



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

Classroom Activities/Lesson Plan
<p><b>Easy Read Book: <i>Just Me and My Mom</i></b></p> <p>This lesson presents an Easy Read Book. The book follows a sequence to introduce beginning, middle and end concepts of story reading. It also presents the characters, setting and events of a story.</p> <p>In this story, students will learn about a boy named Graham and the special things he does with his mom. This book is identified as a Level E.</p> <p>Multiple readings of the book will provide students with repeated opportunities to build individual reading skills.</p> <ul style="list-style-type: none"> <li>• Do a picture walk. Point to the boy in the pictures and tell students that his name is Graham. Discuss the characters and actions from the pictures. Help students make predictions about what will happen next in the story. Introduce what will happen first, next and last.</li> <li>• Introduce high-frequency words from the story.</li> <li>• Read the story aloud to model fluency. Ask questions related to the characters, actions and events in the story. Have students compare the family in this story with the family from the Leveled Book, <i>This Is My Family</i>. Ask, "How are the families alike? How are they different?" Emphasize that all families are different and special in their own way.</li> <li>• Read the story aloud, pausing for students to complete repetitive or predictable lines.</li> <li>• During independent or paired reading, focus on the students' individual abilities and needs. Encourage students to use pictures to support reading words. Have students use decoding skills to identify unfamiliar words.</li> <li>• Support student reading by using text to speech and the communication board.</li> <li>• Follow up reading by discussing family traditions. Talk with students about the special things Graham does with his mom. Ask, "How do Graham and his mom celebrate birthdays? How do you celebrate birthdays in your family? How do Graham and his mom celebrate Christmas? How do you celebrate holidays with your family?"</li> </ul> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>• Use the book features and the pictures to continue interaction with the book.</li> <li>• Have students locate the title, the author and the illustrator of the book.</li> <li>• Invite students to identify and describe characters, setting and events from the story pictures.</li> </ul> <p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p>

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

Resources and Materials	Additional Resources
<p>Easy Read Book: <i>Just Me and My Mom</i>                      Communication board                      Standards Connection Lesson 3</p>	

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

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



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



Who **wrote** this story?



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



**Who** are the characters in this story? Describe a character.



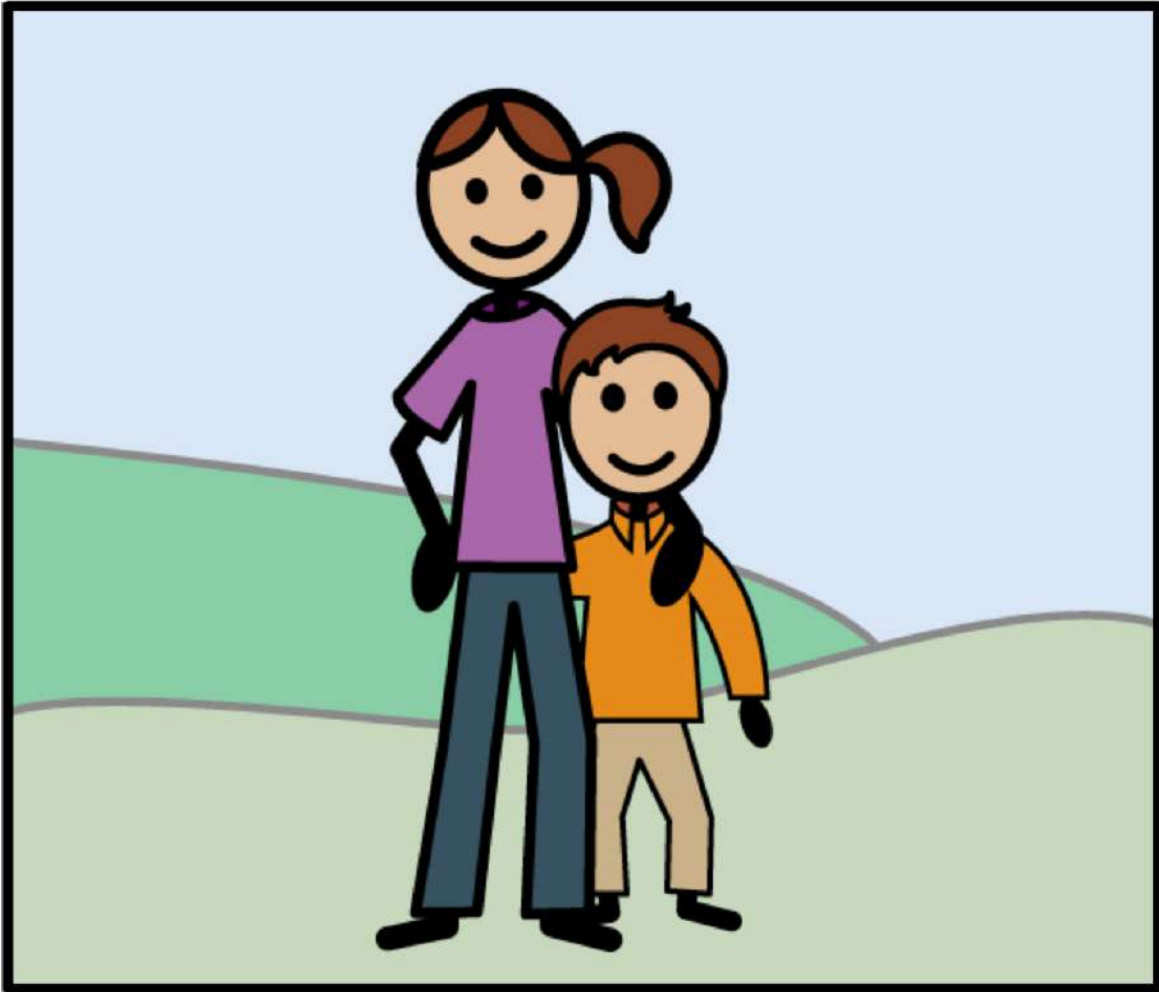
**Where** did this story happen?



**What happened** in this story? Describe the event.

# Just Me and My Mom

Level E



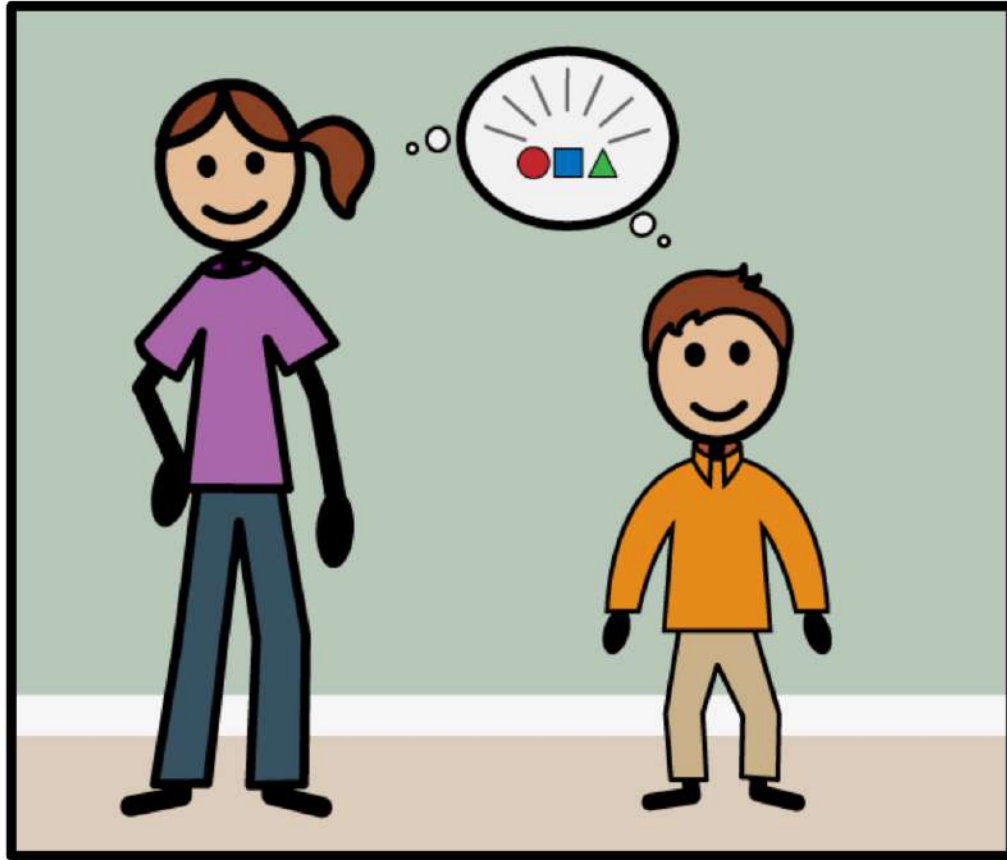
by **Sarah Moore**

Illustrated by **Todd Gardner**

Bind This End



**Some families are big.  
Some families are small.  
I'm Graham, and my family  
is just me and my mom.**



**My mom and I do special things together.**



**Every Sunday my mom and I go grocery shopping together. After shopping, we have lunch together. Just me and my mom.**

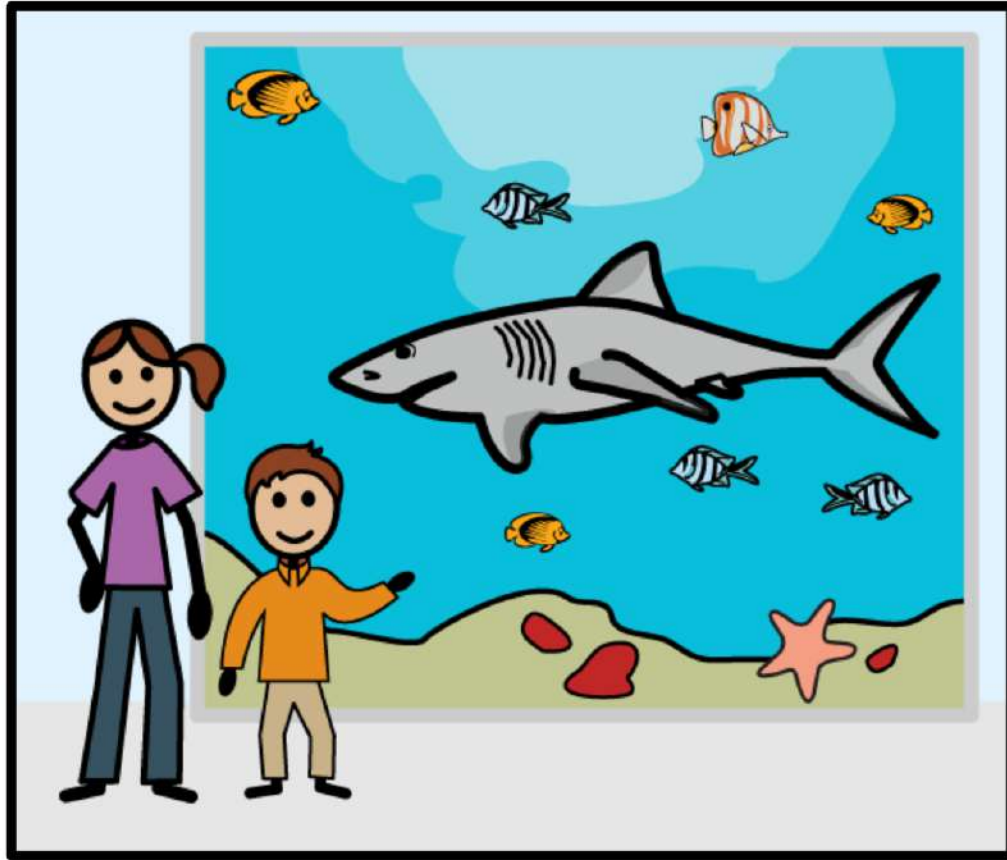


**Every summer my mom and I go camping together. We go on long hikes. We swim in a big lake. Just me and my mom.**

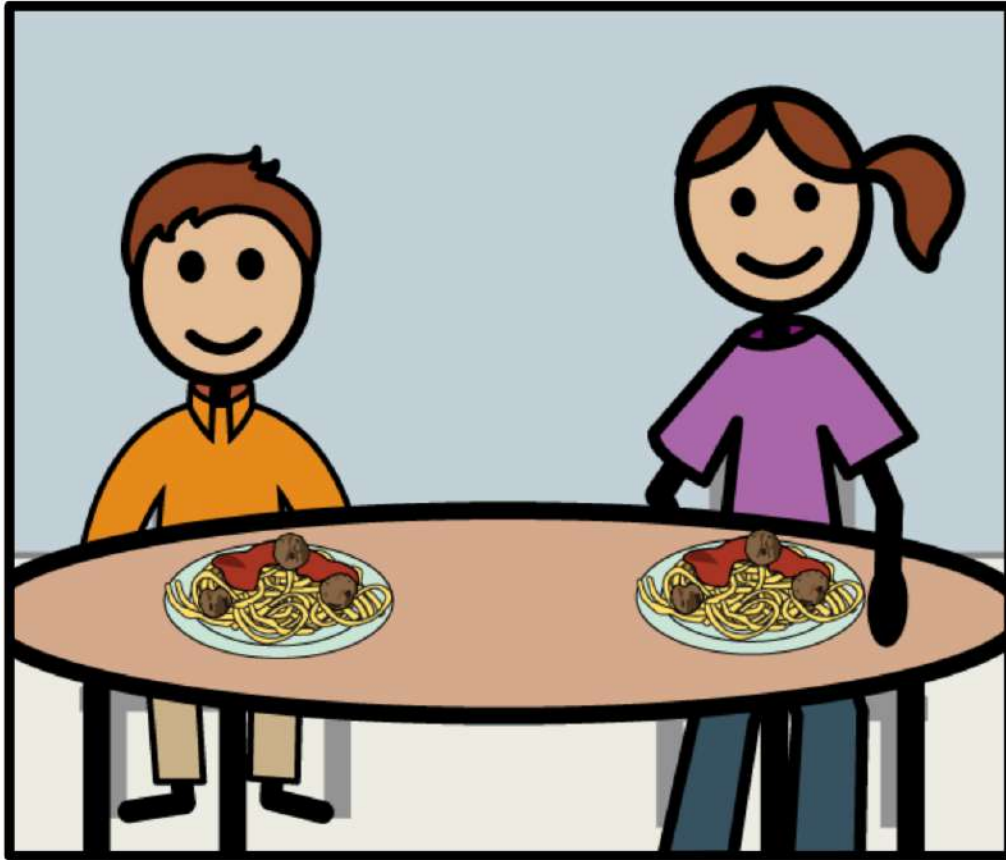


**Every Christmas my mom and I go to visit my grandmother. We drive a long way in the car. We sing songs all the way there. Just me and my mom.**



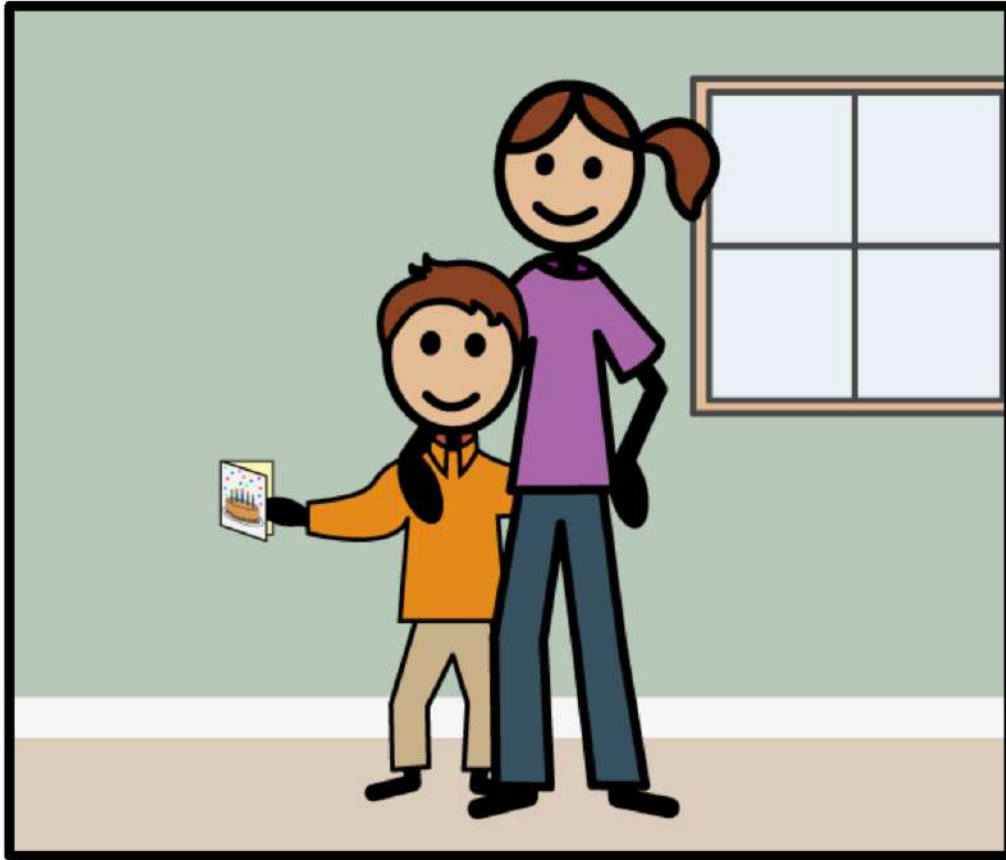


**Every winter my mom and I go to the aquarium together. We see different kinds of fish. We watch dolphins play. Just me and my mom.**

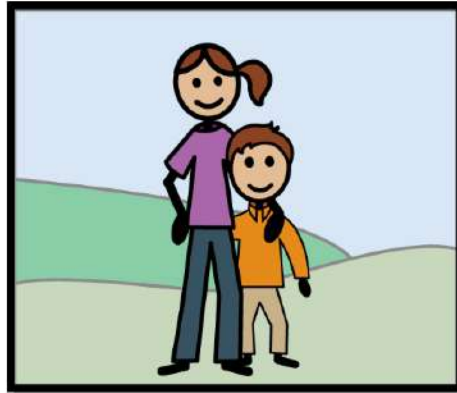


**Every year on my birthday,  
my mom lets me pick what  
we will have for dinner. I  
always pick spaghetti.**

**Spaghetti is my favorite. We  
eat it together. Just me and  
my mom.**



**Every year on my mom's birthday, I make her a card. I write, "I love you. Thank you for being my mom!"**



# The End

yes



# Just Me and My Mom

no



shop 	camp 	hike 	some 	big 	family 	Graham 	mom 
swim 	visit 	drive 	small 	special 	Sunday 	lunch 	summer 
sing 	see / watch 	play 	together 	every 	lake 	Christmas 	grandmother 
pick 	eat 	make 	after 	always 	winter 	aquarium 	dolphin 
write 	love 	thank 	favorite 	different 	birthday 	spaghetti 	card 

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