



Orientation

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

Book summary

Read the following summary to the student.

There's a lot to see, hiking in the desert. There are some fun things to do – and just what do those big, green saguaro cacti look like?

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.

Preview the pictures and point out and discuss the simile “like great, green hands.” Discuss echoes and how and why they occur. Ask what makes the student feel scared and discuss how the boy in the story might feel as he is going to sleep.

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 did the boy think the saguaro cacti looked like?
2. What happened when the boy and his uncle shouted?
3. What did they talk about as they sat around the fire?
4. Why might they have put the tent up before it got dark?
5. Why might the boy have told himself that the hands of the saguaro were keeping him and the desert creatures safe?

Answers to the Comprehension questions

1. He thought they looked like great, green hands coming out of the sand.
2. The sound of their voices hit the mountains and bounced back at them, making great echoes.
3. They told scary stories about the desert and the mountains.
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 the basic sequence of events in texts and recording them pictorially

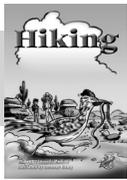
Introduce the concept and practice

Identifying, sequencing, and illustrating main events supports comprehension and shows the student's understanding.

When the student is familiar with the book, ask them to retell the story. Specific detail is not necessary, but the main events are. As the student does so, record it as a flow chart, noting each main event. Encourage the student to refer to the text so they recount the events in the correct sequence.

Give the student a template with six numbered boxes and ask them to illustrate six events from the text, chosen from the flow chart. Discuss the student's choice and ask them to justify it.





Name: Date:

Introduction: There's a lot to see, hiking in the desert. There are some fun things to do – and just what do those big, green saguaro cacti look like?

Errors M S

My uncle and I went hiking in the desert. I really liked _____ big, green saguaro cacti. _____ looked like great, green hands _____ out of the sand. Burrowing owls _____ into them with food. Bees _____ around their flowers, _____ jack rabbits slept in _____ cool shade. We saw _____ herd of wild horses. _____ saw them from the _____ of a big rock, _____ then they saw us. _____ strong, black horse stood _____ a moment. He turned _____ head, and then he _____ the herd were gone _____ a cloud of dust. _____ in the day, we _____ a roadrunner hurry by _____ a snake hanging from _____ beak. I hope the _____ enjoyed its meal! We _____ to the top of _____ hill just in time _____ see the sunset. The _____ looked purple.

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:



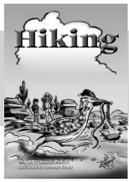
My uncle and I went hiking in the desert. I really liked the big, green saguaro cacti. They looked like great, green hands coming out of the sand. We saw a herd of wild horses.

A strong, black horse stood for a moment. He turned his head, and then he and the herd were gone in a cloud of dust. Later in the day we saw a roadrunner hurry by with a snake hanging from its beak.

I hope the roadrunner enjoyed its meal! We hiked to the top of a hill just in time to see the sunset. The mountains looked purple. Before it got dark, we put up our tent.

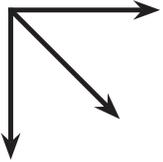
We lit a fire and sat around it, telling scary stories. The last things I saw before I went to sleep were the shadows of saguaros on the tent walls. They still looked like big, ghostly hands. I told myself they were keeping all the desert creatures safe while they slept – including me.





Name: Date:

Words can be found in these directions:



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

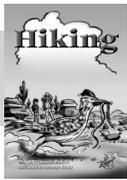
a	b	e	f	o	r	e	s	w	l
r	a	t	i	m	e	f	l	e	i
o	a	b	b	u	h	r	e	n	k
u	f	b	o	i	p	o	e	t	e
n	t	f	a	u	g	m	p	h	e
d	e	w	o	c	t	t	h	i	s
s	r	t	h	r	k	t	h	a	t
a	a	o	h	e	g	o	i	n	g
n	d	w	f	e	n	s	s	e	e
l	o	o	k	e	d	t	h	e	y

Words to find:

- | | | | | |
|--------|-------|--------|-------|------|
| about | big | like | sleep | time |
| after | for | looked | that | up |
| around | from | of | the | went |
| back | going | saw | they | when |
| before | he | see | this | |

Use the letters that are left to make the word that tells what the saguaro cacti looked like.





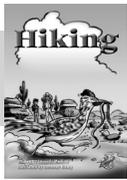
- ★ Spin the numbered spinner.
- ★ The highest number starts.
- ★ You need to spin the exact number to move onto the END square.

START
 You are going hiking in the desert with your uncle.

1	2	3
----------	----------	----------

19 You put up your tent and light a fire. Spin again. If you spin a 1 or a 2, go on to 23.	20	21 You look at the sky sprinkled with stars. Go back 3 spaces.	22	4
18	END You tell yourself the big, ghostly hands of the saguaros are keeping you safe while you sleep.		23	5 You see some big, green saguaro cacti. Go forward 4 spaces.
17	30	24	6	7
16 You listen to the echoes. Name 2 numbers. If you spin one of those numbers, go back to 13.	29 You see the shadows of saguaros on the tent walls. Miss a turn.	25 You tell scary stories. Spin again. Go back that number.	8 A black horse stands for a moment, and then goes in a cloud of dust. Go on to 10.	9
15	28	27	26	10
14 You hike to the top of the hill. Spin again. Go forward that number.	13	12	11 You see a roadrunner hurry by with a snake hanging from its beak. Go back to 9.	10





Name: Date:

Write about what happened on the hiking trip for your diary.



Date ____ / ____ / ____

Four horizontal dotted lines for writing.

Date ____ / ____ / ____

Four horizontal dotted lines for writing.

Date ____ / ____ / ____

Four horizontal dotted lines for writing.

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



Write about all the things you saw, heard, did, and thought during the day and the night.

