

# **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...

Students will...

Level



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
- · 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.
- 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 about DNA and the different genes and traits people, animals and plants have. In this chapter, DNA in People, students will learn where we get our DNA from and how it makes each of us different.

alike DNA parent autho	
cell gene trait book different* chapt	cover illustrator title

## 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					
Instructional Activities	Read Aloud	Guided / Shared Reading	Answer Questions					
See how t	See how these activities fit into the Suggested Monthly Plan.							
ULS Materials and Resources	Chapter 3: DNA in People (Level J/K)  Communication Board  Standards Connection A	Chapter 3: DNA in People (Level J/K, F/G or F/G Symbol-Supported)  Communication Board	Chapter 3: DNA in People Communication Board Comprehension Questions (Fill-In and Multiple-Choice, Levels 3-1) Advanced Questions Fill-In Cards Standards Connection B Standards Connection C					
	Instructional Guide: Active Participation So Instructional Guide: Instructional Tips SymbolStix PRIME L³ Skills: Language Arts Skills							
Additional Materials								



# **Instructional Targets**





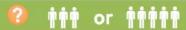


Reading Standards for Literature

- 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 interferences of a story.



# Instructional Routine



Before Reading

**During Reading** 

 Use Lesson 15, Activity 3 to introduce the Topic Word: parent and review the words: alike, cell, different, DNA, gene and trait.

- Continue talking about DNA. Ask a focus question such as, "What is DNA—a set of directions or a set of cards?"
  Discuss students' responses.
- Display Chapter 3, DNA in People (Level J/K), and read the chapter title. Use Standards Connection A to provide a visual.
- Preview the chapter. For example, look at the illustrations. Discuss the people in each illustration. Ask students
  why all of the people look different. Then say, "As I read today, it is your job to remember where we get our DNA
  from."
- · Review the learning goal with students: I will remember where we get our DNA from.

# Model Fluent Reading

Read aloud with fluency and expression.

Call attention to words or phrases that describe where we get our DNA from by emphasizing the words 'parents',
'mom' and 'dad' as you read.

# Comment on Characters, Setting and Plot

• Comment on how the illustrations help you know where we get our DNA from. For example, note the illustration on page 19. On this page of the book, say, "The chapter says, "We get DNA from both of our parents. The DNA tells our cells what to do. Some cells make us a boy or a girl. Some cells make our eye color. Other cells make our hair color. These are the traits that make you different from the others around you. These traits are also what make you and your parents look alike. The illustration shows a picture of Todd along with his mom and dad and the symbol for trait. This is showing that Todd gets his traits from his parents."

## **Discussion Questions**

- Read and discuss the questions at the bottom of each page in the chapter.
- · Revisit the learning goal. For example, ask, "Where do we get our DNA from?"
- Level 3: Have the student independently describe where we get our DNA from. Provide prompts such as, "What makes you look like your parents?"
- Level 2: Have the student identify where we get our DNA from. Picture supports such as the Communication Board or the story illustrations may be used as needed.
- Level 1: Have the student identify where we get our DNA from by making a selection (may be single option or errorless choice). For example, display the symbol for parent. Ask, "Where do we get our DNA from?" Have the student point to the symbol for parent.
- Continue discussion by talking about whether students think they look like one of their parents or someone else in their family.
- Use Standards Connection A to discuss and compare different book genres and student preferences.



After Reading

# Check Understanding 🔞



Level 2: Can the student identify where we get our DNA from? How?

Level 1: Can the student identify where we get our DNA from by making a selection (may be single option or errorless choice)?



# **Instructional Target**



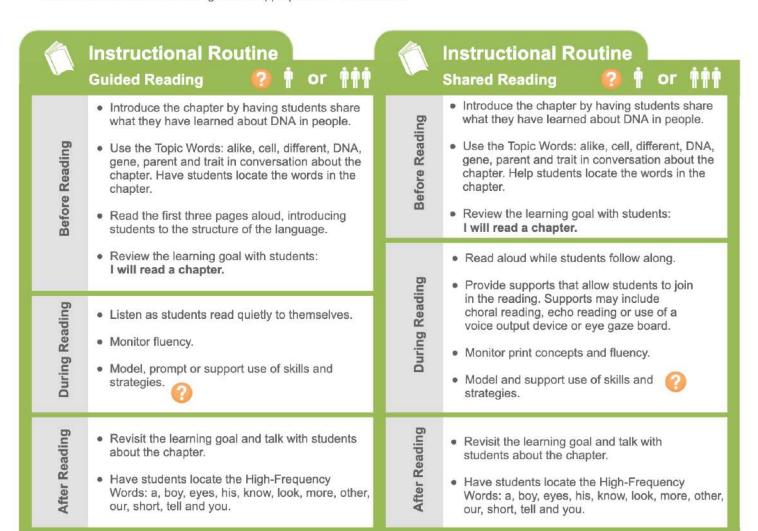




# Reading Standards for Literature

· 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.

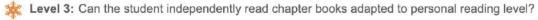
This leveled Chapter Book is presented in three leveled formats: Level J/K, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

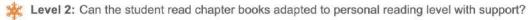




# Check Understanding 🚱











# **Instructional Target**







# Reading Standards for Literature

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



# **Instructional Routine**







ntroduce

- Introduce this activity by asking a focus question about the chapter. For example, ask, "What is a trait you can get from your parents—eye color or shoes?" Discuss students' responses.
- Tell students they will now answer other questions about the chapter, DNA in People. 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, DNA in People, 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

	parents mom hair different people	
Fill-In (Levels 3-1)	<ol> <li>Today, the class will learn about DNA in (people)</li> <li>DNA makes all the students in the class (different)</li> <li>The students have different and eye colors. (hair)</li> <li>You may look like your and dad. (mom)</li> <li>We get our DNA from our (parents)</li> </ol>	
Multiple-Choice (Levels 3-1)	<ol> <li>What is this chapter about? ( DNA in people, DNA in airplanes, DNA in fish )</li> <li>What does DNA make all the students in the class? ( desks, different, pencils )</li> <li>What do the students have that is different? ( book, homework, hair )</li> <li>Who may you look like? ( mom , dog, teacher )</li> <li>What is important to know about this chapter?         <ul> <li>We get our DNA from our parents.</li> <li>DNA is always changing.</li> <li>Parents should go to school.</li> </ul> </li> </ol>	
Fill-In Advanced	<ol> <li>Today, Mr. Kinder tells the class they will more about DNA. (learn)</li> <li>Todd sees that some of his friends are and some are girls. (boys)</li> <li>Two students have blue (eyes)</li> <li>Every person is different because of (DNA)</li> <li>Todd looks like his (dad)</li> </ol>	
Multiple-Choice Advanced	<ol> <li>Where is your parents' DNA? ( in your cells, in your lunch box, in your backpack)</li> <li>What can DNA tell our cells? (boy or girl, eye color, hair color)</li> <li>What makes you different from others around you? (traits, sports, classes)</li> <li>What can traits also make?         <ul> <li>Traits have nothing to do with your looks.</li> <li>Traits can make you and your parents look alike.</li> <li>Traits make your lunch.</li> </ul> </li> <li>What did the class learn about DNA in people?         <ul> <li>DNA makes us different from others.</li> <li>We may look like our parents because we share their DNA.</li> <li>DNA is in a picture frame.</li> </ul> </li> </ol>	



# **Instructional Target**

# Reading Standards for Literature

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

# **Differentiated Tasks**

Level 3 Students will...

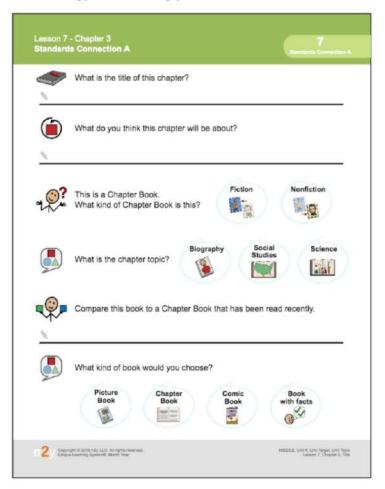
• Identify different genres and match books and stories that belong in each genre.

• Identify two stories or books of the same genre.

• Identify two stories or books of the same genre.

• Select a book or story of personal preference.

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.





# **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...

Level



Students will...

Level 6



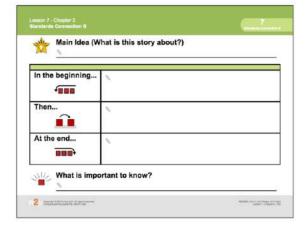
Students will...

- 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.

- 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.

- 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.



Students will...



# **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

story, play or poem.



· Describe words, phrases or features

that are part of the structure of a

Students will...

Level

that are part of the structure of a

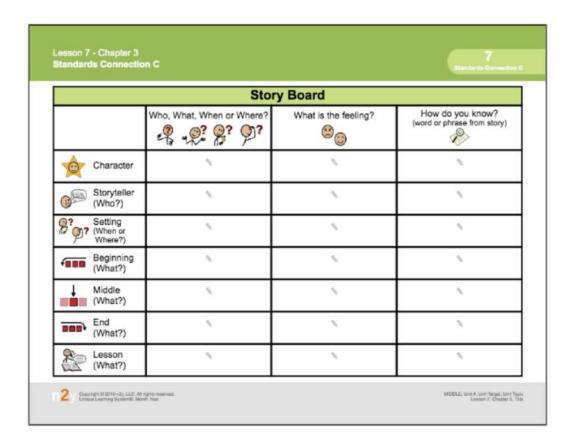
story, play or poem.

- Students will... · Identify words, phrases or features
- · Select a word or picture that is part of the structure of a story, play or poem.

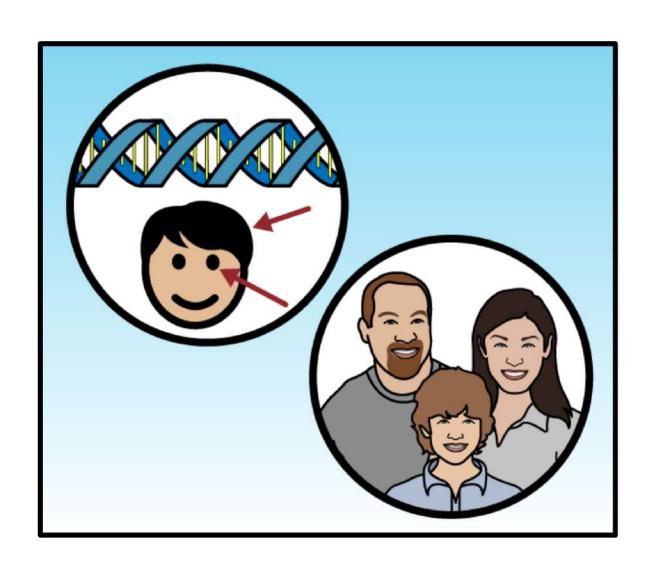
Level 1

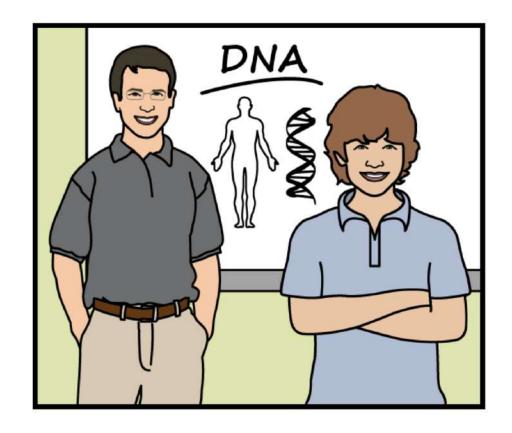
- · Describe the words, phrases or features that evoke feelings in a story, play or poem.
- · Identify words, phrases or features that evoke feelings in a story, play or poem with support.
- · Select a word or picture that evokes feelings in a story.

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.



# Chapter 3: DNA in People





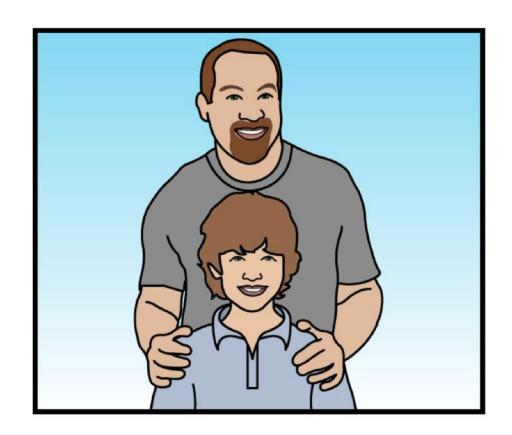
Today, Mr. Kinder tells the class they will learn more about DNA. He says, "This week we will learn about DNA in people."



Mr. Kinder asks the class to look around the room again. "Are we all the same?"

Todd sees that some of his friends are boys and some are girls. Some of his friends are tall. Some are short. Two students have blue eyes. One student has curly hair.

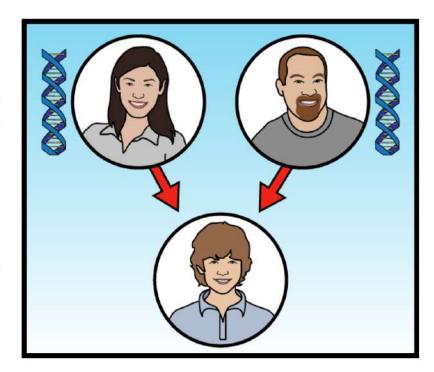
Every person is different because of DNA.



"I know we are all different," says Todd,
"but people say I look like my dad." "Right
again, Todd," says Mr. Kinder. "That is
DNA at work too." Mr. Kinder explains that
Todd looks like his dad because some of
his DNA came from him.

Mr. Kinder explains that our DNA comes from our parents. "When you were born

some of your
mom's DNA and
some of your
dad's DNA were
passed to you.



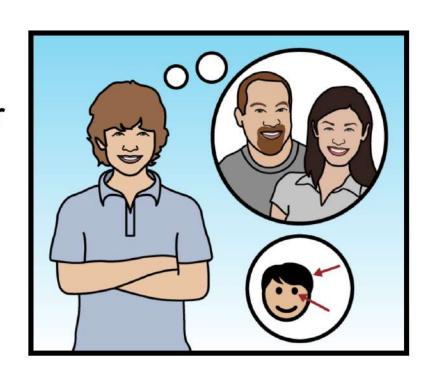
Both parents' DNA is in your cells," says
Mr. Kinder. "This makes you look like your
dad or have the same eye color as your
mom."

We get DNA from both of our parents.

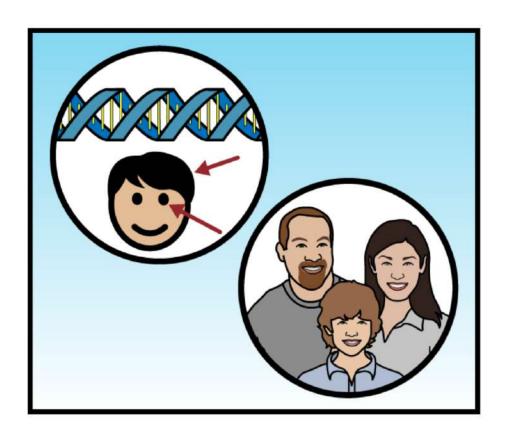
The DNA tells our cells what to do. DNA can tell our cells to make us a boy or a girl.

DNA can tell our cells to make our eyes or hair a certain color.





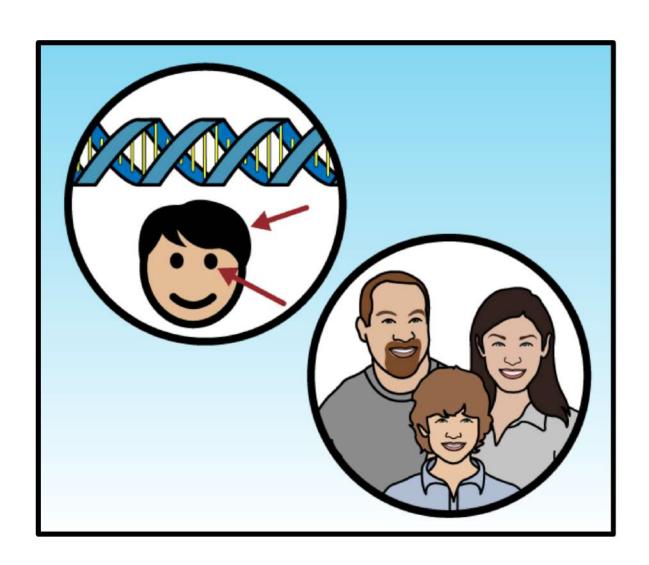
that make you different from the others around you. These traits are also what make you and your parents look alike.

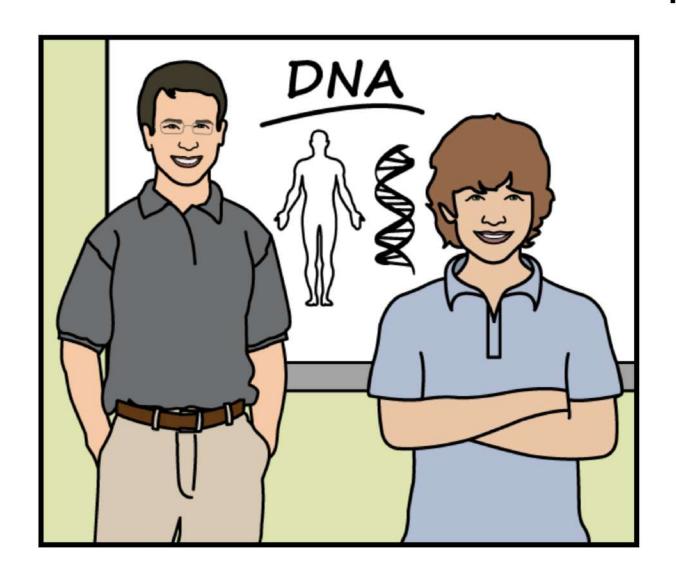


"Let's review what we have learned about DNA in people," says Mr. Kinder.

- We get our DNA from both parents.
- DNA makes us different from others.
- We may look like our parents because we share their DNA.

# Chapter 3: DNA in People





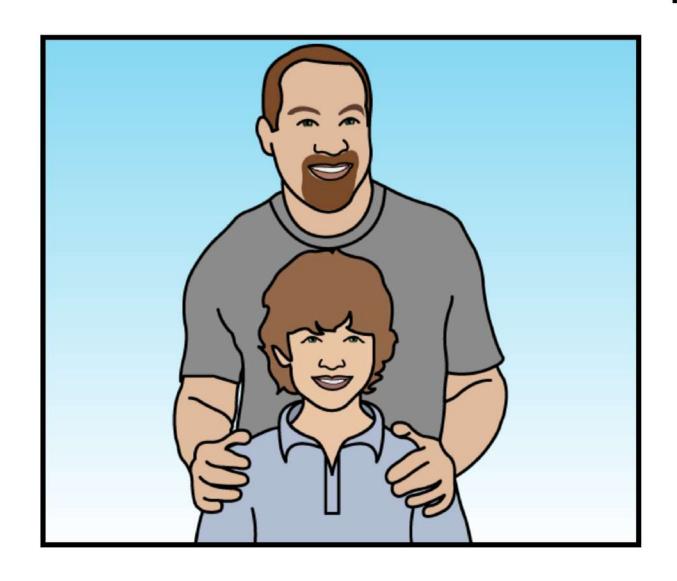
The class learns more about DNA.

Today, the class will learn about

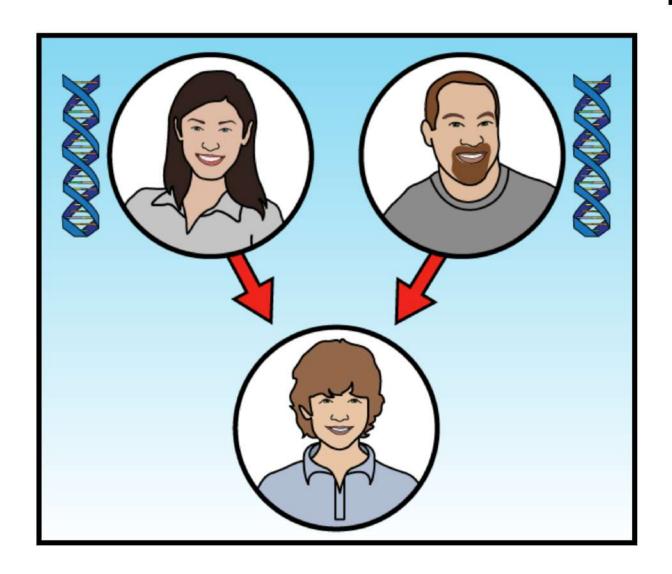
DNA in people.



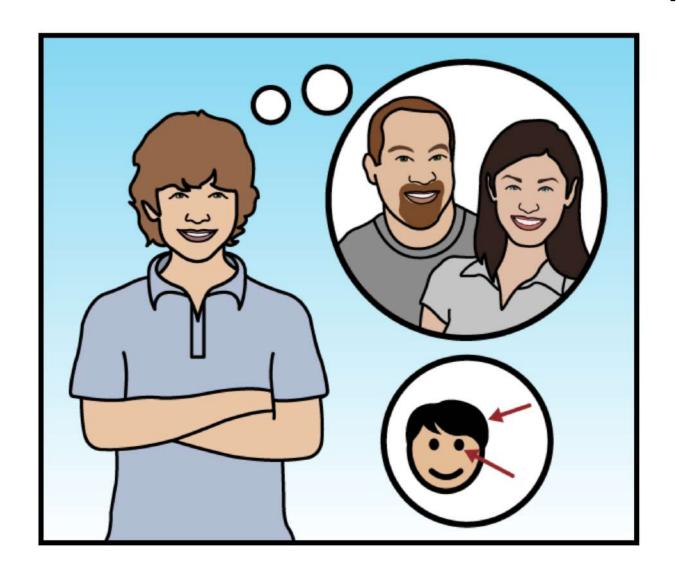
DNA makes all the students in the class different. Some are boys and some are girls. The students have different hair and eye colors.



Todd looks like his dad. Some of Todd's DNA came from his dad.



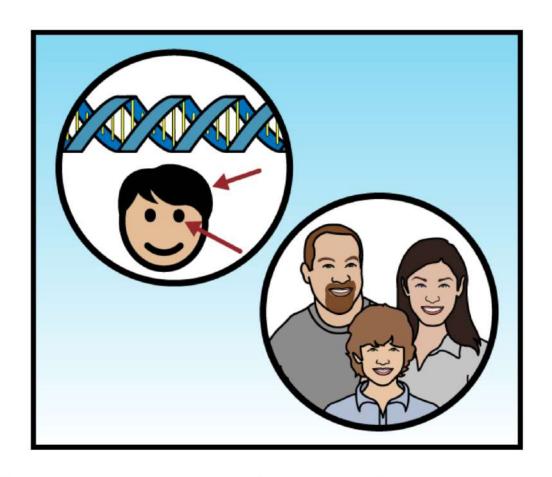
Your DNA comes from your parents. You may look like your mom and dad.



DNA tells the cells what to do.

Some cells make us a boy or girl.

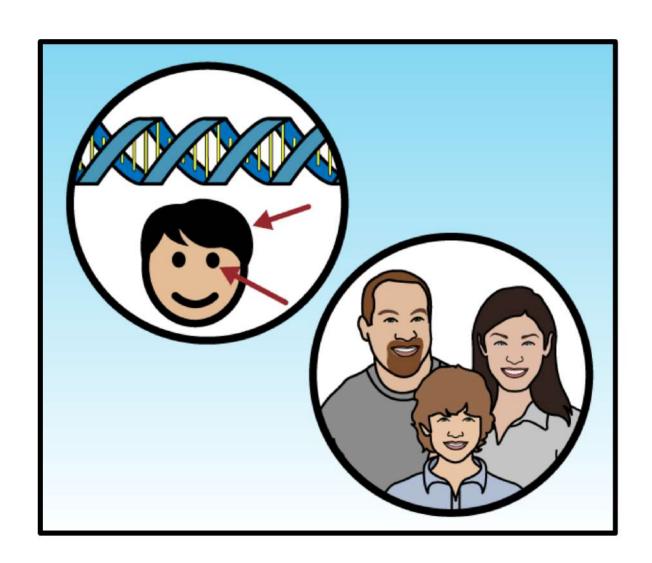
Some cells make our eye color.

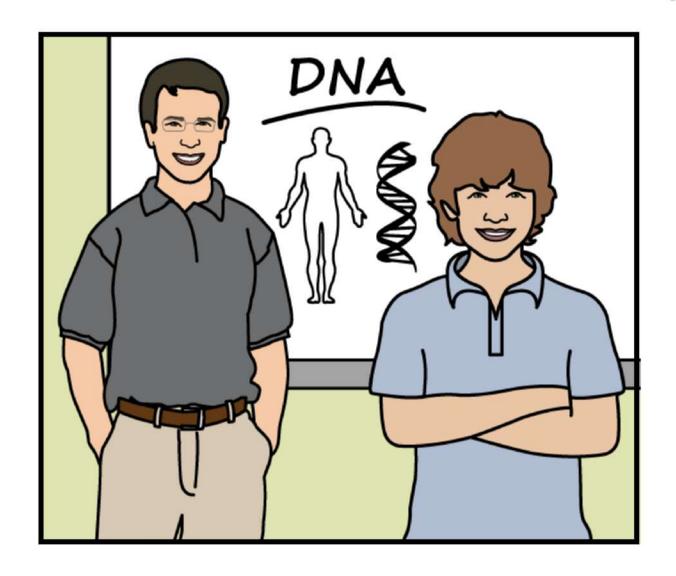


# What have we learned?

- We look different because of DNA.
- DNA tells cells what to do.
- We get our DNA from our parents.

# Chapter 3: DNA in People





The class



n

more



DNA.











Today, the class will learn













in



people.



DNA makes all the students in the class different.















Some are boys and some are girls.











The students have different hair and eye color.





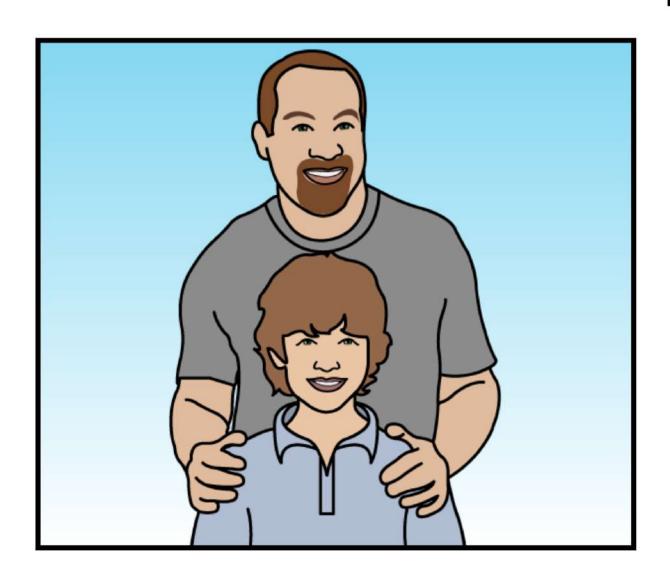


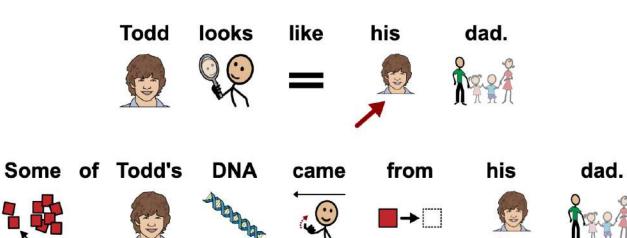


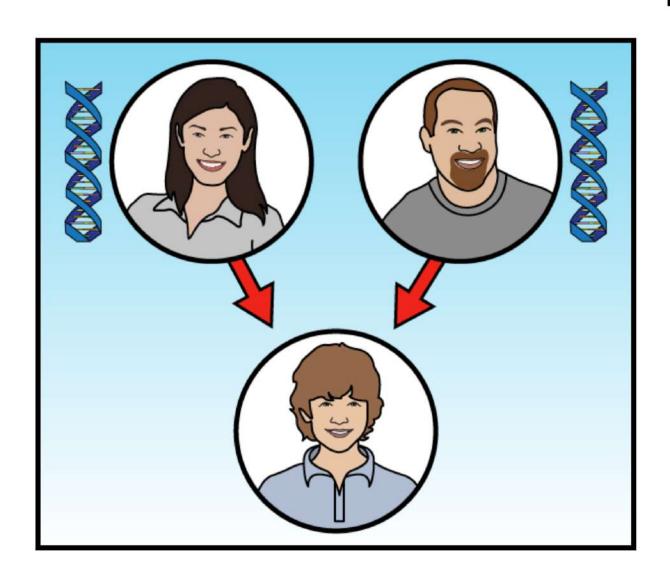


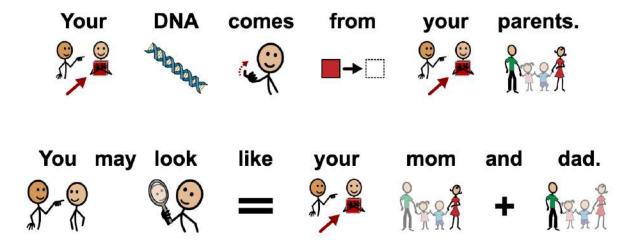


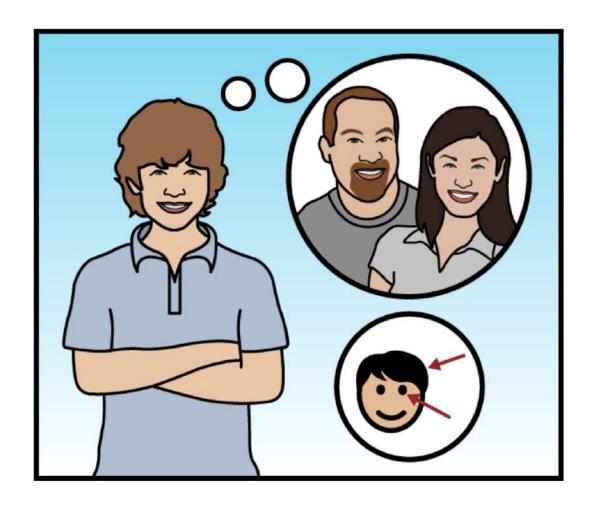












DNA tells the cells what to do.











Some cells make us a boy or girl.













Some cells make our eye color.



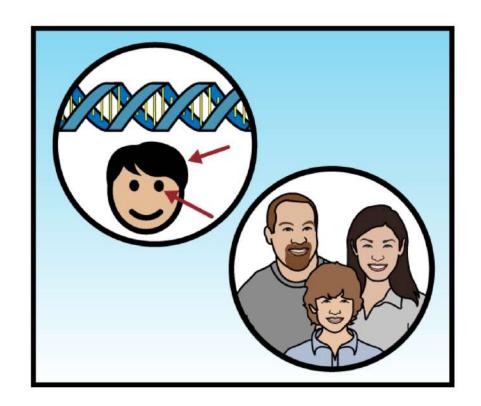












What have we learned ?











We look different because of DNA.











DNA tells cells what to do.





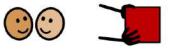






DNA from our parents. We get our















yes





# **DNA** in People



learn	make	all	class	DNA	people	student
look	come	different	boy	girl	hair	eye
tell		some	color	Todd	dad	parents
			mom	cell		

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?







What is the chapter topic?









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



What kind of book would you choose?











1. Today, the class will learn about DNA in



2. DNA makes all the students in class



3. The students have different



and eye colors.

4. You may look like your

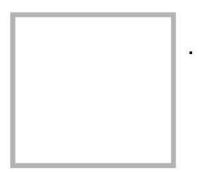


and dad.

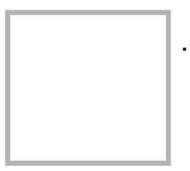
5. We get our DNA from our



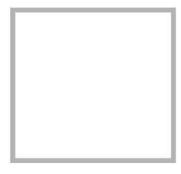
1. Today, the class will learn about DNA in



2. DNA makes all the students in class

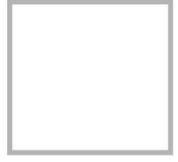


3. The students have different



and eye color.

4. You may look like your



and dad.

5. We get our DNA from our





1. Today, the class will learn about DNA in

2. DNA makes all the students in the class













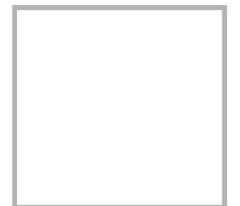


3. The students have different







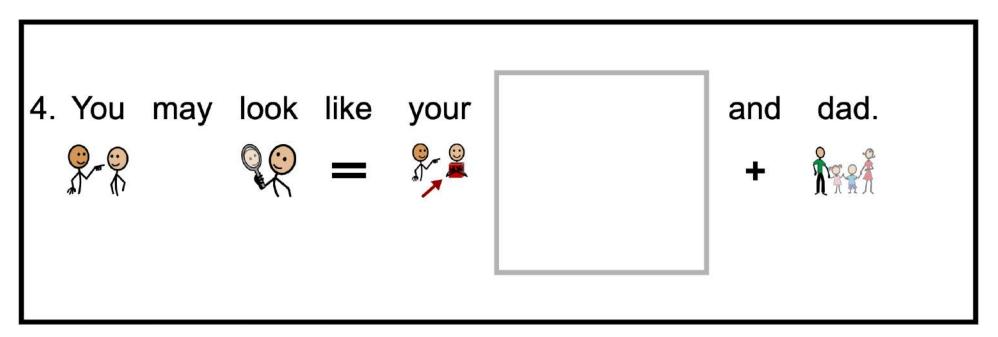


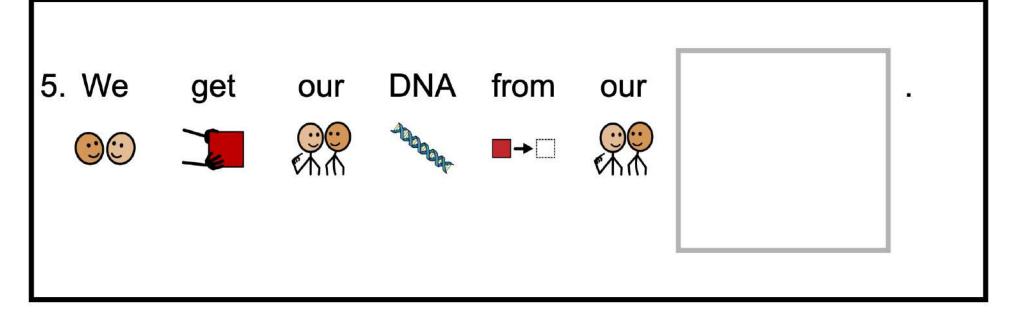
and eye color.











### 1. What is this chapter about?

a. DNA in people

b. DNA in airplanes

c. DNA in fish

#### 2. What does DNA make all the students in the class?

a. desks

b. different

c. pencils

#### 3. What do the students have that is different?

a. book

b. homework

c. hair

### 4. Who may you look like?

a. mom

b. dog

c. teacher

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

- a. We get our DNA from our parents.
- b. DNA is always changing.
- c. Parents should go to school.

### 1. What is this chapter about?

a. DNA in people

b. DNA in airplanes c. DNA in fish







### 2. What does DNA make all the students in the class?

a. desks

b. different

c. pencils







### 3. What do the students have that is different?

a. book

b. homework

c. hair







### 4. Who may you look like?

a. mom

b. dog

c. teacher







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

a. We get our DNA from our parents. 🎠 🧗



b. DNA is always changing.



c. Parents should go to school.

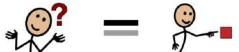




1. What is this chapter about?











**DNA** in people



**DNA** in airplanes



**DNA** in fish



2. What does DNA make all the students in class?









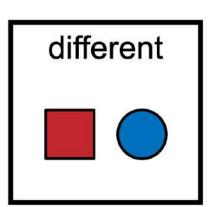


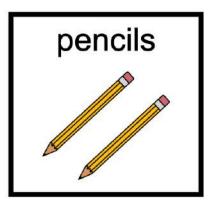












3. What do the students have that is different?



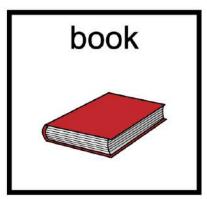


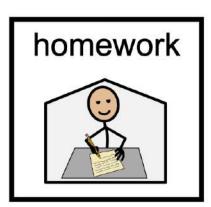


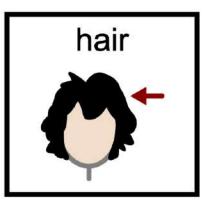












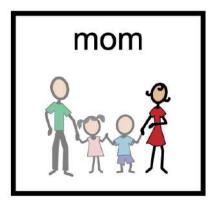
4. Who may you look like?

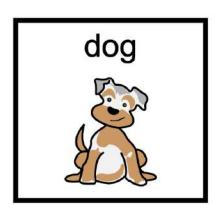


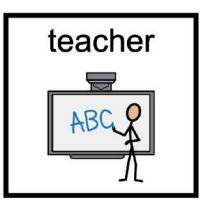




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5. What is important to know about this chapter?













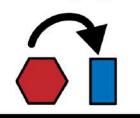


?

We get our DNA from our parents.



DNA is always changing.



Parents should go to school.









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

- Today, Mr. Kinder tells the class they will \_\_\_\_\_

  more about DNA.
- 2. Todd sees that some of his friends are \_\_\_\_\_ and some are girls.
- 3. Two students have blue

4. Every person is different because of

5. Todd looks like his



Name:		
I WIII O		

These questions may have more than one correct answer: 6. Where is your parents' DNA? a. in your cells b. in your lunch box c. in your backpack 7. What can DNA tell our cells? a. boy or girl b. eye color c. hair color 8. What makes you different from others around you? a. traits b. sports c. classes What can traits also make? a. Traits have nothing to do with your looks. b. Traits can make you and your parents look alike.

# C. Traits make your lunch.

10. What did the class learn about DNA in people?

a. DNA makes us different from others.

b. We may look like our parents because we share their DNA.

C. DNA is in a picture frame.



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

In the beginning	
<b>√</b> ■■■	
Then	
At the end	



## What is important to know?

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?)							



parents	S	mom			hair	differe	nt	people
parents	r	nom	hair		different	people		
				•				
parents	r	nom	hair		different	people		