



Orientation

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

Book summary

Read the following summary to the student.

Everyone wants to go places with Eduardo, so he writes a list to remember who he is meeting. But will he be able to meet his friends and do his homework?

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.

Talk about keeping track of where you need to be and when. How does the student know where and when to go? Discuss making lists and why they are useful. As you look through the book together, also point out that sometimes the person speaking is indicated by “asks” or “says” and sometimes not. When the person is not indicated, the paragraph breaks show when another person has begun speaking.

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 are some of the things Eduardo plans to do?
2. What does Eduardo do to make sure he doesn't forget anything?
3. What does Eduardo plan to do with Dad?
4. Why does Mom say “Cool” when she looks at Eduardo's list?
5. What other kind of list could Eduardo have made for homework?

Answers to the Comprehension questions

1. Accept any of the following: go to the game, go to the pool, lunch with Dad, go to the mall.
2. He makes a list.
3. They plan to have lunch.
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

Using appropriate language to give or take a telephone message

Introduce the concept and practice

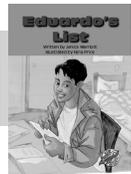
Practicing how to give and receive information by telephone helps students to develop an important life skill needed for social and emergency situations.

When the student is familiar with the book, discuss the language that the characters use when talking on the telephone. Ask the student to consider the relationships between them. Do they know each other well? How does this affect the language they use?

Discuss emergency situations, where using clear language to phone ambulance or rescue services would be essential.

Give the student a page with three sections headed: Saying Hello, What's the Purpose, and Saying Goodbye. Provide a variety of formal and informal scenarios, and ask the student to write some examples of appropriate telephone language for each. Role-play some of these telephone conversations.





Name: Date:

Introduction: Everyone wants to go places with Eduardo, so he writes a list to remember who he is meeting. But will he be able to meet his friends and do his homework?

Errors M S

The phone rings. "Hi, Eduardo. Are you _____ to the game?" asks Carlos. "Yes," _____ Eduardo. "Don't forget," says _____. "Write it down. It's _____ 6 p.m. tonight, Friday." "OK. _____ written it down. Cool. Bye." _____ phone rings. "Hi, Eduardo. _____ you coming to the pool?" _____ José. "Yes," says Eduardo. " _____ forget it," says José. " _____ a note. It's _____ 10 a.m. tomorrow, Saturday." "OK. _____ made a note. Cool. _____ ." The phone rings. "Hi, _____. Are you coming to _____ me?" asks Dad. "Yes," _____ Eduardo. "Don't forget," says _____. "Jot it down. It's _____ lunch tomorrow, Saturday, _____ 1 p.m." "OK. I've jotted it _____. See you tomorrow. Bye." _____ reads his list. The phone _____. "Hi, Eduardo. Are you _____ to the mall?" asks Samuel. "When?" _____ Eduardo. "Remember, we talked _____ it," says Samuel.

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 phone rings. “Hi, Eduardo. Are you coming to the game?” asks Carlos. “Yes,” says Eduardo. “Don’t forget,” says Carlos. “Write it down. It’s at 6 p.m. tonight, Friday.” “OK. I’ve written it down. Cool. Bye.”

The phone rings. “Hi, Eduardo. Are you coming to see me?” asks Dad. “Yes,” says Eduardo. “Jot it down. It’s for lunch, tomorrow, at 1 p.m.” “OK. I’ve jotted it down. See you tomorrow. Bye.”

Eduardo reads his list. He looks at the clock. It’s 5 p.m. He’d better go! “Where are you going?” asks Mom as he opens the door. “Come back and do your homework!” Eduardo takes his homework notebook out.

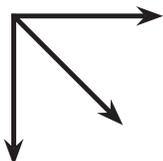
He reads, “For homework on Friday, make a list.” “Cool!” he shouts. “I’ve done my homework. I’ve made a list!” “Where are you going?” Mom asks as Eduardo races out the door. “It’s all on my list,” Eduardo says.





Name: Date:

Words can be found in these directions:



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

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

Words to find:

- | | | | | |
|-------|--------|----------|-------|----------|
| about | back | forget | lunch | the |
| again | coming | game | make | tomorrow |
| all | down | going | on | when |
| are | for | homework | see | where |
| at | | | | |

Use the letters that are left to make the word that tells what day Eduardo planned to have lunch with Dad.....





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

START
 People call you on your phone to ask you to go out with them.

1

2

3

19

20

21

22

4 Carlos asks if you're coming to the game. Go back 3 spaces.

18 Mom asks you where you're going. Spin again. Go back that number.

END
 You read, "For homework on Friday, make a list." You've done your homework!

23

5

17

30

24 Mom says to come back and do your homework. Go back to 21.

6

16 Samuel tells you he'll meet you at the music store. Go on to 23.

29

25

7 You write down "Game, 6 p.m. Friday, with Carlos." Spin again. Go forward that number.

15

28 You take out your homework notebook. Miss a turn.

27

26

8

14 Samuel asks if you're coming to the mall. Spin again. If you spin a 1 or a 6, go on to 20.

13

12 You jot down "Lunch with Dad, Saturday at 1 p.m." Go forward 3 spaces.

11

10 Dad rings you. Name 2 numbers. If you spin one of those numbers, go back to 6.

9





Name: Date:

Write the list Eduardo made that he is going to hand in for his homework.



Friday

Four sets of horizontal dotted lines for writing on Friday.

Saturday

Four sets of horizontal dotted lines for writing on Saturday.

Sunday

Four sets of horizontal dotted lines for writing on Sunday.

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



Write down where Eduardo is going, what he is doing, who he is doing it with, and at what time.

