

## Orientation

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

### Book summary

Read the following summary to the student.

When we go to the diner, I sure hope I don't run into anyone from school. That's because there's something about my nephew that I don't want other kids to see.

### 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.

Ask the student to identify the uncle and the nephew on the cover. Then ask them why the uncle might be worried about the other kids seeing his nephew. Encourage the student to think about why we might worry what other people think. Discuss why the story might be called *One Cool Uncle*.

## 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 was the uncle concerned about and how was this resolved?
2. What is the turning point in the story?
3. Which characters might think the narrator is “one cool uncle”? Why?
4. Which characters change? How is the change important to the story?
5. How might the story be different if it was told from Paloma's point of view?

## Answers to the Comprehension questions

1. He's concerned about people's reactions to Rico, and his sister, who needs a break. It's resolved when Danielle says that he's lucky to have a nephew and offers to help babysit.
2. When Rico smiles at Danielle and she offers to help babysit.
3. Rico and Paloma, because he helps them out.
4. The uncle and Paloma change. Reasons will vary but may include: the uncle may be happier to take Rico out; Paloma may be less grumpy.
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

Exploring characters' actions

### Introduce the concept and practice

Exploring the problems and solutions in a text requires the student to think about characters' actions and their appropriateness for the situation.

After the student has read the book, explain that they are going to look at how the characters resolved their problems. Write “The Uncle” on the board and ask the student what his problem was. (He was embarrassed about the birthmark on his nephew's face.) Next, ask the student how the problem was solved. (He went out with his sister and nephew, and Danielle helped him to realize how lucky he was to have a nephew.) Write this on the board. Then ask the student if they thought Danielle did the right thing and why. Write this on the board, too. Ask the student to repeat this process with Paloma and Danielle's problems.





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

Introduction: When we go to the diner, I sure hope I don't run into anyone from school. That's because there's something about my nephew that I don't want other kids to see.

Errors M S

“WAAH! WAAH!” That’s how I’m woken up every morning. The noise is as \_\_\_\_\_ as an alarm clock \_\_\_\_\_ twice as loud. It’s \_\_\_\_\_ that way ever since \_\_\_\_\_ sister, Paloma, came back \_\_\_\_\_ live with us. It \_\_\_\_\_ a little strange to \_\_\_\_\_ her home again. She’s twelve \_\_\_\_\_ older than I am, \_\_\_\_\_ she left for college \_\_\_\_\_ I was in kindergarten. \_\_\_\_\_ then, it’s just been Mom \_\_\_\_\_ me. Now Paloma’s \_\_\_\_\_, and she’s brought my \_\_\_\_\_, Rico, with her. Rico \_\_\_\_\_ a lot. He wails \_\_\_\_\_ it’s his bedtime, and \_\_\_\_\_ wakes up yelling in \_\_\_\_\_ middle of the night. \_\_\_\_\_ I feel like crying \_\_\_\_\_. Our apartment always smells \_\_\_\_\_ a baby now. Rico’s clothes \_\_\_\_\_ spread all over the living \_\_\_\_\_, and there are always half-empty \_\_\_\_\_ of formula on the \_\_\_\_\_ counter. Mom’s working long hours, so often it’s just Paloma, Rico, and me.

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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Waaah! Waaah! That’s how I’m woken up every morning. It’s been that way since my sister, Paloma, and my nephew, Rico, came back to live with Mom and me. Rico cries a lot. Sometimes I feel like crying myself. Paloma is not exactly a bundle of fun these days. I don’t have my friends over after school anymore.

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I don’t like being here myself that much. It’s not just the smells, the mess, or Paloma’s bad moods that keep me from asking my friends to come over. The thing is – I don’t really want them to see Rico. Being an uncle is cool, and I like my nephew, but Rico has this red splotch right across one side of his face.

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The birthmark should fade away eventually, but I hate watching people’s reactions, so I don’t like going anywhere with Rico and Paloma. Today, as I arrive home from school, I can hear Rico bawling before I open the door. Paloma’s pacing around the apartment. I drop my bag as Paloma thrusts Rico toward me.

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“Here! I’m going crazy!” Paloma says. “I’m tired of being stuck inside.” I struggle to hold Rico as he thrashes around. “You could take some classes or something,” I say over his cries. “Who’s going to babysit?” Paloma demands. “Come on, let’s go out!”

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Rico settles down once we’re outside. So does Paloma. She heads for the diner where all the kids from school hang out. “Uh, oh,” I think. Paloma goes to freshen up and leaves Rico with me. I pretend to read the local newspaper so I can ignore my friends from school, but they see me and walk over.

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They look at Rico and I watch their embarrassed faces as they edge away. Then Danielle stops beside me. She kneels down beside the stroller. “You’re so lucky,” she says. “Could I help you take care of him sometimes?” When Paloma returns, I show her an advertisement for free photography classes, and I offer for Danielle and I to babysit.

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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.

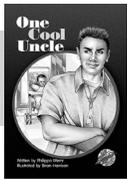
s	a	d	v	e	r	t	i	s	e	m	e	n	t	e	s
o	s	r	t	s	o	n	c	e	c	s	e	w	c	e	e
m	o	s	e	e	i	j	s	p	o	t	x	a	o	x	n
e	m	k	u	g	a	s	u	o	m	r	p	i	u	a	t
t	e	i	a	r	u	c	t	s	e	o	e	t	n	c	r
h	o	n	n	l	p	l	h	e	t	l	r	r	t	t	a
i	n	d	y	a	o	r	a	e	r	l	i	e	e	l	n
n	e	e	b	a	s	o	i	r	r	e	e	s	r	y	c
g	a	r	o	n	o	r	k	s	w	r	n	s	m	m	e
c	n	g	d	w	h	e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

**Words to find:**

- |               |              |         |           |           |
|---------------|--------------|---------|-----------|-----------|
| advertisement | counter      | kitchen | or        | stroller  |
| amusement     | disappear    | knew    | regular   | surprised |
| anybody       | entrance     | look    | sister    | teacher   |
| anything      | exactly      | middle  | so        | tomorrow  |
| apartment     | experience   | morning | someone   | waitress  |
| as            | happen       | of      | something | where     |
| college       | just         | once    | sometimes | with      |
| come          | kindergarten |         |           |           |

Use the letters that are left to make the word that tells where the narrator read about the photography classes. ....





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

<b>START</b> Paloma and Rico come to live with you and your mom.	<b>1</b>	<b>2</b>	<b>3</b>
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<b>19</b> Danielle stops beside you. Miss a turn.	<b>20</b>	<b>21</b> Danielle says you're lucky to have Rico. Name 2 numbers. If you spin one of them, go on to 25.	<b>22</b>	<b>4</b>
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<b>18</b>	<b>END</b> You offer to babysit Rico so Paloma can go to the photography classes.	<b>23</b> Danielle offers to help you care for Rico. Spin again. Go forward that number.	<b>5</b> Rico cries so much you feel like crying yourself. Spin again. If you spin a 5 or a 6, go back to 1.
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<b>17</b> The kids from school are embarrassed when they look at Rico. Spin again. Go back that number.	<b>30</b>	<b>24</b>	<b>6</b>
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<b>16</b>	<b>29</b>	<b>25</b>	<b>7</b>
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<b>15</b>	<b>28</b>	<b>27</b>	<b>26</b> You show Paloma an advertisement for free photography classes. Go forward 4 spaces.	<b>8</b> Paloma's in a bad mood. She thrusts Rico toward you. Go back 4 spaces.
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<b>14</b> You head for the diner with Paloma and Rico. Go on to 18.	<b>13</b>	<b>12</b>	<b>11</b> You tell Paloma she should take some classes, but she says she has no one to babysit Rico. Go back to 7.	<b>10</b>	<b>9</b>
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