attach tin to the sprinkler. It still doesn't work very well. Go back to 20.

6

16

29

25

7

15

28 You attach a coiled spring to the sprinkler. Water sprinkles everywhere. Go on to 30.

27

26 You bend the tin to make it work better. It still doesn't spray. Name two numbers. If you spin one of them, go back to 23.

8

14 You draw a design to make your own sprinkler. Spin again. If you spin a 1 or 2, go on to 18.

13

12

11

10 Your dad tells you that a sprinkler is a good idea, but too expensive. Go back three spaces.

9





Name: **Date:**

You are a reporter for a TV station. You have just heard about Alejandro's invention and decide to interview him about it. Write four questions to ask him.

Question 1	What
.....	
Question 2	When
.....	
Question 3	Why
.....	
Question 4	How
.....	

Write on the back of this page if you need more space.

REMEMBER Ask questions that require Alejandro to answer more than just “yes” or “no.” Think about what the TV viewers would want to know about Alejandro, how he made the sprinkler, and how it might change his life.

