

Orientation

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

Book summary

Read the following summary to the student.

It's Trey's first day back at school after the accident, and Jamal is worried. How will he act now that his best friend is in a wheelchair?

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.

Look through the book together and discuss the illustrations. Talk about what might happen in the story. Explain to the student that this book has a strong underlying message. Jamal is trying to cope with change, and he's not sure how to act around his friend. Ask the student how they think he should act and what he could do to help Trey. Ask them to think about what each boy learns as the story progresses.

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 did Jamal act when he first saw Trey?
2. What was the turning point in the story?
3. Do you think Mrs. Rodriguez acted appropriately? Why?
4. How might the story have been different if Trey had been angry from the beginning?
5. Who learned more, Trey or Jamal? Why do you think that?

Answers to the Comprehension questions

1. Accept any of the following: he was embarrassed and uncertain; he avoided making eye contact with Trey; he didn't know what to talk about.
2. When Jamal was stuck, Trey tried to help him. Trey shoved Jamal, shouted at him, then asked Jamal to stop feeling sorry for him.
3. Answers will vary but will be "yes" or "no" followed by their justification.
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

Analyzing the use of adverbs

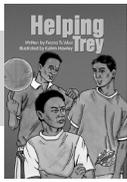
Introduce the concept and practice

Analyzing an author's use of adverbs will help the student to use more descriptive language in their own writing.

When the student has read the book, together find the adverbs "mechanically" and "desperately" on page 9 and "furiously" on page 11. Explain that these words are used to add extra information. "Mechanically" and "furiously" tell us how the action was carried out, and "desperately" tells us the extent of Jamal's feelings.

Ask the student to write down the following sentences: "Jamal ate his food." "He wanted to restore the easy relationship they'd had before the accident." and "He started wheeling down the hallway." Talk about the effect of removing the adverbs. What information has been lost? How does this affect our understanding? Encourage the student to use adverbs in their own writing.





Name: Date:

Introduction: It's Trey's first day back at school after the accident, and Jamal is worried. How will he act now that his best friend is in a wheelchair?

Errors
M S

Jamal was apprehensive. Trey was due back _____ school today, and Jamal _____ know how he'd handle _____. It wasn't that he _____ missed Trey; he was _____ uncertain about how to _____ around him. "Will we _____ be able to shoot _____," Jamal wondered, "or will _____ remind Trey of what _____ missing?" Whenever he'd visited Trey, Jamal _____ been careful to _____ mentioning basketball. Jamal sighed, _____ on his T-shirt, and _____ his feet into his _____, thinking how quickly Trey's _____ had changed. One day, _____ been a super-athlete, so _____ at basketball that the _____ scouts were checking him _____. The next, he was _____ in the hospital, lucky _____ be alive. Slopping on _____ hair gel, Jamal checked _____ the effect in the _____.

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:





Jamal was apprehensive. Trey was due back at school today, and Jamal didn't know how he'd handle it. It wasn't that he hadn't missed Trey. He was just uncertain about how to act around him. One day, Trey had been a super-athlete, so talented at basketball that the college scouts were checking him out.

The next, he was stuck in the hospital, lucky to be alive. Jamal slouched into class and was greeted by Trey. "How about an update? What's new?" Trey asked. There was an awkward silence while Jamal tried to think of something neutral to say. "What about the game last night?" said Trey.

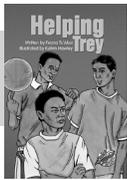
Jamal was surprised that Trey had watched the basketball game. For the next few minutes, it was just like old times. Jamal's reservations faded as he and Trey discussed the game. The other kids trickled into the room. Some said hello and others just stared, their embarrassment obvious. Trey didn't seem to notice.

He looked them straight in the eye. Mrs. Rodriguez came in, told Trey it was good to see him back, then ordered him to move away from Jamal. Everyone was astonished that she'd spoken to Trey in that manner. Trey, however, looked at her with relief. After class, Jamal was relieved to see that Trey could maneuver his wheelchair without any help.

He wanted to ask Trey if he needed any assistance, but he figured that Trey would ask if he did. A couple of days later, when Jamal and Trey were in the lunchroom, Connor asked them if they'd like to shoot a few hoops. "Maybe some other time," Jamal said. He glanced at Trey, who didn't say anything, but he didn't look happy either.

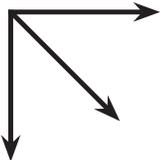
"Maybe he wants to shoot hoops," thought Jamal, "but won't it remind him of what he's missing?" Trey wasn't happy about checking out the computer games, and he was angry when Jamal tried to help him. "Don't feel sorry for me," he said. "I want to shoot some hoops." "OK," said Jamal. Trey grinned. "With an aim like yours, you're the one who needs help!" he said.





Name: Date:

Words can be found in these directions:



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

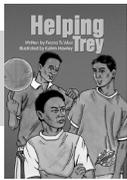
r	g	e	n	u	i	n	e	e	f	f	e	c	t	c	b
e	e	x	p	r	e	s	s	i	o	n	h	i	s	o	a
l	l	i	b	r	a	r	y	h	a	n	d	l	e	n	c
u	e	t	i	n	s	p	i	r	a	t	i	o	n	v	k
c	n	h	o	a	c	o	m	s	d	i	h	a	s	e	t
t	o	a	d	w	w	a	b	i	c	e	n	n	a	r	h
a	u	i	o	w	a	k	r	v	r	h	s	d	i	s	r
n	g	r	w	e	a	r	w	e	i	r	o	k	d	a	o
t	h	r	n	f	s	s	d	a	f	o	o	o	d	t	u
s	u	r	p	r	i	s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

Words to find:

- | | | | | |
|------------|--------------|-------------|-----------|-----------|
| and | collection | genuine | next | shoulders |
| apartment | conversation | hair | noise | silence |
| around | desk | handle | obvious | surprised |
| assistance | down | his | reluctant | the |
| awkward | effect | inspiration | remind | through |
| back | enough | library | route | toward |
| by | exit | maneuver | said | was |
| careful | expression | mirror | school | |

Use the letters that are left to make the word that tells what Jamal wanted to restore with Trey.....





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

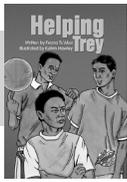
START

It's your best friend's first day back at school after an accident, and you're worried about how you should act.

1 You remove your basketball T-shirt and search for a plain one. Miss a turn.	2	3
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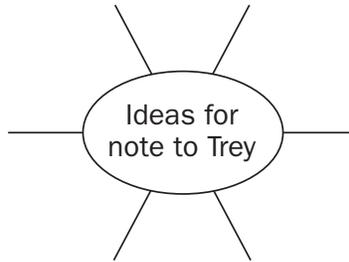
19	20	21	22 Your friend isn't happy about checking out the new games in the library. Go back to 19.	4 You slouch into class and your friend asks you for an update. Go forward 4 spaces.
18	END Your friend grins and tells you that with an aim like yours, you're the one who needs help.		23	5
17 Your friend can maneuver his wheelchair without any help. Spin again. If you spin a 3 or 6, go on to 21.	30		24 Your friend says he'll ask for help if he needs anything. Go on to 27.	6
16	29		25 Your friend tells you he wants to shoot some hoops. Name 2 numbers. If you spin one of them, go on to 29.	7 Your friend asks about the game last night, and you're surprised that he watched it. Go back 4 spaces.
15	28	27	26	8
14 Your teacher tells your friend to move, and everyone is astonished. Spin again. Go forward that number.	13	12	11 Some kids stare at your friend, and you're embarrassed. Spin again. Go back that number.	9





Name: Date:

Pretend you are Jamal. Write a note to Trey explaining that you realize that the accident hasn't changed who he is. Brainstorm your ideas, then draft the note.



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



Show your teacher that you are reworking ideas by crossing out and changing your wording as you proofread and revise your writing.

