


Lesson 1


Instructional Targets
<p><b>Reading Standards for Literature</b></p> <ul style="list-style-type: none"> <li><b>Range and Level of Text Complexity:</b> Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading level.</li> </ul> <p><b>Reading Standards for Foundational Skills</b></p> <ul style="list-style-type: none"> <li><b>Print Concepts:</b> Demonstrate understanding of print features (left to right, page to page, etc.).</li> <li><b>Fluency:</b> Read appropriately leveled text with purpose and understanding.</li> </ul> <p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p><b>Leveled Book: <i>Carla Gets Ready for the Weather</i></b></p> <p>Lesson 1 provides a simple book in three distinct reading levels. Emerging readers may engage in the same content when selecting the appropriate level based on individual abilities, needs or reading goals. This Leveled Book is presented in three leveled formats: Level C, Level B and Level aa (captioned). Read the highest level aloud to all students. Then select the level appropriate for each student for guided and independent reading.</p> <p>The content of the Leveled Book introduces students to weather and how weather changes. When they have finished the book, students should be able to describe different types of weather.</p> <ul style="list-style-type: none"> <li>Introduce the story by talking about how the weather can change. Ask, "What is the weather like today?"</li> <li>On the first reading, do a picture walk. Note pictures of the different types of weather. Emphasize what Carla sees on the different weather days. Ask, "How does the weather make her feel?" Discuss that different people do different activities depending on the weather conditions. Ask, "What would you do on a warm, sunny day? What would you do on a cold snowy day?"</li> <li>Read the story aloud to model fluency. After reading the story, ask questions about the different things in the sky that helped tell the weather. Ask, "What do the dark clouds bring? What happens to Carla when it rains? What does Carla need to stay dry?"</li> <li>As a group, reread the story with pauses for key words to encourage participation. Encourage choral reading of the repeated line. Provide students with supports for page turning and interaction while they are reading.</li> <li>During independent or paired reading, focus on individual student reading abilities with text or supported-text versions. It is likely that students may read different levels for different purposes each day when building reading skills.</li> <li>Support student reading by using text to speech and the communication board</li> <li>Follow up reading with discussion on activities we can do during different weather conditions. Discuss how some weather days are better for outdoor activities, while other weather days are better for indoor activities. For example, ask, "Do we want to play outside in a thunderstorm? What would be a good activity to do if there is a thunderstorm?"</li> </ul> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>Use the book features and the pictures to continue interaction with the book.</li> <li>Have students locate the title, the author and the illustrator of the book.</li> <li>Invite students to identify and describe characters, setting and events from the story pictures.</li> </ul> <p>Comprehension questions from Leveled Books are based on the highest level in the series. Read the highest level aloud to help students at all levels gain meaning.</p> <p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students will independently read literature stories and poems that have been adapted to student reading level.</li> <li>Students will independently demonstrate basic print concepts (tracking from left to right and from page to page, etc.) during shared story reading.</li> <li>Students will independently read text stories that are selected at the personal reading level.</li> </ul>	<ul style="list-style-type: none"> <li>Students will read supported and shared literature stories and poems that have been adapted to student reading level.</li> <li>Students will participate in basic print concepts (page turning, pointing to words and pictures, etc.) during shared story reading.</li> <li>Students will state a word or point to a picture of an omitted word during shared reading.</li> </ul>	<ul style="list-style-type: none"> <li>Students will actively participate in supported reading of literature stories and poems that have been adapted to student ability level.</li> <li>Students will attend to shared story reading, giving supported indicators to <i>turn the page or read more</i>.</li> <li>Students will state a sentence from a story through an active participation response (e.g., voice output device, eye gaze choice board).</li> </ul>

Resources and Materials	Additional Resources
<p>Leveled Book: <i>Carla Gets Ready for the Weather</i></p> <p>Communication board</p> <p>Standards Connection Lesson 1</p>	

Standards Connection Lesson 1

Instructional Targets		
	<p>Reading Standards for Literature</p> <ul style="list-style-type: none"> <li>• <i>Key Ideas and Details</i>: Identify characters, setting and events in a story.</li> <li>• <i>Integration of Knowledge and Ideas</i>: Use illustrations to describe characters and events in a story.</li> </ul> <p>Reading Standards for Literature and Informational Text</p> <ul style="list-style-type: none"> <li>• <i>Craft and Structure</i>: Use text features to locate key information in a text.</li> </ul>	
	Differentiated Tasks	
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>• Students will locate the title, author and illustrator of a story.</li> <li>• Students will describe characters and events in a story.</li> <li>• Students will describe characters and events based on illustrations from a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will locate the title of a story.</li> <li>• Students will use picture supports to identify characters, setting and events from a story.</li> <li>• Students will point to pictures within a story to identify named characters and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will make a selection to indicate the title of a book.</li> <li>• Students will select a picture to identify a character or an event from a story (single option or errorless choice).</li> <li>• When presented with an illustration from a story, students will select a character or an event.</li> </ul>

Tell students to use features and pictures from the book to discuss, locate and answer these questions.



What is the **name** of this story?



Who **wrote** this story?



Who **drew** the pictures in this story?



**Who** are the characters in this story?



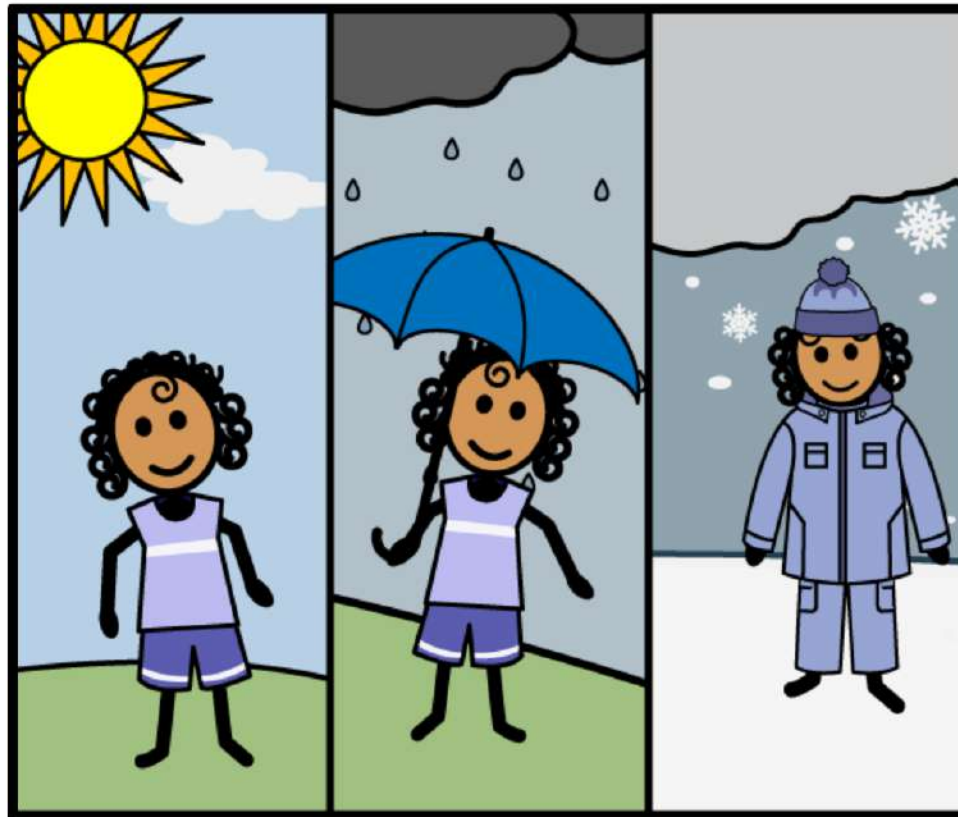
**Where** did this story happen?



**What happened** in this story?

# Carla Gets Ready for the Weather

Level C

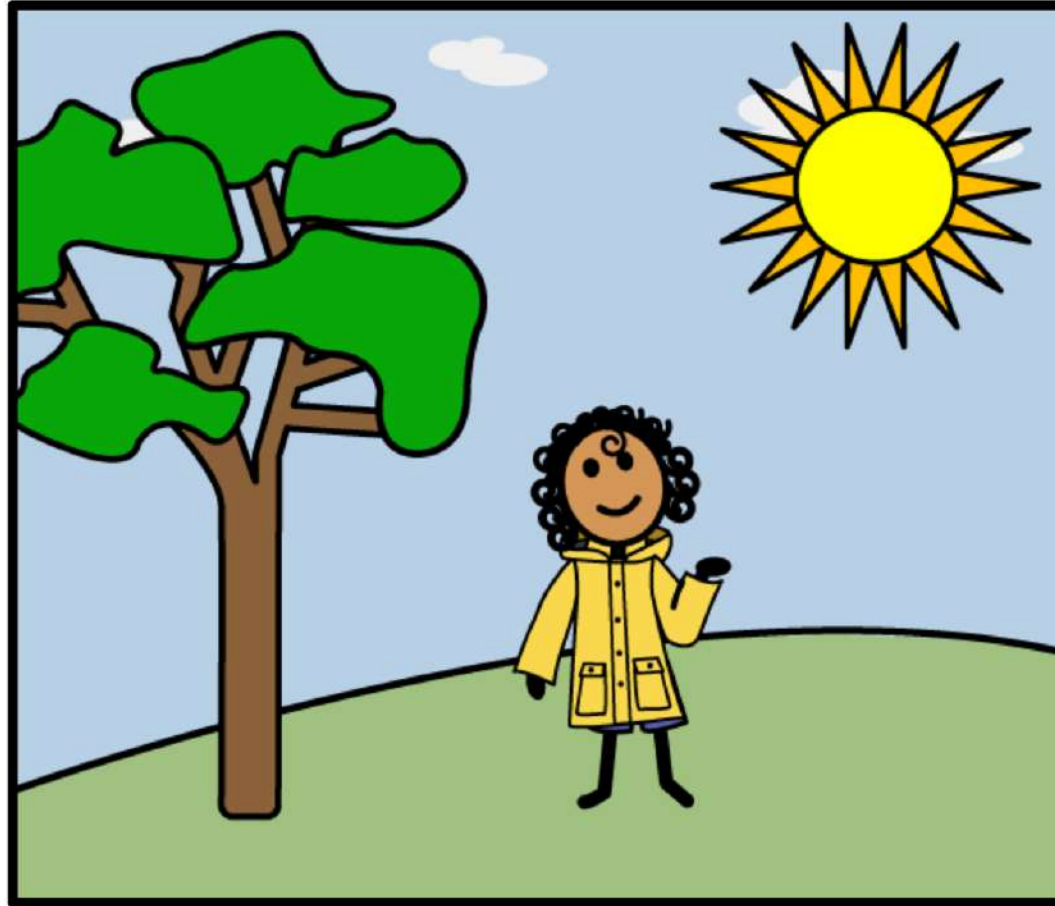


by Jen Voight

Illustrated by Todd Gardner



**Carla wants to go out and play.  
She wants to know about the weather.**



**Carla looks in the sky.  
She can see the sun.  
It is a beautiful day.**



**Carla gets warm.**

**She takes off her jacket.**

**"The Sun is warm today," says Carla.**



**Carla looks in the sky.  
She can see dark clouds.  
It starts to rain.**





**Carla gets wet.**

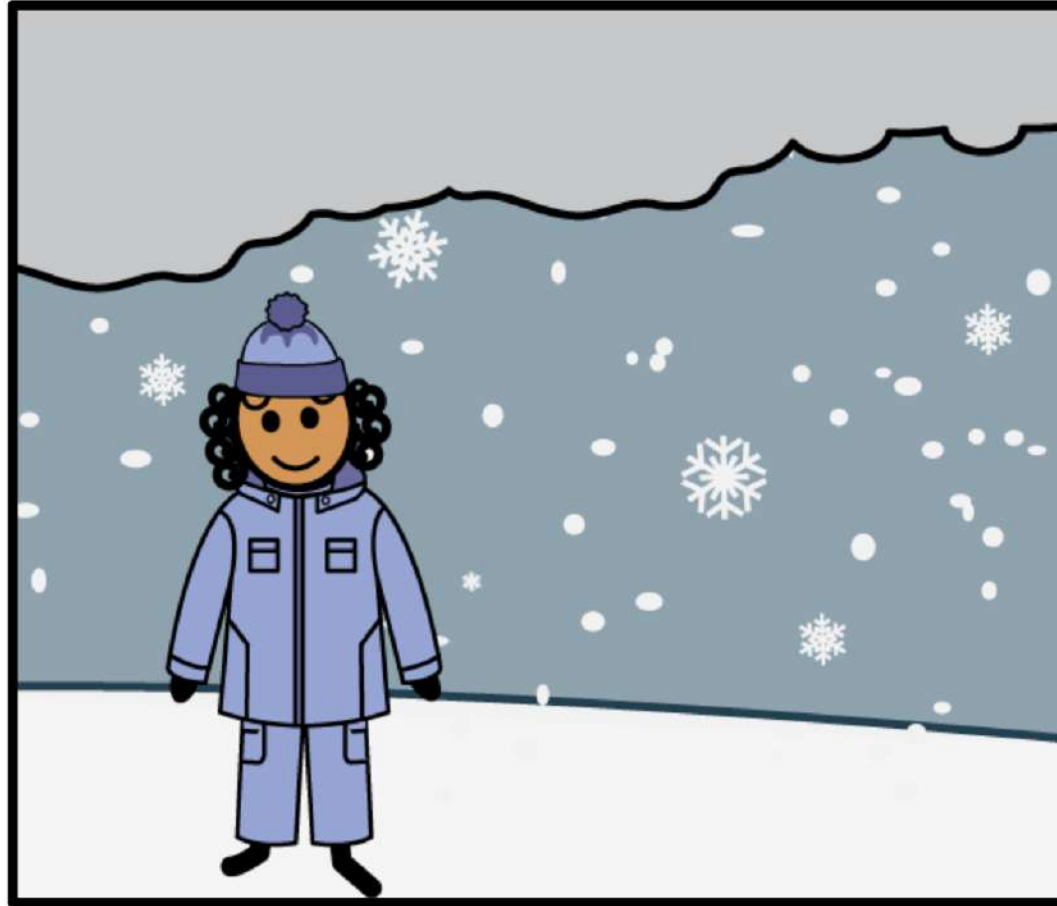
**She will get an umbrella.**

**"This will keep me dry," says Carla.**





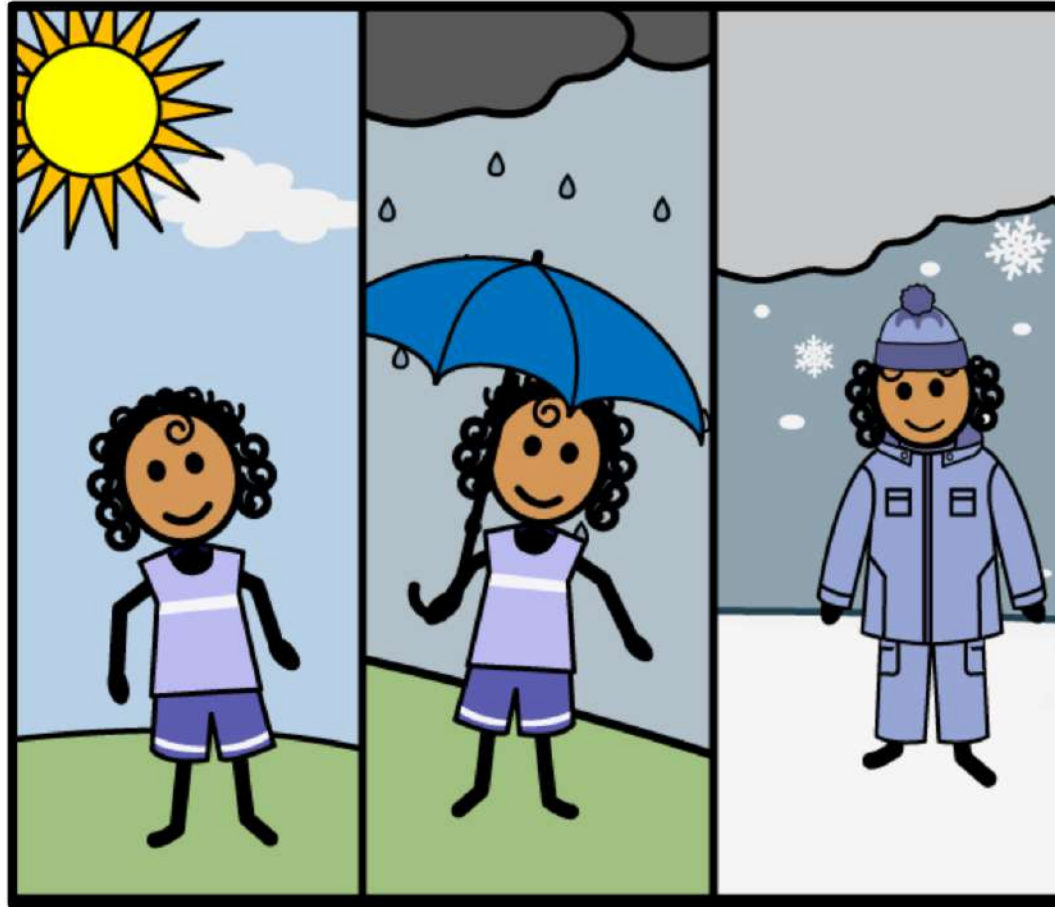
**Carla looks in the sky.  
She can see snow falling.  
The snow is falling on her head.**



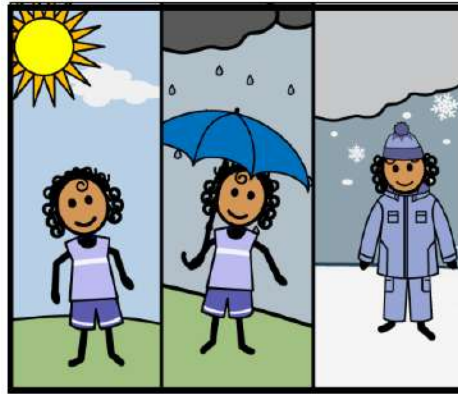
**Carla gets cold.**

**She will get her jacket and hat.**

**"This will keep me warm," says Carla.**



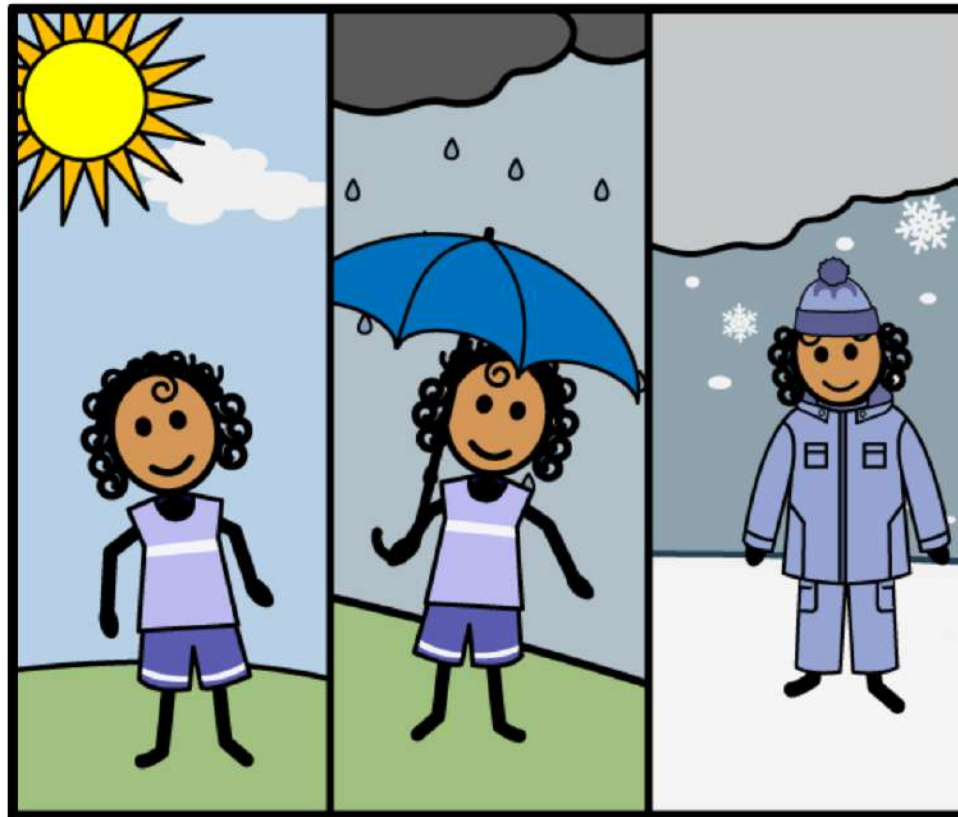
**Carla gets ready for the weather.  
It changes all the time.  
Are you ready for the weather ?**



# The End

# Carla Gets Ready for the Weather

Level B

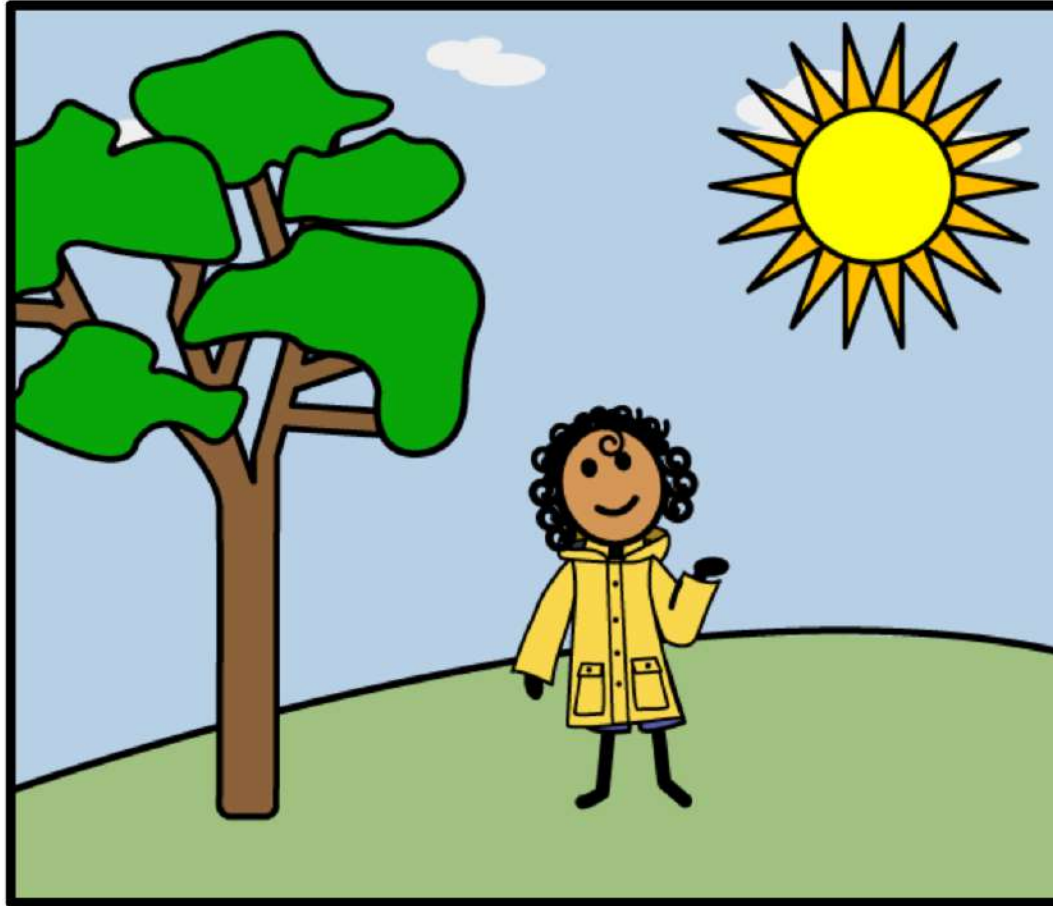


by Jen Voight

Illustrated by Todd Gardner



**Carla wants to go out and play.**



**Carla sees the Sun.**





**Carla will get warm.**



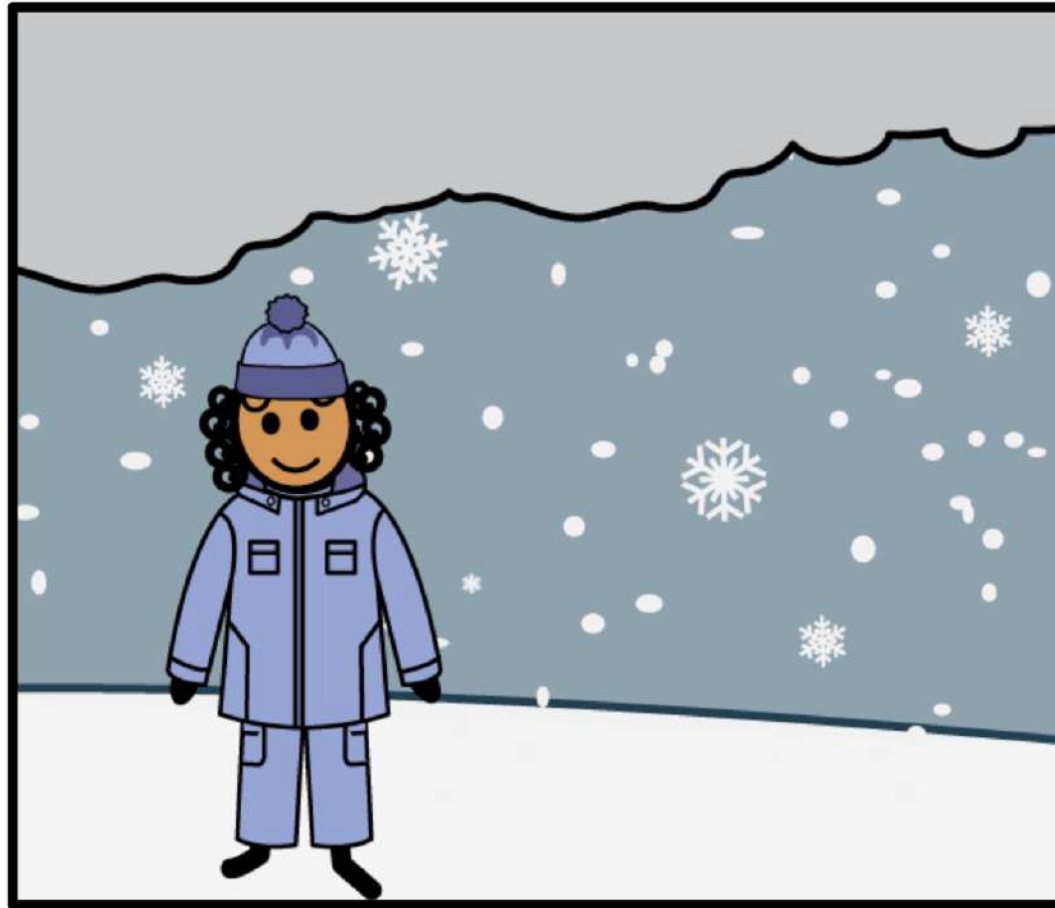
**Carla sees rain.**



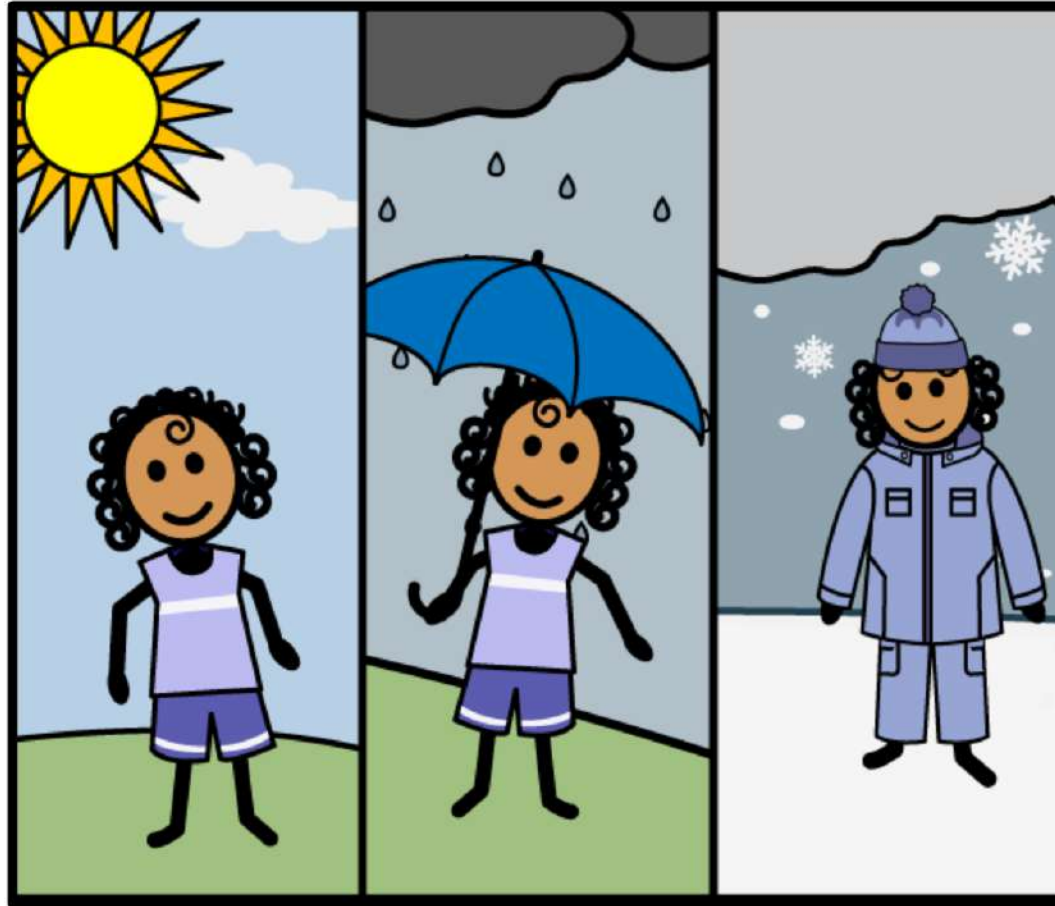
**Carla will get wet.**



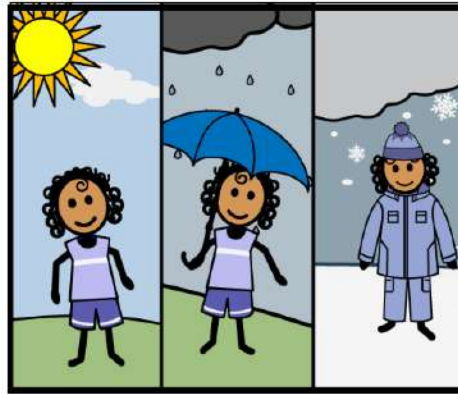
**Carla sees snow.**



**Carla will get cold.**



**Carla will get ready for the weather.**

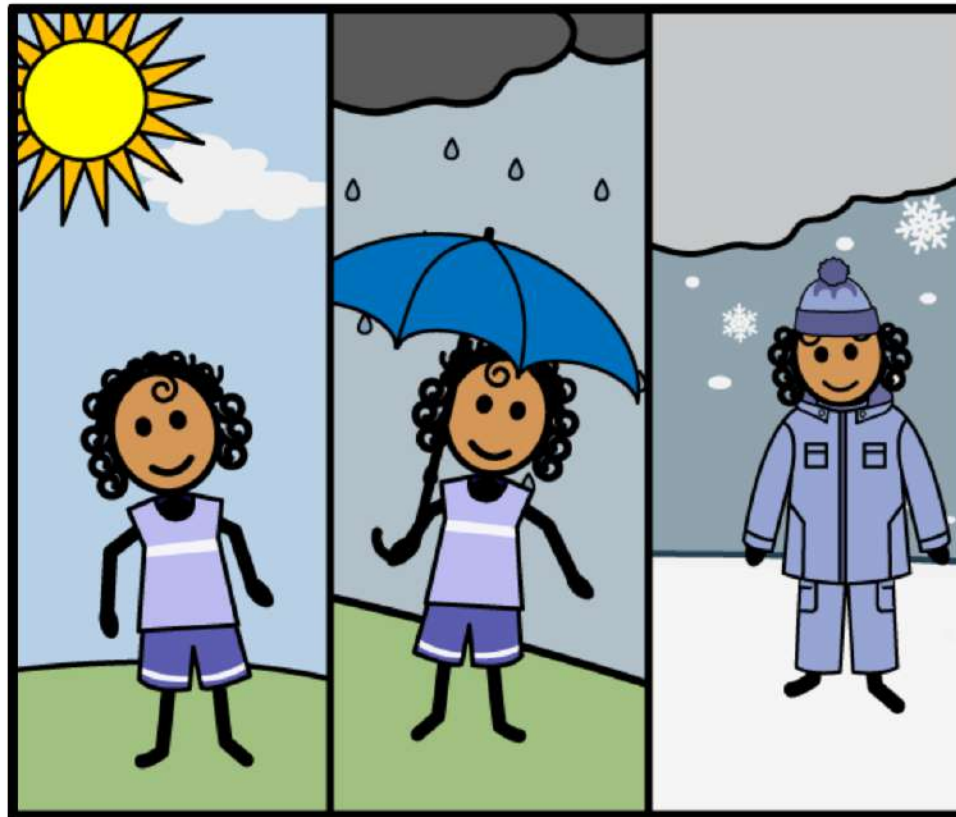


# The End



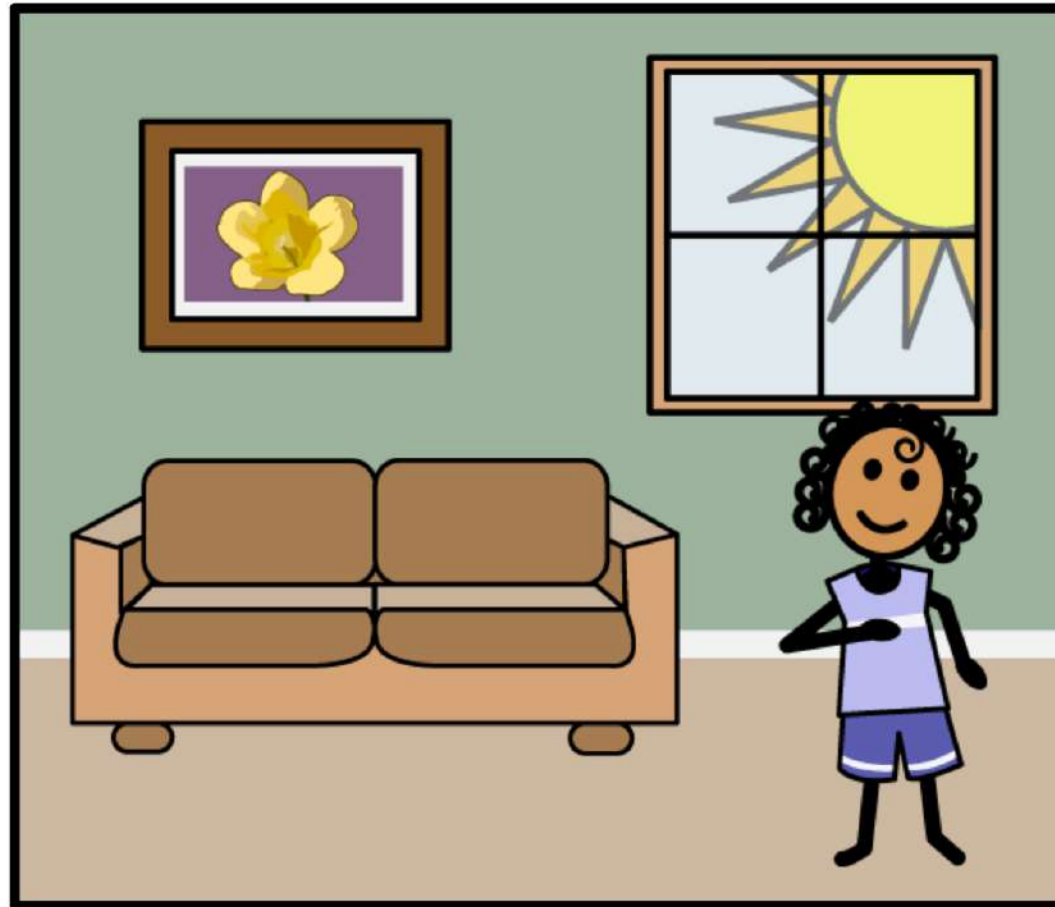
# Carla Gets Ready for the Weather

Level aa

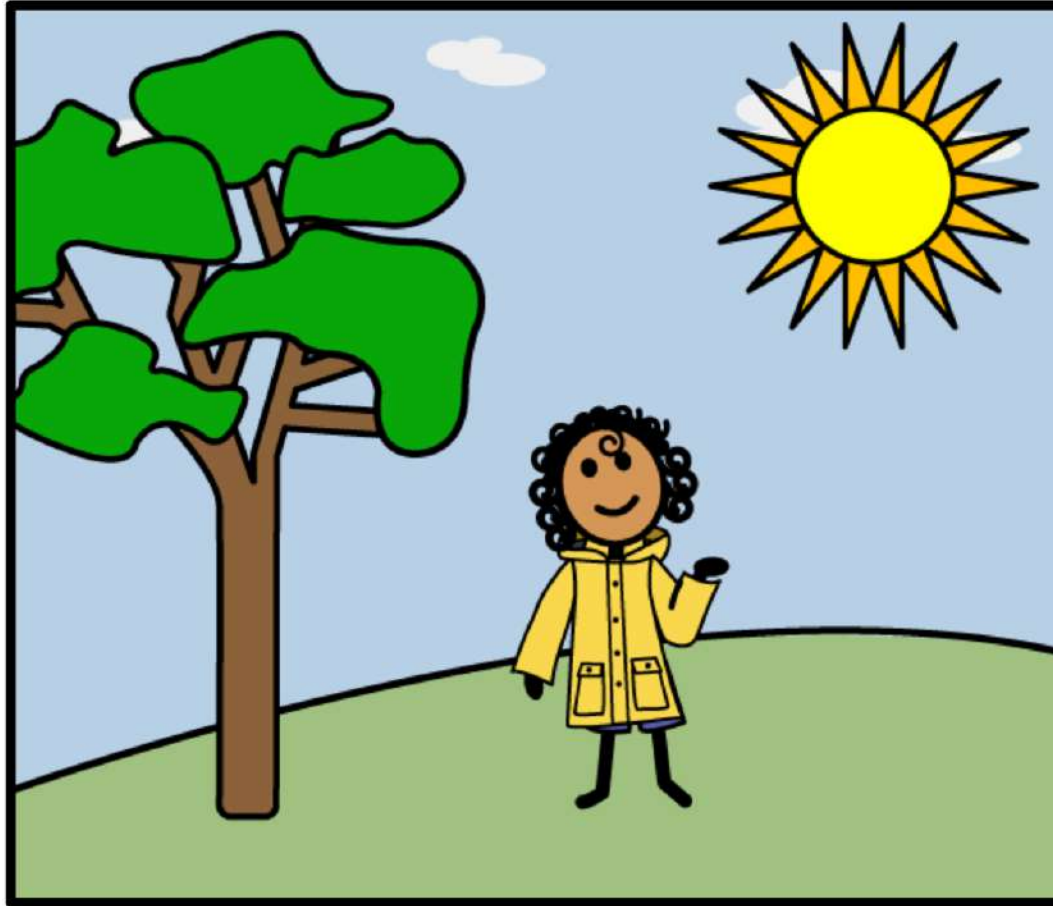


by Jen Voight

Illustrated by Todd Gardner



**Carla.**



**Sun.**



**Warm.**



**Rain.**

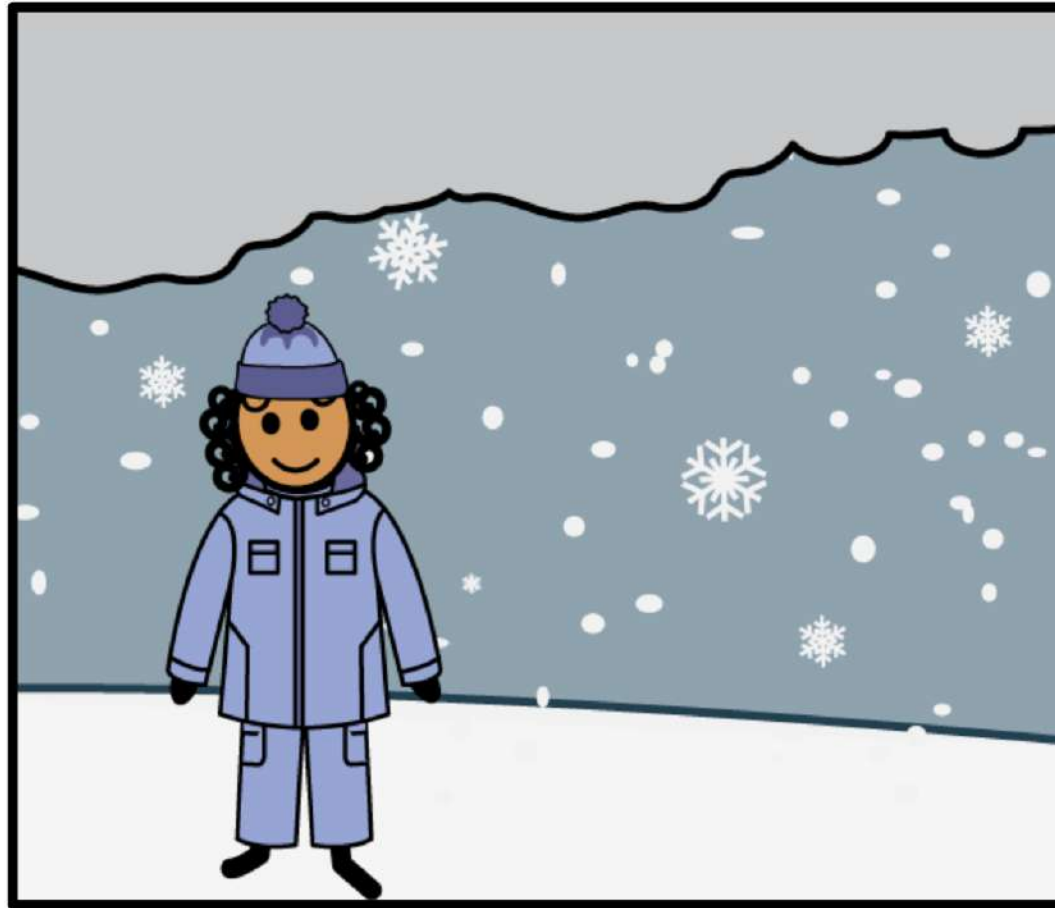


**Wet.**

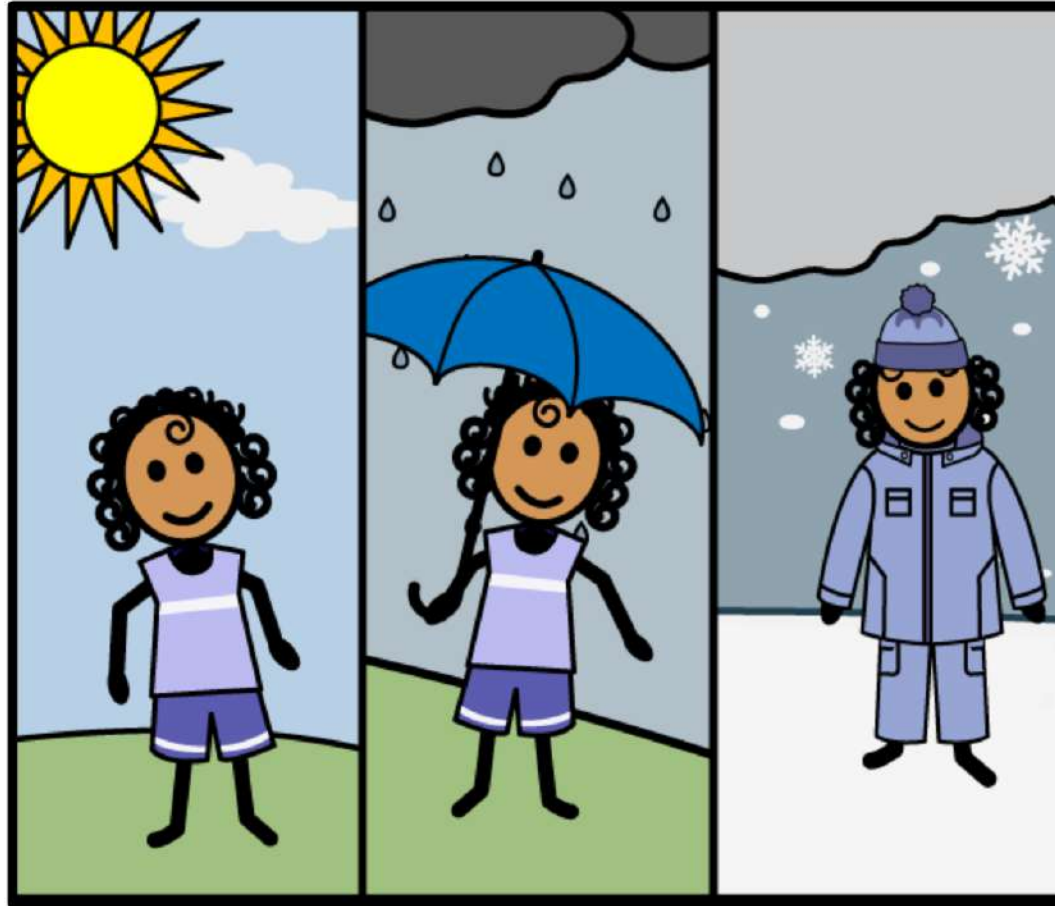


**Snow.**

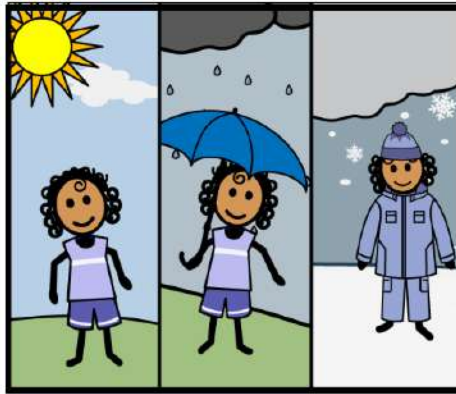




**Cold.**



**Weather.**



# The End



# Carla Gets Ready for the Weather



want 	play 	out 	about 	Carla 	weather 	sky 
know 	look 	beautiful 	warm 	Sun 	day 	jacket 
see 	fall 	dark 	wet 	cloud 	rain 	umbrella 
change 		dry 	cold 	snow 	head 	hat 
		ready 				

Within each category, pictures are listed from left to right in the order in which they appear in the text.