

## 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, **Todd's Family Tree**, students will follow Todd as he learns more about the people in his family and their similarities as he completes a family tree.



### Topic Words



alike	family	parent
different*	gene	trait
DNA		



### 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 4: Todd's Family Tree</b> (Level J/K)  <b>Communication Board</b>  <b>Standards Connection A</b>	<b>Chapter 4: Todd's Family Tree</b> (Level J/K, F/G or F/G Symbol-Supported)  <b>Communication Board</b>	<b>Chapter 4: Todd's Family Tree</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 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.
- **Key Ideas and Details:** Answer questions to explain the main ideas, details and inferences of a story.



## Instructional Routine



### Before Reading

- Use Lesson 15, Activity 3 to introduce the Topic Word: family, and review the words alike, different, DNA, gene, parent and trait.
- Continue talking about parents. Ask a focus question such as, "How can we look like our parents—dyeing our hair or our DNA?" Discuss students' responses.
- Display Chapter 4, **Todd's Family Tree** (Level J/K), and read the chapter title. Use Standards Connection A to provide a visual.
- Preview the chapter. For example, point out the illustrations with Todd's family photos and family tree. Ask students why Todd might be looking through family photos to make a family tree. Then say, "As I read today, it is your job to remember what Todd's family tree shows about the DNA in his family."
- Review the learning goal with students: **I will remember what Todd's family tree shows about the DNA in his family.**

### During Reading

#### Model Fluent Reading

- Read aloud with fluency and expression.
- Call attention to words or phrases that describe what Todd's family tree shows about the DNA in his family by emphasizing the words or phrases as you read them, such as, 'DNA', 'traits', 'family tree', 'brown hair', 'green eyes', 'blue eyes', 'look alike', 'look different' and 'look like him'.

#### Comment on Characters, Setting and Plot

- Comment on how the illustrations help you know how the DNA in Todd's family makes some family members look different. For example, point out how the illustration on page 26 shows Todd's brother and sister with different hair colors. Then say, "The chapter book says, Todd's sister has brown hair like their mother and his brother has red hair like their father. They have many traits from their parents that make them look alike, but some traits that make them look different." Then, comment on how the illustrations also show how the DNA in Todd's family makes family members look different. For example, point out how the illustration on page 27 show Todd's family members on his family tree. Then say, "The chapter book says, He circles family members on his family tree who look like him. He finds family members who have the same eye color. He finds family members with the same hair color. He finds family members who are the same in many ways."

#### 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 does Todd's family tree show about the DNA in his family?"
- Level 3:** Have the student independently describe what Todd's family tree shows about the DNA in his family. Provide prompts such as, "What hair color does Todd's brother and sister have? Why is that?"
- Level 2:** Have the student identify what Todd's family tree shows about the DNA in his family. Picture supports such as the Communication Board or the story illustrations may be used as needed.
- Level 1:** Have the student identify what Todd's family tree shows about the DNA in his family by making a selection (may be single option or errorless choice). For example, display the book illustration on page 26. Ask, "What hair color does Todd's sister have?" Have the student select the color brown.
- Continue the discussion by having students share who they would put on their family tree and who they may look like or different from in their family.
- Use Standards Connection A to discuss and compare different book genres and student preferences.



## Check Understanding ?

- ❄ **Level 3:** Can the student describe what Todd's family tree shows about the DNA in his family from the chapter?
- ❄ **Level 2:** Can the student identify what Todd's family tree shows about the DNA in his family from the chapter? How?
- ❄ **Level 1:** Can the student identify what Todd's family tree shows about the DNA in his family by making a selection from the chapter (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.



## Instructional Routine

### Guided Reading



#### Before Reading

- Introduce the chapter by having students share what they have learned about the DNA in Todd's family.
- Use the Topic Words: alike, different, DNA, family, gene, parent and trait in conversation about the chapter. Have students locate the words in the chapter.
- Read the first three pages aloud, introducing students to the structure of the language.
- Review the learning goal with students:  
**I will read a chapter.**

#### During Reading

- Listen as students read quietly to themselves.
- Monitor fluency.
- Model, prompt or support use of skills and strategies.

#### After Reading

- Revisit the learning goal and talk with students about the chapter.
- Have students locate the High-Frequency Words: a, brown, eyes, his, look, more, other, sister, tree and you.



## Instructional Routine

### Shared Reading



#### Before Reading

- Introduce the chapter by having students share what they have learned about the DNA in Todd's family.
- Use the Topic Words: alike, different, DNA, family, gene, parent and trait in conversation about the chapter. Help students locate the words in the chapter.
- Review the learning goal with students:  
**I will read a chapter.**

#### During Reading

- Read aloud while students follow along.
- 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.
- Monitor print concepts and fluency.
- Model and support use of skills and strategies.

#### After Reading

- Revisit the learning goal and talk with students about the chapter.
- Have students locate the High-Frequency Words: a, brown, eyes, his, look, more, other, sister, tree and you.



## 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, "What can show how your family is alike or different—a stuffed animal or a family tree?" Discuss students' responses.
- Tell students they will now answer other questions about the chapter, **Todd's Family Tree**. 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, **Todd's Family Tree**. 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

share      DNA      traits      pictures      chart

Fill-In (Levels 3-1)

1. The students learn about \_\_\_\_\_ in their family. ( **DNA** )
2. A family tree is a \_\_\_\_\_. ( **chart** )
3. Todd looks at \_\_\_\_\_ of his family. ( **pictures** )
4. Todd's brother and sister have their parents' \_\_\_\_\_. ( **traits** )
5. People in a family \_\_\_\_\_ some DNA. ( **share** )

Multiple-Choice (Levels 3-1)

1. What is this chapter about? ( hair color, graphs, **DNA in families** )
2. What is a family tree? ( flower, **chart** , plant )
3. What does Todd look at of his family? ( **pictures** , magazines, videos )
4. What do Todd's brother and sister have? ( cars, **traits** , phones )
5. What is important to know about this chapter?
  - Todd's family is very large.
  - Family time is important.
  - **People in a family share some DNA.**

Fill-In Advanced

1. Todd is going to make his family \_\_\_\_\_. ( **tree** )
2. A family tree shows how the people are \_\_\_\_\_. ( **related** )
3. Todd is excited to learn more about the DNA in his \_\_\_\_\_. ( **family** )
4. Todd asks his mom about other \_\_\_\_\_ in his family. ( **people** )
5. Todd's mom gives him a family \_\_\_\_\_ album. ( **photo** )

Multiple-Choice Advanced

6. What color eyes does Todd's grandfather have? ( purple, **blue** , brown )
7. What makes the different eye colors in Todd's family? ( food they eat, clothes they wear, **genes in DNA** )
8. What do Todd and his brother and sister have from their parents? ( **traits** , cars, T-shirts )
9. Why does Todd circle some of the people on his family tree?
  - **They are family members who look like him.**
  - They are family members with the same eye color.
  - They are family members with the same hair color.
10. What did Todd learn about from his family tree?
  - **Many people in Todd's family have the same eye color.**
  - Todd does not look like his family.
  - **A family tree shows how your family is alike and different.**



## 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.

### Level 2 Students will...


- Identify two stories or books of the same genre.

### Level 1 Students will...


- 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.


Lesson 9 - Chapter 4  
Standards Connection A
9  
Standards Connection A

 What is the title of this chapter?  



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 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.  


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 What kind of book would you choose?

Picture Book
Chapter Book
Comic Book
Book with facts

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MIDDLE, Unit 8, Unit Target, Unit Test  
Lesson 9, Chapter 4, 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 9 - Chapter 4  
Standards Connection B
9  
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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MIDDLE, Unit 24, Life Science, I Look Like My Parents Lesson 9, Chapter 4, Todd's Family Tree



## 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.

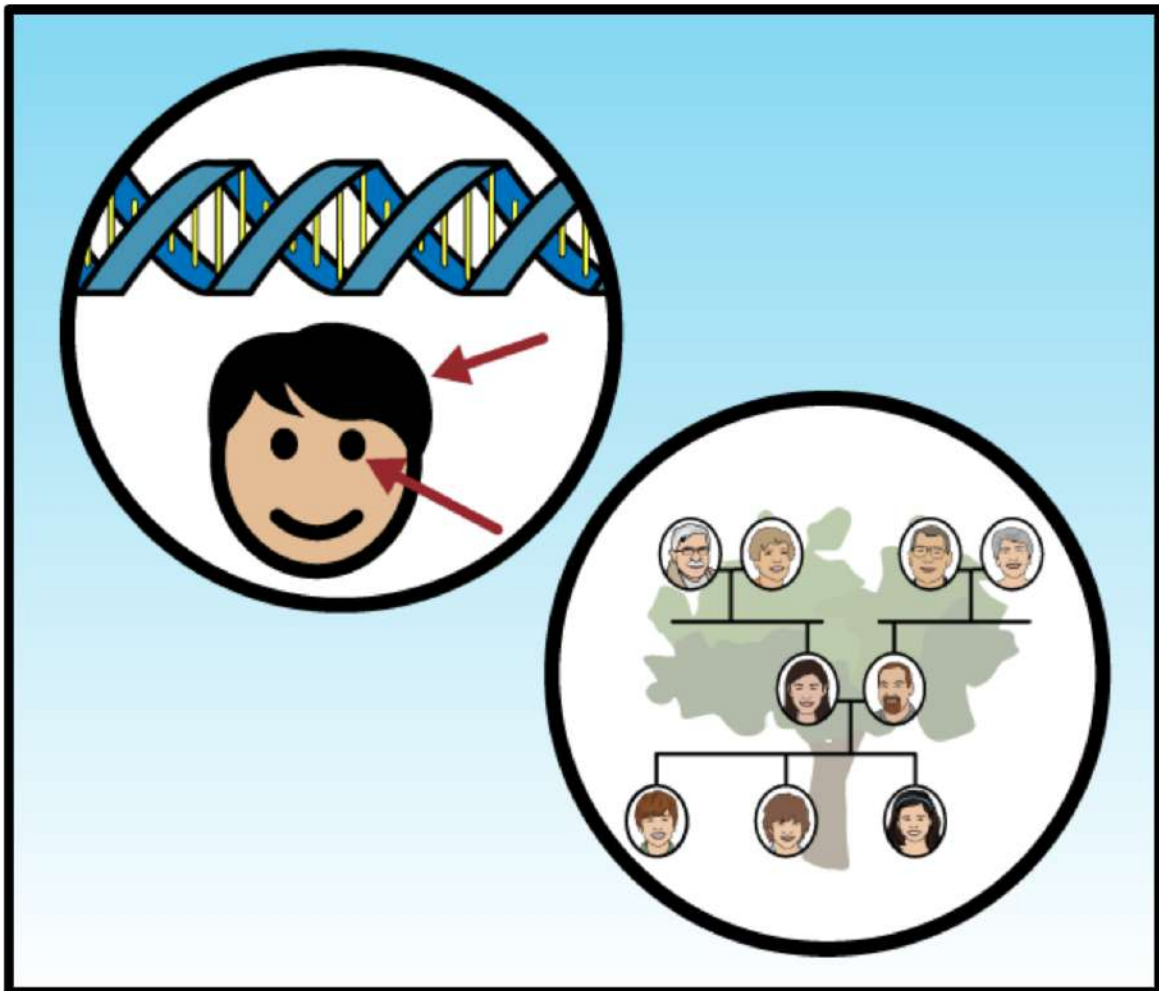
Lesson 9 - Chapter 4 Standards Connection C		9 Standards Connection C	
Story Board			
	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			

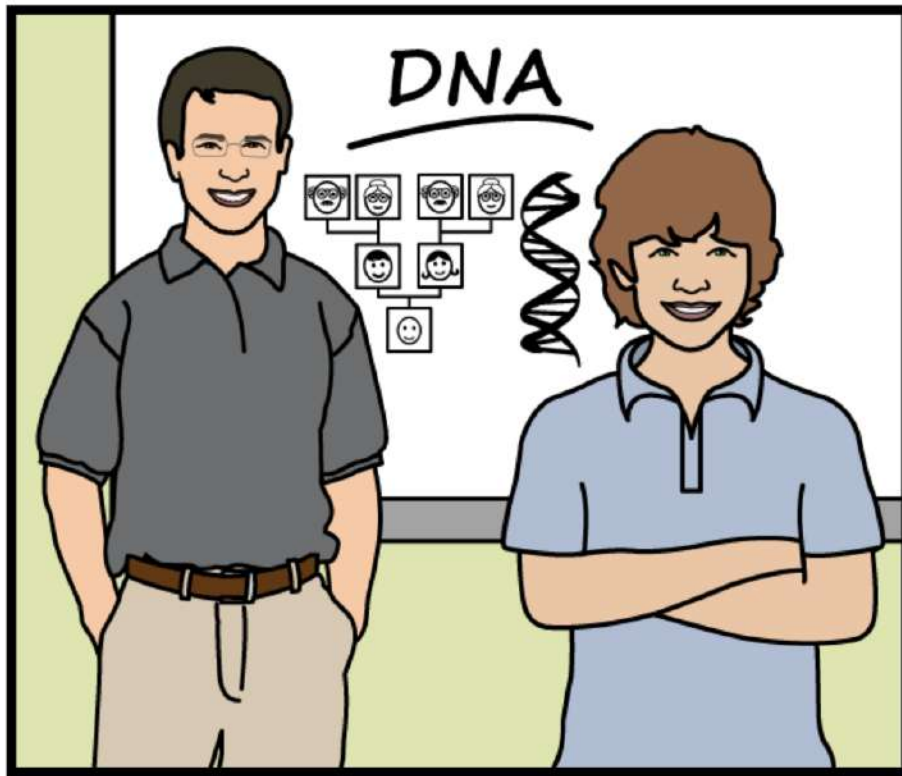
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MIDDLE, Unit 4, Life Science, I Look Like My Parents  
Lesson 9, Chapter 4, Todd's Family Tree

# Chapter 4:

## Todd's Family Tree





Today in science class, Mr. Kinder explains a new activity the students will be doing. “We are going to learn more about the DNA in your own family,” Mr. Kinder says. “You are going to make a family tree.” Todd wonders what a family tree is.

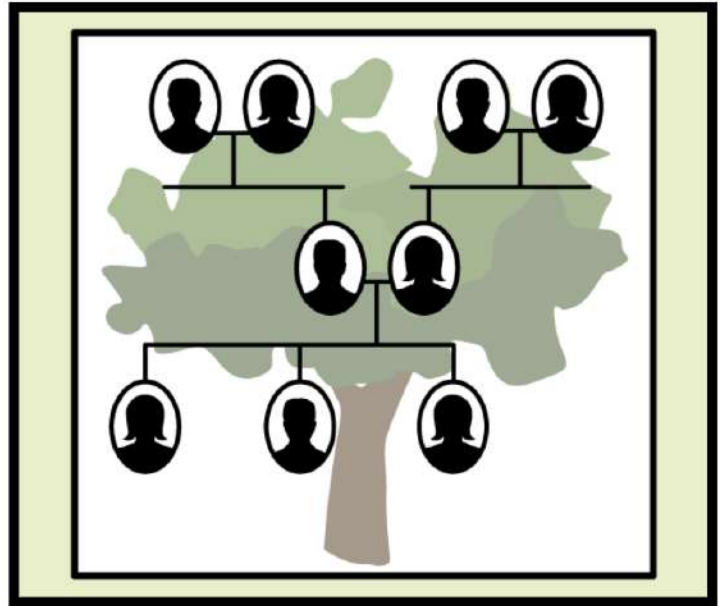
*What is the class activity?*



Mr. Kinder explains that a family tree is a chart. The chart shows all of the people in a family.

It shows how the people are related.

The chart looks like many branches on



a tree. Todd is going to make his family tree. Todd is excited to learn more about the DNA in his family.

*What is a family tree?*



Todd gets home from school. Todd asks his mom about other people in his family.

“Does everyone in our family have the same color eyes? Do they all have brown hair like me? Do other people in the family look alike or different?” Todd asks.

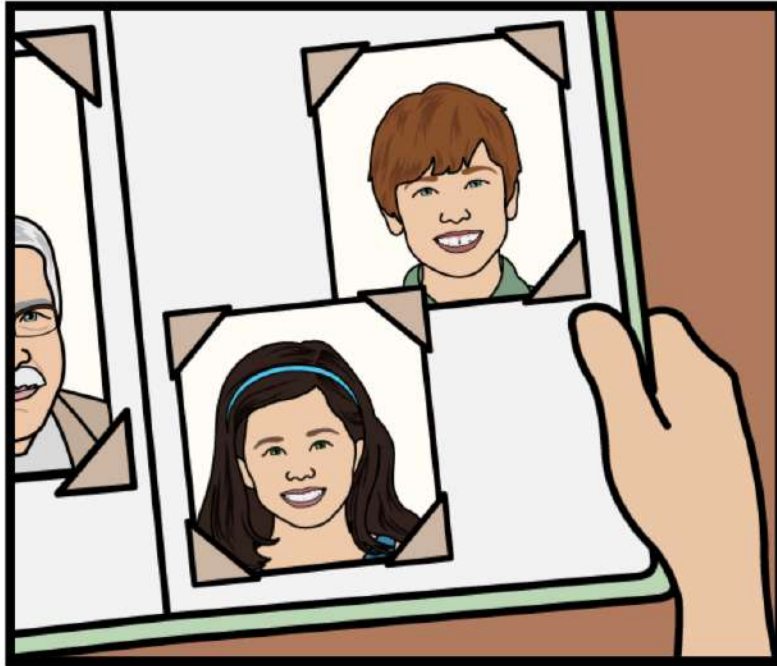
*Do people in your family look alike?*

Todd's mom gives him a family photo album. He sees pictures of his mom's family. Todd's grandfather has blue eyes. His grandmother has green eyes. Todd sees pictures of aunts and uncles. Some have green eyes. Some have blue eyes. The different eye colors in Todd's family are because of the genes in their DNA.



*Discuss why the people in Todd's family have different eye colors.*

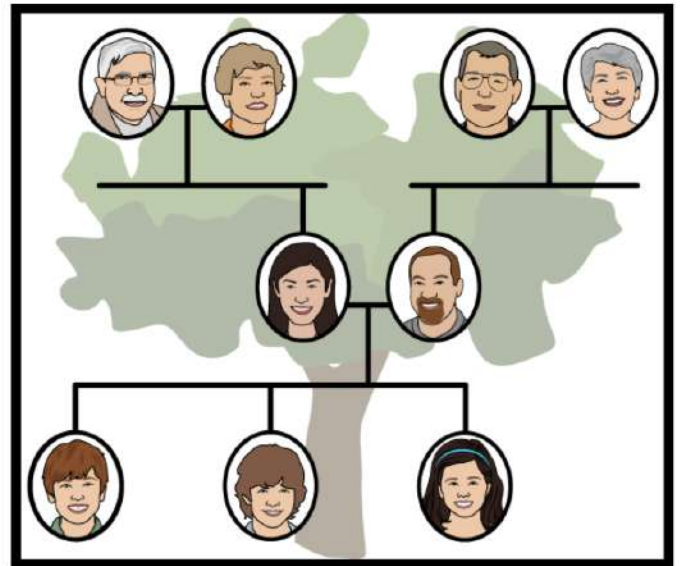




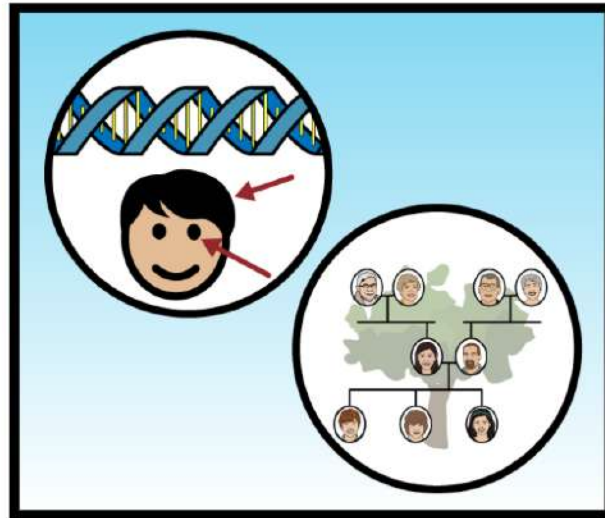
Todd sees a picture of his brother and sister. His sister has brown hair. Todd and his mom have brown hair too. But, his brother has red hair. The red hair comes from his dad. They have many traits from their parents that make them look alike, but some traits that make them look different.

*Why do Todd's brother and sister have the same hair color as their mom and dad?*

Todd works hard on his family tree in class the next day. He glues on photos of his relatives. He circles family members who look like him. He finds family members who have the same eye color. He finds family members with the same hair color. He finds family members who are the same in many ways.



*What does Todd put on his family tree?*



Let's review what Todd has learned about DNA in his family.

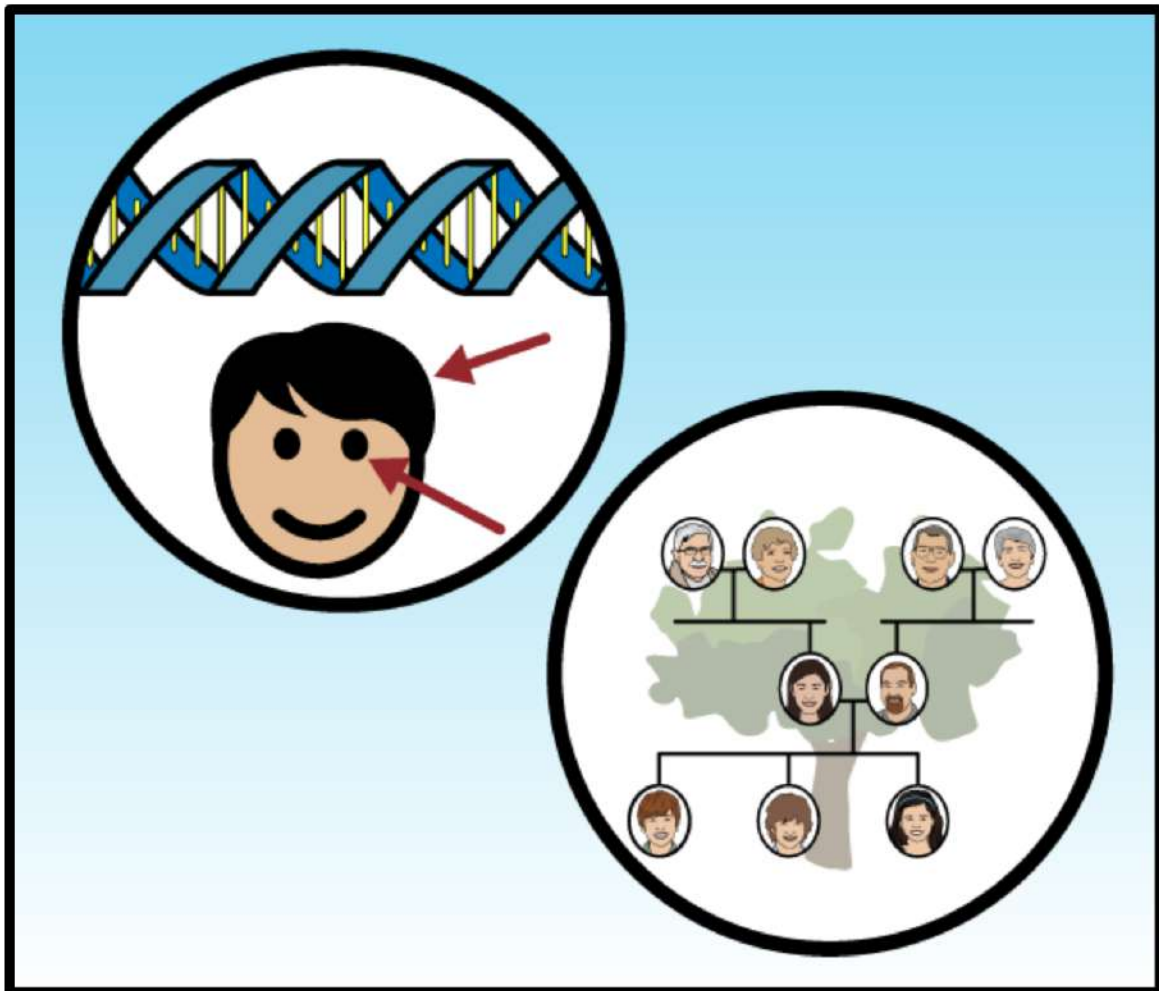
- Many people in Todd's family share the same DNA.
- Some family members have brown hair.
- Some family members have red hair.
- A family tree shows how your family is alike and different.

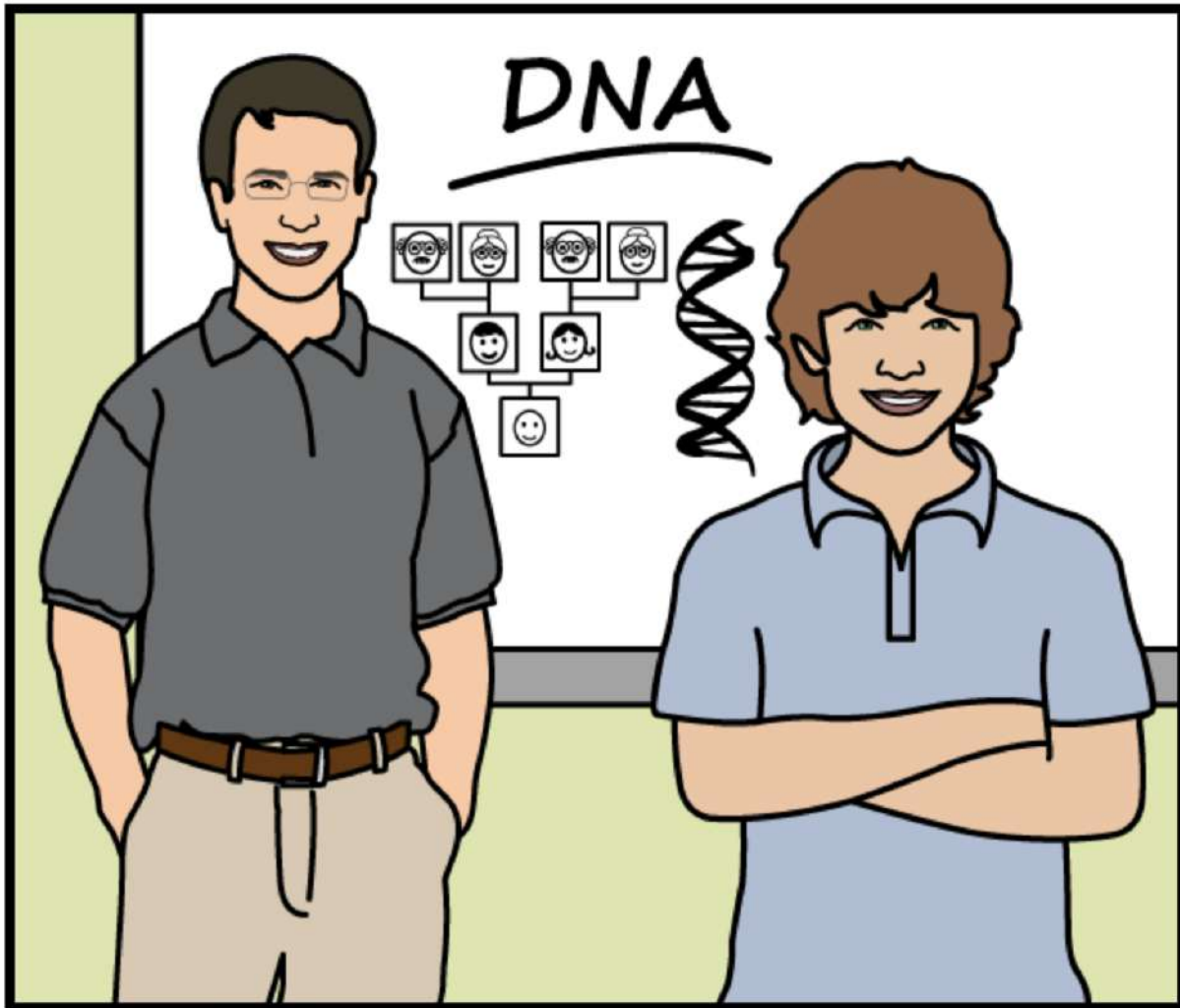
*Discuss what you learned about DNA in families.*



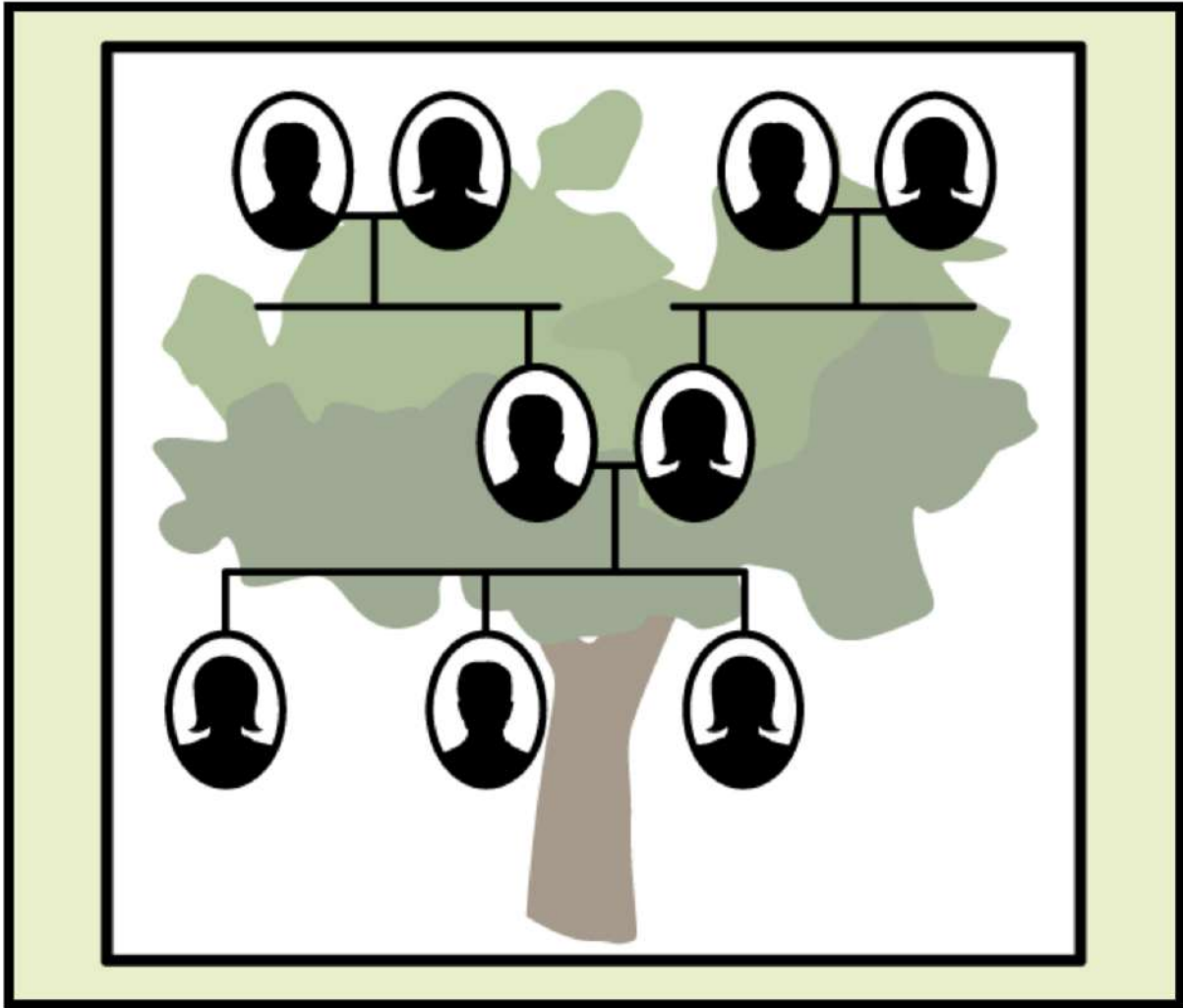
# Chapter 4:

## Todd's Family Tree





**The students learn about DNA in their family. They will make their own family tree. What is a family tree ?**



**A family tree is a chart. The chart shows all of the people in a family. Todd is excited to know about DNA in his family.**



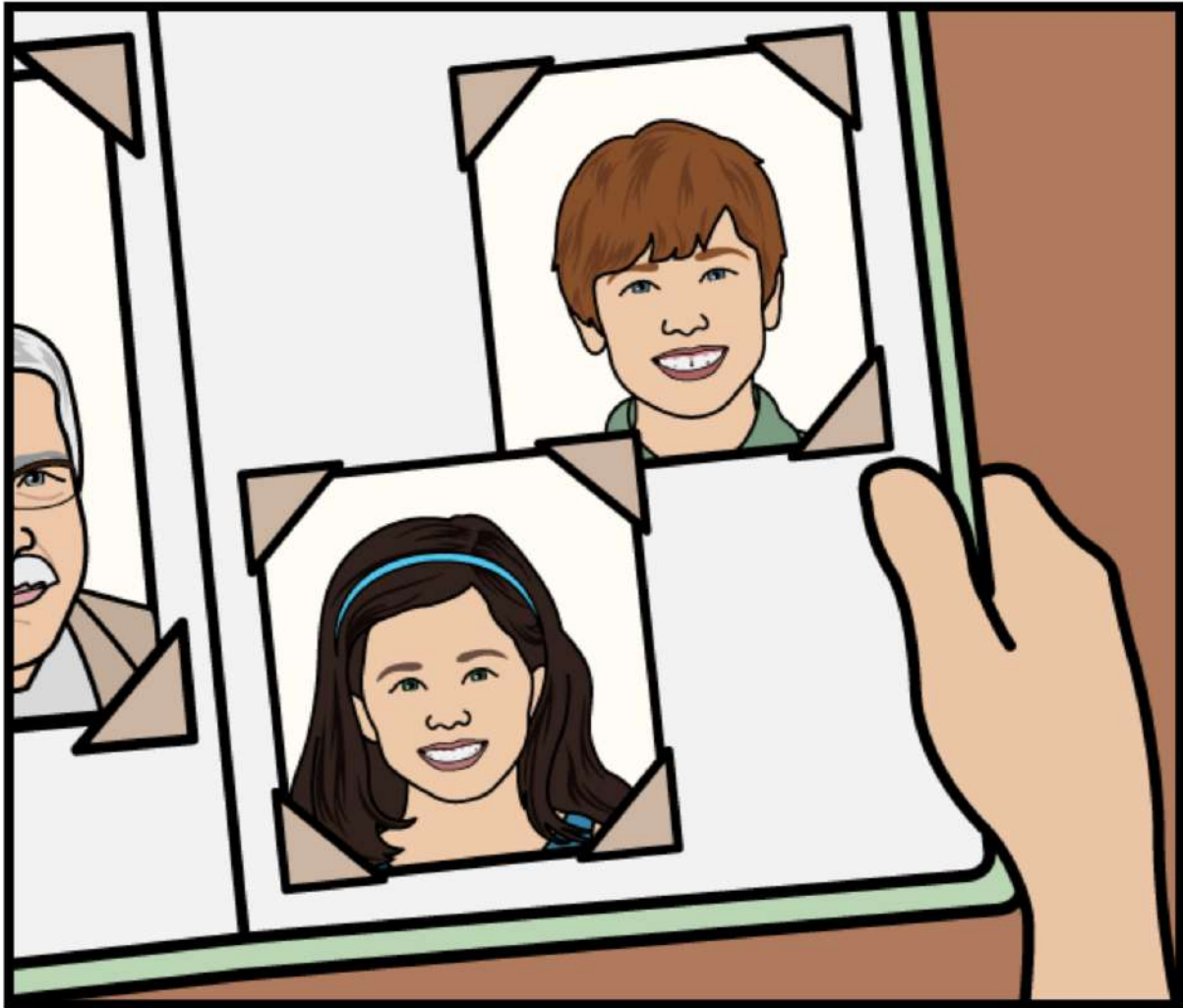


**Do all people in a family look alike ?**

**Todd asks his mom about people in his family. Do people in Todd's family look like him ?**

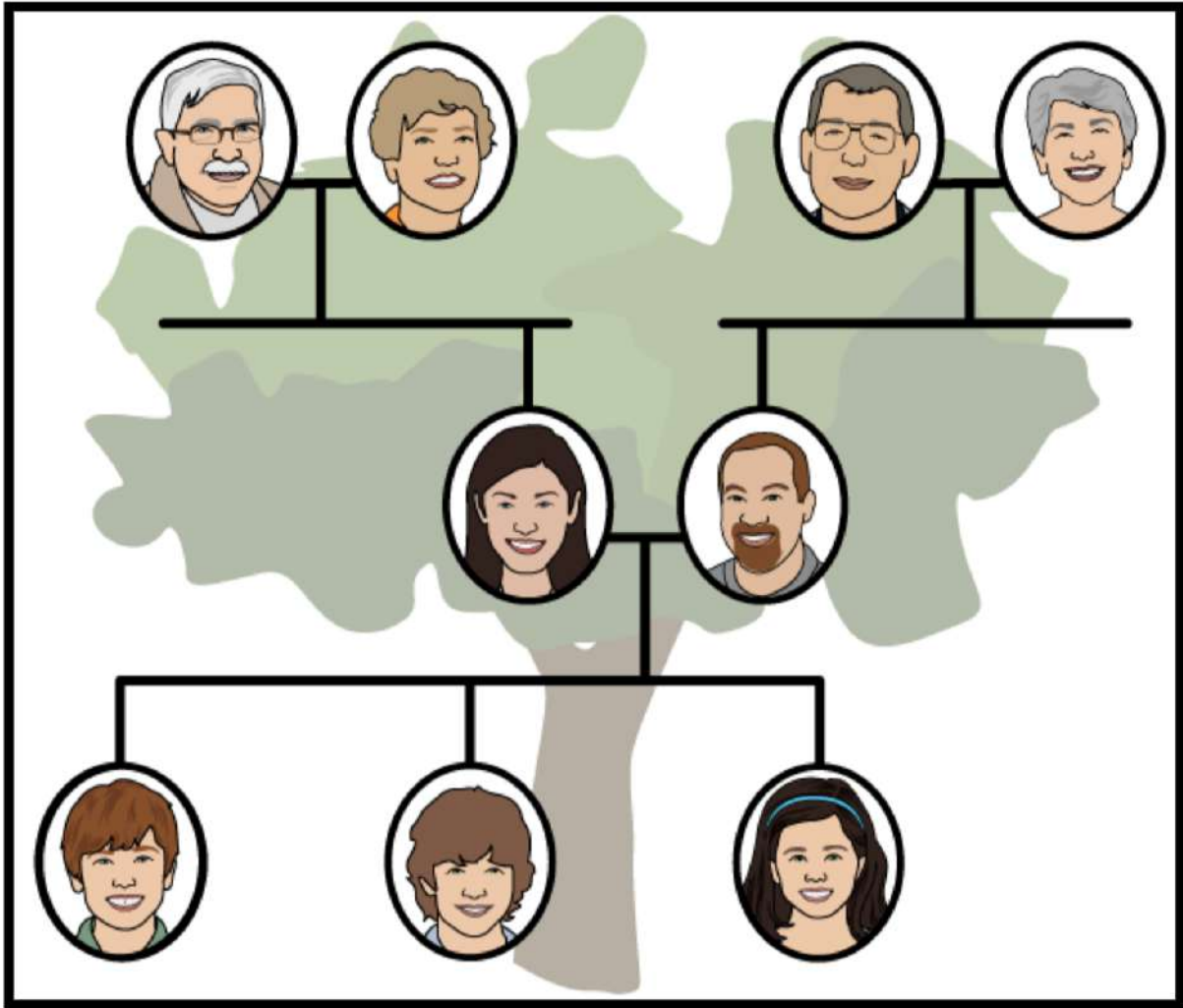


**Todd looks at pictures of his family.  
Some people have green eyes. Some  
people have blue eyes. They have  
different DNA.**



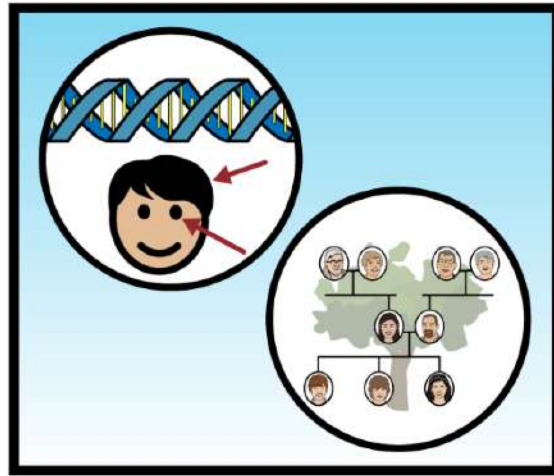
**Todd's sister and mother have brown hair. Todd's brother and dad have red hair. Todd's brother and sister have their parents' traits.**





**Todd works hard on the family tree.**

**He finds people in his family who look alike. He finds people in his family who look different.**

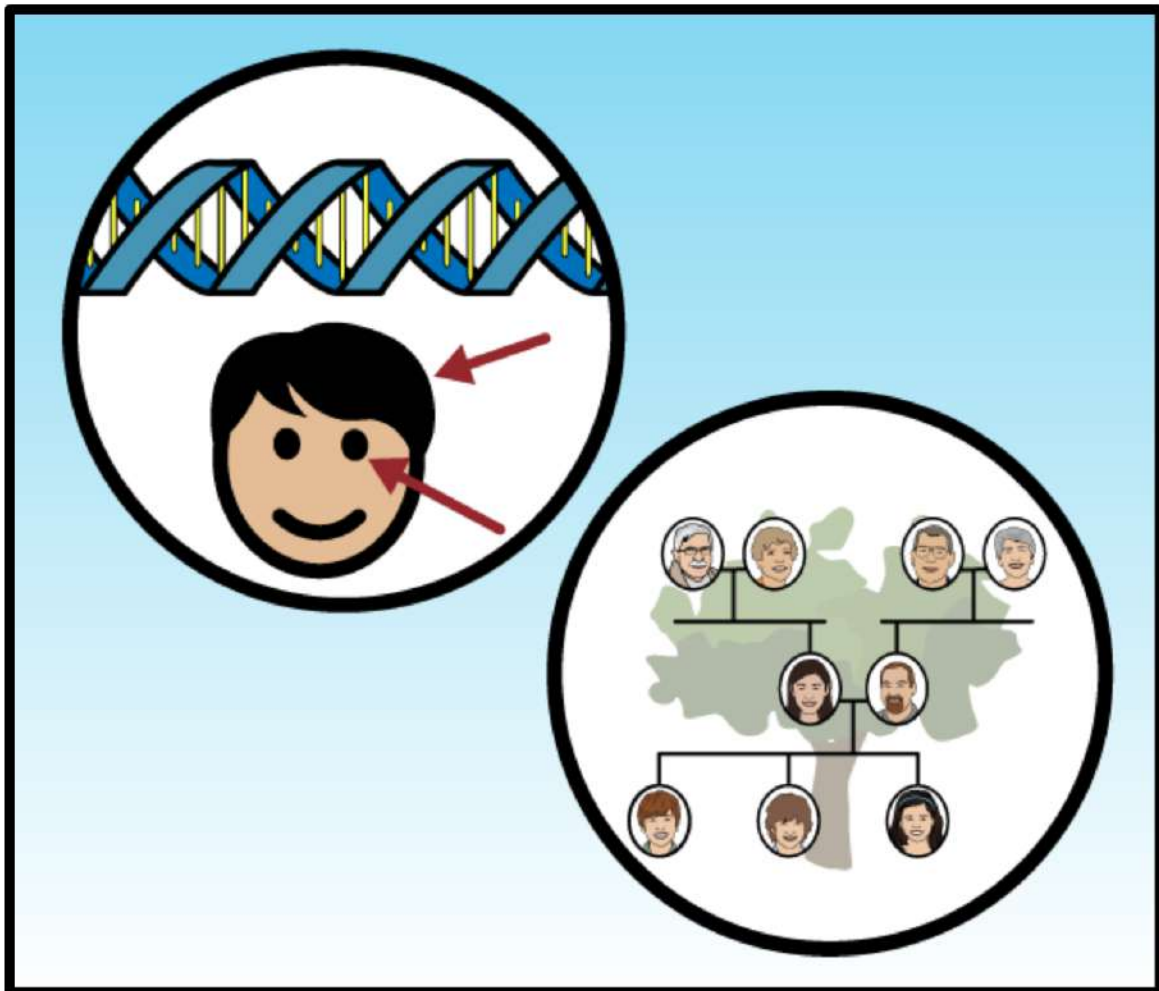


**What have we learned ?**

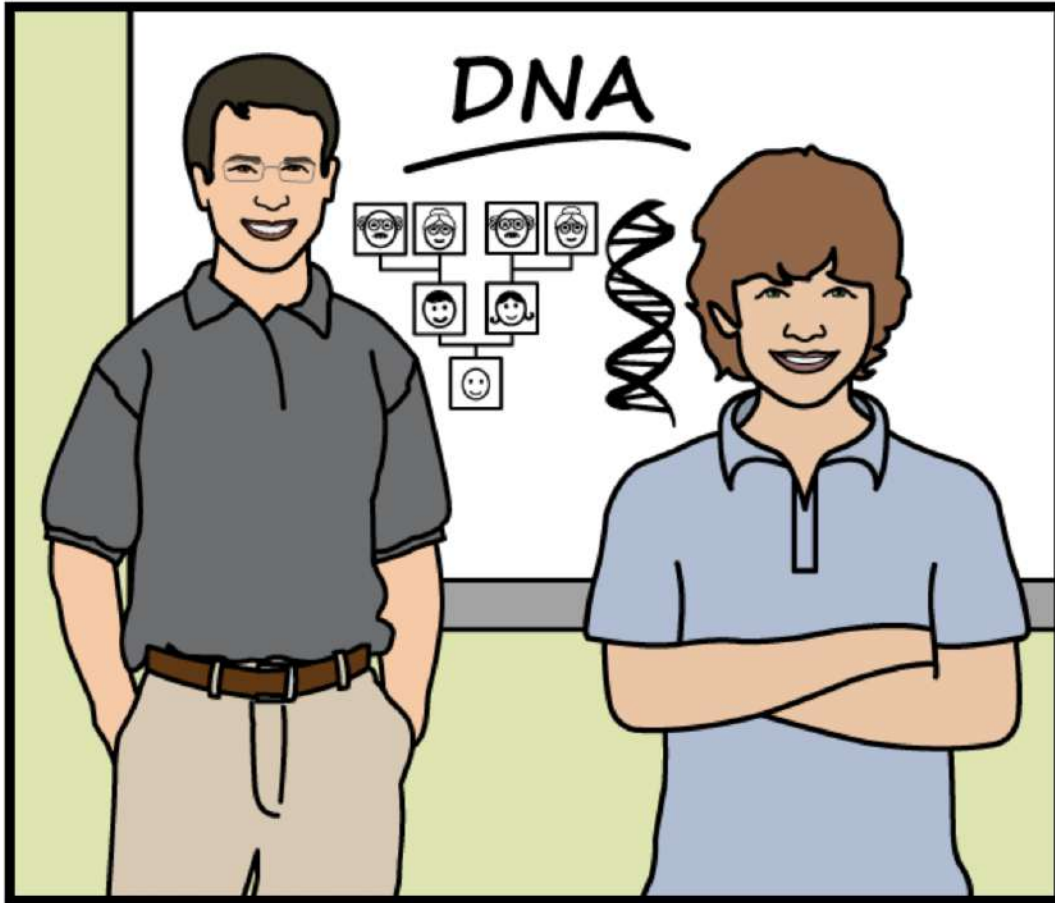
- **A family tree shows people in a family.**
- **People in a family share some DNA.**
- **Some family members look alike because of DNA.**
- **Some family members look different.**

# Chapter 4:

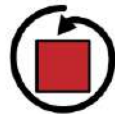
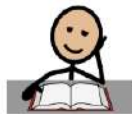
## Todd's Family Tree



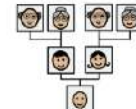
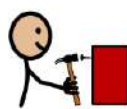




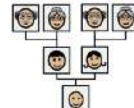
The students learn about DNA in their family.

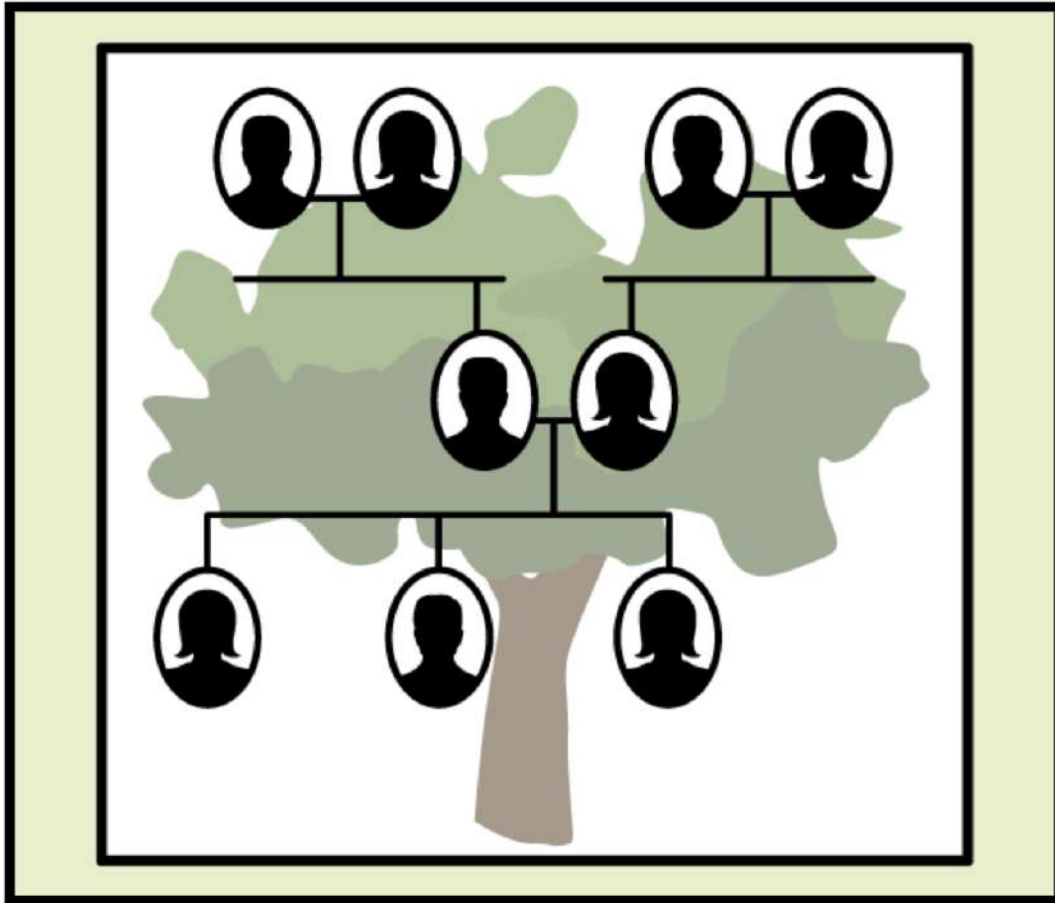


They will make their own family tree.

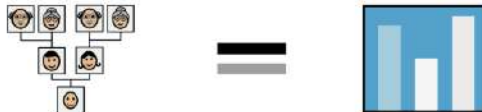


What is a family tree ?

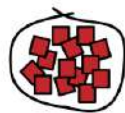




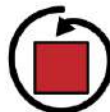
A family tree is a chart.



The chart shows all of the people in a family.



Todd is excited to know about DNA in his family.





Do all people in a family look alike ?



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Todd asks his mom about people in his family.



Do people in Todd's family look like him ?



=



?

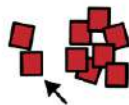




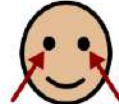
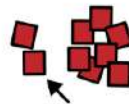
Todd looks at pictures of his family.



Some people have green eyes.

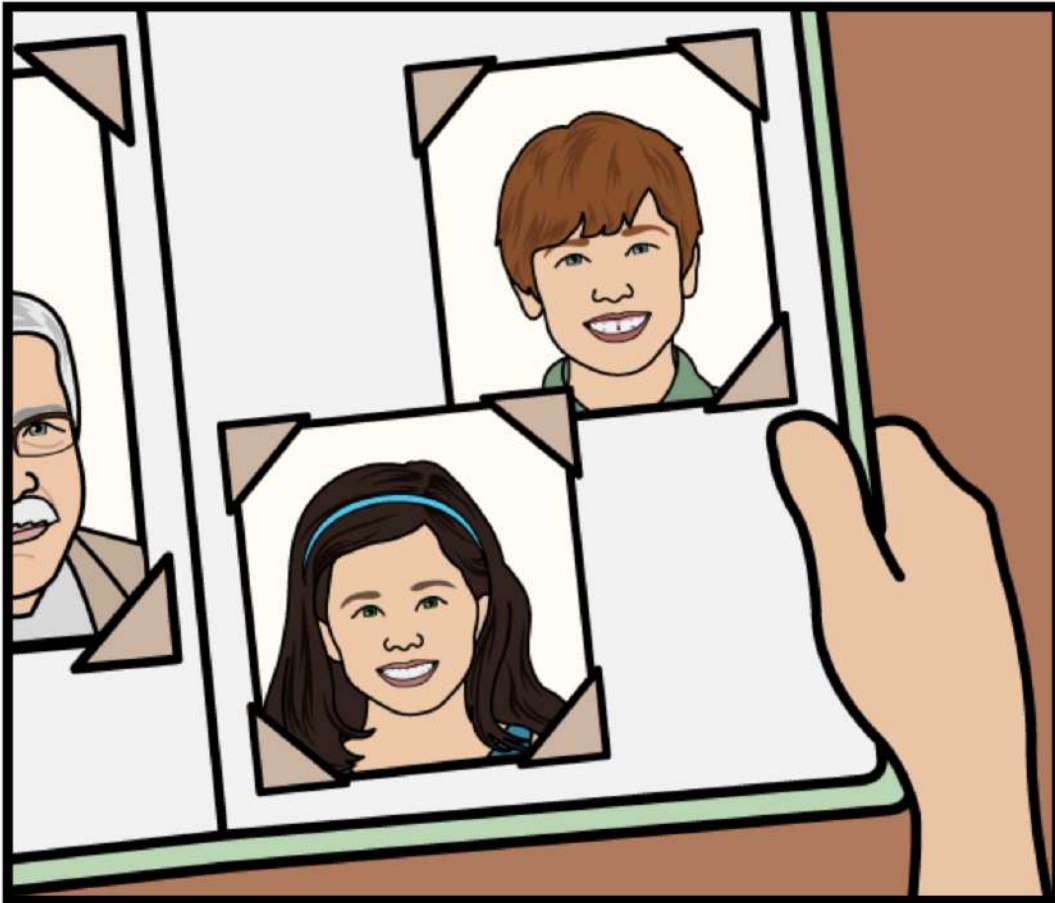


Some people have blue eyes.



They have different DNA.





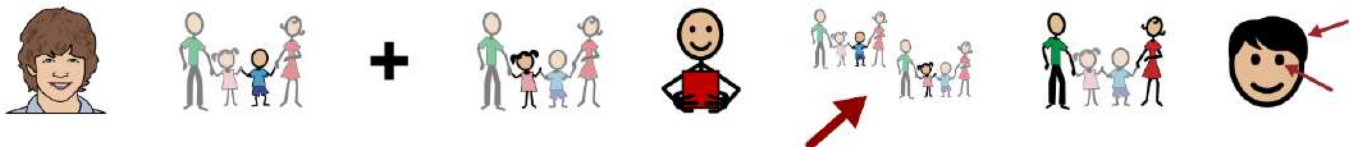
Todd's sister and mother have brown hair.

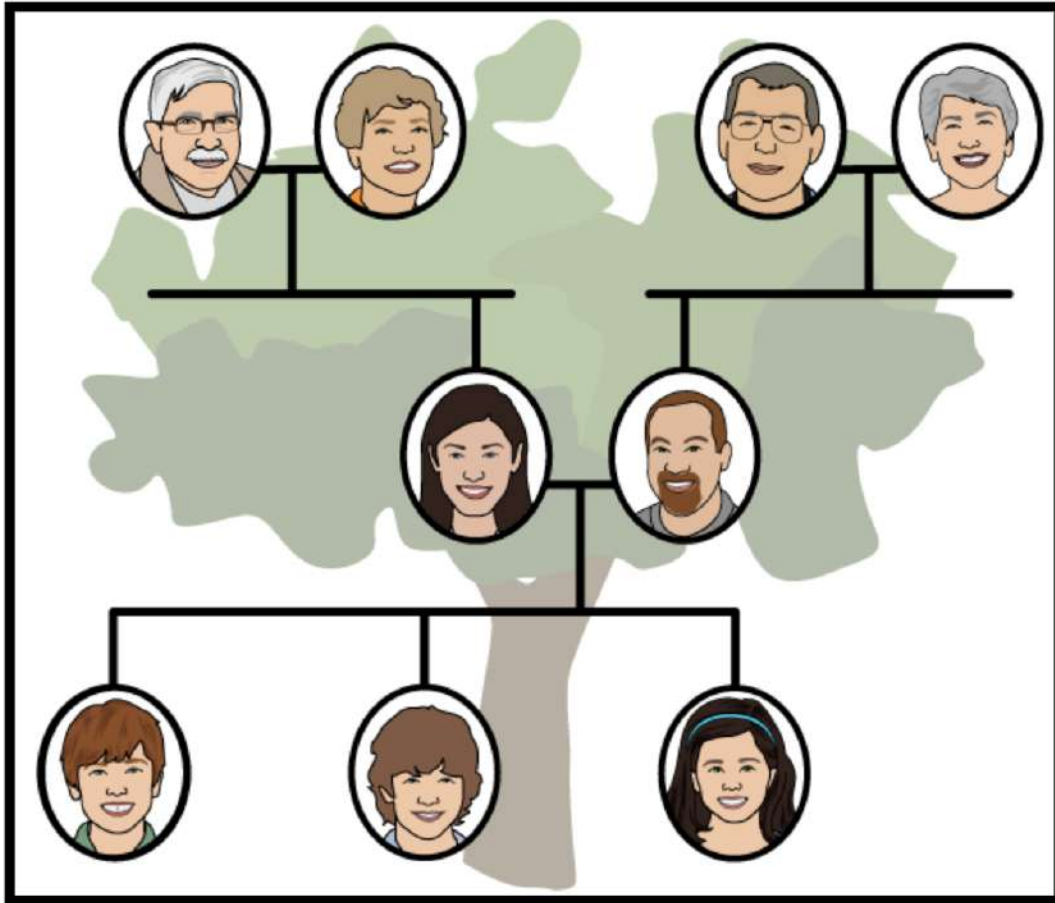


Todd's brother and dad have red hair.

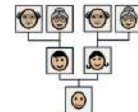


Todd's brother and sister have their parents' traits.

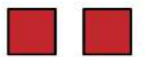
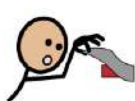




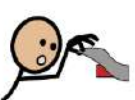
Todd works hard on the family tree.

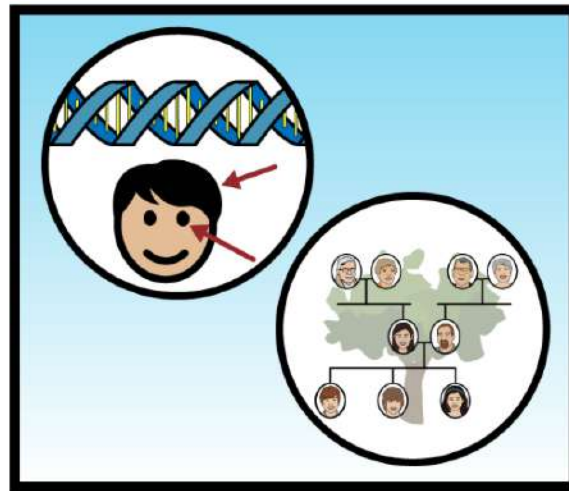


He finds people in his family who look alike.

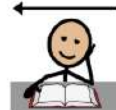
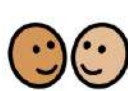


He finds people in his family who look different.

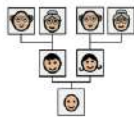




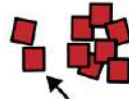
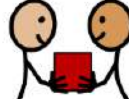
What have we learned ?



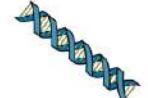
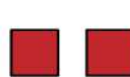
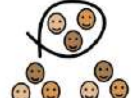
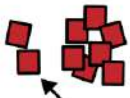
- A family tree shows people in a family.



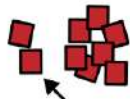
- People in a family share some DNA.



- Some family members look alike because of DNA.

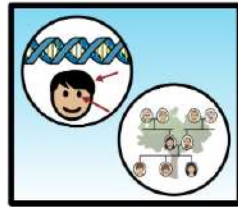


- Some family members look different.





yes



# Todd's Family Tree

no



learn 	make 	alike 	DNA 	family 	family tree 
show 	look 	green 	chart 	people 	picture 
have 	work 	blue 	eye 	sister 	brown hair 
find 	share 	different 	brother 	red hair 	trait 

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?

---

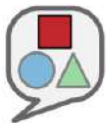


This is a Chapter Book.  
What kind of Chapter Book is this?

**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**



Name: \_\_\_\_\_

1. The students learn about  in their family.

2. A family tree is a  .

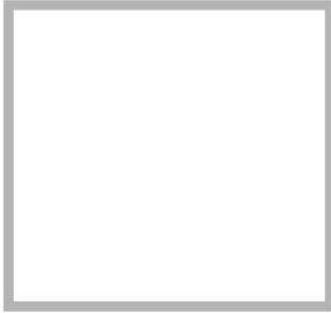
3. Todd looks at  of his family.

4. Todd's brother and sister have their parents'  .

5. People in a family  some DNA.

Name: \_\_\_\_\_

1. The students learn about  in their family.

2. A family tree is a  .




3. Todd looks at  of his family.

4. Todd's brother and sister have their parents'  .

5. People in a family  some DNA.

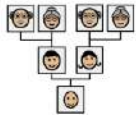


1. The students learn about

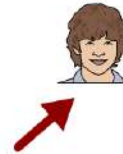
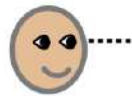


in their family.

2. A family tree is a .



3. Todd looks at of his family.



4. Todd's brother and sister have their parents' .



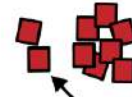
+



5. People in a family



some DNA.



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

- a. hair color                      b. graphs                      c. DNA in families

**2. What is a family tree?**

- a. flower                      b. chart                      c. plant

**3. What does Todd look at of his family?**

- a. pictures                      b. magazines                      c. videos

**4. What does Todd's brother and sister have ?**

- a. cars                      b. traits                      c. phones

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

- ☐ a. Todd's family is very large.
- ☐ b. Family time is important.
- ☐ c. People in a family share some DNA.

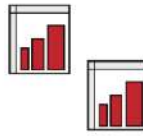


## 1. What is this chapter about?

a. hair color



b. graphs



c. DNA in families

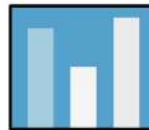


## 2. What is a family tree?

a. flower



b. chart



c. plant



## 3. What does Todd look at of his family?

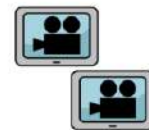
a. pictures



b. magazines



c. videos

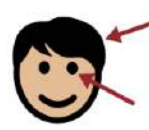


## 4. What does Todd's brother and sister have ?

a. cars



b. traits

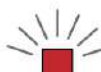


c. phones



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

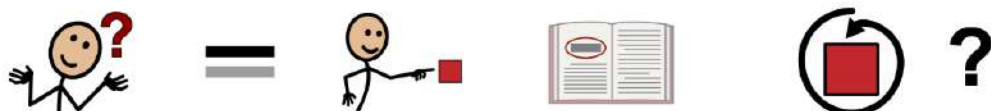
☐ a. Todd's family is very large. 

☐ b. Family time is important. 

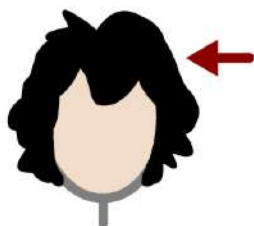
☐ c. People in a family share some DNA.



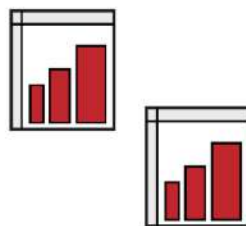
1. What is this chapter about ?



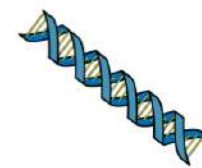
hair color



graphs



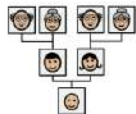
DNA in families



2. What is a family tree ?

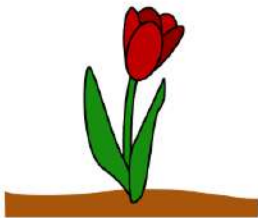


=

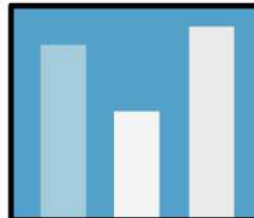


?

flower



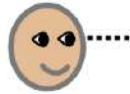
chart



plant



3. What does Todd look at of his family ?



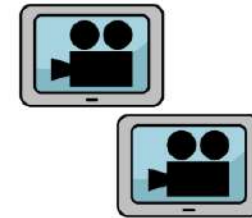
pictures



magazines



videos

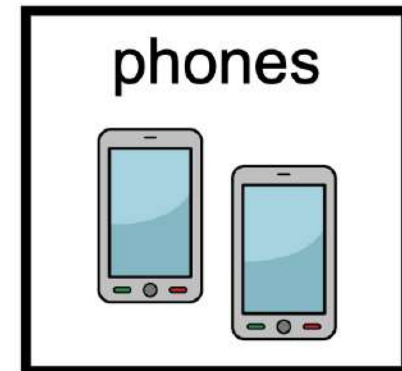
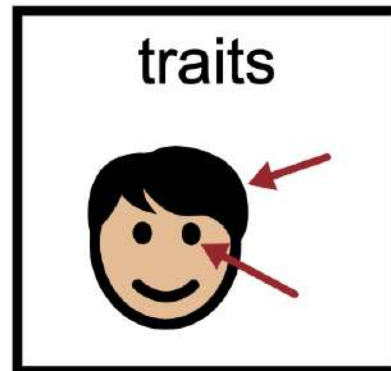
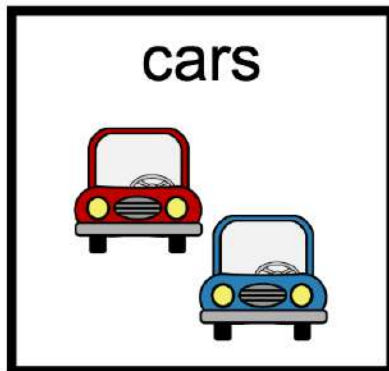




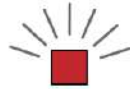
4. What do Todd's brother and sister have ?



+



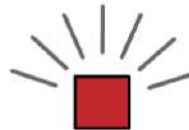
5. What is important to know about this chapter ?



Todd's family  
is very large.



Family time  
is important.



People in a  
family share  
some DNA.



Name: \_\_\_\_\_

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

1. Todd is going to make his family \_\_\_\_\_ .
2. A family tree shows how the people are \_\_\_\_\_ .
3. Todd is excited to learn more about the DNA in his  
\_\_\_\_\_ .
4. Todd asks his mom about other \_\_\_\_\_ in his  
family.
5. Todd's mom gives him a family \_\_\_\_\_ album.

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

**6. What color eyes does Todd's grandfather have?**

- ☐ a. purple
- ☐ b. blue
- ☐ c. brown

**7. What makes the different eye colors in Todd's family?**

- ☐ a. food they eat
- ☐ b. clothes they wear
- ☐ c. genes in DNA

**8. What do Todd and his brother and sister have from their parents?**

- ☐ a. traits
- ☐ b. cars
- ☐ c. T-shirts

**9. Why does Todd circle some of the people on his family tree?**

- ☐ a. They are family members who look like him.
- ☐ b. They are family members with the same eye color.
- ☐ c. They are family members with the same hair color.

**10. What did Todd learn about from his family tree?**


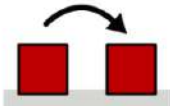

- ☐ a. Many people in Todd's family have the same eye color.
- ☐ b. Todd does not look like his family.
- ☐ c. A family tree shows how your family is alike and different.

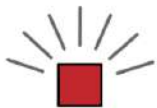




## Main Idea (What is this story about?)

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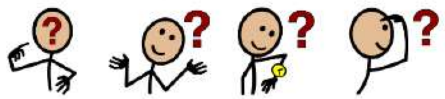




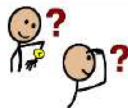

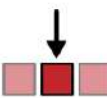


<b>In the beginning...</b> 	
<b>Then...</b> 	
<b>At the end...</b> 	



## What is important to know?


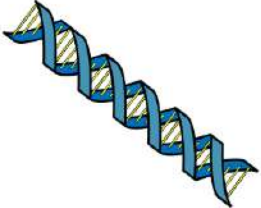
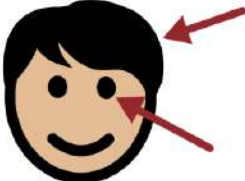

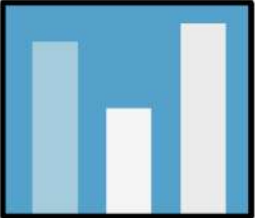

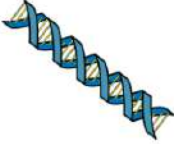


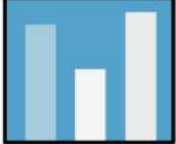
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## Story Board

	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.

share 	DNA 	traits 	pictures 	chart 
share 	DNA 	traits 	pictures 	chart 
share	DNA	traits	pictures	chart