



Orientation

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

Book summary

Read the following summary to the student.

You can ride a new scooter to a lot of places, but be careful!

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 he or she has been on a scooter before. Note: the students may know scooters by other names. Discuss where and when they rode the scooter. Talk about what safety equipment you might need and why it is necessary.

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. Where are some of the places that the person in this book rode his scooter?
2. Who are some of the people he met?
3. What are some of the things he was told to do by the people he met when he was riding his scooter?
4. Why might all the people have been telling him to be careful?
5. What might have happened to cause a damaged scooter and a hurt arm?

Answers to the Comprehension questions

1. He rode down the sidewalk, between apartment buildings two and three, over to apartment buildings four and five, to the newsstand, to the bookstore, and to the park.
2. He met a custodian, a friend, and some customers.
3. Wear his helmet, be careful, hold on with both hands, not go too fast, watch where he was going, look both ways crossing the street.
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

Punctuating texts correctly, using periods, capital letters, and quotation marks

Introduce the concept and practice

Identifying and interpreting punctuation aids reading fluency. Using correct punctuation ensures the student's writing is accurately interpreted.

Once the student is familiar with the book, go through it together and identify the direct speech. Discuss the fact that often the speaker is not identified until after the direct speech. See page 5: "Don't go too fast and be careful," said my friend. Referring to the book, the student identifies how punctuation is used for spoken text. Read the book together, with the student reading the spoken parts.

Ask the student to think of and write a response that the boy might have made to each character who speaks to him, using quotation marks, capital letters, and periods.





Name: Date:

Introduction: You can ride a new scooter to a lot of places, but be careful!

Errors
M S

The day I got my scooter, I rode it on the sidewalk between apartment buildings two and three. "Wear your helmet and _____ careful," said Mom. Two _____ after I got my _____, I rode it on _____ sidewalk between apartment buildings _____ and three and over _____ apartment building four. "Hold _____ with both hands and _____ careful," said the custodian _____ apartment building four. Three _____ after I got my _____, I rode it on _____ sidewalk between apartment buildings _____ and three, over to _____ building four, and past _____ building five where _____ friend lives. "Don't go _____ fast and be careful," _____ my friend. Four days _____ I got my scooter, _____ rode it on the _____ between apartment buildings two _____ three, over to _____ building four, past apartment _____ five where my friend _____, and to the newsstand.

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:





The day I got my scooter, I rode it on the sidewalk between apartment buildings two and three.

“Wear your helmet and be careful,” said Mom.

Three days after I got my scooter, I rode it over to apartment building five where my friend lives.

“Don’t go too fast and be careful,” said my friend.

Five days after I got my scooter, I made it to the bookstore.

“Look both ways when you cross the street and be careful,” said a customer.

Six days after I got my scooter, I rode it to the park.

I did lots of jumps, twists, and turns at the park.

A week after I got my scooter, it’s being repaired, and I’ve hurt my arm.

“No more scooter for you for a while,” said the doctor.

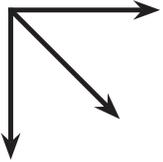
“You’ll have to be more careful next time!”





Name: Date:

Words can be found in these directions:



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

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

Words to find:

- | | | | | |
|-------|--------|------|------|-------|
| after | did | got | on | two |
| and | fast | it | over | where |
| arm | for | look | said | with |
| at | friend | more | the | you |
| be | from | my | to | your |
| day | going | no | | |

Use the letters that are left to make a word that tells who said, "You'll have to be more careful next time!"





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

START
You have a new scooter.

1

2 You ride your scooter on the sidewalk. Spin again. Go forward that number.

3

19 You ride your scooter past apartment building five where your friend lives. Go forward 4 spaces.

20

21 A customer at the newsstand tells you to watch where you're going and be careful. Miss a turn.

22

4

18

END
The doctor says, "No more scooter for you for a while. You'll have to be more careful next time!"

23

5 Your mom tells you to wear your helmet and be careful. Spin again. If you spin a 5 or a 6, go on to 9.

17

30

24 You ride your scooter past the newsstand to the bookstore. Go on to 27.

6

16

29

25

7

15

28 Your scooter's being repaired, and you've hurt your arm. Go back to 23.

27

26 You do lots of jumps, twists, and turns at the park. Go back to 20.

8

14 The custodian tells you to hold on with both hands. Spin again. Go back that number.

13

12

11

10 You ride your scooter over to apartment building four. Go back 3 spaces.

9





Name: Date:

Make a sketch of the neighborhood in this book to show where the writer went on his scooter. Write labels for the different buildings he visited and the people he met. Write speech bubbles to show what the different people said to him.



Large empty rectangular box for drawing and writing.

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



Include the doctor in your sketch.

