



Orientation

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

Book summary

Read the following summary to the student.

One day, when Nick and I get home from school, we find our models all over the floor. No one will confess, so we decide to set a trap.

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 the reasons for setting a trap and whether the student has been involved with setting a trap. Look at the cover and discuss the models on the dresser. Tell the student that this story is about two boys who set a trap to find out who is throwing their models on the floor. Ask the student to predict what sort of a trap the boys could set.

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 kinds of models did the boys collect?
2. Why did the boys want to set a trap?
3. Who did they ask about it?
4. Why did they use flour for the trap?
5. What other kinds of traps could have worked?

Answers to the Comprehension questions

1. Aliens and spaceships.
2. They wanted to find out who was throwing the models on the floor.
3. They asked their dad and Hannah.
4. So that there would be a floury trail.
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

To identify direct speech in a written text

Introduce the concept and practice

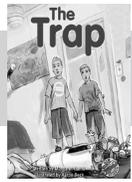
Being able to identify direct speech will enable a student to read with greater fluency and therefore increase comprehension.

Read through the text together, then reread it, asking the student to identify the direct speech. If necessary, explain how this is recorded with speech marks.

Provide a photocopy of pages 4 and 5 and ask the student to record what each character says in speech bubbles.

Use a photocopy of page 8 to extend this activity. Ask the student to make up some dialogue for the final picture and record it as both speech bubbles and as written text.





Name: Date:

Introduction: One day, when Nick and I get home from school, we find our models all over the floor. No one will confess, so we decide to set a trap.

Errors
M S

My brother Nick and I have the same hobby. We collect models. We _____ models of aliens, and _____ collect models of spaceships. _____ keep them in our bedroom. _____ day, we came home _____ school, and our models _____ on the floor. "Who _____ that?" I asked Nick. "_____ don't know," he said. "_____ find out." We asked _____. "I didn't go into _____ room," said Dad. We _____ Hannah. "It wasn't me," _____ Hannah. The next day, _____ came home from school, _____ our models were on _____ floor. "Not again!" I _____. "Let's set a trap," _____ Nick. The next _____ before school, we set _____ trap. We put some flour _____ a tray. We used _____ lot of flour. We _____ the tray next to _____ models. After school, we ran _____. "So!" said Nick. "Now we know who else likes models."

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

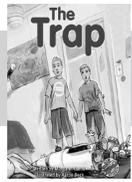
Errors

M = Meaning (makes sense) ____ S = Syntax (sounds right) ____

Heard Seen Unseen

Comments:





My brother Nick and I collect models. We keep them in our bedroom.

One day, we came home and found our models were on the floor.

“Who did that?” I asked Nick. “I didn’t go into your room,” said Dad.

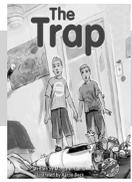
“It wasn’t me,” said Hannah. The next day our models were on the floor again.

“Not again!” I said. “Let’s set a trap,” said Nick. We put some flour on a tray.

We put the tray next to our models. After school, we ran home.

“So!” said Nick. “Now we know who else likes models.”





Name: Date:

Words can be found in these directions:



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

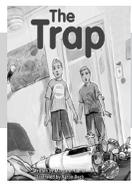
b	b	r	o	t	h	e	r	s
e	b	c	a	m	e	s	r	c
d	h	e	t	g	f	o	o	h
r	a	s	f	h	o	m	o	o
o	v	t	a	o	e	e	m	o
o	e	l	o	i	r	m	y	l
m	h	o	m	e	d	e	o	a
f	r	o	m	d	a	y	u	n
o	n	o	o	w	e	r	r	d

Words to find:

- | | | | | |
|------|---------|--------|---------|------|
| and | bedroom | before | brother | came |
| day | from | go | have | home |
| on | room | said | school | some |
| them | to | we | your | |

Use the letters that are left to make the word that says where the boys found their models when they came home from school.





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

START
 You and your brother Nick collect models of aliens and spaceships.

1

2

3 You keep the models in your bedroom. Spin again. If you spin an even number, go on to 6.

19

20 You put a lot of flour on a tray. Spin again. Go back that number.

21

22

4

18

END
 "So!" says Nick. "Now we know who else likes models."

23

5

17 You decide to set a trap. Spin again. Go forward that number.

30

24 You put the tray next to your models. Go on to 27.

6

16 Hannah says she didn't put your models on the floor. Go back to 12.

29

25

7 You come home from school, and your models are on the floor. Miss a turn.

15

28

27

26 You run home after school. Name two numbers. If you spin one of them, go on to 30.

8

14

13 Dad says he hasn't been in your room. Go back three spaces.

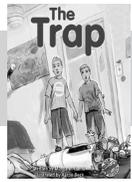
12

11

10

9 You ask Dad if he put your models on the floor. Go forward three spaces.





Name: Date:

Imagine you are telling the story. You and your brother Nick had a problem. Fill in the spaces to say what your problem was, the steps you took to try to solve it, and what the outcome was.

Problem: _____

Step 1: _____

Step 2: _____

Step 3: _____

Outcome: _____

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

REMEMBER List what you did at each step and how you solved your problem.

