

SCENARIO
Level 3

DIRECTIONS: Read silently. Look up any unknown words in the glossary.

Maria is having a **baby**. She cares about her **baby's safety**. She wants to **prevent accidents** in her **home**. She gets her **book** and **reads** about **safety tips**.

Maria reads *WHAT CAN I DO TO PREVENT HEAD INJURIES?*

Maria always puts a **helmet** over her **child's forehead**. Her **baby** needs a **helmet** for **sports** like **bike riding**, **rollerblading**, and **skateboarding**. In a **car**, she uses a **car seat** that is the right size for her **child**, and she **always** puts her **baby** in the **back seat**. She **never** puts her **baby** in the **front seat**. A **child** that is one year old or more will need a larger **car seat** for **toddlers**.

Maria never leaves her **child alone** in a high place where it can fall. **Maria** always leaves the **crib rails up**. She places a **gate** on **steps** or **locks doors** that lead to **steps**. **Maria never shakes** or **hits** her **baby**. A baby's **brain** is very soft and **shaking** or **hitting** the **baby** can **hurt** or **kill** it.

Maria reads *WHAT CAN I DO TO PREVENT POISONING ?*

Maria buys **medicine** and **vitamins** with **childproof caps** and puts them **out of reach**. She **never** tells the **baby** that **medicine** is **candy**. **Maria** reads **medicine labels** carefully. At **night**, **Maria** turns on the **light** to see the **medicine** and **read** the **label**. Many **mistakes** happen at night. **Maria** **locks** **cleaning products** and other **poisons** in **cabinets**. When she keeps these things under the **kitchen** or **bathroom sink**, she **always** uses **safety locks**.

Maria does not put **medicines**, **cleaning products**, or **poisons** in **food jars**. **Maria** puts **stickers** on **poison**. She doesn't let her **child** **peel off old paint**. She **never** mixes **cleaning products** with **Clorox (bleach)**. It makes a **poison gas** that makes **children** very **sick**.

TEACHER DIRECTIONS:

After students read silently, ask students to look up different words in the glossaries. Ask students to give the definitions and use the words in sentences of their own. Ask a volunteer to read the passage aloud. Ask the students comprehension questions that require responses in complete sentences rather than in single words or phrases. When responses are grammatically incorrect, the teacher should rephrase the response using the correct form rather than overtly correcting the student's original response.

Because the scenario will be used for future reading exercises, instruct learners to keep copies or collect copies for future use.

Boldface words are vocabulary words that appear in the glossaries or additional words used only in the scenarios.

The following word does not appear in *What To Do When Your Child Gets Sick*; therefore, it does not appear in either the text or the visual glossary. However, it is used in the scenarios. Preview the word before introducing the scenario.

Maria

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