



## Orientation

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

### Book summary

Read the following summary to the student.

Jeb gets a few surprises when a new boy moves into his building. What will happen when Jeb tries out a joke of his own?

### 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 already knows about jokes. Talk about some kinds of jokes, for example, knock-knock jokes and practical jokes. Discuss what the title means, highlighting the exclamation point. Ask whether the student has seen one before and why it has been used here.

## 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 do all the words Jeb yelled have in common?
2. Why might a new boy want to play tricks on people?
3. Why do you think the super roared back at Jeb?
4. How does Jeb feel about Matt? How can you tell?
5. How do you think Jeb felt when he realized his mistake?

## Answers to the Comprehension questions

1. They are all sounds of surprise.
2. Answers may vary but could include: he wanted to find a friend to play with.
3. Answers may vary but could include that he was being funny.
4. Answers may vary but could include: that he thinks Matt is funny (he is smiling in the picture).
5. A little embarrassed.

## 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 base words and suffixes Using adjectives to develop an understanding of description and extend the student's vocabulary

### Introduce the concept and practice

Developing an understanding of simple descriptive language will extend vocabulary and enable the student to learn the correct syntax for using adjectives.

Ask the student to identify all the toys from the story. Discuss each toy and encourage the student to use adjectives to describe each one. Begin with simple attributes such as color and size, adding shape and texture as appropriate. Use a large sheet of paper to record the adjectives.

Provide a template with a simple sentence about each toy, leaving spaces for adjectives, for example, The \_\_\_\_\_ gorilla has \_\_\_\_\_ teeth. The student can select appropriate adjectives from the list.

As an extension activity, get the student to give or write descriptions for some toys.





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

Introduction: Jeb gets a few surprises when a new boy moves into his building. What will happen when Jeb tries out a joke of his own?

Errors  
M S

“There’s a new boy in our building,” said Jeb’s mother. “His name is Matt. \_\_\_\_\_ lives in 413.” The \_\_\_\_\_ morning, Jeb got into \_\_\_\_\_ elevator. “AARGGH!” he yelled. \_\_\_\_\_ gorilla was there. No, \_\_\_\_\_ gorilla was a toy. \_\_\_\_\_ boy was holding it \_\_\_\_\_ laughing. “I’m Matt,” he \_\_\_\_\_. Later, Jeb went down \_\_\_\_\_ the lobby. “YIKES!” he yelled. \_\_\_\_\_ green alien was there. \_\_\_\_\_, the alien was a \_\_\_\_\_, too. Matt was holding \_\_\_\_\_ and laughing. The next morning, \_\_\_\_\_ went into the hallway. “EEEK!” \_\_\_\_\_ yelled. A shark was \_\_\_\_\_. No, the shark was \_\_\_\_\_ toy. Matt was holding \_\_\_\_\_ and laughing. Later, Jeb \_\_\_\_\_ his old toy tiger. \_\_\_\_\_ took it to 413 \_\_\_\_\_ knocked on the door. \_\_\_\_\_ door opened. “ROARRRR!” yelled \_\_\_\_\_. Someone roared back. It \_\_\_\_\_ the super. “What are \_\_\_\_\_ doing?” he said. “Doesn’t Matt live here?” asked Jeb. “No!” said the super. “He lives in 431.”

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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“There’s a new boy in our building,”  
said Jeb’s mother. “His name is Matt.  
He lives in 413.” The next morning,  
Jeb got into the elevator.

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“AARGGH!” he yelled. A gorilla was there.  
No, the gorilla was a toy.  
A boy was holding it and laughing.  
“I’m Matt,” he said.

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Later, Jeb got his old toy tiger.  
He took it to 413 and knocked on the door.  
The door opened.  
“ROARRRR!” yelled Jeb.

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Someone roared back. It was the super.  
“Doesn’t Matt live here?” asked Jeb.  
“No!” said the super. “He lives in 431.”

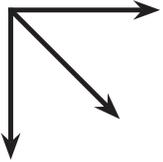
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Name: ..... Date: .....

Words can be found in these directions:



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

m	t	o	o	k	h	e	r	e
m	o	w	e	n	t	t	a	d
o	t	r	n	e	x	t	n	o
t	s	h	n	n	i	g	d	o
h	a	b	e	i	e	i	t	r
e	i	a	a	r	n	w	e	d
r	d	r	r	e	e	g	t	o
n	a	m	e	c	k	o	o	w
b	o	y	g	o	t	n	y	n

**Words to find:**

- |         |        |      |      |      |
|---------|--------|------|------|------|
| and     | are    | back | boy  | door |
| down    | got    | here | it   | new  |
| morning | mother | name | next | on   |
| said    | there  | took | toy  | went |

Use the letters that are left to make the word that tells what Jeb took to 413.

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

**START**  
Your mother tells you there's a new boy in your building, and he lives in 413.

**1**

**2**

**3** You get into the elevator. A gorilla is there. Go forward four spaces.

**19**

**20**

**21** You go into the hallway. A shark is there. Go on to 25.

**22**

**4**

**18** The alien is a toy. Matt is holding it and laughing. Spin again. Go back that number.

**END**  
You roar. It's the super. Matt lives at 431.



**23**

**5**

**17**

**30**

**24** The shark is a toy. Matt is holding it and laughing. Go back to 20.

**6** The gorilla is a toy. A boy is holding it and laughing. Go back four spaces.

**16**

**29**

**25**

**7**

**15** A green alien is in the lobby. Name two numbers. If you spin one of them, go back to 11.

**28**

**27**

**26** You take your old toy tiger to 413 and knock on the door. Miss a turn.

**8** The boy tells you his name is Matt. Spin again. If you spin a 1 or a 5, go on to 11.

**14**

**13**

**12** You go down to the lobby. Spin again. Go forward that number.

**11**

**10**

**9**



