

 **Instructional Targets**

*Reading Standards for Literature*

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.
- **Key Ideas and Details:** Answer questions to explain the main ideas, details and inferences of a story.

 **Differentiated Tasks**

**Level 3** Students will...

- Independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.
- Independently read questions about a story and write, speak or select an answer.

**Level 2** Students will...

- Read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.
- Point to or select a picture from a choice of three in response to a question about a story.

**Level 1** Students will...

- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level.
- Respond to a question by choosing a single option or errorless picture.

 **Topic Connection**

In this unit's Chapter Book, *Why Are We Different?*, students will follow Todd as he learns more about DNA and the different genes and traits people, animals and plants have. In this chapter, **Living Things and Cells**, students will learn about cells and how all living things are made of many different types of cells.



**Topic Words**



alike	different*
animal	DNA
cell	plant



**Literacy Words**

author	character	illustration/picture	read*
book	cover	illustrator	title
chapter			

\* Power Words

**Benchmark Assessments**

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric






**Monthly Checkpoint Assessments**

- Level 2-3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Monthly Tools: Reading Observation.



**Lesson at a Glance**

	Activity 1	Activity 2	Activity 3
 <b>Instructional Activities</b>	Read Aloud	Guided / Shared Reading	Answer Questions
 See how these activities fit into the <b>Suggested Monthly Plan</b> .			
 <b>ULS Materials and Resources</b>	<b>Chapter 1: Living Things and Cells</b> (Level J/K)  <b>Communication Board</b>  <b>Standards Connection A</b>	<b>Chapter 1: Living Things and Cells</b> (Level J/K, F/G or F/G Symbol-Supported)  <b>Communication Board</b>	<b>Chapter 1: Living Things and Cells</b> <b>Communication Board</b>  <b>Comprehension Questions</b> (Fill-In and Multiple-Choice, Levels 3-1)  <b>Advanced Questions</b>  <b>Fill-In Cards</b>  <b>Standards Connection B</b>  <b>Standards Connection C</b>
<a href="#">Instructional Guide: Active Participation Scripts</a> <a href="#">Instructional Guide: Instructional Tips</a> <a href="#">SymbolStix PRIME</a> <b>L<sup>3</sup> Skills:</b> <a href="#">Language Arts Skills</a>			
 <b>Additional Materials</b>			

## Instructional Targets

### Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.
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## Instructional Routine



### Before Reading

- Use Lesson 15, Activity 3 to introduce the Topic Words: alike, animal, cell, different, DNA and plant.
- Continue talking about 'DNA'. Ask a focus question such as, "Where do we get our DNA from—our parents or our teachers?" Discuss students' responses.
- Display the title page of the Chapter Book and read the title, author and illustrator's names. Use Standards Connection A to provide a visual. Display Chapter 1, **Living Things and Cells** (Level J/K), and read the chapter title.
- Preview the chapter. Introduce Todd and Mr. Kinder. Discuss the action going on in each illustration. Point out the discussion questions at the end of each page. Then say, "As I read today, it is your job to remember what people, animals and plants all have."
- Review the learning goal with students: **I will remember what people, animals and plants all have.**

### During Reading

- Model Fluent Reading**
- Read aloud with fluency and expression.
  - Call attention to dialogue in the story between Todd and Mr. Kinder describing what people, animals and plants all have such as, 'alike', 'all living things have', 'people', 'animals', 'plants', and 'cells' by changing the tone of your voice.
- Comment on Characters, Setting and Plot**
- Comment on how the illustrations help you know what people, animals and plants all have. For example, on page 4 of the book, say, "The chapter says every living thing is made up of cells. People, animals and plants are all made up of cells. The illustration shows a cell. Cells are very important."
- Discussion Questions**
- Read and discuss the questions at the bottom of each page in the chapter.

### After Reading

- Revisit the learning goal. For example, ask, "What do people, animals and plants all have?"
- Level 3:** Have the student independently describe what people, animals and plants all have. Provide prompts, such as, "How many cells are in each person, animal and plant?"
- Level 2:** Have the student identify what people, animals and plants all have. Picture supports such as the Communication Board or the story illustrations may be used as needed.
- Level 1:** Have the student identify what people, animals and plants all have by making a selection (may be single option or errorless choice). For example, display the book illustrations on page 4. Ask, "What do people, animals and plants all have?" Have the student point to the cell.
- Continue discussion by talking about what else the students learned about cells.
  - Use Standards Connection A to discuss and compare different book genres and student preferences.



## Check Understanding ?











- **Level 3:** Can the student identify what people, animals and plants all have from the chapter?
- **Level 2:** Can the student identify what people, animals and plants all have? How?
- **Level 1:** Can the student identify what people, animals and plants all have by making a selection (may be single option or errorless choice)?

 **Instructional Target**




**Reading Standards for Literature**

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.

This Leveled Chapter Book is presented in three leveled formats: Level J/K, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

 <b>Instructional Routine</b> <b>Guided Reading</b>   <b>or</b> 		 <b>Instructional Routine</b> <b>Shared Reading</b>   <b>or</b> 	
<b>Before Reading</b>	<ul style="list-style-type: none"> <li>• Introduce the chapter by having students share what they have learned about cells.</li> <li>• Use the Topic Words: alike, animal, cell, different, DNA and plant in conversation about the chapter. Have students locate the words in the chapter.</li> <li>• Read the first three pages aloud, introducing students to the structure of the language.</li> <li>• Review the learning goal with students: <b>I will read a chapter.</b></li> </ul>	<b>Before Reading</b>	<ul style="list-style-type: none"> <li>• Introduce the chapter by having students share what they have learned about cells.</li> <li>• Use the Topic Words: alike, animal, cell, different, DNA and plant in conversation about the chapter. Help students locate the words in the chapter.</li> <li>• Review the learning goal with students: <b>I will read a chapter.</b></li> </ul>
<b>During Reading</b>	<ul style="list-style-type: none"> <li>• Listen as students read quietly to themselves.</li> <li>• Monitor fluency.</li> <li>• Model, prompt or support use of skills and strategies. </li> </ul>	<b>During Reading</b>	<ul style="list-style-type: none"> <li>• Read aloud while students follow along.</li> <li>• Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board.</li> <li>• Monitor print concepts and fluency.</li> <li>• Model and support use of skills and strategies. </li> </ul>
<b>After Reading</b>	<ul style="list-style-type: none"> <li>• Revisit the learning goal and talk with students about the chapter.</li> <li>• Have students locate the High-Frequency Words: a, each, look, our and you.</li> </ul>	<b>After Reading</b>	<ul style="list-style-type: none"> <li>• Revisit the learning goal and talk with students about the chapter.</li> <li>• Have students locate the High-Frequency Words: a, each, look, our and you.</li> </ul>

 **Check Understanding** 

-  **Level 3:** Can the student independently read chapter books adapted to personal reading level?
-  **Level 2:** Can the student read chapter books adapted to personal reading level with support?
-  **Level 1:** Can the student actively participate in reading chapter books adapted to student ability level? How?



## Instructional Target



### Reading Standards for Literature

- **Key Ideas and Details:** Answer questions to explain the main ideas, details and inferences of a story.



## Instructional Routine



### Introduce

- Introduce this activity by asking a focus question about the chapter. For example, ask, "How big are cells—very small or extra large?" Discuss students' responses.
- Tell students they will now answer other questions about the chapter, **Living Things and Cells**. Explain that the answers to these questions can be found in the chapter. For example, say, "I am going to ask you questions about the chapter, **Living Things and Cells**. Your job is to answer the questions. You can use the chapter to help you."
- Review the learning goal with students: **I will answer questions about the chapter.**

### Model

- Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events.
- Display the Comprehension Questions (vary the level displayed according to student needs) and read the first question aloud. Model using the chapter to answer the question.
- Model marking or selecting your answer on the Comprehension Questions page.

### Provide Practice

**Choose the most appropriate activity format on the basis of each student's skills and needs.**

**Level 3:** The questions are text only. Have the student answer the questions independently.

**Level 2:** The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture.

**Level 1:** The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from multiple choices or one errorless picture choice.

### Review

- Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures.
- Use Standards Connection C to continue discussion about the chapter and guide students in identifying and discussing the structure and feelings the author creates within the story.



## Check Understanding ?

- ❄ **Level 3:** Can the student independently answer questions about the chapter?
- ❄ **Level 2:** Can the student answer questions about the chapter by selecting a picture?
- ❄ **Level 1:** Can the student answer questions about the chapter by selecting a picture?  
How many choices were presented?



Questions and Answers

People    small    jobs    cells    living

Fill-In (Levels 3-1)

1. Mr. Kinder will teach the class about \_\_\_\_ things. ( **living** )
2. \_\_\_\_, plants and animals all have cells. ( **People** )
3. Cells are too \_\_\_\_ to see. ( **small** )
4. Cells have different \_\_\_\_\_. ( **jobs** )
5. Living things are made of \_\_\_\_\_. ( **cells** )

Multiple-Choice (Levels 3-1)

1. What is this chapter about? ( **living things**, states, trees)
2. What has cells along with plants and animals? ( buildings, bicycles, **people** )
3. What are cells? ( **small**, red, large )
4. What do cells have? ( **different jobs**, different colors, different money )
5. What is important to know about this chapter?
  - Todd is in class.
  - **Living things are made of cells.**
  - Mr. Kinder likes science.

Fill-In Advanced

1. Mr. Kinder tells the class that they will learn all about how people, animals and plants are \_\_\_\_\_. ( **alike** )
2. Every living \_\_\_\_\_ is made up of cells. ( **thing** )
3. A cell is too small to see without special \_\_\_\_\_. ( **tools** )
4. There are too many cells in each \_\_\_\_\_, animal or plant to count. ( **person** )
5. There are many \_\_\_\_\_ types of cells. ( **different** )

Multiple-Choice Advanced

6. What are all cells? ( **important**, lazy, caring )
7. What types of cells do people have? ( **skin, muscle, nerve** )
8. What do all cells do in your body? ( do nothing, **work together**, work alone )
9. What does Todd see that has cells?
  - **himself**
  - **class hamster**
  - **class plant**
10. What did the class learn about cells?
  - **Every living thing is made up of cells.**
  - **People, animals and plants have many different types of cells.**
  - **Each type of cell has a different job to do.**

 **Instructional Target**

**Reading Standards for Literature**

- **Integration of Knowledge and Ideas:** Compare different genres and identify personal preferences.


 **Differentiated Tasks**

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> <li>• Identify different genres and match books and stories that belong in each genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify two stories or books of the same genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Select a book or story of personal preference.</li> </ul>


Fiction works tell a story that is made up in the writer's imagination. Fiction stories are not true. Nonfiction works tell facts about a topic. Nonfiction stories are true. Have students use the book features and pictures to discuss, locate and answer the questions about genre, and select the type of book they prefer.

Lesson 3 - Chapter 1  
Standards Connection A
3


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 What is the title of this chapter?  



---


 What do you think this chapter will be about?  



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 This is a Chapter Book.  
What kind of Chapter Book is this?
 


 Fiction


 Nonfiction

 What is the chapter topic?
 


 Biography


 Social Studies


 Science


 Compare this book to a Chapter Book that has been read recently.  



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 What kind of book would you choose?
 

 Picture Book

 Chapter Book

 Comic Book

 Book with facts

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MODEL: 1018.0.1012 Target: Unit Topic Lesson 3, Chapter 1, Title

 **Instructional Targets**

**Reading Standards for Literature**

- **Key Ideas and Details:** Summarize the main theme and key events of a story. Sequence the events of a story.

**Standards for Speaking and Listening**

- **Comprehension and Collaboration:** Identify main ideas presented orally or from diverse media formats.
- **Presentation of Knowledge and Ideas:** Present information sequentially about a selected topic; use appropriate eye contact, volume and clear pronunciation.

**Standards for Language**

- **Knowledge of Language:** Use conventions of language to generate sentences when speaking or writing.

 **Differentiated Tasks**

**Level 3** Students will...

- Summarize a story, including the main idea and key details.
- Describe the plot of a story by putting the events in order.
- Summarize information from content-specific reading, topics and tasks.
- Communicate on a topic, including facts and details to support the main idea.
- Use conventions of language to generate sentences specific to the purpose when speaking or writing.

**Level 2** Students will...

- Use picture supports to retell key details or characters from a story.
- Use picture supports to identify events and the order in which they happened in a story.
- Describe information, using picture supports from content-specific reading, topics and tasks.
- Use picture supports to communicate main ideas, including facts and details, on a given topic.
- Use conventions of language to generate a simple sentence when speaking or writing.

**Level 1** Students will...


- Retell key details or characters from a story through an active participation response (e.g., voice output device, eye gaze choice board).
- Select a picture to identify an event in a story (single option or errorless choice).
- Using picture supports and communication technologies, respond to questions related to content topics and tasks.
- Communicate basic information on a topic or experience using communication technology and picture supports.
- Use language to share an idea with others.

Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events.




**Standards for Language** are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and model language expansion.


Lesson 3 - Chapter 1  
Standards Connection B

3  
Standards Connection B

 **Main Idea (What is this story about?)**

\_\_\_\_\_

<b>In the beginning...</b> 	
<b>Then...</b> 	
<b>At the end...</b> 	

 **What is important to know?**

\_\_\_\_\_

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 **Instructional Targets**

*Reading Standards for Literature*

- **Craft and Structure:** Identify the structure of a story, play or poem. Determine the feelings created by the author in a story.

 **Differentiated Tasks**

**Level 3** Students will...

- Describe words, phrases or features that are part of the structure of a story, play or poem.
- Describe the words, phrases or features that evoke feelings in a story, play or poem.

**Level 2** Students will...

- Identify words, phrases or features that are part of the structure of a story, play or poem.
- Identify words, phrases or features that evoke feelings in a story, play or poem with support.











**Level 1** Students will...

- Select a word or picture that is part of the structure of a story, play or poem.
- Select a word or picture that evokes feelings in a story.

Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author by describing various features from the text such as characters, setting, narrator and events in the story. Students can use words and phrases from the story that show how they know what feelings the story suggests.

Lesson 3 - Chapter 1  
Standards Connection C

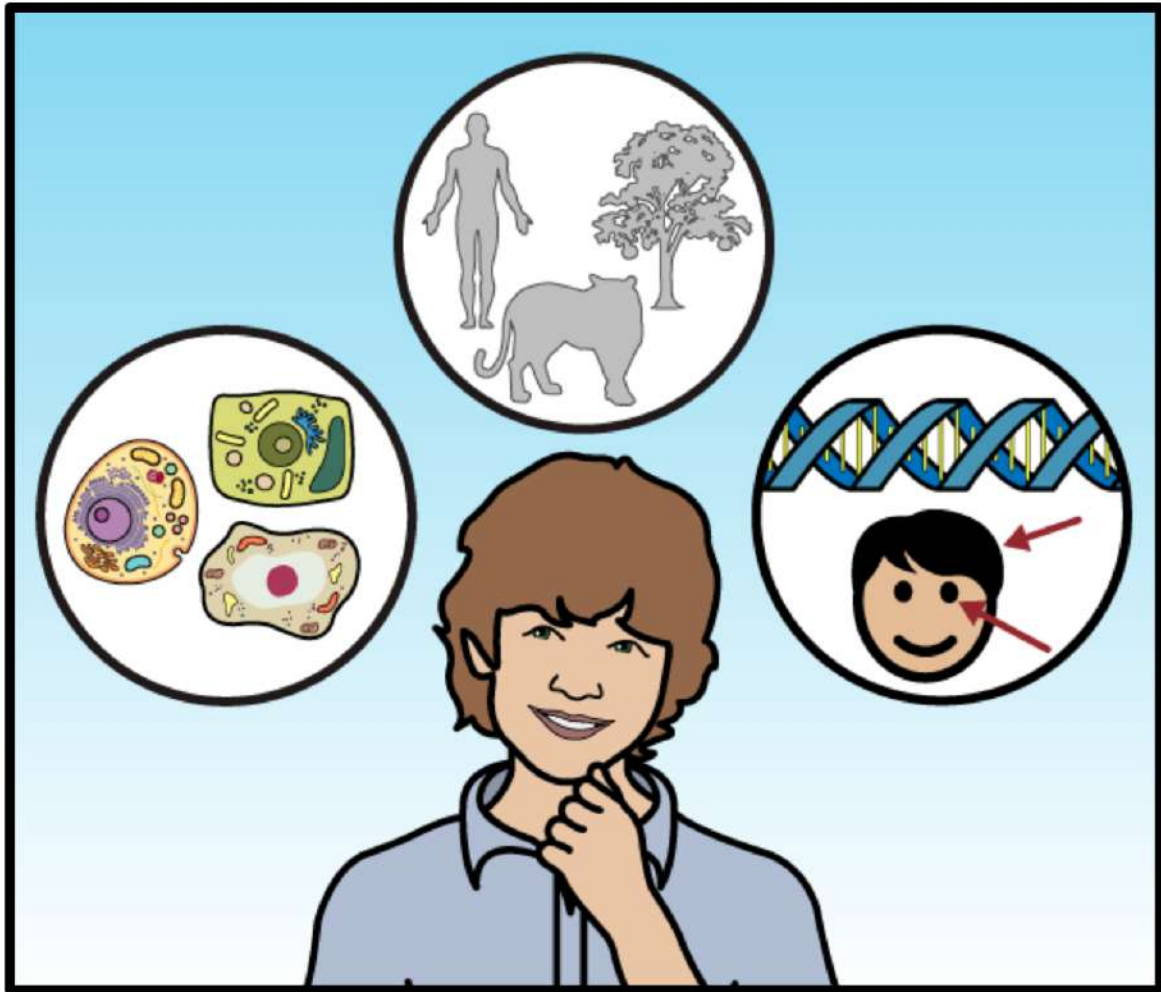
3  
Standards Connection C

Story Board			
	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character	/	/	/
 Storyteller (Who?)	/	/	/
 Setting (When or Where?)	/	/	/
 Beginning (What?)	/	/	/
 Middle (What?)	/	/	/
 End (What?)	/	/	/
 Lesson (What?)	/	/	/

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MIDDLE, Unit 4, Unit Target, Unit Topic  
Lesson 3, Chapter 1, Title

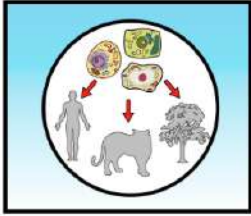
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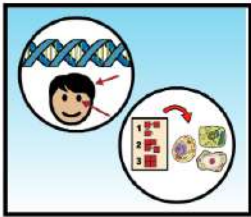
**by Debbie Dacey**

**Illustrated by Alex Wisheart**

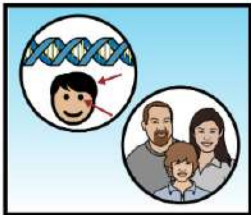
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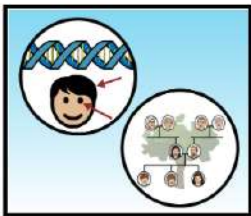
Chapter 1: Living Things and Cells.....pg 1



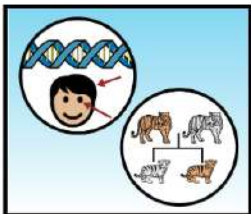
Chapter 2: DNA and Genes.....pg 8



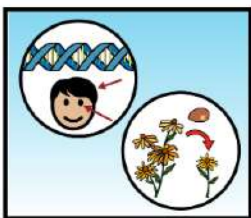
Chapter 3: DNA in People.....pg 14



Chapter 4: Todd's Family Tree.....pg 21



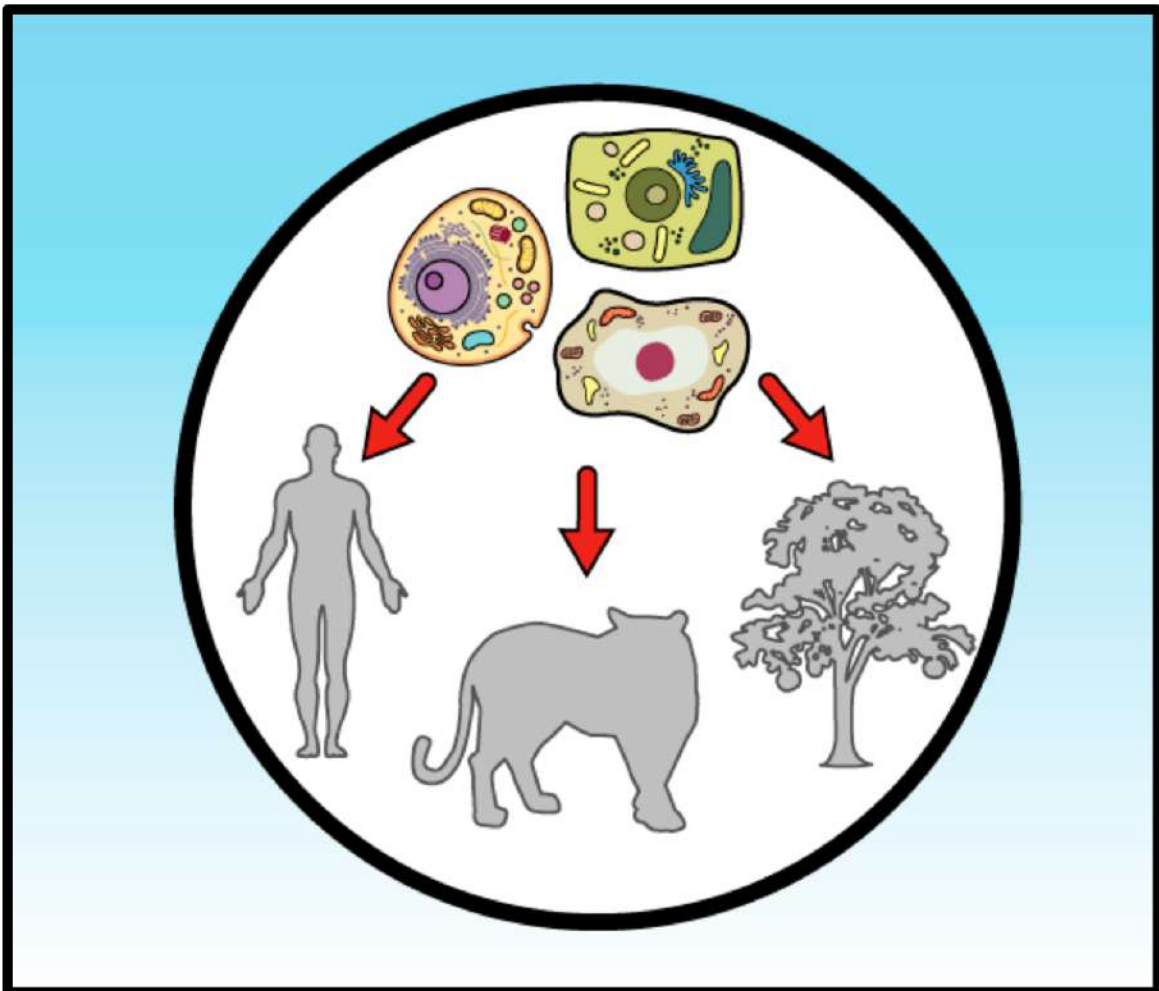
Chapter 5: DNA in Animals.....pg 29



Chapter 6: DNA in Plants.....pg 37

# Chapter 1:

# Living Things and Cells

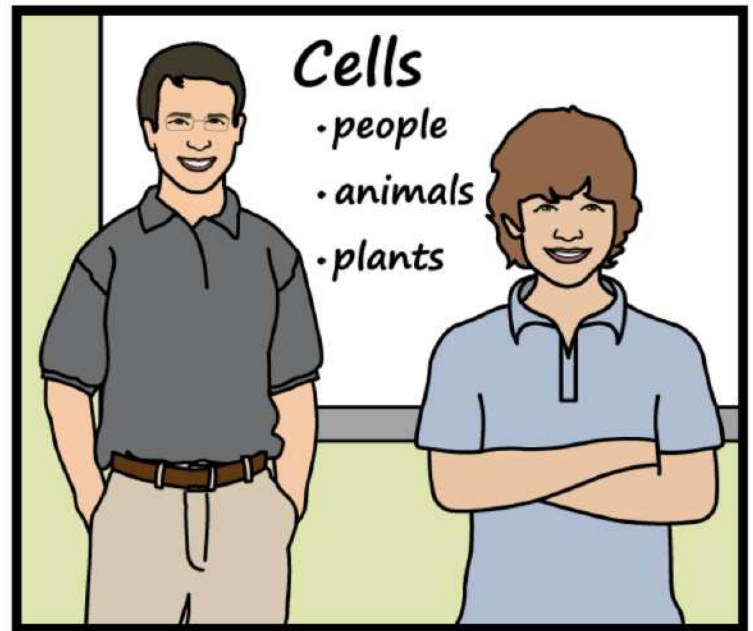


Todd is in Mr. Kinder's science class.

Todd walks into class and sees that the front board has changed. "What are we

going to learn about this month?"

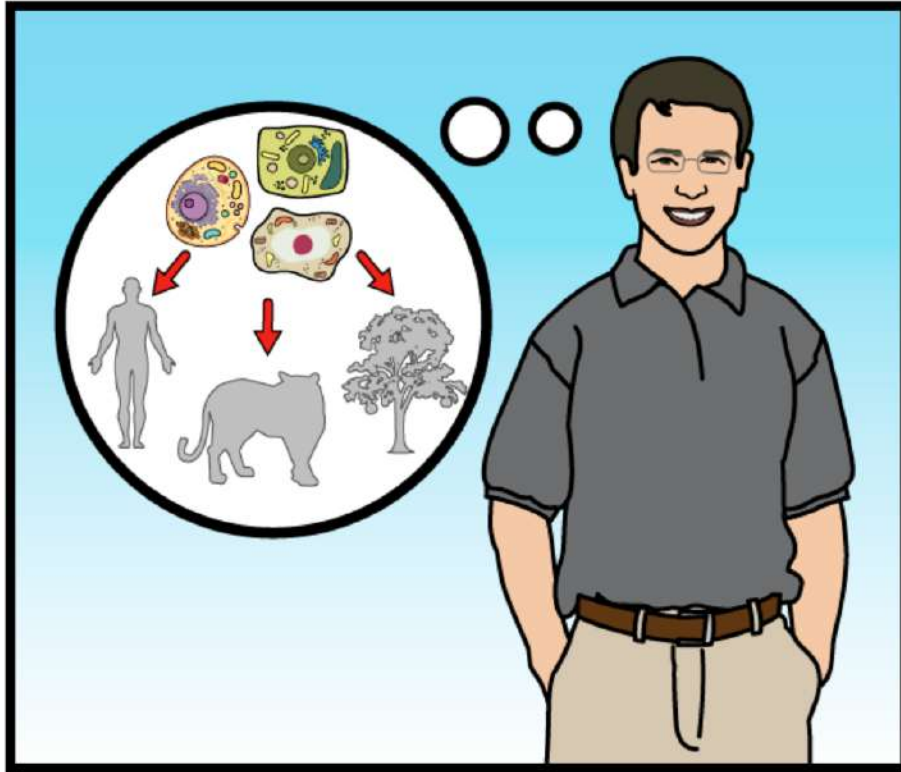
asks Todd. "This month we will



learn about living things," says Mr. Kinder.

Mr. Kinder tells the class that they will learn all about how people, animals and plants are alike.

*What will Todd learn about in science class this month?*



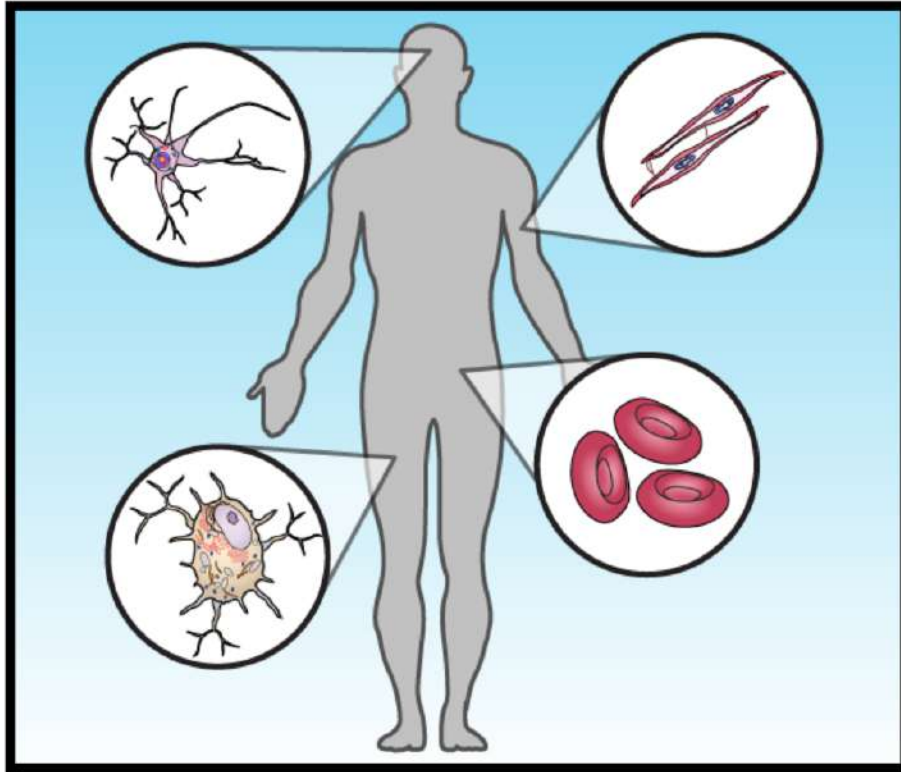
“I don’t have one thing that a plant or animal has,” says Todd. “You are right!” says Mr. Kinder. “You don’t have ONE thing that plants and animals have. You have MANY things that plants and animals have. People, animals and plants all have cells.”

*What do people, animals and plants all have?*



Every living thing is made up of cells. People, animals and plants are all made up of cells. A cell is too small to see without special tools. There are too many cells in each person, animal and plant to count.

*Discuss the size of cells and how you might see them.*



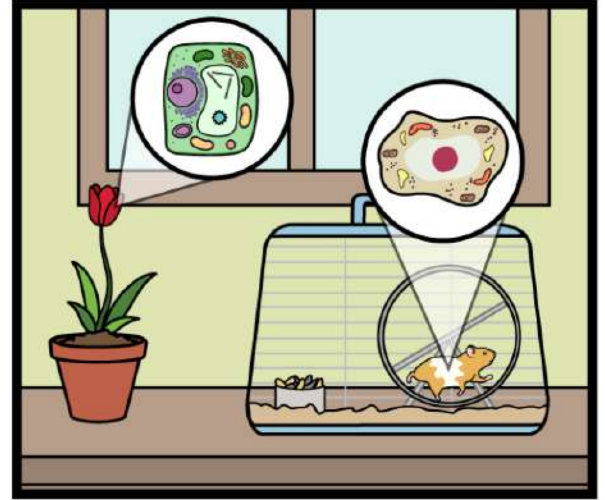
There are many different types of cells. Each type of cell has a different job to do. All cells are important. People have skin cells and muscle cells. They also have nerve cells. All of the cells work together in your body.

*Why do we have different types of cells?*



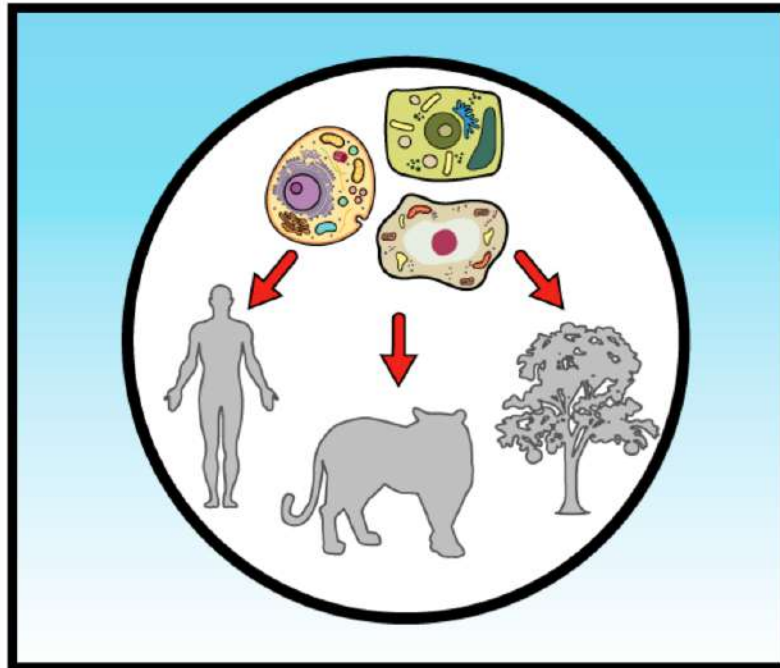
Mr. Kinder asks the class to look around.

“Think about the cells in our classroom,” says Mr. Kinder. Todd looks around. He sees



living things like himself, the class hamster and the class plant that are all made up of cells. “There are a lot of cells in here,” says Todd. “You’re right,” says Mr. Kinder. “You can’t see the cells, but they are here, and they are hard at work!”

*What things in the classroom are made of cells?*



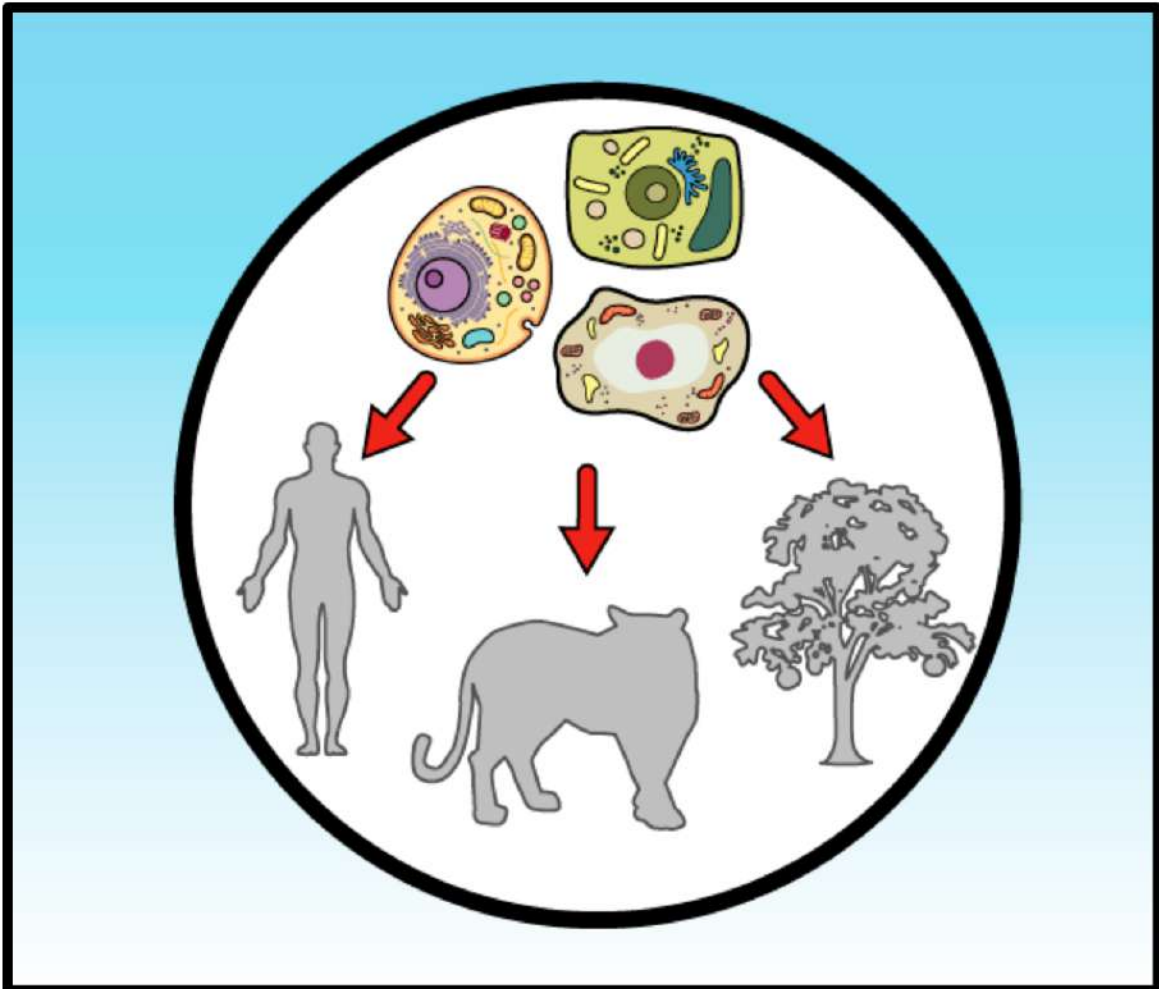
“Let’s review what we have learned about cells,” says Mr. Kinder.

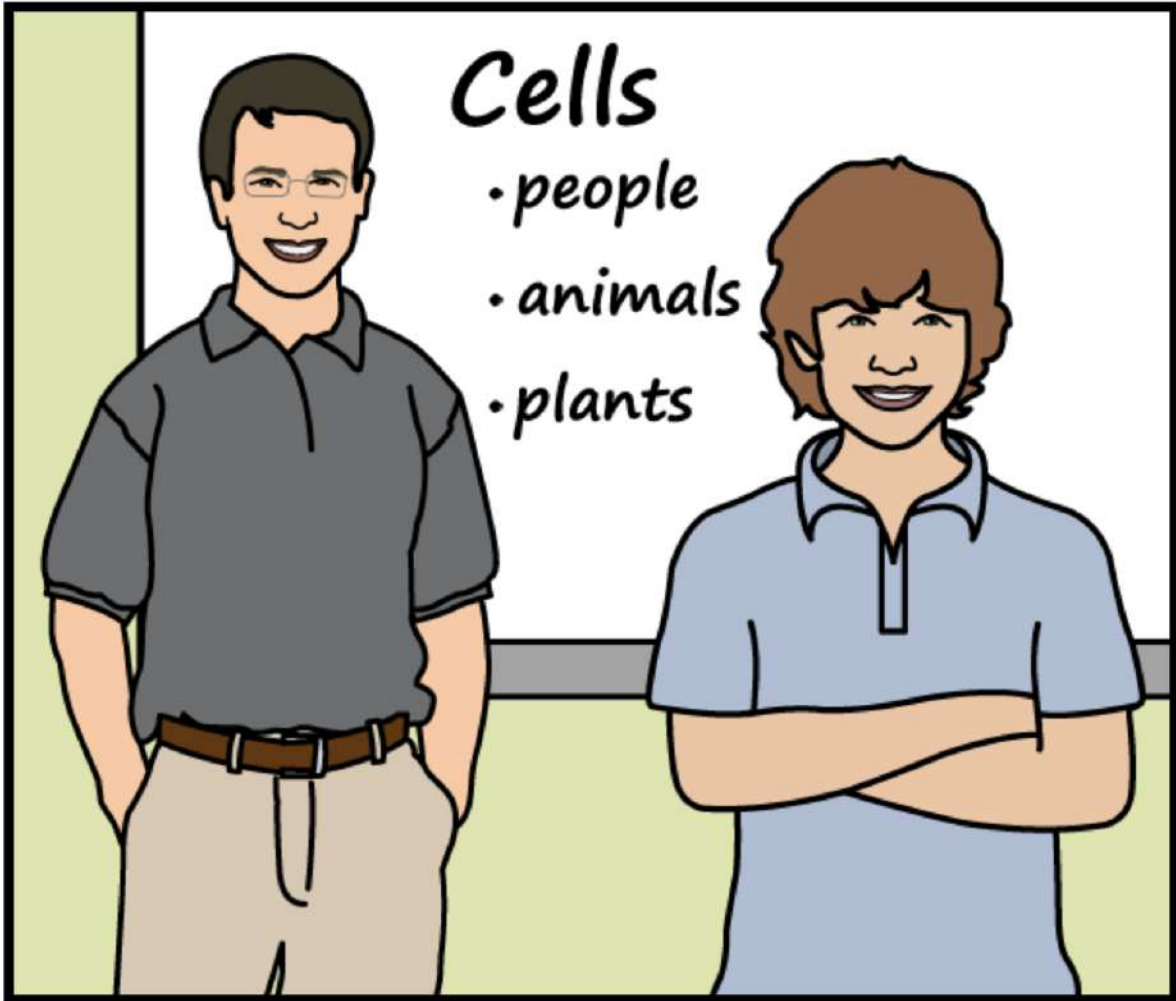
- Every living thing is made up of cells.
- Cells are too small to see without tools.
- People, animals and plants have many different types of cells.
- Each type of cell has a different job to do.

*What did you learn about cells?*

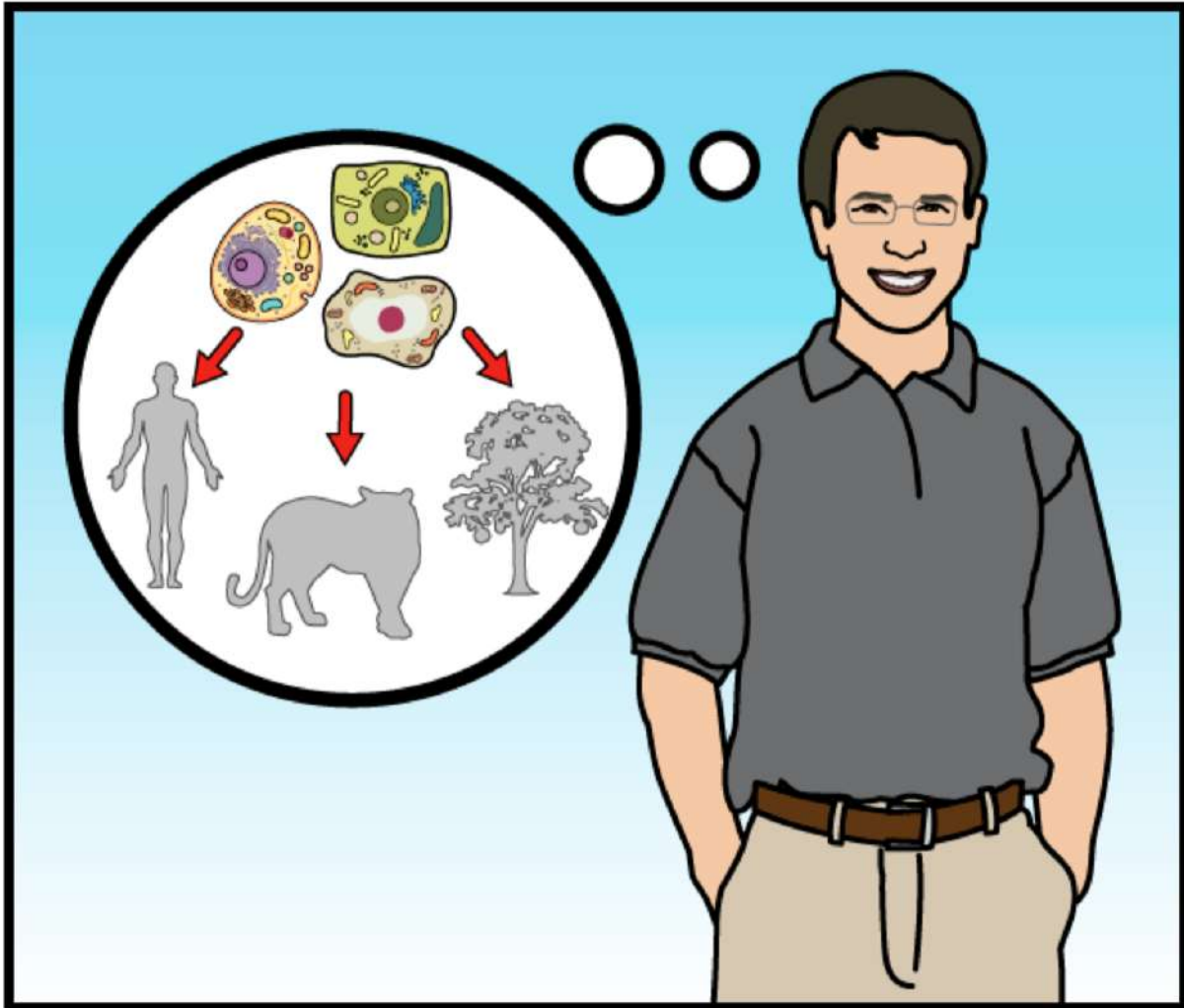
# Chapter 1:

# Living Things and Cells





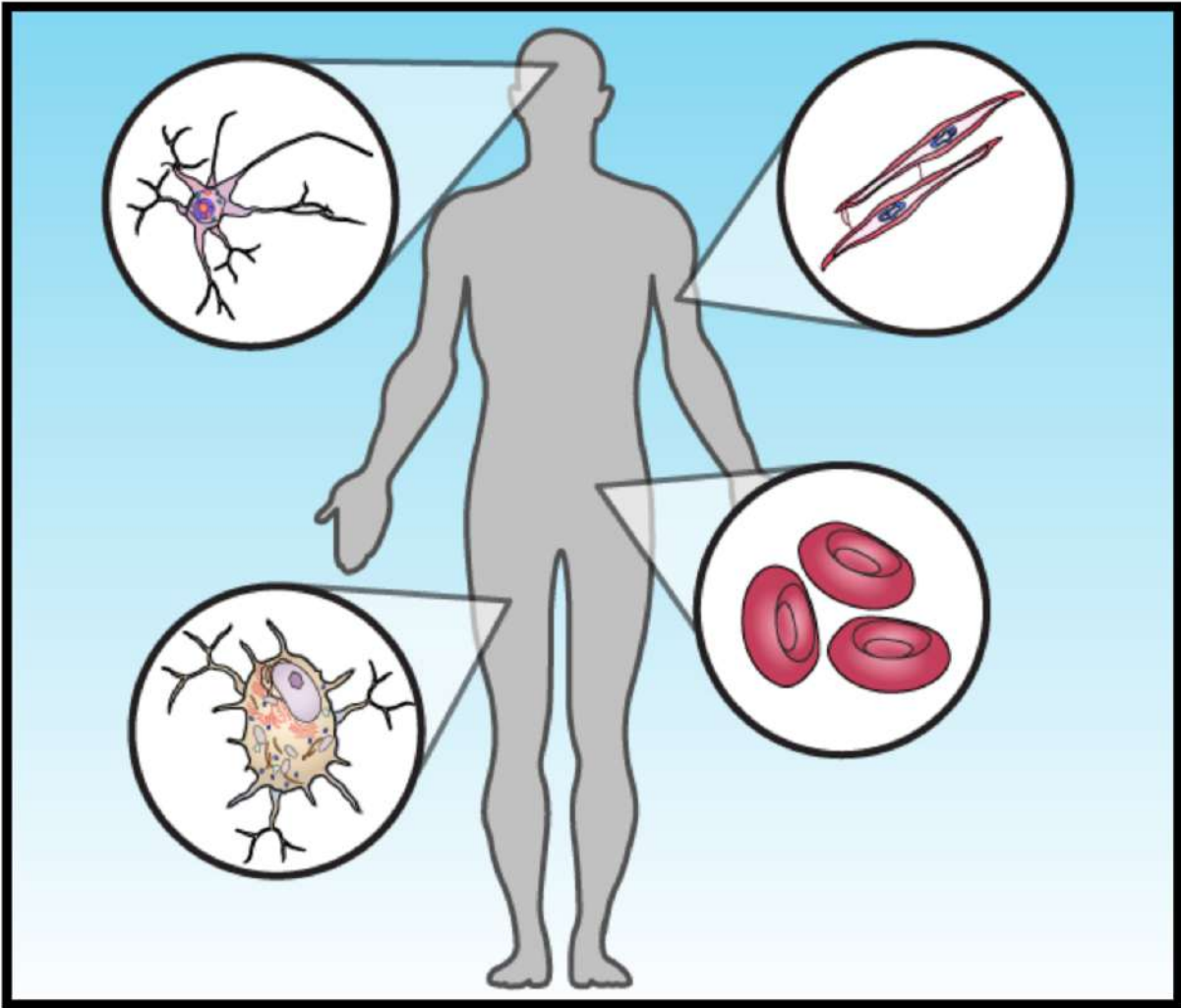
**Mr. Kinder is Todd's science teacher. Mr. Kinder will teach the class about living things. They will learn how people, animals and plants are alike.**



**Mr. Kinder tells the class that people are like animals. People are like plants too. People, animals and plants all have cells.**

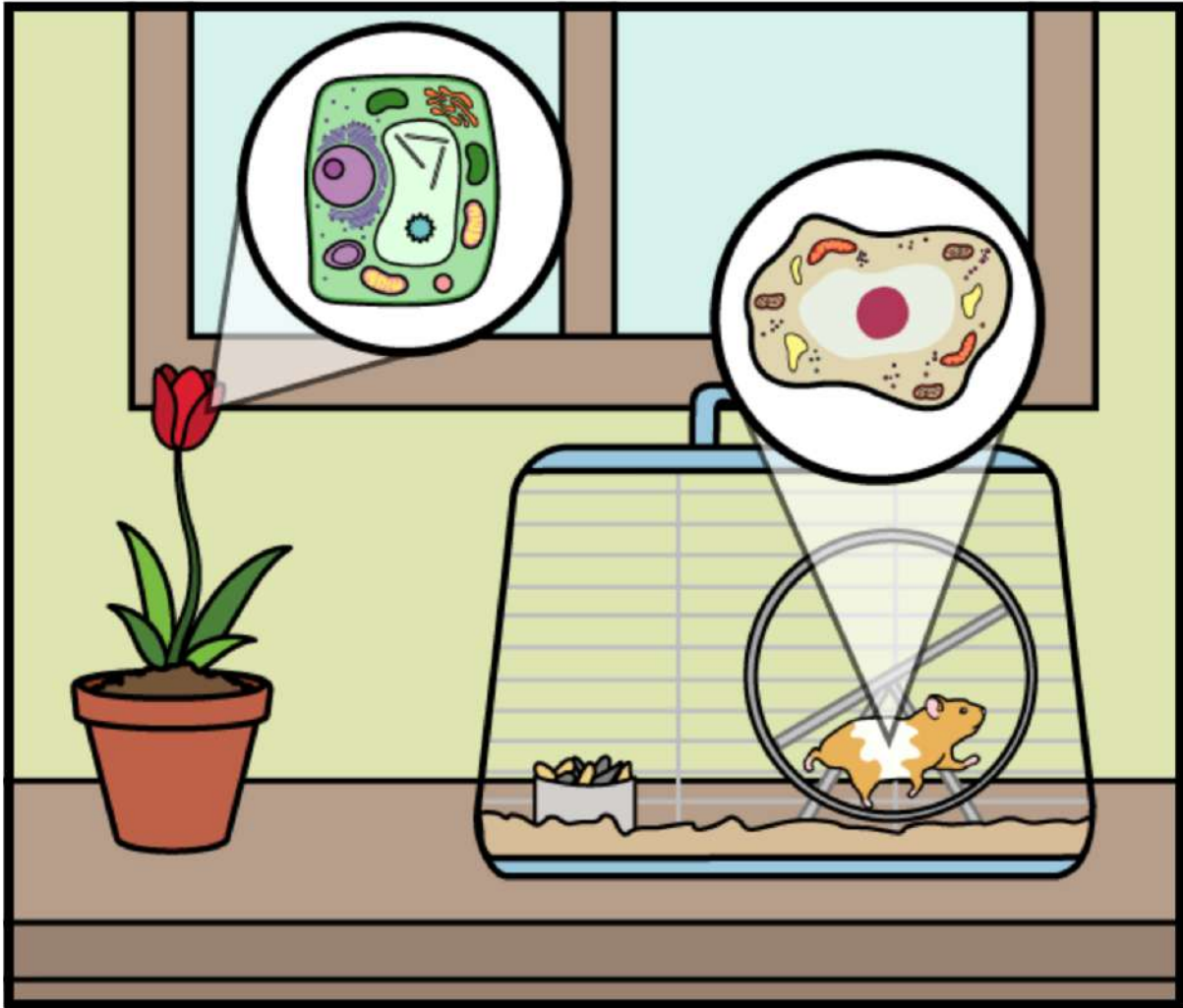


**Mr. Kinder tells the class about cells. Cells are part of every living thing. Cells are too small to see.**



**There are many types of cells.**

**Cells have different jobs. All of the cells must work together.**

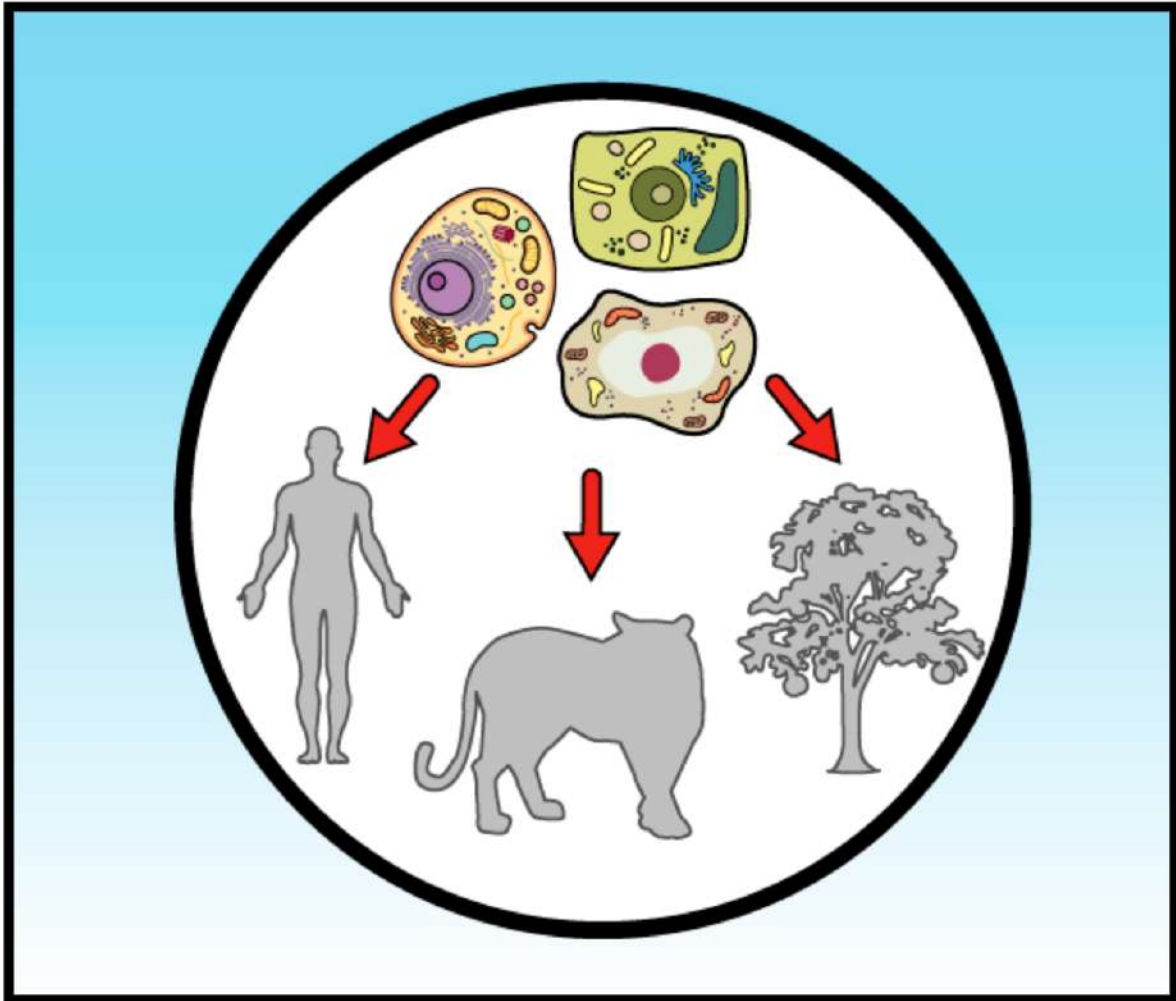


**There are cells in Todd's body.**

**There are cells in the hamster.**

**There are cells in the class plant.**



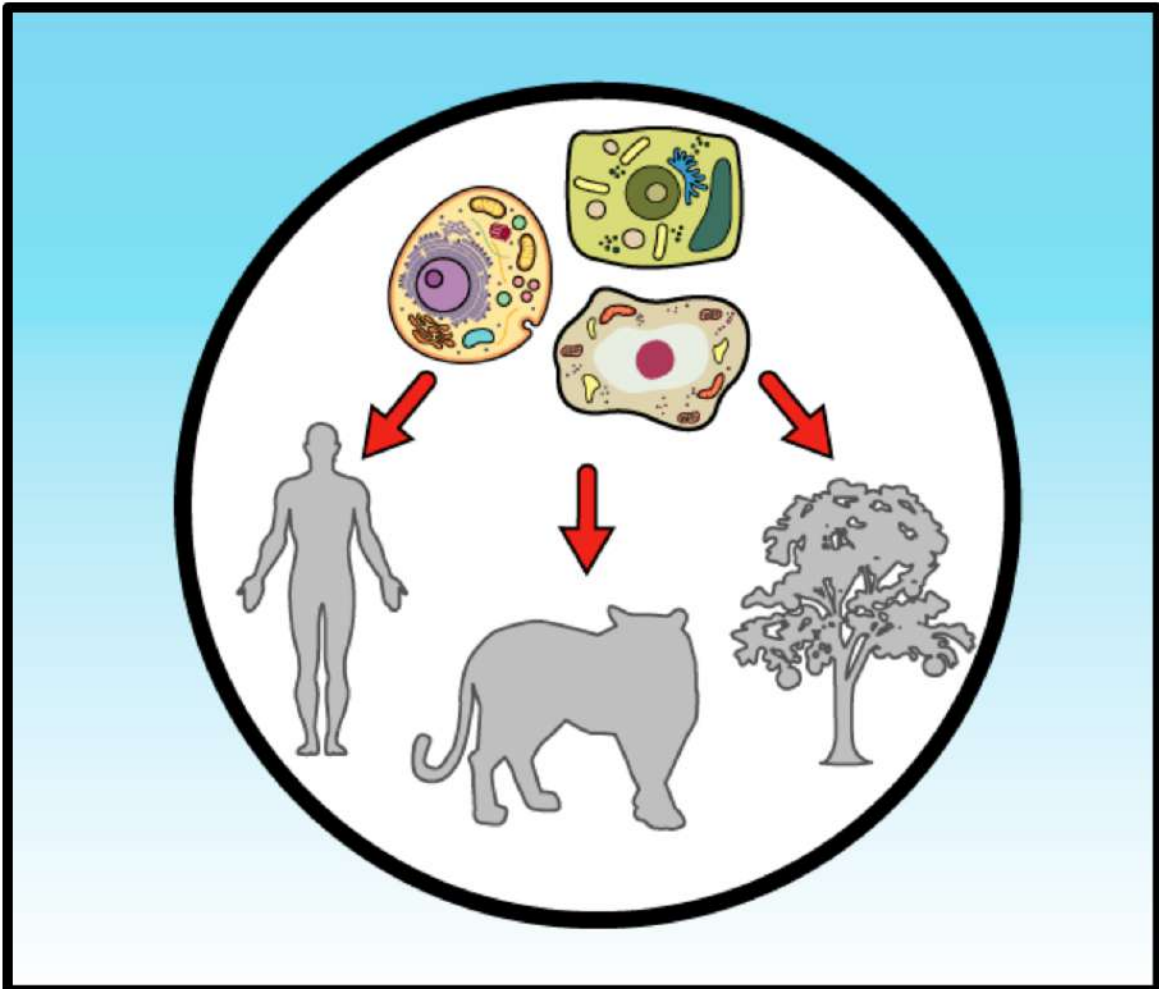


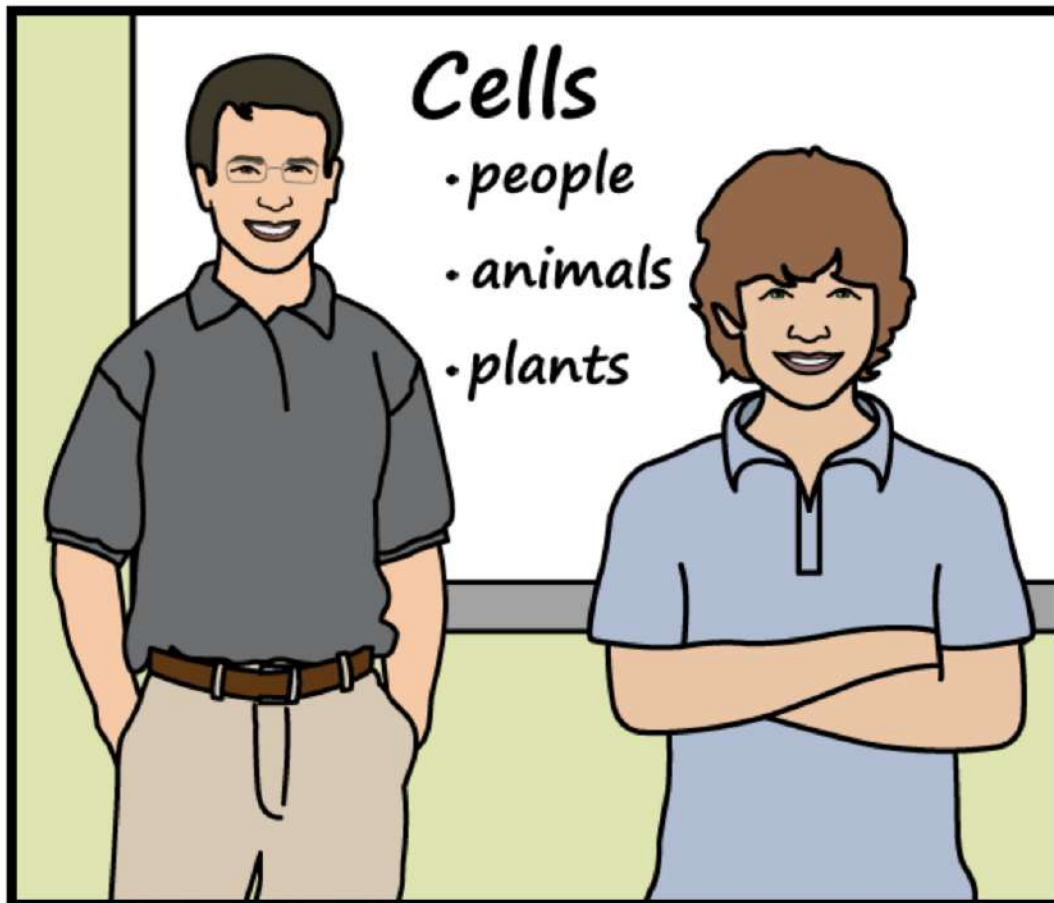
**What have we learned ?**

- **Living things are made of cells.**
- **Cells are very small.**
- **There are many types of cells.**
- **Cells have different jobs.**

# Chapter 1:

# Living Things and Cells





Mr. Kinder is Todd's science teacher.

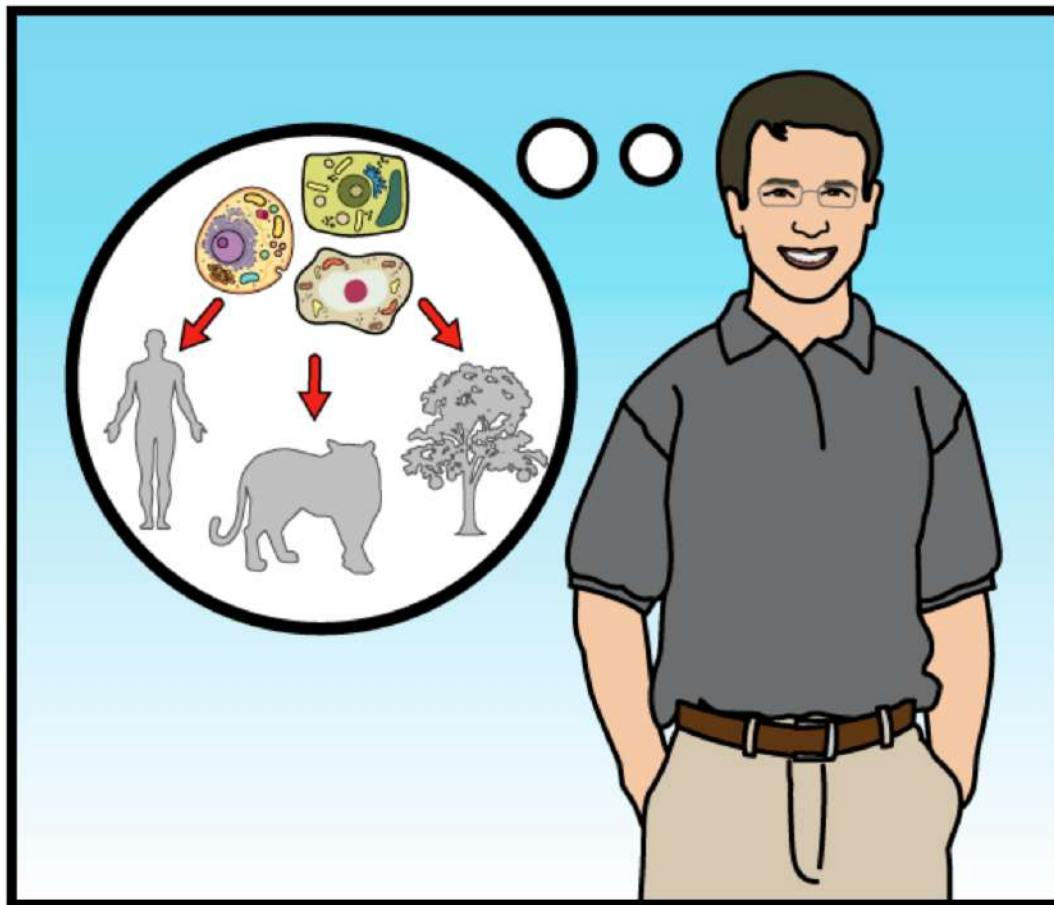


Mr. Kinder will teach the class about living things.



They will learn how people, animals and plants are alike.





Mr. Kinder tells the class that people are like animals.

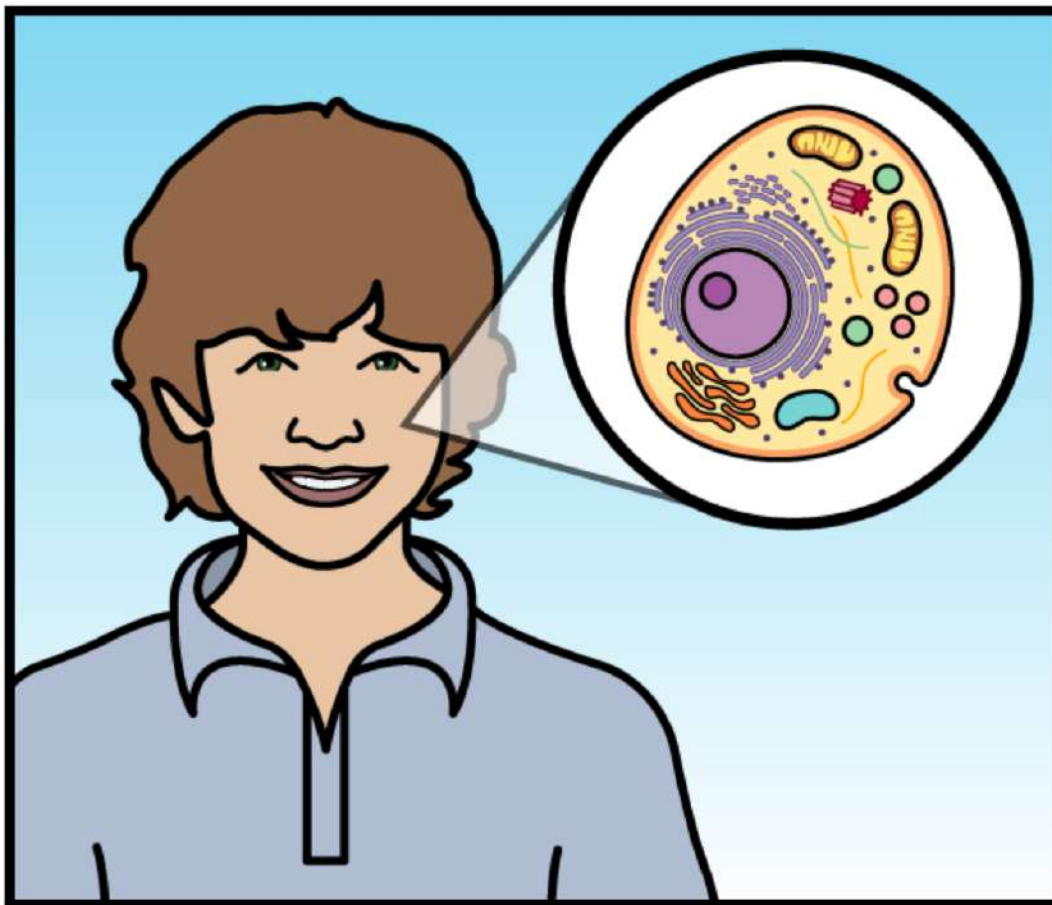


People are like plants too.

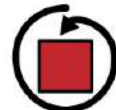


People, animals and plants all have cells.

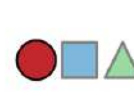
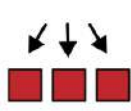




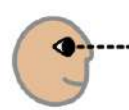
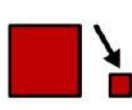
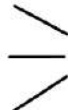
Mr. Kinder tells the class about cells.

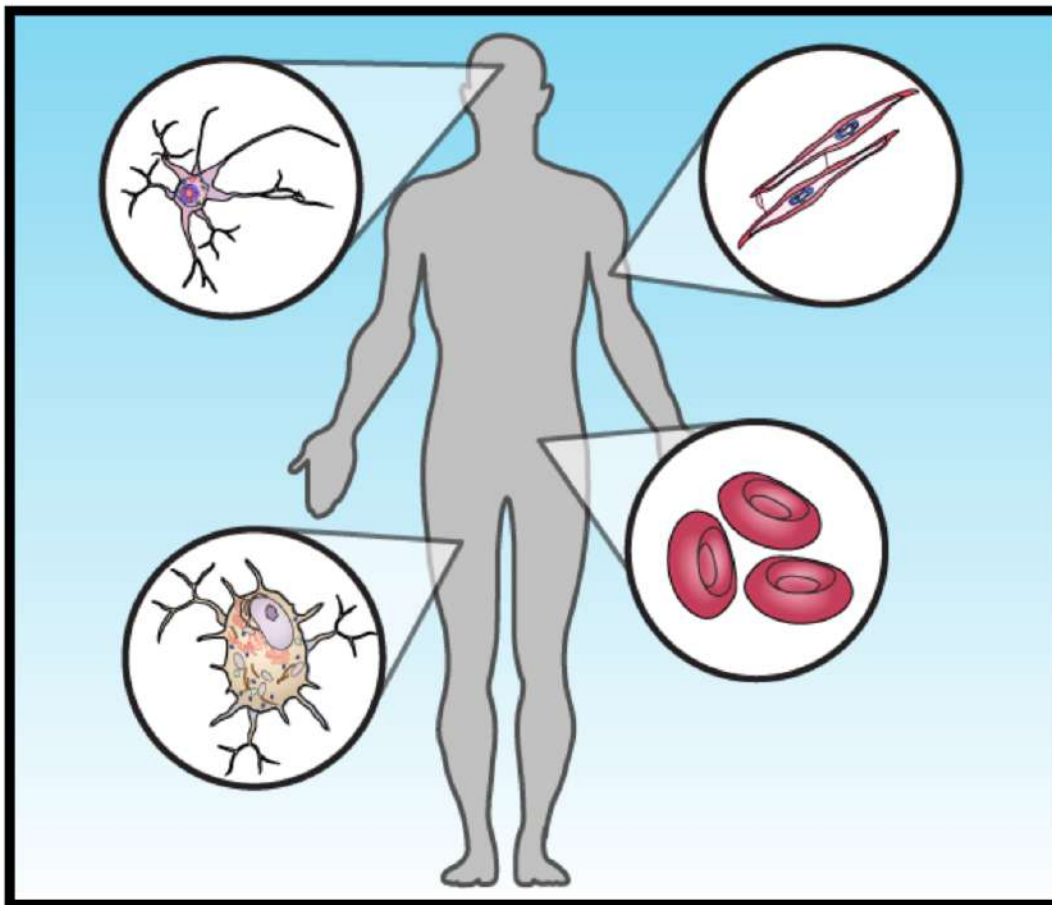


Cells are part of every living thing.

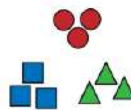


Cells are too small to see.





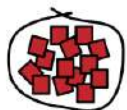
There are many types of cells.

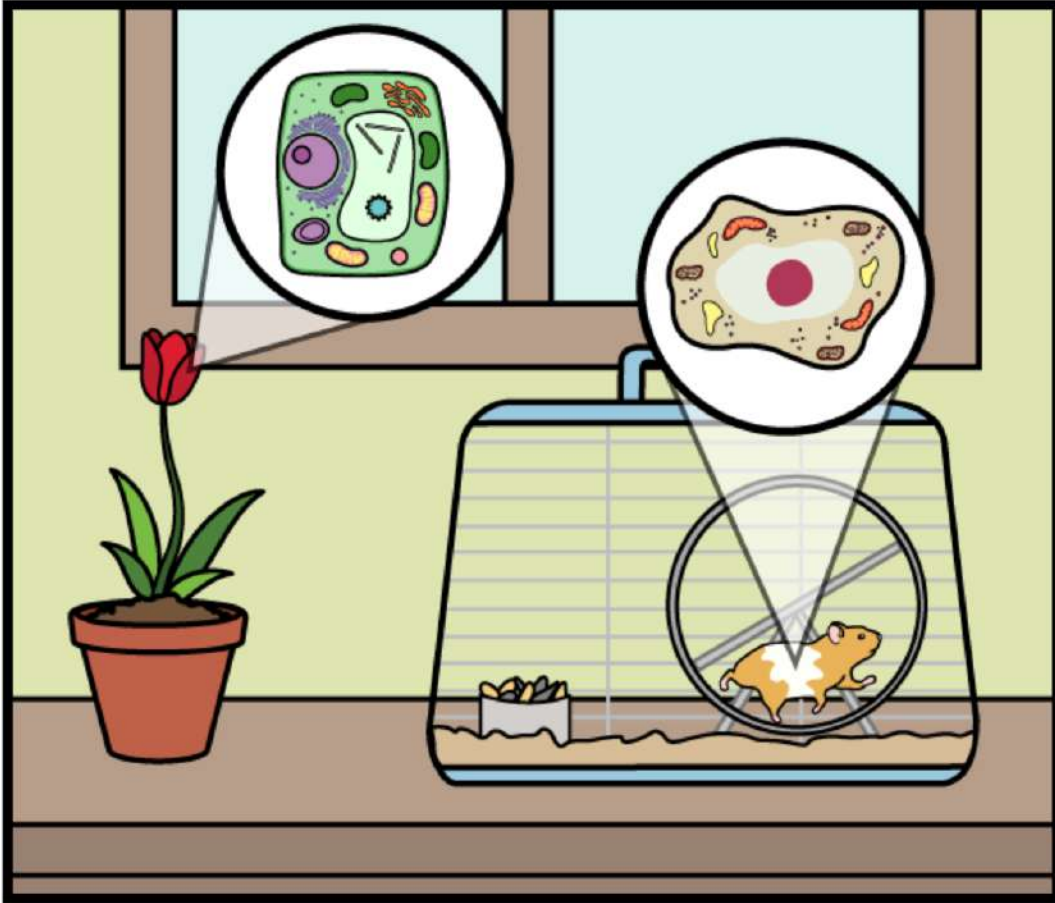


Cells have different jobs.



All of the cells must work together.





There are cells in Todd's body.

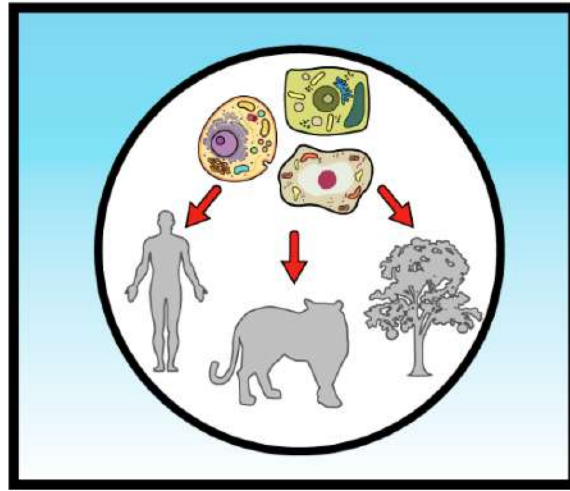


There are cells in the hamster.

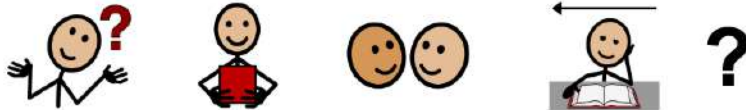


There are cells in the class plant.





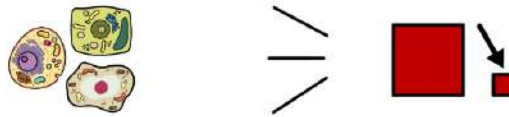
What have we learned ?



• Living things are made of cells.



• Cells are very small.



• There are many types of cells.

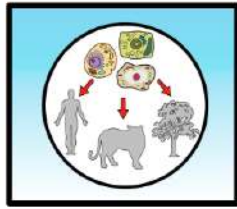


• Cells have different jobs.





yes



# Living Things and Cells

no



<p>teach</p>	<p>learn</p>	<p>science</p>	<p>living</p>	<p>Mr. Kinder</p>	<p>Todd</p>	<p>teacher</p>
<p>tell</p>	<p>have</p>	<p>alike</p>	<p>small</p>	<p>class</p>	<p>thing</p>	<p>people</p>
<p>see</p>	<p>work</p>	<p>many</p>	<p>different</p>	<p>animal</p>	<p>plant</p>	<p>cell</p>
<p>make</p>				<p>job</p>	<p>body</p>	<p>hamster</p>

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



What is the title of this chapter?

---



What do you think this chapter will be about?

---

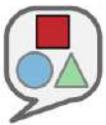


This is a Chapter Book.  
What kind of Chapter Book is this?

**Fiction**



**Nonfiction**



What is the chapter topic?

**Biography**



**Social Studies**



**Science**



Compare this book to a Chapter Book that has been read recently.

---



What kind of book would you choose?

**Picture Book**



**Chapter Book**



**Comic Book**



**Book with facts**



1. Mr. Kinder will teach the class about  things.

2. , plants and animals all have cells.

3. Cells are too  to see.

4. Cells have different .

5. Living things are made of .

1. Mr. Kinder will teach the class about  things.

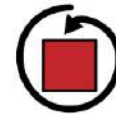
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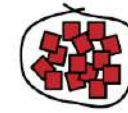
2.



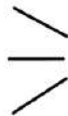
, plants and animals all have cells.



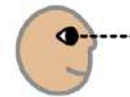
+



3. Cells are too



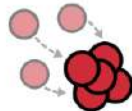
to see.



4. Cells have different



5. Living things are made of



**1. What is this chapter about?**

- a. living things                      b. states                      c. trees

**2. What has cells along with plants and animals?**

- a. buildings                      b. bicycles                      c. people

**3. What are cells?**

- a. small                      b. red                      c. large

**4. What do cells have?**

- a. different jobs                      b. different colors                      c. different money

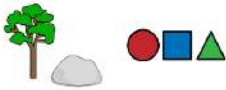
**5. What is important to know about this chapter?**

- a. Todd is in class.
- b. Living things are made of cells.
- c. Mr. Kinder likes science.



### 1. What is this chapter about?

a. living things



b. states



c. trees



### 2. What has cells along with plants and animals?

a. buildings



b. bicycles



c. people



### 3. What are cells?

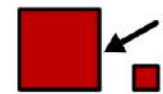
a. small



b. red



c. large



### 4. What do cells have?

a. different jobs



b. different colors



c. different money



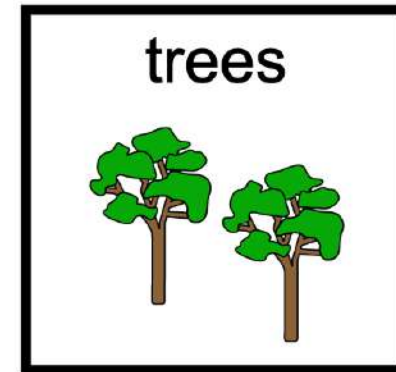
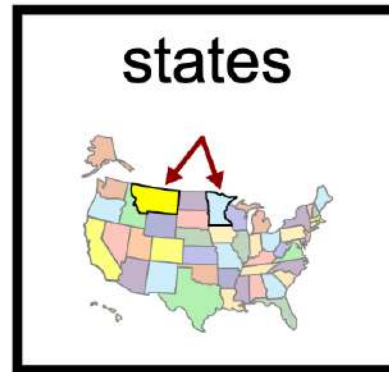
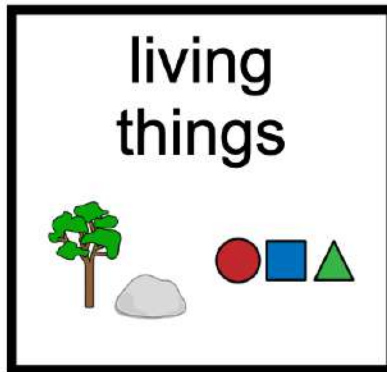
### 5. What is important to know about this chapter?

a. Todd is in class. 

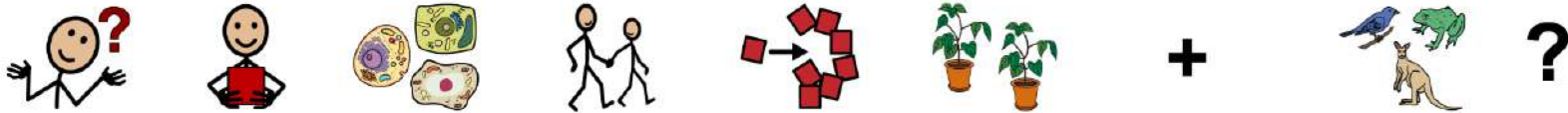
b. Living things are made of cells. 

c. Mr. Kinder likes science. 

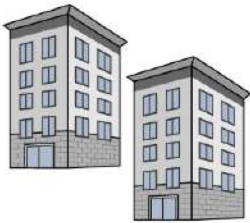
1. What is this chapter about ?



2. What has cells along with plants and animals ?



buildings



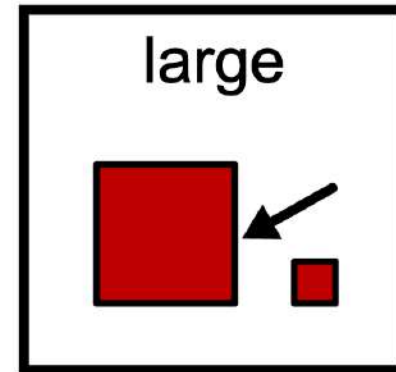
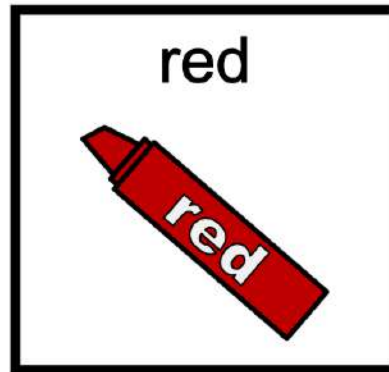
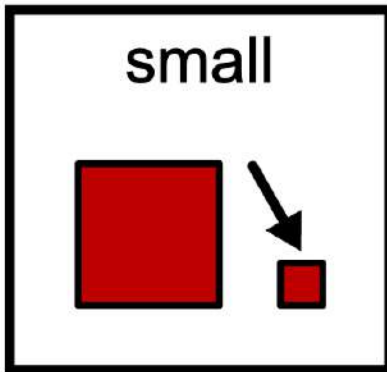
bicycles



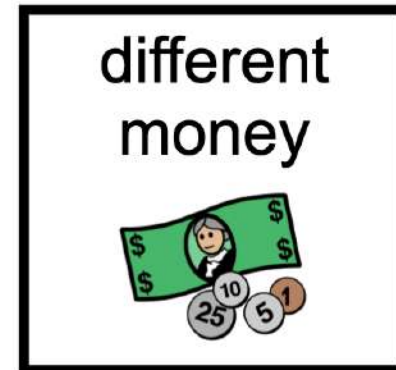
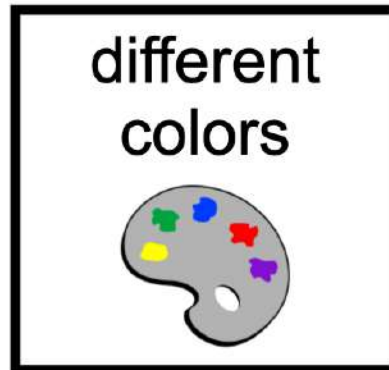
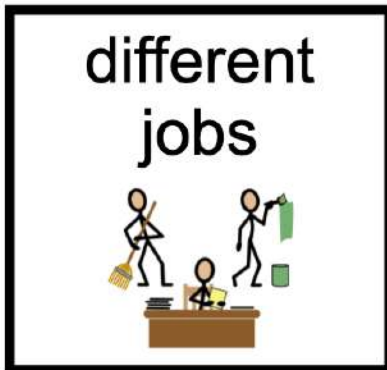
people



### 3. What are cells ?



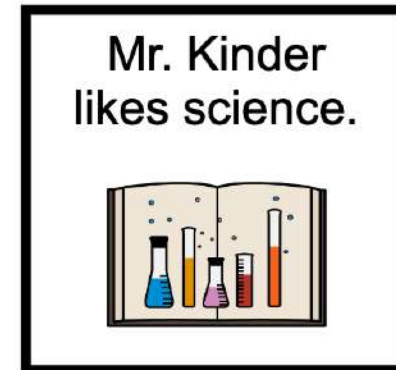
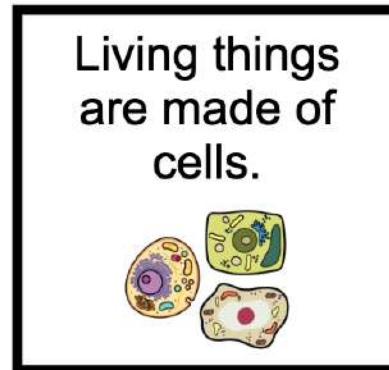
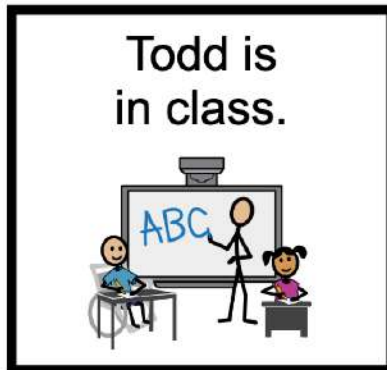
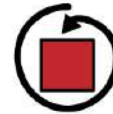
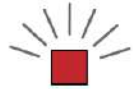
4. What do cells have ?



5. What is important to know about this chapter ?



=



*Use your chapter book to help you fill in the blank.*

- 1. Mr. Kinder tells the class that they will learn all about how people, animals and plants are \_\_\_\_\_ .**
- 2. Every living \_\_\_\_\_ is made up of cells.**
- 3. A cell is too small to see without special \_\_\_\_\_ .**
- 4. There are too many cells in each \_\_\_\_\_ , animal or plant to count.**
- 5. There are many \_\_\_\_\_ types of cells.**

*These questions may have more than one correct answer:*

**6. What are all cells?**

- a. important
- b. lazy
- c. caring

**7. What types of cells do people have?**

- a. skin
- b. muscle
- c. nerve

**8. What do all cells do in your body?**

- a. do nothing
- b. work together
- c. work alone

**9. What does Todd see that has cells?**

- a. himself
- b. class hamster
- c. class plant

**10. What did the class learn about cells?**


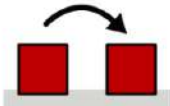

- a. Every living thing is made up of cells.
- b. People, animals and plants have many different types of cells.
- c. Each type of cell has a different job to do.

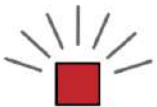




## Main Idea (What is this story about?)

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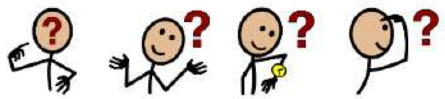




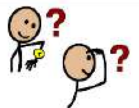

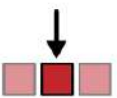


<b>In the beginning...</b> 	
<b>Then...</b> 	
<b>At the end...</b> 	



## What is important to know?


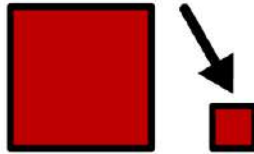

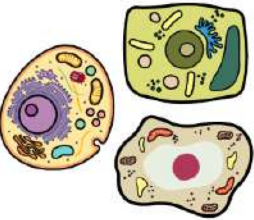






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## Story Board

	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			



For hands-on instruction, print, cut out and laminate.

<p>People</p> 	<p>small</p> 	<p>jobs</p> 	<p>cells</p> 	<p>living</p> 
<p>People</p> 	<p>small</p> 	<p>jobs</p> 	<p>cells</p> 	<p>living</p> 
<p>People</p>	<p>small</p>	<p>jobs</p>	<p>cells</p>	<p>living</p>