



Orientation

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

Book summary

Read the following summary to the student.

Rosa has a new pet, and Isabel is trying to guess what it is. Will she get it right before they reach Rosa's apartment?

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 any pets, and if so, what they are. Discuss the kinds of pets that are most common and list them on the board. Look through the list and mark the ones that would be suitable if you lived in an apartment. Encourage the student to predict what type of pet Rosa might have, using the cover illustration.

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 times did Isabel try to guess what Rosa's pet was?
2. Where did Rosa's pet live?
3. Which other creatures had shells?
4. What did the pets have in common?
5. Which one would you like to have? Why?

Answers to the Comprehension questions

1. Four
2. Accept either of the following: in an aquarium; in Rosa's room.
3. The clam and the turtle.
4. They all live in water.
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 to aid fluency and expression

Introduce the concept and practice

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

When the student is familiar with the text, ask what strategies can be used when reading aloud. Discuss how punctuation works and model the way a period, comma, or question mark affect speed and intonation.

Referring to the text, note the exclamation points and explain that they give added emphasis. Get the student to read the text aloud, focusing on using the punctuation to help with fluency and expression.

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





Name: Date:

Introduction: Rosa has a new pet, and Isabel is trying to guess what it is. Will she get it right before they reach Rosa's apartment?

Errors
M S

“I have a new pet,” said Rosa. “It lives in water, _____ it’s ...” “It’s a fish!” _____ Isabel. They walked up _____ stairs. “No,” said Rosa. “_____ not a fish, but _____ has a soft body.” “_____ an octopus!” said Isabel. _____ walked through the lobby. “_____,” said Rosa. “It’s not _____ octopus. It has a shell.” “_____ a clam!” said Isabel. They _____ into the elevator. “No,” _____ Rosa. “It’s not a _____, but it can hide _____ its shell.” “It’s a turtle!” _____ Isabel. They walked _____ Rosa’s apartment. “No,” said _____. “It’s not a turtle, _____ it moves very slowly.” “_____ pet lives in water,” _____ Isabel, “but it’s not _____ fish. It’s not an octopus, _____ a clam, not a turtle. _____ is it?” They walked _____ Rosa’s room. “It’s a water snail,” _____ said.

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: _____





“I have a new pet,” said Rosa.

“It lives underwater, and it’s ...”

“It’s a fish!” said Isabel.

“No,” said Rosa. “It’s not a fish,
but it has a soft body.”

“It’s an octopus!” said Isabel.

“No,” said Rosa. “It’s not an
octopus. It has a shell.”

“It’s a clam!” said Isabel.

“No,” said Rosa. “It’s not a clam,
but it can hide in its shell.”

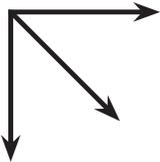
“It’s a water snail.”





Name: Date:

Words can be found in these directions:



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

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

Words to find:

- | | | | | |
|--------|-----------|------|---------|------|
| and | apartment | body | but | fish |
| has | have | it | not | room |
| said | shell | the | through | up |
| walked | water | | | |

Use the letters that are left to make the words that tell what Rosa's pet is.





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

START
You have a new pet. Isabel is trying to guess what it is.

1

2 You tell Isabel your pet lives in water. Go forward three spaces.

3

19

20 You tell Isabel your pet can hide in its shell. Spin again. Go forward that number.

21

22 Isabel thinks your pet is a turtle. Go back to 19.

4 Isabel thinks your pet is a fish. Go back three spaces.

18

END
You tell Isabel your new pet is a water snail.



23

5

17 Isabel thinks your pet is a clam. Name two numbers. If you spin one of them, go back to 14.

30

24 You tell Isabel your pet moves very slowly. Spin again. If you spin a 3 or a 5, go on to 28.

6

16

29

25

7 You tell Isabel your pet is not a fish, but it has a soft body. Go on to 11.

15

28

27

26

8

14

13 You tell Isabel your pet has a shell. Miss a turn.

12

11

10 Isabel thinks your pet is an octopus. Spin again. Go back that number.

9





Name: Date:

Fill in the grid to show how Rosa's water snail is similar to and different from the guesses Isabel made.

Isabel's Guess	Similarities to Water Snail	Differences from Water Snail
Fish	Lives in water	
	Has a soft body	
	Can hide in its shell	
Turtle		

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

REMEMBER You may not find all the answers in the book.

