

## Orientation

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

### Book summary

Read the following summary to the student.

Uncle Phil came to take care of Joetta and me while Mom was in the hospital. I was thinking up all these crazy schemes to make him leave – then I found out he had a laptop. That’s when I discovered I had some new tricks up my sleeve ...

### 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.

Read aloud the blurb on the back of the book, and ask the student what “tricks up my sleeve” means (surprises). Discuss how this is a figure of speech, and it means something different to the actual words. Discuss where this figure of speech may have come from.

Discuss the narrator’s character. What might she be like? How old might she be? Why would she be unhappy about Uncle Phil coming to look after her? What difference would the laptop make? Ask the student to think about what the narrator is like and how she changes as they read the story.

## 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. Why does Kate change her mind about Uncle Phil?
2. What does Kate learn from Uncle Phil?
3. What are some interesting words or phrases in the story? What do they mean?
4. Is this how you expected the story to end? If not, what were you expecting?
5. What are Kate’s new tricks?

## Answers to the Comprehension questions

1. Accept any of the following: he treats her like an adult; his grin is like her mom’s; he showed her how the laptop worked and how to use it; he made her think about her life.
2. Accept any of the following: she should ask questions and learn as much possible; knowledge could give her choices; not to worry about what others think.
3. Answers will vary and may include: “keep you kids in line” – ensure you behave correctly; “surf websites” – look at different places on the Internet; “insinuating” – suggesting.
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

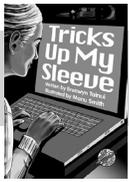
Exploring and imitating how others use English

### Introduce the concept and practice

Recognizing economical ways to say things will help the student to participate in English conversations.

When the student is familiar with the book, show them instances of ellipses in the dialogue. (Ellipses occur when words have been left out because they are already understood.) Explain that ellipses are often used in spoken English. Find “‘If only!’ I said.” on page 3. Ask the student what Kate means by this. (If only Mom would let me take care of Joetta.) Explain that she didn’t say the whole phrase, as it would be repeating Val. Repeat this exercise with these phrases: page 7 “‘Of course,’ he said.” (Of course you can surf websites.) and page 8 “‘I was,’ he said.” (I was a teacher.) Encourage the student to listen for and use ellipses in conversations.





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

Introduction: Uncle Phil came to take care of Joetta and me while Mom was in the hospital. I was thinking up all these crazy schemes to make him leave – then I found out he had a laptop. That’s when I discovered I had some new tricks up my sleeve ...

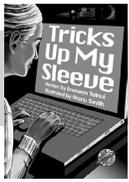
Errors M S

“It’s going to happen whether you like it or not!” Mom said. “Your Uncle Phil is \_\_\_\_\_ tomorrow!” Her lips were \_\_\_\_\_ in a resolute line, \_\_\_\_\_ I knew that keeping \_\_\_\_\_ was my best option. \_\_\_\_\_ Phil is Mom’s brother. \_\_\_\_\_ haven’t seen him for \_\_\_\_\_ few years, but he \_\_\_\_\_ Mom regularly, and my \_\_\_\_\_ Joetta writes him all \_\_\_\_\_ time. Joetta thinks Uncle Phil’s \_\_\_\_\_ greatest. “He’s the \_\_\_\_\_ I trust to keep \_\_\_\_\_ kids in line,” Mom \_\_\_\_\_, frowning at me. She \_\_\_\_\_ this ability to know \_\_\_\_\_ I’m thinking. Sometimes, I \_\_\_\_\_ as if she can \_\_\_\_\_ my mind like she \_\_\_\_\_ her purse and pluck \_\_\_\_\_ my thoughts like dollar \_\_\_\_\_. “Now don’t go plotting \_\_\_\_\_ crazy schemes, Kate Dexter,” \_\_\_\_\_ said. “Oh, you know \_\_\_\_\_, Mom!” I joked. “That’s \_\_\_\_\_ I’m afraid of,” she 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: \_\_\_\_\_





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“It’s going to happen whether you like it or not!” Mom said. “Your Uncle Phil is arriving tomorrow! He’s the one I trust to keep you kids in line while I’m in the hospital for a few days. Now don’t go plotting any crazy schemes, Kate Dexter,” she said. I think Mom should let me do what I like. We shouldn’t need a baby sitter.

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I’m old enough to take care of myself and my sister Joetta. The next morning, Mom’s friend, Naomi, arrived to take her to the hospital. “Be good,” Mom said. “Uncle Phil will be here when you arrive home from school. You’d better not have any tricks up your sleeve.”

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“Me?” I grinned. “Never.” “I’m relying on you,” she said quietly. My friend Val and I had already formulated a few tricks – tricks that would irritate Uncle Phil so that he wouldn’t want to stay. Uncle Phil was there when I arrived home after school.

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“Good to see you, Kate,” he said, surprising me by reaching out to shake my hand. At least he was treating me like an adult. Joetta and Uncle Phil sat talking, but I ignored him and watched TV instead. Then the laptop appeared, and Uncle Phil showed Joetta how to use it. I couldn’t help watching.

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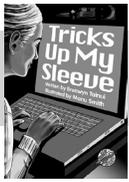
My fingers were twitching. The laptop was awesome. After dinner, Uncle Phil asked me if I wanted a tour of his laptop. Part of me wanted to see what it could do, but I didn’t want my uncle thinking I was stupid. I’d missed quite a few classes, and I didn’t know much about computers.

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I was amazed at how easy it was. He told me I shouldn’t be afraid to ask questions because knowledge gives you choices. I thought about that, and I’m going to get some extra tutoring on the computers. Mom will be surprised when she finds out about the new tricks up my sleeve.

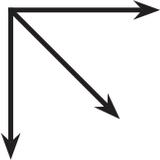
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Name: ..... Date: .....

Words can be found in these directions:



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

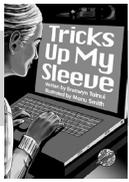
c	a	b	i	l	i	t	y	b	r	o	t	h	e	r	a
c	o	a	h	a	v	e	s	t	u	p	i	d	s	t	r
r	r	n	f	s	u	p	e	r	v	i	s	e	u	h	r
a	e	e	v	r	a	s	t	h	i	n	k	t	r	o	i
z	t	e	v	e	a	n	i	m	a	n	y	e	p	u	v
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m	e	a	e	w	e	e	t	t	a	e	r	e	e	c	s
e	n	i	n	p	h	a	s	h	i	r	r	r	d	o	s
t	o	n	t	h	t	a	r	o	i	o	e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

**Words to find:**

- |           |              |            |           |           |
|-----------|--------------|------------|-----------|-----------|
| ability   | awesome      | everything | morning   | surprised |
| afraid    | brother      | explain    | own       | teacher   |
| and       | can          | have       | return    | think     |
| another   | career       | he         | sister    | thought   |
| arrive    | computer     | insurance  | something | useful    |
| as        | conversation | learn      | sometimes | what      |
| assembly  | crazy        | many       | stupid    | world     |
| at        | enough       | me         | supervise | you       |
| attention |              |            |           |           |

Use the letters that are left to make the word that tells where Mom went when Uncle Phil came to stay.....





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

**START**  
Your Uncle Phil is coming to take care of you and your sister Joetta for a few days.

**1**

**2** You think you're old enough to look after yourself and Joetta. Miss a turn.

**3**

**19** Uncle Phil shows you how his laptop works. Spin again. Go forward that number.

**20**

**21**

**22**

**4**

**18**

**END**  
You get some extra tutoring on computers. Your mom will be surprised when she finds out about the new tricks you have up your sleeve.

**23** You beat Uncle Phil at the new game on his computer. Go forward three spaces.

**5**

**17**

**30**

**24**

**6**

**16**

**29**

**25** Uncle Phil tells you that knowledge gives you choices. Go on to 28.

**7** Your mom warns you that you'd better not have any tricks up your sleeve. Spin again. Go back that number.

**15** You don't know much about computers. Go back four spaces.

**28**

**27** You think about what Uncle Phil told you. Spin again. If you spin a 2 or a 5, go on to 29.

**26**

**8**

**14**

**13**

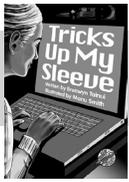
**12** Uncle Phil treats you like an adult. Name two numbers. If you spin one of them, go on to 16.

**11**

**10**

**9** You and your friend Val have dreamed up some tricks that will irritate Uncle Phil. Go on to 11.





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

Using the future tense (Kate will ...), write a plan for Kate's future. Describe what might be happening in Kate's life at the times listed below. Add another time of your own.

**Example:**

Six months from now, Kate will be having extra computer tutoring with Ms. Romano. She will be living with her Mom and Joetta and will be in regular email contact with Uncle Phil.

- Two years from now, .....
- .....
- .....
- Five years from now, .....
- .....
- .....
- Ten years from now, .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

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



Use what you know about Kate and how she changed to make predictions about her future.

