



Orientation

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

Book summary

The countdown has begun. Ben has only four hours left before he has to give his speech to the class. The problem is, whenever he opens his mouth, he's never sure what words will come 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.

Discuss how the student feels when they have to speak in public. What strategies do they use to stay calm? Preview the pictures in the book, encouraging the student to predict how Ben is feeling and what will happen when he gives his speech.

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 made Ben's legs tremble and his stomach churn?
2. What made the class laugh when Ben gave his speech?
3. What did the class ask Mr. Lee once Ben had given his speech?
4. Why do you think Ben hoped he'd never have to do a speech again?
5. What might happen next in the story?

Answers to the Comprehension questions

1. Having to give a speech to his class.
2. Accept any of the following: his hiccups; his first words coming in a roar; his confused words.
3. If Ben could do it again.
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

Reading texts aloud with the correct pacing, intonation, and expression

Introduce the concept and practice

Features of text such as punctuation or different formatting help the reader to comprehend the story at a deeper level and to understand the characters' feelings.

Before the student has read the book, discuss the features of the text that indicate how something was said. For example, when a word is written in block capitals, the character is speaking in a loud voice. An exclamation point means that they spoke the sentence with emphasis, and a question mark indicates that their voice was probably raised at the end of the sentence.

Read the text together, stopping occasionally to discuss how the characters are speaking and feeling. Then, with the student, read the dialogue in the story aloud with appropriate expression, using the punctuation and other features as a guide. Encourage the student to speak the same line of text in ways that express different emotions as they become better at reading the punctuation.

As an extension, discuss how emphasis can be added when the reader uses body language and sound effects.





Name: Date:

Introduction: The countdown has begun. Ben has only four hours left before he has to give his speech to the class. The problem is, whenever he opens his mouth, he's never sure what words will come out!

Errors M S

Thursday, 9:48 p.m. “Good morning, class,” says Ben as he goes to sleep. **Friday, 7:14 a.m.** “Morning, class,” says Ben _____ he wakes up. “My _____ topic is tae kwan do. _____ kwan do is a _____ art ...” Ben looks at _____ alarm clock – four hours _____ he has to give _____ speech. He’s going to _____ it up, he knows _____ is. **7:41 a.m.** “Good morning, Ben,” says _____ dad. “What do you _____ for breakfast?” “Tae kwan _____,” Ben replies. He sees _____ dad’s puzzled look. “Sorry, _____ was thinking about my _____.” **8:21 a.m.** “Good morning, class,” Ben _____ to himself as he _____ to the bus stop. “_____ – good morning, class.” Some _____ stare, and Ben realizes _____ he’s been talking aloud. **8:40 a.m.** Ben _____ at school. Mr. Lee _____ taking attendance. “Good morning, Emma ... _____ morning, Ben.” “Good _____ class,” says Ben. Mr. Lee _____ at him in surprise.

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:



“Morning, class,” says Ben as he wakes up. “My speech topic is tae kwan do. Tae kwan do is a martial art ...” Ben looks at his alarm clock – four hours until he has to give his speech. He’s going to mess it up, he knows he is.

At school, Ben paces up and down during recess, saying “Good morning, class. My speech topic is ...” Just forty-five minutes to go. “It’s time for speeches,” says Mr. Lee. “Ben, you’re first.” Ben makes his shaky way to the front. He turns and sees everyone staring at him.

He opens his mouth to begin, but no words come out. Ben tries again. This time, he makes a squeaking noise. The class starts to laugh. Ben makes another huge effort, and the words come in a roar. “GOOD MORNING, CLASS!” The whole class is laughing again. Ben’s heart is thumping. He goes on.

“My speech topic is tae don kwo. I mean kwae don to. I mean tae kwan do.” The whole class is giggling. “Tae kwan do is a Martian art.” Ben tries again. The kids are rocking with laughter. Ben finishes his speech. He takes a big breath and says, “Thank you for glistening ... I mean for listening.”

He hurries back to his seat. “It’s over,” he thinks. “I hope I’ll never have to make another speech again.” Then kids in the class start calling out. “Mr. Lee, that was awesome!” “That was so cool!” “That was the funniest speech we’ve ever heard.” “Please, Mr. Lee, can Ben do it again?”





Name: Date:

Words can be found in these directions:



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

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

Words to find:

- | | | | | |
|---------|----------|---------|-----------|----------|
| again | and | at | breakfast | bus |
| calling | class | do | every | four |
| front | give | glasses | he | is |
| it | laughing | legs | morning | notice |
| only | out | person | sleep | speech |
| stop | surprise | talking | the | thinking |
| topic | were | what | you | |

Use the letters that are left to make the word that tells what kind of look Ben's dad gave him at breakfast.





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

START
You're feeling nervous about making a speech in front of your class.

1 Your speech topic is tae kwan do. Spin again. Go forward that number.

2

3

19	20 All the kids in the class are laughing at you. Name two numbers. If you spin one of them, go back to 18.	21	22	4 You practice your speech at home and on the way to school. Go forward three spaces.
18	END The kids in the class start calling out. "Awesome!" "Cool!" They want you to do your speech again!		23	5
17 You begin your speech, but all the words come out wrong. Go back to 15.	30		24	6
16	29		25 You finish your speech and thank the class for listening. Go on to 28.	7
15	28	27 You're glad it's over. You'll never have to make another speech. Spin again. If you spin a 4 or 6, go on to 30.	26	8 At school, you can't do your math. You're thinking about the speech. Miss a turn.
14 You open your mouth, but no words come out! Go back three spaces.	13	12 You're called first to give your speech. Spin again. Go back that number.	11	9
			10	



