

Orientation

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

Book summary

Read the following summary to the student.

We're spending the day at a fun park. I want to go on the roller coaster, but Mom thinks it's too fast.

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 if the student has ever been to a fun park, and if so, how he or she felt about it. Look through the book and discuss the different types of rides. Encourage the student to look at the expressions on the characters' faces and predict what they might be saying. Ask the student to imagine how these rides might make them feel and why.

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 many different rides did they go on?
2. Why was Mom worried?
3. Why did Mom say "I'll feel sick"?
4. Which ride do you think Mom liked best? How can you tell?
5. Which would you have enjoyed most? Why?

Answers to the Comprehension questions

1. Four – ghost train, bumper cars, water slide, and roller coaster.
2. She thought the roller coaster would be too fast.
3. Because the roller coaster speed and movement would make her feel sick or because she was nervous.
4. The roller coaster, because she wanted to go on it again.
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

Reading texts aloud, using punctuation appropriately to aid fluency and expression

Introduce the concept and practice

Reading aloud enables the teacher to assess a student's fluency and provides evidence of appropriate intonation and expression.

Once confident with the text, ask the student to consider strategies for reading aloud. Discuss punctuation and model how specific marks, such as a period, comma, or question mark, influence speed and intonation.

Referring to the text, note the use of questioning and repetition, and together, consider how these would affect an oral reading.

Together, read the text as if it were a play – with the student reading the child's part, then swapping to read the mother's role.





Name: Date:

Introduction: We're spending the day at a fun park. I want to go on the roller coaster, but Mom thinks it's too fast.

Errors
M S

Mom and I are at the fun park. I want to go _____ the roller coaster, but _____ doesn't. "It's too fast," _____ Mom. "I'll feel sick. _____ go on the ghost _____." "Did you like the _____ train?" asks Mom. "Yes," _____ say, "but I still _____ to go on the _____ coaster." "The roller coaster _____ too fast," says Mom. "_____ go on the bumper _____." "Did you like the _____ cars?" asks Mom. "Yes," _____ say, "but I still _____ to go on the _____ coaster." "The roller coaster _____ too fast," says Mom. "_____ go on the water slide." "_____ you like the water slide?" _____ Mom. "Yes," I say, "_____ I still want to _____ on the roller coaster." "OK," _____ Mom. We go on _____ roller coaster. "Did you _____ the roller coaster?" asks Mom. "No!" I say. "It was too fast. I feel sick." "It was great!" says Mom. "I want to go on it again."

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:





Mom and I are at the fun park.

I want to go on the roller coaster,
but Mom doesn't.

“It's too fast,” says Mom.

“I'll feel sick. Let's go on the ghost train.”

“Did you like the ghost train?” asks Mom.

“Yes,” I say, “but I still want
to go on the roller coaster.”

“OK,” says Mom.

We go on the roller coaster.

“Did you like the roller coaster?” asks Mom.

“No!” I say. “It was too fast. I feel sick.”

“It was great!” says Mom.

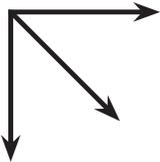
“I want to go on it again.”





Name: Date:

Words can be found in these directions:



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

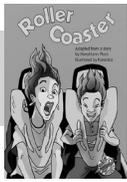
g	w	a	t	e	r	t	o	e
a	f	a	s	t	s	a	y	s
g	f	a	w	a	n	t	p	s
a	e	t	n	s	o	n	a	t
i	e	h	l	d	i	r	r	i
n	l	e	i	w	a	c	k	l
b	u	t	k	g	a	r	k	l
a	a	t	e	t	o	s	e	i
i	s	f	u	n	y	o	u	t

Words to find:

- | | | | | |
|-------|-------|-----|------|------|
| again | and | are | at | but |
| fast | feel | fun | go | is |
| it | like | on | park | says |
| sick | still | the | to | want |
| was | water | you | | |

Use the letters that are left to make a word that tells what Mom thought of the roller coaster after she had been on it.





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

START
You and Mom are at the fun park.

1 You want to go on the roller coaster. Spin again. Go forward that number.

2

3

19

20

21

22 You go on the water slide. Spin again. If you spin a 3 or a 4, go back to 19.

4 Mom doesn't want to go on the roller coaster. Go back to 2.

18 You go on the bumper cars. Spin again. Go back that number.

END
Mom says the roller coaster was great, and she wants to go on it again.

23

5

17

30

24

6

16

29

25 Mom says you can go on the roller coaster. Go forward two spaces.

7 Mom says the roller coaster is too fast. Miss a turn.

15

28 You don't like the roller coaster. Name two numbers. If you spin one of them, go back to 21.

27

26

8

14 You go on the ghost train. Go on to 17.

13

12

11 Mom says she'll feel sick on the roller coaster. Go back three spaces.

10

9





Name: **Date:**

You and Mom are at the fun park. You want to go on the roller coaster, but Mom doesn't. List the reasons why you want to go on it and the reasons why Mom doesn't.

I want to go on the roller coaster because...

Mom does not want to go on the roller coaster because...

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

REMEMBER Think up enough reasons to fill all the space.

