



## Orientation

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

### Book summary

Read the following summary to the student.

Damon has plum up his nose and plum in his hair, and Tyrone's been asked to babysit! Dirt, diapers, and danger are involved – babysitting Damon comes with all the extras!

### 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.

Ask the student if they have ever looked after a younger brother or sister. (Note: The legal age for babysitting is around thirteen to fourteen years.) What things did they enjoy and not enjoy?

Look through the book together and draw the student's attention to Damon's language. Help them to figure out what his language means (playground = playground, dink = drink).

Discuss the title of the book and read page 2 together. Ensure that the student understands the phrase "all the extras." Ask them to predict the "extras" Tyrone might need to be paid for after babysitting a three-year-old child.

## 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 did Dad tell Tyrone he should try to get paid for?
2. What are some of the extras Tyrone wonders about getting paid for when he's babysitting Damon?
3. What made Tyrone change his mind about asking for extra money?
4. What do you think Tyrone enjoyed most about babysitting Damon and why?
5. How might Damon feel about Tyrone?

## Answers to the Comprehension questions

1. Accept any of the following: extra money; wet weather money; danger money.
2. Accept any of the following: extra money for dirt; danger; embarrassment; throwing up; injury; air sickness.
3. He decided they were even because he had had lots of fun with Damon.
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 using one- or two-word responses

### Introduce the concept and practice

Being able to ask and answer questions about a text demonstrates an understanding of the story's outline and development.

When the student is familiar with the story, discuss the "extras" mentioned in the text. Ensure that they have a good understanding of such terms as danger money. What jobs would the student want danger money for? Discuss why Tyrone didn't charge Mrs. Murphy for any extras.

Make cards with the keywords Who, What, Where, When, Why, and How printed on them. Lay them facedown on a flat surface. Ask the student to select a card and to read the keyword. If the word is Who, they should think of a who question to ask either you or another member of the group, for example, "Who were the people Tyrone met from his school?"

Encourage the student to continue selecting cards until they have asked all the questions they can think of.





Name: ..... Date: .....

Introduction: Damon has plum up his nose and plum in his hair, and Tyrone's been asked to babysit! Dirt, diapers, and danger are involved – babysitting Damon comes with all the extras!

Errors  
M S

“Tyrone, can you babysit Damon this afternoon?” asked Mrs. Murphy, Tyrone’s neighbor. “I ... um ...,” said Tyrone. “I’ll pay \_\_\_\_\_,” Mrs. Murphy added. “OK,” \_\_\_\_\_ Tyrone. Later, as Tyrone \_\_\_\_\_ going next door, his \_\_\_\_\_ said, “Make sure you \_\_\_\_\_ paid all the extras.” “\_\_\_\_\_ extras?” asked Tyrone. His \_\_\_\_\_ grinned. “If people have \_\_\_\_\_ work in the rain, \_\_\_\_\_ sometimes get paid wet \_\_\_\_\_ money. And some people \_\_\_\_\_ danger money if they \_\_\_\_\_ something that puts their \_\_\_\_\_ at risk.” “Huh!” said Tyrone’s \_\_\_\_\_. “I should get \_\_\_\_\_ money for teaching fifth \_\_\_\_\_!” Tyrone went next door Mrs. Murphy \_\_\_\_\_ getting ready to \_\_\_\_\_ out. “Damon might like \_\_\_\_\_ go to the playground,” \_\_\_\_\_ said. “He’s had something \_\_\_\_\_ eat.” Tyrone could see \_\_\_\_\_ Damon was still having \_\_\_\_\_ to eat. He was \_\_\_\_\_ a piece of plum \_\_\_\_\_ his mouth – and up his nose and in his hair!

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: .....





-----

Mrs. Murphy, Tyrone’s neighbor, asked Tyrone to babysit Damon for the afternoon. Tyrone’s dad grinned and told him to make sure he got paid all the extras. His dad told him that some people were paid wet weather money for working in the rain and danger money if they do something that puts them at risk.

-----

Tyrone decided to take Damon to the playground. He slid his hand into Damon’s sticky hand. “Yuck,” thought Tyrone. “I’ll ask for dirt money.” At the playground, Tyrone pushed Damon on the swing. Damon’s feet caught him under the chin. “Ouch!” yelled Tyrone.

-----

“I’ll ask for danger money too.” On the way home, Damon looked at some ants. “They’re called ants. Like ants in your pants,” Tyrone told him. Two girls from school were going past. They giggled. Tyrone decided to ask for embarrassment money. At home, Damon groaned, “Oh, boy, you stink!”

-----

“I’ll need throwing up money!” Later, Damon was in the bath splashing most of the bath water onto Tyrone. Tyrone decided that he qualified for wet weather money. Tyrone started mopping the floor, and he slipped in a puddle. “I want injury money too!” Tyrone put Damon to bed and sang him to sleep.

-----

Later Tyrone told his parents that he could’ve asked for wet weather money, danger money, dirt money, money for being embarrassed, and throwing up money. “Why didn’t you?” laughed his mom. “Well,” said Tyrone, “although it was hard work, I liked looking after Damon. I decided we were even. I owed Mrs. Murphy lots of having fun money!”

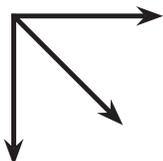
-----





Name: ..... Date: .....

Words can be found in these directions:



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

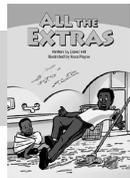
a	d	w	e	a	t	h	e	r	s	a	i	d
f	g	o	m	o	n	e	y	r	t	f	o	r
t	o	d	o	w	o	u	t	i	h	n	a	s
e	i	i	f	r	o	t	o	s	e	e	w	o
r	n	c	h	a	d	r	n	k	r	x	e	m
n	g	a	s	o	h	e	k	w	e	t	n	e
o	w	u	w	n	a	n	d	a	y	v	t	t
o	a	g	i	e	m	r	b	y	o	o	h	h
n	t	h	n	a	t	o	l	e	u	i	a	i
a	e	t	g	o	f	f	u	o	e	c	n	n
s	r	p	u	d	d	l	e	t	o	e	d	g
k	d	e	c	i	d	e	d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

**Words to find:**

- |           |            |        |         |       |
|-----------|------------|--------|---------|-------|
| afternoon | and        | ask    | at      | bee   |
| caught    | decided    | door   | for     | going |
| had       | hands      | he     | if      | look  |
| money     | mouth      | next   | off     | one   |
| out       | playground | puddle | risk    | said  |
| something | swing      | the    | there   | to    |
| voice     | water      | way    | weather | went  |
| work      | you        |        |         |       |

Use the letters that are left to make the word that tells the kind of money paid if someone puts their life at risk. ....





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

**START**  
Your neighbor, Mrs. Murphy, asks you to babysit her son Damon for the afternoon.

**1**

**2** Mrs. Murphy says that she'll pay you. Go forward four spaces.

**3**

**19** Damon is in the bath, and he splashes you with water. Go back three spaces.

**20**

**21**

**22** You slip on the wet bathroom floor. Name two numbers. If you spin one of them, go back to 18.

**4**

**18**

**END**  
You tell your parents that it was hard work looking after Damon but you also had lots of fun.

**23**

**5** Dad says to make sure you get paid all the extras. Spin again. Go forward that number.

**17**

**30**

**24**

**6**

**16**

**29**

**25**

**7**

**15** You have to change Damon's dirty diaper! Miss a turn.

**28**

**27** You put Damon to bed and sing him to sleep. Spin again. If you spin a 5 or 6, go on to 29.

**26**

**8** You take Damon to the playground. Go on to 12.

**14**

**13** Girls from school see you. You are embarrassed. Spin again. Go back that number.

**12**

**11** Damon is on the swing. His feet kick you on the chin. Go back to 7.

**10**

**9**





Name: ..... Date: .....

Mrs. Murphy needs someone to babysit Damon every Saturday afternoon, but you play baseball. She has asked you to write a job description to put on your school noticeboard.

# Babysitter Wanted

Skills needed:

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Extra information:

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

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



Include Damon's name and age, when and where the work is, and what skills are needed.

