



Orientation

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

Book summary

Read the following summary to the student.

Emily is in my class at school. Even though she can't hear me, we have a lot of fun together.

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 what the student knows about how deaf people communicate. Discuss sign language and the way specialist teachers learn this skill to support students in regular classrooms. Explore the student's experiences of class members who need extra support.

How can people's attitudes help them to feel like they belong? Tell the student that this story is about a deaf girl and her special friendship with one of her classmates.

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. Who is Tom?
2. How does Emily "talk"?
3. Who is telling the story?
4. What other ways does Emily communicate with her friend?
5. How do you think you would feel if you couldn't hear?

Answers to the Comprehension questions

1. The person who helps Emily.
2. She uses her hands (sign language).
3. Her friend (the other girl in the story).
4. Giving her the thumbs-up, high five, smiling, and so on.
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

Focusing on specific structures and grammatical rules

Introduce the concept and practice

By practicing the use of possessive pronouns, students develop an awareness of correct syntax.

Once familiar with the book, ask the student to read it again. Draw the student's attention to the use of "her," "his," and "my." Encourage the student to consider how these words are used and the nouns they should be matched with. If necessary, provide further examples for practice.

To consolidate this learning, have the student complete a cloze activity, identifying the correct possessive pronoun.





Name: **Date:**

Introduction: Emily is in my class at school. Even though she can't hear me, we have a lot of fun together.

Errors
M S

This is my friend Emily. She is in my class, _____ she is very cool. _____ is deaf. She can read _____ lips, and she can talk _____ her hands. In class, _____ has a helper named Tom. _____ can talk with his _____, too. Tom teaches me _____ talk with my hands. _____ can say, "Come with _____." I can say, "Come _____ play baseball." Emily smiles. _____ gives me the thumbs-up. _____ gives me a high five. _____ is the best baseball _____ in the class. She _____ me how to hold _____ bat. She shows me _____ to swing the bat. _____ shows me how to pitch _____ ball. Sometimes, I watch _____ play. I jump up _____ down and wave. I yell, "Go, _____!" After the game, I _____, "Great game, Emily!" Emily smiles. _____ gives me a high five. We talk about the game all the way home.

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: _____





Emily is in my class at school.
She is very cool, and she is deaf.

She can read my lips, and
she can talk with her hands.
Tom is her helper. He teaches me to talk with my hands.

I can say, "Come and play baseball."
Emily is the best baseball player in the class.
Sometimes, I watch Emily play.

After the game, I say, "Great game, Emily!"
Emily smiles. She gives me a high five.
We talk about the game all the way home.





Name: Date:

Words can be found in these directions:



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

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

Words to find:

- | | | | | |
|-------|------|-------|--------|--------|
| about | can | class | down | friend |
| game | has | home | how | jump |
| my | play | read | school | talk |
| up | very | watch | with | |

Use the letters that are left to make a word that tells what Emily uses to talk with.

.....





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

START
My friend Emily is in my class at school.

1 Emily is very cool and she is deaf. Go forward four spaces.

2

3

19

20

21

22 After the game, I say, "Great game, Emily!" Go back one space.

4 Emily can read my lips. Spin again. Go forward that number.

18 I yell, "Go, Emily!" Name two numbers. If you spin one of them, go on to 23.

END
We talk about the game all the way home.



23

5

17

30

24

6

16

29

25 Emily smiles. She gives me a high five. Spin again. Go back that number.

7 Emily can talk with her hands. Go on to 10.

15

28

27

26

8

14 I watch Emily play baseball. Miss a turn.

13

12

11 Emily is the best baseball player in the class. Go back to 8.

10

9 I can talk to Emily with my hands. Spin again. If you spin a 2 or a 3, go on to 12.



