



## Orientation

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

### Book summary

Read the following summary to the student.

Everything was going really well in Seth's day – until Mom called him for the second 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.

Discuss dreams with the student. Do dreams come true? What do you dream about? How are dreams and reality different? Ask the student if they have had the experience of thinking that something happened but then finding out it was just a dream.

## 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. Why did Seth's mom call him at five after seven?
2. What good thing happened to Seth on the way to school on the bus?
3. What did Seth get in the mail from his uncle?
4. What did Seth mean when he told Mom he'd already had a good day?
5. What things might happen to you on a good day?

## Answers to the Comprehension questions

1. It was time for him to get up for school.
2. The most popular boy at school wanted to sit by him.
3. A late birthday card with a fifty-dollar bill inside it.
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

Identifying and classifying irregular verbs according to tense

### Introduce the concept and practice

This task enhances the student's understanding of correct syntax and usage.

When the student is familiar with the book, review their knowledge of regular past tense verbs by asking them to identify these within the text. Give their stem form; for example, "want" for "wanted."

Go through the text together, making a list of all of the irregular past tense verbs (got, went, was, gave, won, read, said, were, ate, heard, thought, had). Write the corresponding present tense verbs beside each one.

As an extension activity, ask the student to rewrite page 3 or page 6, changing it to the present tense. This provides an opportunity for further practice, and allows an assessment of the student's understanding of the tasks.





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

Introduction: Everything was going really well in Seth's day – until Mom called him for the second time.

Errors  
M S

“Wake up,” Seth’s mom called. “It’s five after seven. \_\_\_\_\_ time to get up \_\_\_\_\_ school.” “I am getting \_\_\_\_\_ ,” Seth said. “Right now.” Seth \_\_\_\_\_ up and went down \_\_\_\_\_ breakfast. He poured cereal \_\_\_\_\_ his bowl. Inside the \_\_\_\_\_ box was a winning \_\_\_\_\_ for a trip to a theme park. \_\_\_\_\_ the way to school \_\_\_\_\_ the bus, the most popular boy \_\_\_\_\_ the school wanted to \_\_\_\_\_ by him. At school, \_\_\_\_\_ teacher gave Seth ten \_\_\_\_\_ of ten for his math homework, \_\_\_\_\_ Seth spelled all his spelling \_\_\_\_\_ correctly. For school lunch, \_\_\_\_\_ were five different kinds \_\_\_\_\_ pizza and as many donuts \_\_\_\_\_ Seth wanted. In \_\_\_\_\_ playground, both teams wanted \_\_\_\_\_ pick Seth, and the \_\_\_\_\_ he was in won. \_\_\_\_\_ lunch, the teacher read \_\_\_\_\_ book report to \_\_\_\_\_ whole class. She said it was so good that everyone could have half an hour of free time.

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: \_\_\_\_\_





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“Wake up,” Seth’s mom called. “It’s five after seven. It’s time to get up for school.” “I am getting up,” Seth said. “Right now.” Seth got up and went down to breakfast.

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Inside the cereal box was a winning ticket for a trip to a theme park. At school he got ten out of ten for his math homework.

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At home that night, Seth’s mom cooked his favorite food for dinner. He ate so much he snoozed off in front of the TV. Then Seth heard his mom calling. “I thought you were getting up.”

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Seth got up and went down to breakfast. Inside the cereal box was a card that said Seth hadn’t won a trip to a theme park. “Have a good day,” his mom called. “I’ve already had it,” Seth said. “The only problem is – I was asleep!”

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

Words can be found in these directions:



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

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

**Words to find:**

- |           |        |          |         |      |
|-----------|--------|----------|---------|------|
| after     | class  | homework | school  | was  |
| all       | dinner | lunch    | teacher | way  |
| am        | down   | mom      | the     | went |
| book      | for    | said     | to      | were |
| breakfast | get    |          |         |      |

Use the letters that are left to make the word that tells what Seth picked up when he got home. ....





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

<p><b>START</b> Mom calls you to tell you it's time to get up for school.</p>		1	2 You get up and go down to breakfast. Miss a turn.	3
		4 Inside the cereal box is a winning ticket for a trip to a theme park. Go forward 3 spaces.	5	6
19 You pick up the mail. Name 2 numbers. If you spin one of those numbers, go on to 23.	20	21	22 Your mom cooks all your favorite food for your dinner. Spin again. If you spin a 2 or a 4, go on to 26.	7
18	<p><b>END</b> Mom calls, "Have a good day." You say, "I've already had it. The only problem is – I was asleep!"</p>		23	8 The most popular boy in the school wants to sit by you on the bus. Go on to 11.
17			24	9
16	29	25 Mom says, "I thought you said you were getting up." Spin again. Go back that number.	26	10
15 For school lunch, there are five different kinds of pizza. Go back to 13.	28	27 Inside the cereal box is a card saying you haven't won a trip to a theme park. Go back 3 spaces.	11	12 The teacher gives you ten out of ten for your math homework. Spin again. Go forward that number.
14	13	12	10	9



