



Orientation

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

Book summary

Read the following summary to the student.

Last year, Uncle Rob learned how to ski. What happened when he put on his skis for the first time?

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.

Find out if the student knows anything about skiing. If not, talk about it. Discuss the title and the use of the exclamation point to show how it is spoken. Ask the student how someone on skis would stop. Encourage the student to share some predictions about the story.

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. How do we know that Uncle Rob was having trouble?
2. How did Uncle Rob stop?
3. How did he feel about going skiing?
4. Why did Uncle Rob want to have a ski lesson?
5. Who was telling the story?

Answers to the Comprehension questions

1. He kept calling out “I can’t stop!” and “Help!”
2. He hit the fence.
3. Answers will vary but could include: he was excited. (He said “Great!”)
4. To learn how to ski.
5. Uncle Rob’s niece (pictured on page 2).

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

Building knowledge of contractions

Introduce the concept and practice

By becoming familiar with the functional use of contractions, students will be able to understand and use them in oral English.

Once familiar with the text, ask the student to read it to you and identify the contractions. Write them down as the student locates each one. Discuss the contractions, and together, identify the two words that form each contraction.

Divide a sheet of paper into a ten-by-four grid and record a contraction in one cell and its full form in the next. Use contractions from the text and others suggested by the student.

Cut up the grid and use it as a matching activity. Alternatively, place all the cards face down and play a memory game by matching the pairs.





Name: Date:

Introduction: Last year, Uncle Rob learned how to ski. What happened when he put on his skis for the first time?

Errors
M S

Last year, we went skiing with my Uncle Rob. Uncle Rob didn't know _____ to ski. "Your first _____ lesson is today, Uncle _____," I said. "Great!" said _____ Rob. "I'll learn how _____ ski." Uncle Rob stood _____. He slid down the hill. _____ passed Mom and Dad. "Stop!" _____ Mom and Dad. "I can't _____!" he shouted. "Help!" Uncle _____ passed a group _____ skiers. "Stop!" they said. "_____ can't stop!" he shouted. "Help!" _____ Rob passed the ski instructor. "_____!" said the instructor. "I _____ stop!" he shouted. "Help!" _____ was a fence at _____ bottom of the slope. _____ Rob tried to stop. _____ hit the fence. Crash! _____ fell down hard on _____ snow. "Help!" he shouted. _____ and Dad pulled him _____. Uncle Rob went to _____ ski lesson. "I know _____ to ski," he said. "Now I need to learn how to stop!"

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:





Last year, we went skiing with my Uncle Rob.
“Your first ski lesson is today, Uncle Rob,” I said.
“Great!” said Uncle Rob.

“I’ll learn how to ski.” Uncle Rob stood up.
He slid down the hill. “Stop!” said Mom and Dad.

“I can’t stop!” he shouted. “Help!”
There was a fence at the bottom of the slope.
Uncle Rob tried to stop.

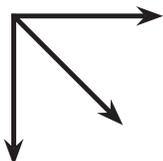
He hit the fence. Mom and Dad pulled him up.
“I know how to ski,” he said.
“Now I need to learn how to stop!”





Name: **Date:**

Words can be found in these directions:



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

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

Words to find:

- | | | | | | |
|------|---------|------|------|-------|-----|
| and | at | down | fell | him | his |
| hit | show | know | my | of | on |
| said | shouted | stop | they | today | up |
| we | went | with | year | | |

Use the letters that are left to make a word that tells what Uncle Rob was going to have.





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

START
You go skiing with Uncle Rob.

1

2 Uncle Rob doesn't know how to ski. Miss a turn.

3

19 Uncle Rob passes the ski instructor. Go back to 16.

20

21 Uncle Rob tries to stop. Spin again. If you spin a 1 or a 5, go on to 26.

22 Uncle Rob hits a fence. Spin again. Go forward that number.

4

18

END
Uncle Rob goes to his ski lesson. He says he knows how to ski but he needs to learn how to stop.



23

5 You tell Uncle Rob his first ski lesson is today. Go forward three spaces.

17

30

24

6

16

29

25

7

15 Uncle Rob passes a group of skiers. Spin again. Go back that number.

28

27

26

8

14

13

12 Uncle Rob can't stop. Name two numbers. If you spin one of them, go back to 8.

11

10

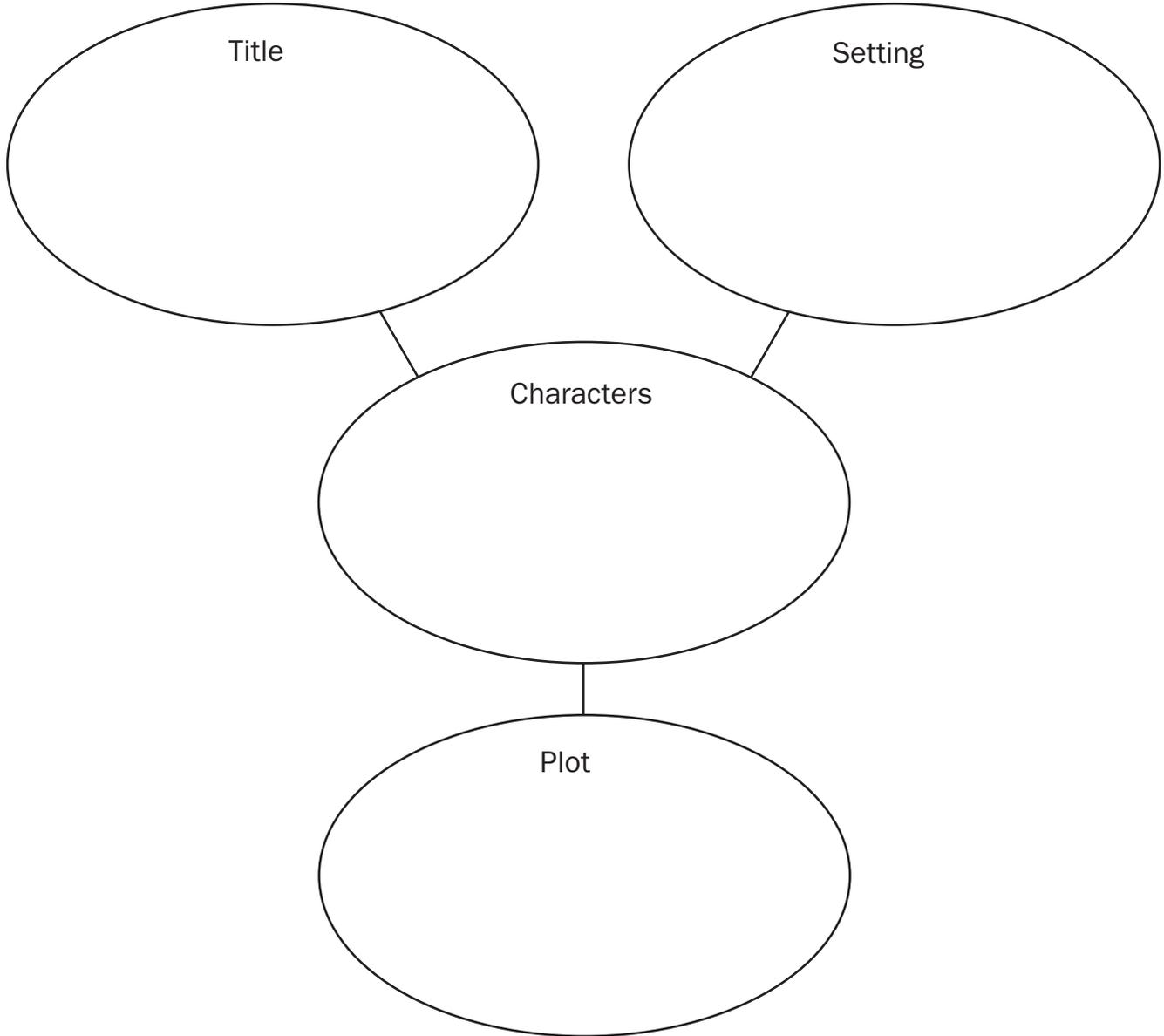
9 Uncle Rob stands up and slides down the hill. Go back five spaces.





Name: **Date:**

Fill in the shapes to make a story web for "Can't Stop!"



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

REMEMBER The title is the name of the story, the setting is where the story happened, the characters are the people in the story, and the plot is what happened.