



Orientation

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

Book summary

Read the following summary to the student.

It helps to have someone teach you how to do ollies – as the skateboarder in this story finds out.

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.

Make sure that the student understands the technical language: skateboard; ollies (making the skateboard jump into the air with you and then landing on it); trucks (the T-shaped parts that join the wheels and the board); the tail (the back end of the skateboard); and “crouching.” Talk about giving instructions so that people understand the order to do things and about how you might encourage someone to keep trying if they don't at first succeed.

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 advice does Jason give about how to do an ollie?
2. What happens when the boy Jason is teaching first tries to do an ollie?
3. What does Jason say when the boy finally does an ollie?
4. How do you think the boy feels when the kid from school asks for help?
5. What advice do you think the boy will give the kid from school?

Answers to the Comprehension questions

1. Accept any of the following: Roll up to the ledge. Put one foot on the tail and the other halfway between the trucks. Slap the tail onto the ground and jump as it hits. Crouch before you slap the tail. Slide your front foot over the front truck and push.
2. He crashes and falls over.
3. “You did 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 using action verbs appropriately

Introduce the concept and practice

Recognizing and using a wide range of action verbs enables the student to develop an awareness of appropriate verb use within different sentence structures.

When the student is familiar with the book, discuss the concept of action verbs and ascertain the student's level of knowledge. Together, read through the book, identifying and listing the action verbs from the story (roll, put, slap, jump, fall, crouch, slide, push).

Depending on the student's knowledge, play the game “Simon Says” using the action verbs from the story and introducing others as appropriate. After you have modeled Simon's role a few times, allow the student to take over this role. This game reinforces the student's knowledge of verbs, develops listening skills, and provides practice in giving instructions.





Name: Date:

Introduction: It helps to have someone teach you how to do ollies – as the skateboarder in this story finds out.

Errors
M S

Jason’s teaching me to do ollies. “Roll up to the ledge,” _____ says. I roll up _____ the ledge. “Put one _____ on the tail and _____ other foot halfway between _____ trucks.” I put one _____ on the tail and _____ other foot halfway between _____ trucks. “Slap the tail onto _____ ground. Jump as _____ hits.” I’m on the ledge. _____ slap the tail _____ the ground. I jump _____ it hits. Crash! I _____ over. “Try crouching before _____ slap the tail,” says _____. I try again. I _____ up to the ledge. _____ put one foot on _____ tail and the other _____ halfway between the trucks. _____ crouch. I slap the _____ onto the ground. I jump. _____ in the air with _____ feet on the skateboard! “Slide _____ front foot over the front truck and push!” shouts Jason.

Accuracy Chart (Exact word replacement only)			Errors
Words Entered	Score	Level	M = Meaning (makes sense) ____ S = Syntax (sounds right) ____
More than 11 correct		Independent	Heard <input type="radio"/> Seen <input type="radio"/> Unseen <input type="radio"/>
10 or 11 correct		Instructional	Comments:
Fewer than 10 correct		Frustration	





At the skate park Jason's teaching me to do ollies.
"Roll up to the ledge," Jason says.

I roll up to the ledge.
"Put one foot on the tail and the other foot halfway
between the trucks. Slap the tail onto the ground.
Jump as it hits."

I'm on the ledge.
I slap the tail onto the ground.
I jump as it hits.
Crash! I fall over.

I try again and again until the skateboard and
I go over the ledge.
"You did it!" says Jason.
I feel good. I do lots of ollies after that.
Then I show a kid from school how to do them.
"Roll up to the ledge," I say.



Name: Date:

Words can be found in these directions:



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

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

Words to find:

- | | | | | |
|--------|-------|-------|--------|------|
| after | comes | in | other | this |
| again | foot | it | school | to |
| and | get | jump | that | up |
| before | good | looks | the | with |
| can | how | me | then | your |

Use the letters that are left to make the word that tells what Jason is teaching me to do on my skateboard.....





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

START
Jason is teaching you to do ollies at the skate park.

1 You roll up to the ledge. Name 2 numbers. If you spin one of those numbers, go on to 5.

2

3

19

20 Crash! You don't get over the ledge. Go back 3 spaces.

21

22

4 You put one foot on the tail and the other halfway between the trucks. Go on to 9.

18

END
A kid from school asks you to show him how to do ollies. "Sure," you smile.

23 Jason makes it look so simple. Go back to 19.

5

17

30

24

6

16 You try again. Go forward 3 spaces.

29

25 You go over the ledge. Spin again. If you spin an even number, go on to 27.

7

15

28 "You did it!" says Jason. You feel good. Spin again. Go forward that number.

27

26

8 You slap the tail onto the ground. Spin again. Go back that number.

14

13 Crash! You fall over. Miss a turn.

12

11

10

9



