

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.
- **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.

Differentiated Tasks

Level 3 Students will...

- Summarize a story, including the main idea and key details.
- Describe the plot of a story, including the series of events.
- Independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.

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.
- Read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.

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 from a story (single option or errorless choice).
- 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.



Topic Connection

In this unit, students are exploring how traits are inherited from parents. This unit's Leveled Book, *Who Do You Look Like?*, introduces students to the idea of common traits in families. Students will learn about different traits that children get from their parents. To learn more about how this book develops Life Science concepts, visit the Science Connection Page in the Unit Overview.



Topic Words



alike	gene
different*	parent
DNA	trait



Literacy Words

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

* Power Words

Benchmark Assessments

- Reading Level Assessment and all Benchmark Assessments in the Reading section of the GPS.
- Phonemic Awareness Phoneme Blending
- Early Emerging Reading Rubric





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

Monthly Checkpoint Assessments

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



Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4
 Instructional Activities	Read Aloud 1	Read Aloud 2	Guided/Shared Reading	Self-Selected Reading
 See how these activities fit into the Suggested Monthly Plan .				
 ULS Materials and Resources	<i>Who Do You Look Like?</i> (Level E) Communication Board		<i>Who Do You Look Like?</i> (Levels E, C, aa) Communication Board	n2y Library books Standards Connection
<p>Instructional Guide: Active Participation Scripts</p> <p>Instructional Guide: Instructional Tips</p> <p>SymbolStix PRIME</p> <p>L³ Skills: Language Arts Skills</p>				
 Additional Materials	Books from the school or classroom library to use for self-selected reading.			

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Instructional Routine



Before Reading

- Use Lesson 15, Activity 1 to introduce the Topic Words: alike, different, DNA, gene, parent and trait.
- Talk to students about what they know about the word 'parent'. For example, ask a focus question such as, "Who do you look like—your parents or your pets?"
- Display *Who Do You Look Like?* (Level E) and read the title, author and illustrator's names.
- Preview the book. Introduce the characters, Carrie and Jeff. For example, say, "Carrie and Jeff are brother and sister. They each have something special inside of them from their parents. This is what makes them look like their parents." Ask the students to predict what Carrie and Jeff have inside of them from their parents. Then say, "As I read today, it is your job to remember what Carrie and Jeff get from their parents."
- Review the learning goal with students: **I will find out what Carrie and Jeff get from their parents.**

During Reading

Model Fluent Reading

- Read aloud with fluency and expression.
- Call attention to the words that describe what Carrie and Jeff get from their parents such as: 'special traits', 'DNA' and 'genes' by changing the tone of your voice.
- Emphasize the repetitive phrases, "...gets the trait from her mother" and "...gets the trait from his father," by subtly raising or changing the tone of your voice.

Comment on Characters, Setting and Events




- Look at the pictures in the text. Think aloud about what Carrie and Jeff get from their parents. For example, on page 3, say, "There is a picture of Carrie, Jeff and their parents and a symbol for 'DNA'. The text says, 'Carrie and Jeff get DNA from their parents.'" Have the students make a connection to their lives by asking them if they think they get their DNA from their parents.

After Reading

- Revisit the learning goal. For example, ask, "What do Carrie and Jeff get from their parents?"
- Level 3:** Have students identify what Carrie and Jeff get from their parents. Provide prompts such as, "What do Carrie and Jeff have from their parents that is special?"
- Level 2:** Have the student identify what Carrie and Jeff get from their parents. Provide picture supports such as the communication board as needed.
- Level 1:** Have the student identify what Carrie and Jeff get from their parents by making a selection (may be single option or errorless choice). For example, display the symbol for "DNA". Say, "What do Carrie and Jeff get from their parents?" Symbols can be found in unit illustrations, unit symbols or SymbolStix PRIME.
- Continue the discussion by talking with students about their families. For example, ask, "Do you look like your mother or father?" Or, "Do you look like one of your brothers or sisters? Why?"



Check Understanding ?

-  **Level 3:** Can the student describe what Carrie and Jeff get from their parents?
-  **Level 2:** Can the student identify what Carrie and Jeff get from their parents using picture supports?
-  **Level 1:** Can the student identify what Carrie and Jeff get from their parents by making a selection (may be single option or errorless choice)?



Instructional Target



Reading Standards for Literature

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



Instructional Routine



Before Reading

- Display *Who Do You Look Like?* (Level E) and read the title, author and illustrator's names. Present the story using a different media than in the previous activity, such as a computer slideshow, text to speech or read aloud with a paper copy of the story.
- Prompt recall of the text by asking a focus question such as, "What do Carrie and Jeff get from their parents?" Remind students that Carrie and Jeff get DNA and traits from their parents. Then, talk with students about some of the different traits the book mentions. For example, say, "Traits are in the genes in your DNA. A trait is a characteristic you get from your parents. As I read today, it is your job to remember one trait that either Carrie or Jeff has from their parents."
- Review the learning goal with students: **I will remember one trait that either Carrie or Jeff gets from their parents.**

During Reading

Build Fluency

- Continue reading aloud to model fluent reading, or invite students to read portions of the text aloud.

Build Comprehension

- Point out the pictures of the traits for Carrie and Jeff that the book mentions.
- Talk with students about each trait. For example, on page 4 of the book, say, "The book says that Carrie has brown hair. Brown hair is a trait. She gets the brown hair trait from her mother."
- Discuss other traits that can come from parents such as eye color, long legs, short legs, etc. Use text and illustrations to support the discussion.

After Reading

- Revisit the learning goal. For example, ask, "What is one trait that either Carrie or Jeff get from their parents?"
- Level 3:** Have the student describe in his or her words one trait that either Carrie or Jeff get from their parents. Provide prompts such as, "What color eyes does Jeff have?" or "Where does Jeff get his eye color?"
- Level 2:** Have the student identify one trait that either Carrie or Jeff gets from their parents. Picture supports such as the Communication Board or the text illustrations may be used as needed.
- Level 1:** Have the student identify one trait that either Carrie or Jeff get from their parents by making a selection (may be single option or errorless choice). For example, display the symbols for 'brown' and 'eyes'. Say, "Show me a trait that Carrie has from her mother." Symbols can be found in unit illustrations, unit symbols or SymbolStix PRIME.
- Continue the discussion by talking with students about other types of traits. For example, discuss other physical traits not mentioned in the book.



Check Understanding ?

- ❄ **Level 3:** Can the student identify one trait that either Carrie or Jeff get from their parents?
- ❄ **Level 2:** Can the student name one trait that either Carrie or Jeff get from their parents using picture supports?
- ❄ **Level 1:** Can the student identify one trait that either Carrie or Jeff get from their parents 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 Book is presented in three leveled formats: Level E, Level C and Level aa. Select the level of book and the reading routine appropriate for each student.

 Instructional Routine Guided Reading   or 		 Instructional Routine Shared Reading   or 	
Before Reading	<ul style="list-style-type: none"> • Introduce the book by having students share what they have learned about traits. • Use the Topic Words: alike, different, DNA, gene, parent and trait in conversation about the book. Have students locate the words in the book. • Read the first three pages aloud, introducing students to the structure of the language. • Review the learning goal with students: I will read a book. 	Before Reading	<ul style="list-style-type: none"> • Introduce the book by having students share what they have learned about traits. • Use the Topic Words: alike, different, DNA, gene, parent and trait in conversation about the book. Help students locate the words in the book. • Review the learning goal with students: I will read a book.
During Reading	<ul style="list-style-type: none"> • Listen as students read quietly to themselves. • Monitor fluency. • Model, prompt or support use of skills and strategies.  	During Reading	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Revisit the learning goal and talk with students about the book. • Have students locate the High-Frequency Words: brown, eyes, his, look, short, sister and you. 	After Reading	<ul style="list-style-type: none"> • Revisit the learning goal and talk with students about the book. • Have students locate the High-Frequency Words: brown, eyes, his, look, short, sister and you.

 **Check Understanding** 

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

 **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.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Tell students they will choose a book to read. Ask a focus question such as, "Would you like to read a book about families or traits?" Talk with students about their choices. • Explain that when choosing a book, it is important to think about the topic, or what the book is about, as well as how hard or easy the book will be to read. Say, "Today, your job is to choose a book to read." • Review the learning goal with students: I will choose a book to read.
Model	<ul style="list-style-type: none"> • Display 4 to 5 books on various topics written at various levels from the class, school or n2y Library. • Model previewing a book to determine if the topic interests you. For example, read a few pages of one of the books and say, "This book is about _____. I'm not really interested in _____, so I don't think I want to read this book." Then read a few pages of a different book and say, "This book is about _____. I really like _____. I would like to read this book." • Next, model previewing a book to determine whether it is too hard, too easy or just right. For example, read a page aloud, counting the number of mistakes you make. Continue modeling until you find a book that you can read with only 2 to 3 mistakes per page.
Provide Practice	<p>Level 3: Have the student choose a book to read from the class, school or n2y Library. Remind the student to ask, "What is this book about? Is this book too hard, too easy or just right?"</p> <p>Level 2: Have the student choose a book to read from the class, school or n2y Library. Provide visual supports as necessary.</p> <p>Level 1: Using the student's interests and independent reading level as a guide, provide the students with a field of 2 to 3 appropriate books from which to choose. Have the student use his or her active participation mode to select a book to read.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal. Guide students to recall two things to think about when choosing a book to read. • Choose a new book and different media, such as a movie, to present the story. Use the Standards Connection to compare and discuss the different features of each version of the story.

Throughout the Unit


- Engage students in self-selected reading using the reading routine appropriate for each student. Reading routines may include: partner reading (with an adult or peer), shared reading or supported reading.
- Meet with individual students to discuss the books they are reading. Ask questions such as, "Do you like this book? Why or why not? Is this book too easy, too hard or just right? Do you have any questions about this book?"



Check Understanding 

 **Level 3:** Can the student choose appropriate books for independent reading? How?

 **Level 2:** Can the student choose appropriate books to read with supports? How?

 **Level 1:** Can the student choose a book from a field of 2 to 3 choices using an active participation mode? How?

Instructional Targets

Reading Standards for Literature

- **Integration of Knowledge and Ideas:** Compare various ways to read, listen to and view stories and drama (print, multimedia, etc.).

Standards for Speaking and Listening

- **Comprehension and Collaboration:** Engage in grade level and age-appropriate discussions, including ability to follow rules of discussion, ask questions related to the topic, respond to others' questions, make comments and share ideas.

Differentiated Tasks

Level 3 Students will...

- Describe similar and different features of reading a story as opposed to viewing and listening to a multimedia version of that story.
- Share information, ask and answer questions, and make comments during a group discussion.













Level 2 Students will...

- Identify similarities and differences between reading a story and experiencing a multimedia version of that story.
- Share information, ask and answer questions and make comments during group discussions, using picture supports.

Level 1 Students will...

- Select a detail that is similar or different from two different presentations of a story.
- Participate in conversational exchanges using communication technology and picture supports.

Have students use a self-selected book and illustrations to discuss, locate and answer questions in the top chart. Use the choices to identify students' preferred ways of reading, listening and viewing texts. Exploring and discussing these options may lead to a lifetime extension of ways that students can gain information. Choose a different media for viewing the story, such as a movie or computer slideshow presentation. Use the bottom chart to compare the different versions of the story the students' interacted with.

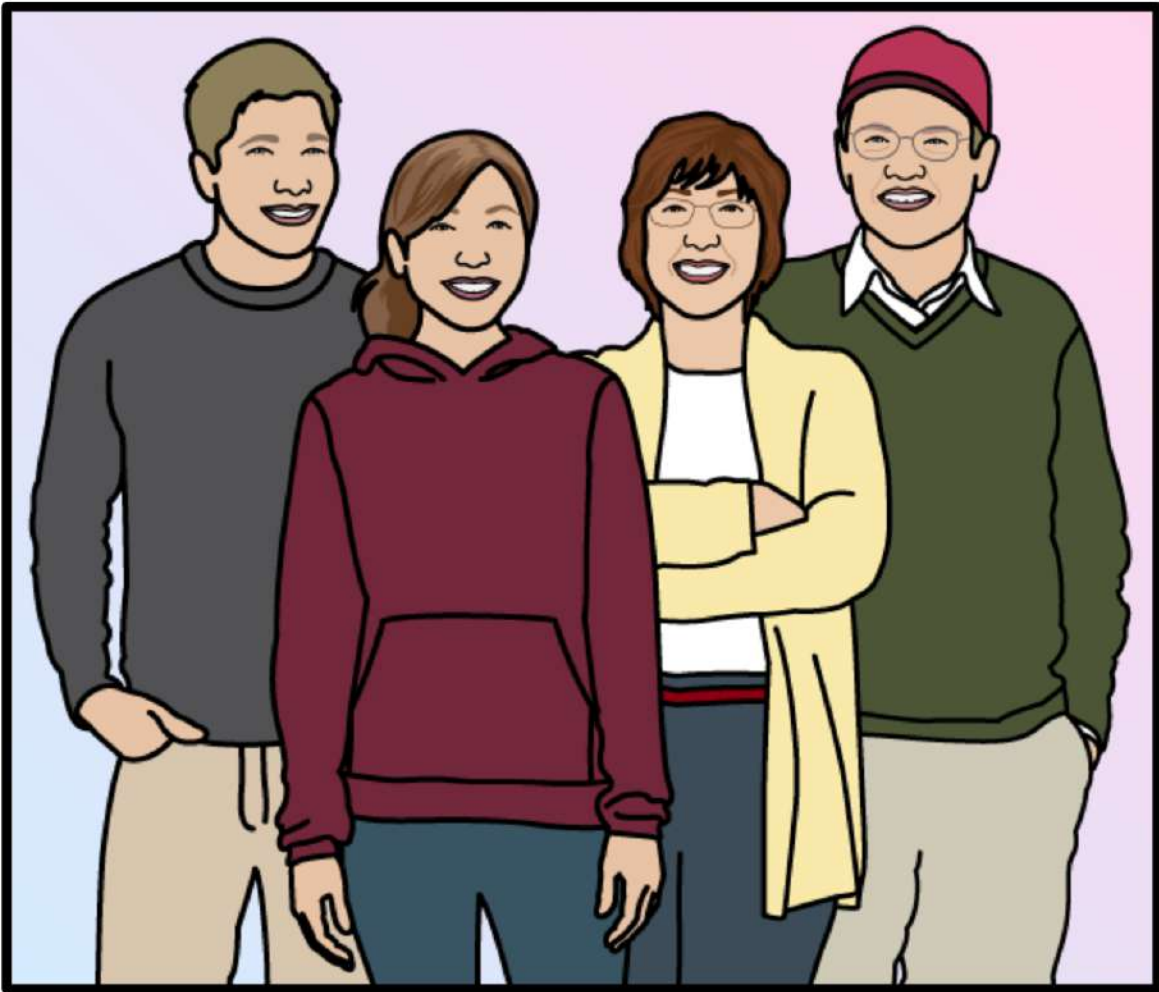
Lesson 1 - Leveled Book Standards Connection		1 Standards Connection	
	What is the title of the story?		
	From the title, what do you think the story will be about?		
	Who is the author of the story?		
	Who is the illustrator of the story?		
	I like to...	<input type="checkbox"/> Read by myself.	
		<input type="checkbox"/> Have someone read to me.	
		<input type="checkbox"/> Listen on the computer.	
		Version 1	Version 2
	How was the story presented?		
	What was different from one story to the other story?		
	What was the same from one story to the other story?		
	Check which version you liked better.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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MIDDLE, Unit 24, Life Science, I Look Like My Parents Lesson 1, Leveled Book, 2020

Who Do You Look Like?

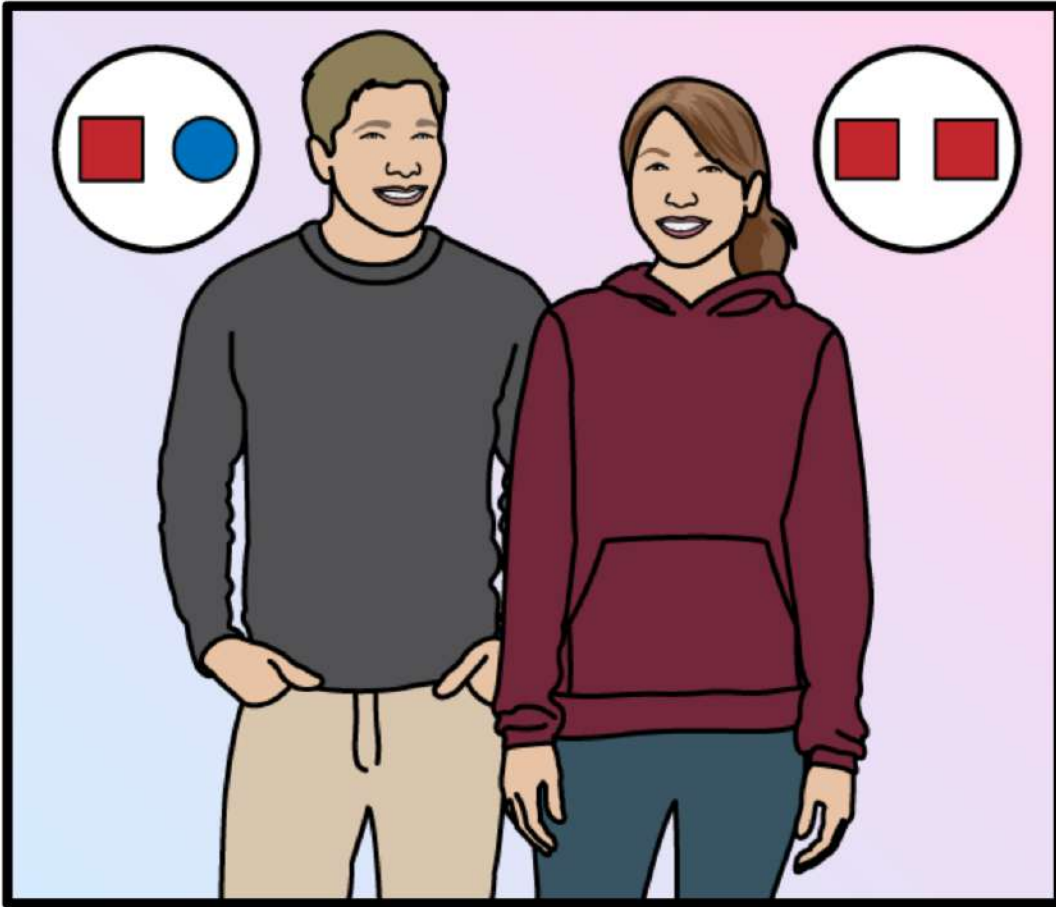
Level E



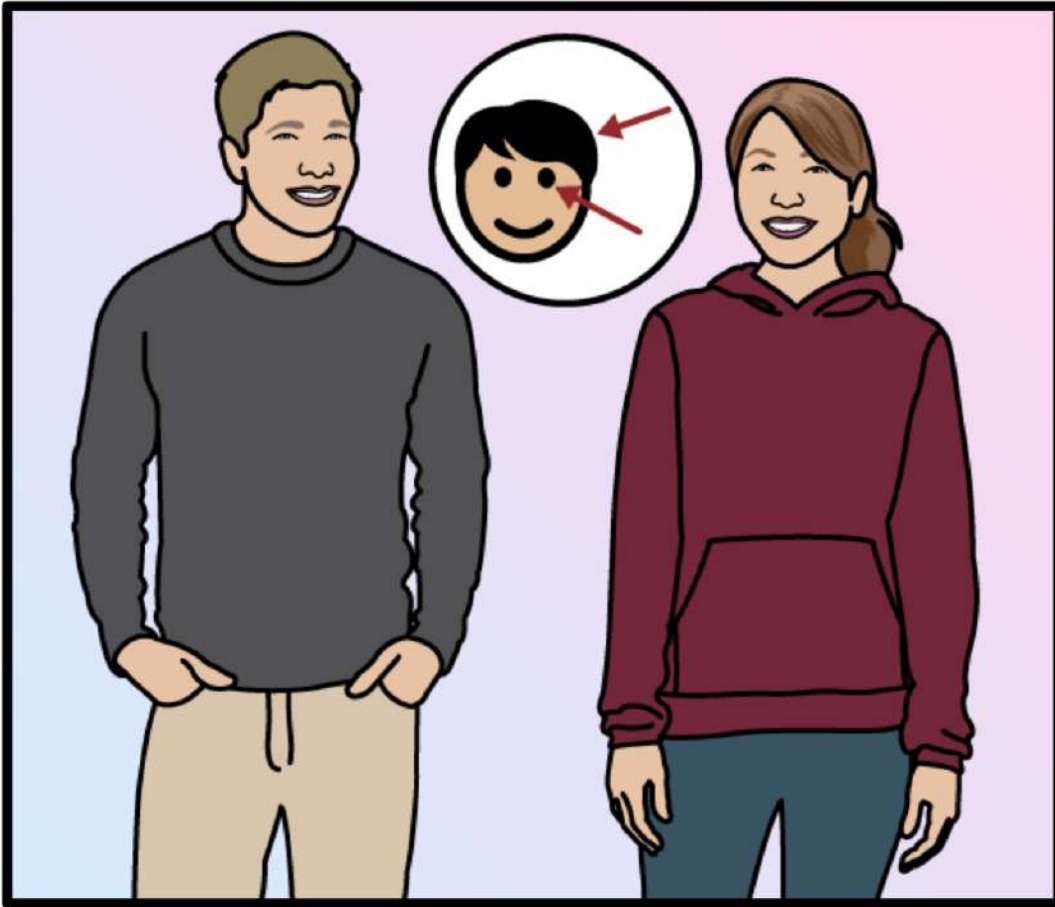
by **Amy Bihn**

Illustrated by **Katie Zolnowski**

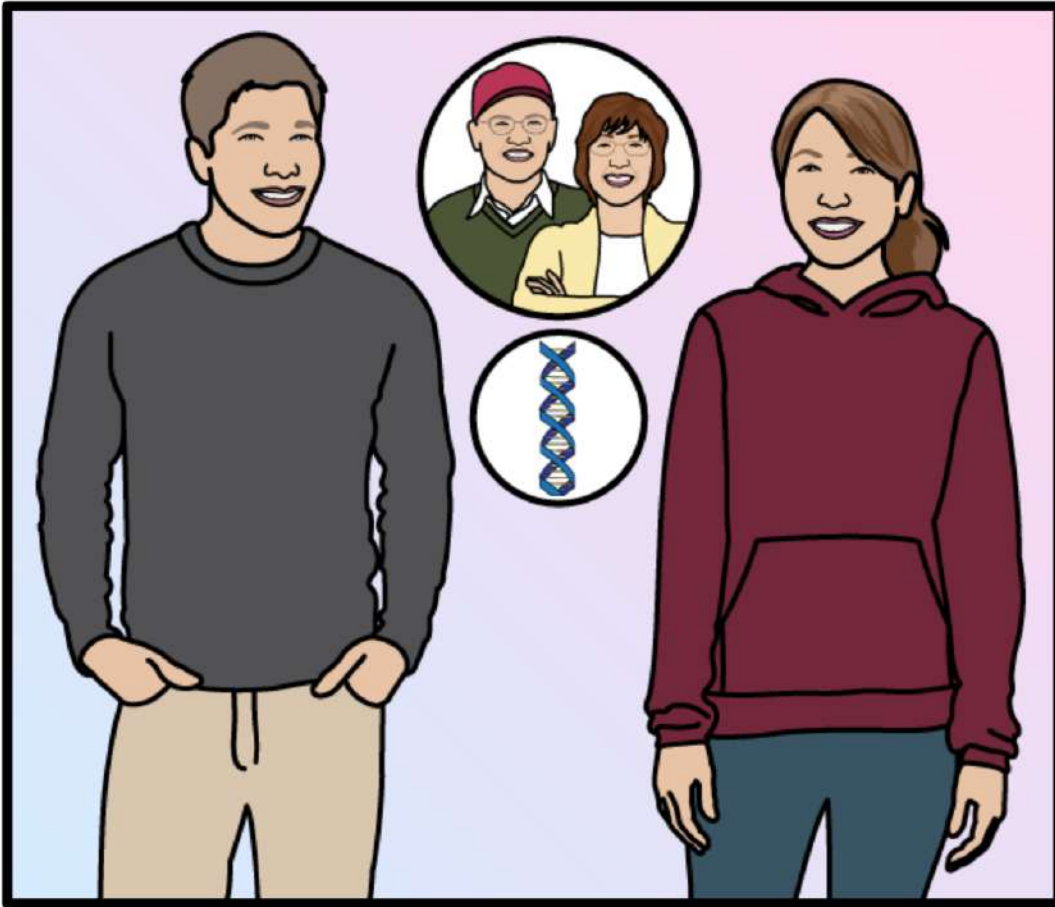
Bind This End



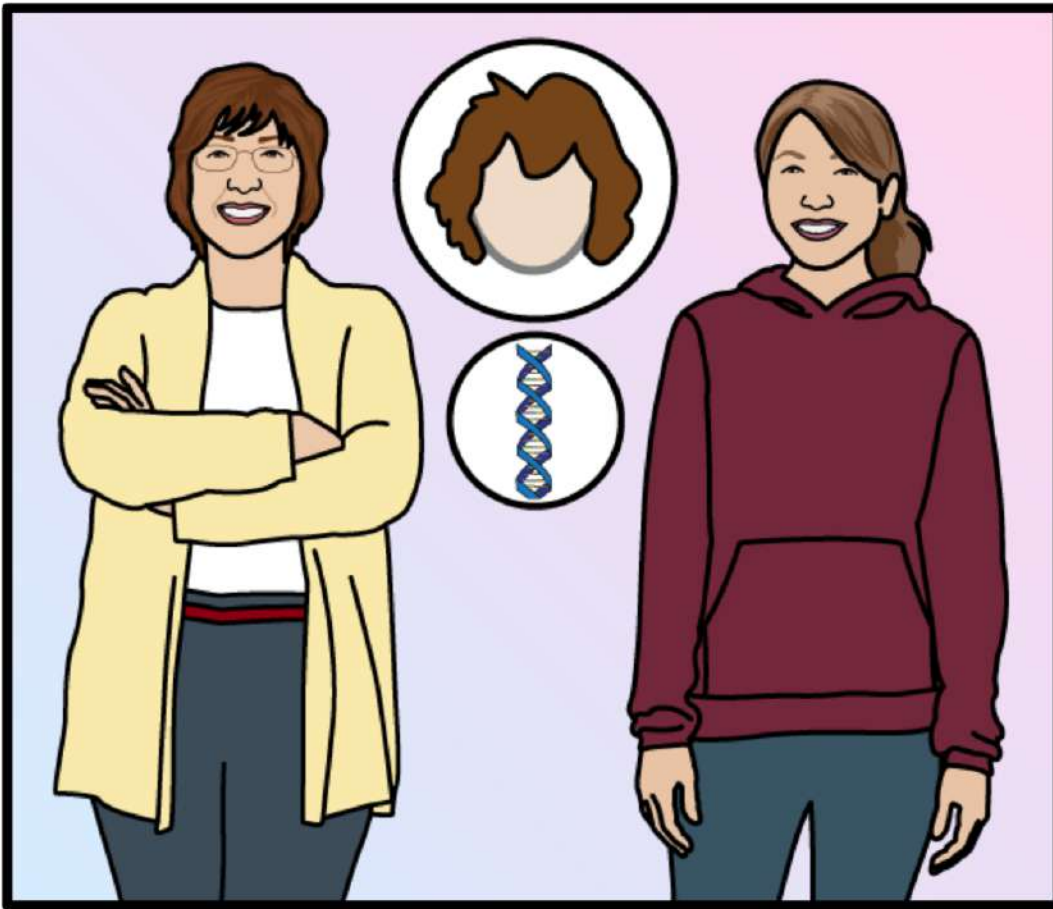
**This is Carrie and Jeff.
Carrie and Jeff are sister
and brother. Carrie and
Jeff look alike but they
also look different.**



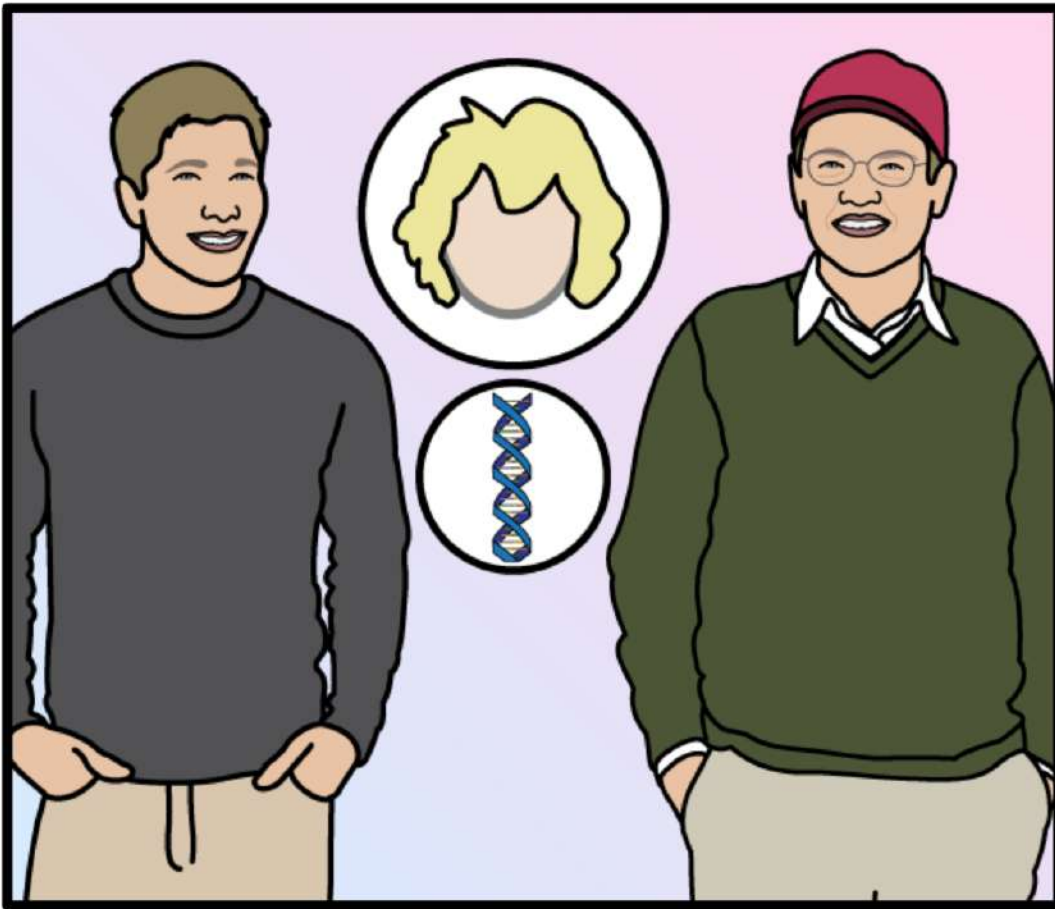
Carrie and Jeff have special traits. These traits make them look the way they do. These traits are in genes in their DNA.



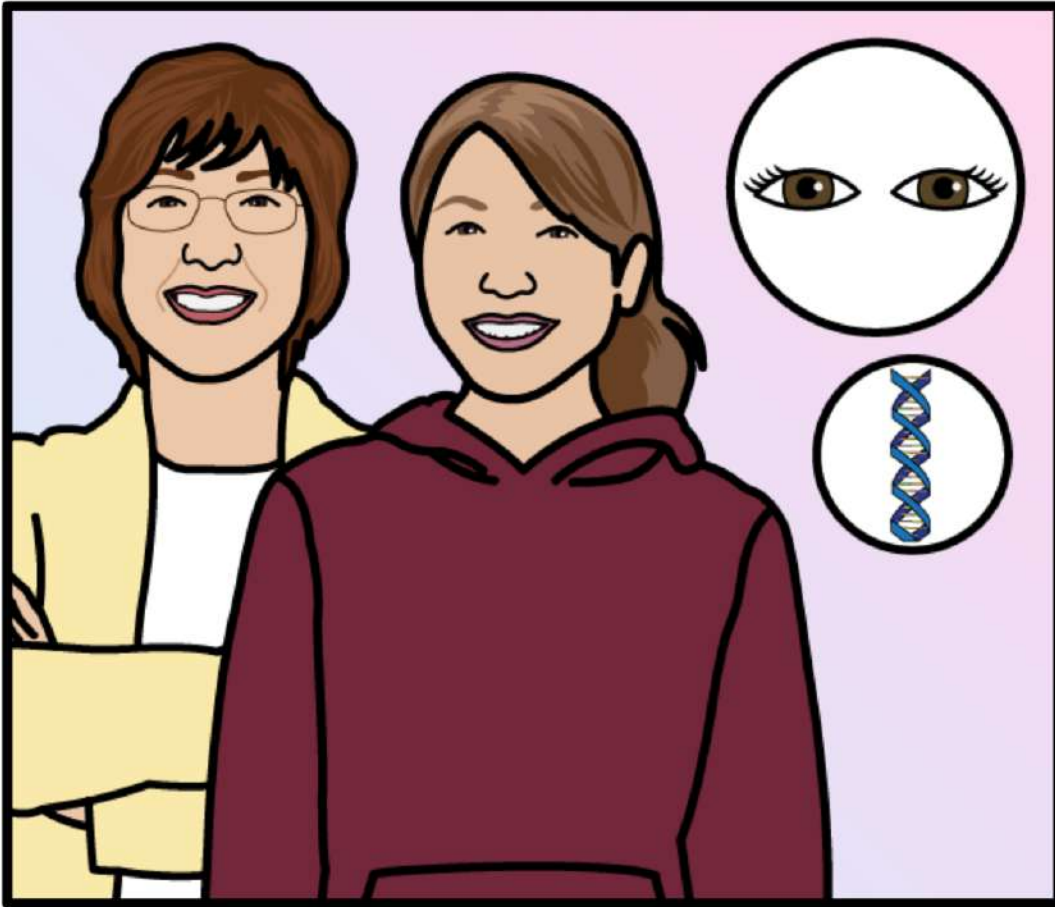
Carrie and Jeff get their DNA from their parents. Who do they look like ?



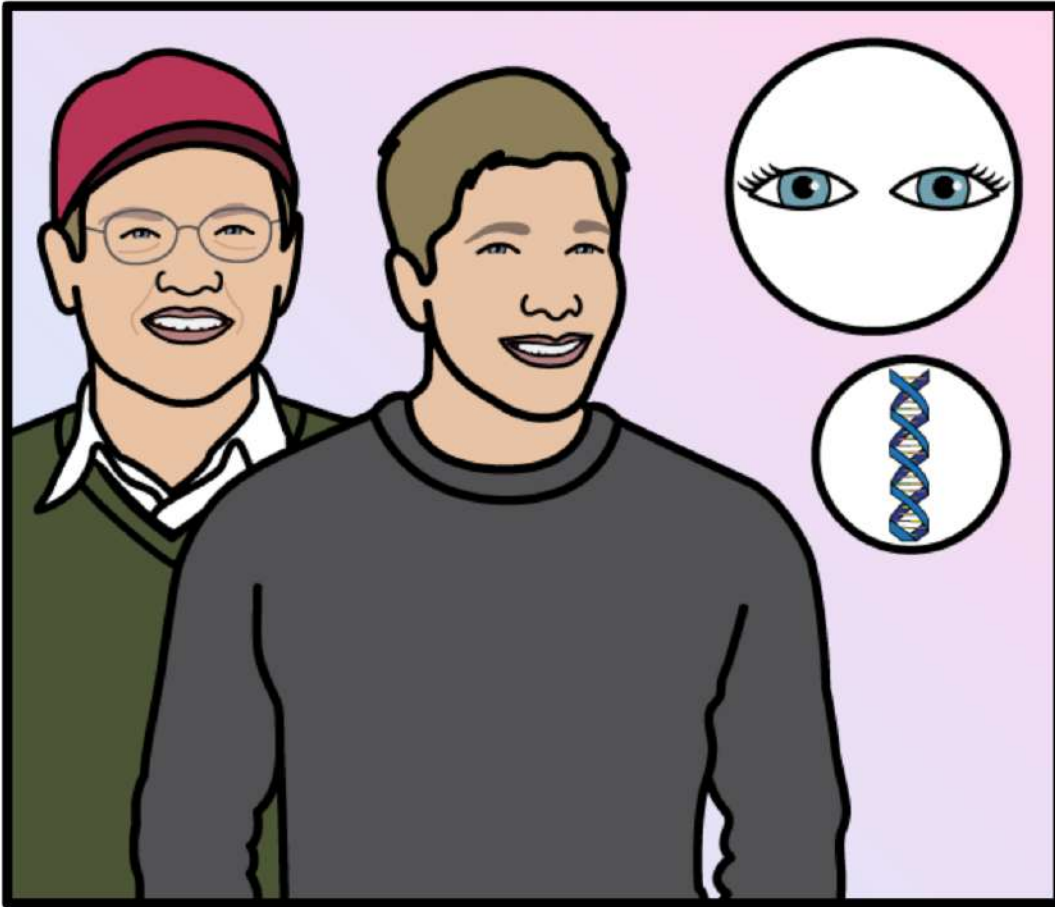
**Carrie has brown hair.
Carrie's mother has brown
hair, too. Carrie gets this
trait from her mother. It is
in her DNA.**



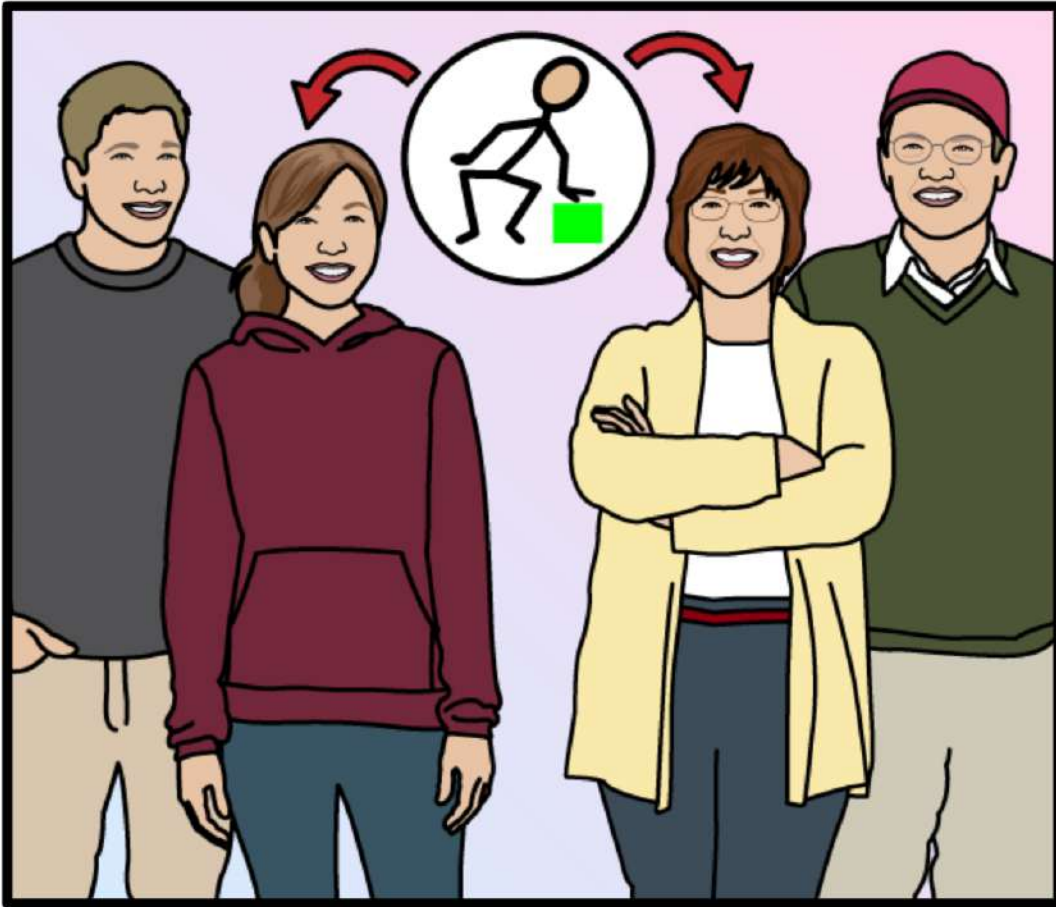
Jeff has blond hair. Jeff's father has blond hair, too. Jeff gets this trait from his father. It is in his DNA.



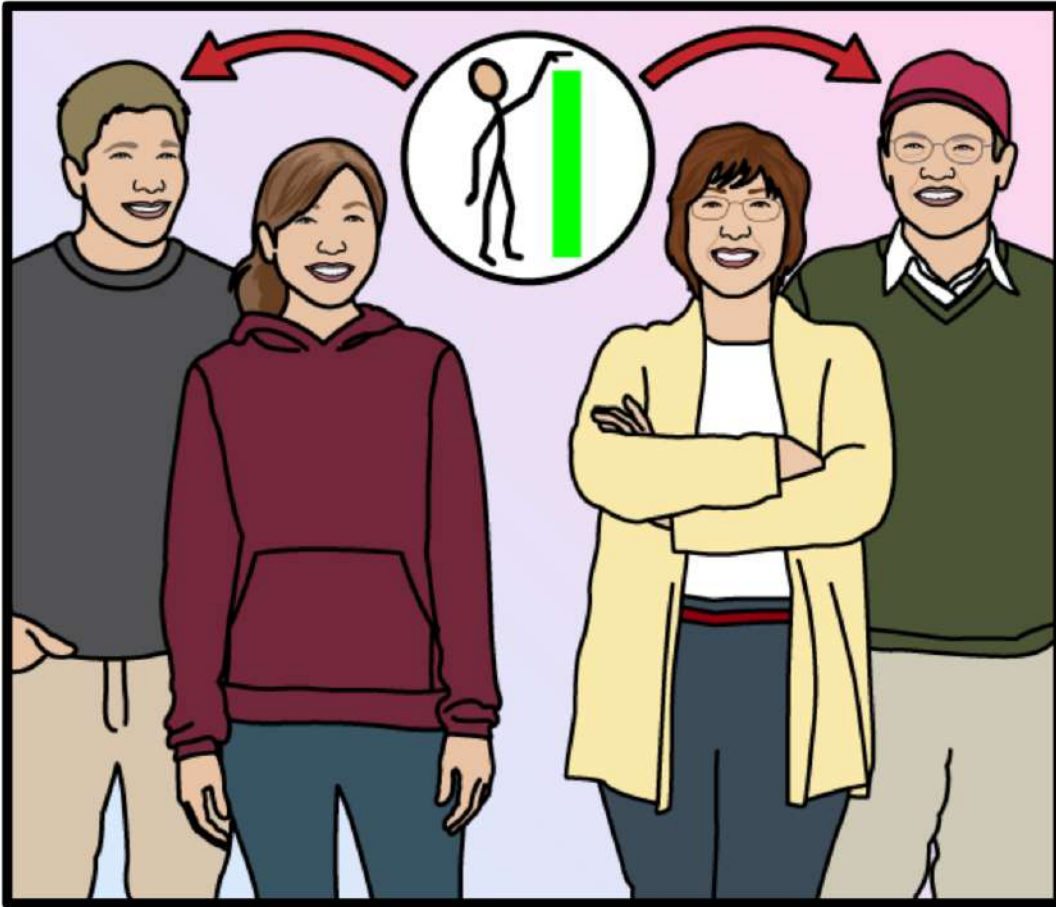
**Carrie has brown eyes.
Carrie's mother has brown
eyes, too. Carrie gets this
trait from her mother. It is
in her DNA.**



Jeff has blue eyes. Jeff's father has blue eyes, too. Jeff gets this trait from his father. It is in his DNA.



Carrie is short. Carrie's mother is short, too. Carrie gets this trait from her mother. It is in her DNA.



Jeff is tall. Jeff's father is tall, too. Jeff gets this trait from his father. It is in his DNA.



**Who does Carrie look
like ? Who does Jeff look
like ? Who do you look
like ?**



The End

Who Do You Look Like?

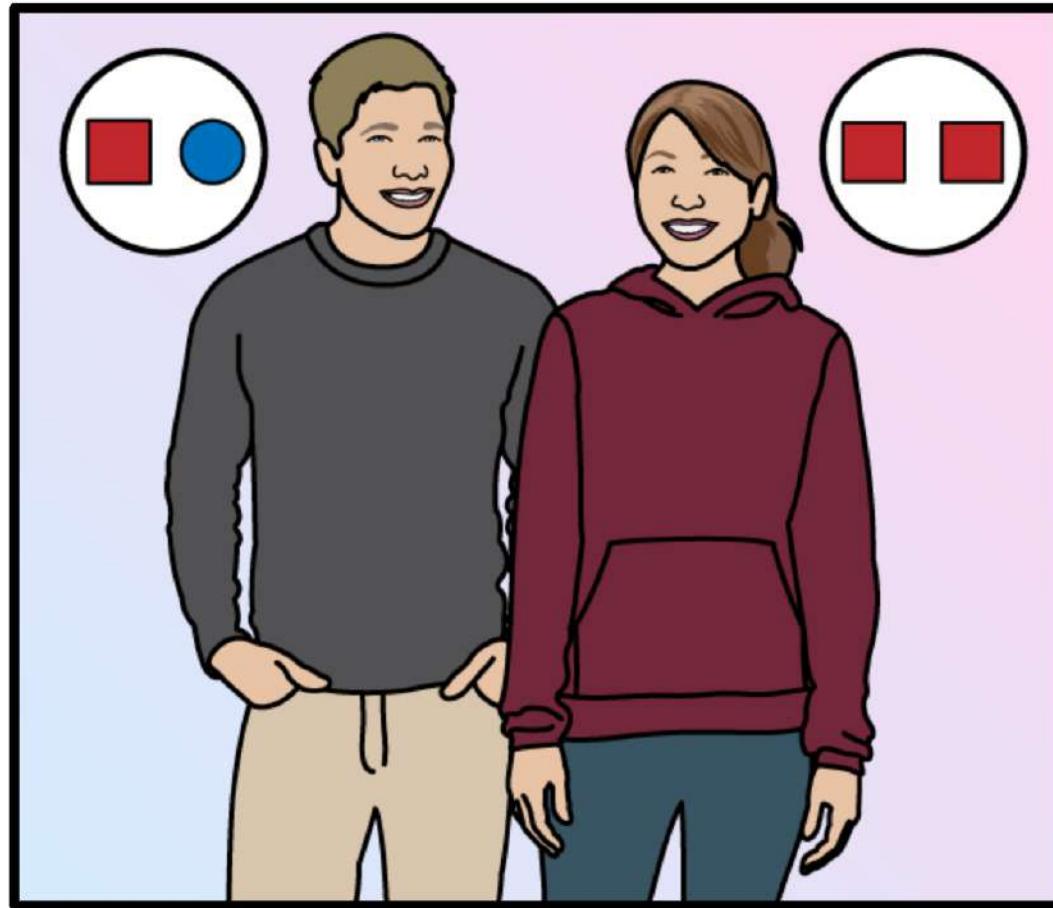
Level C



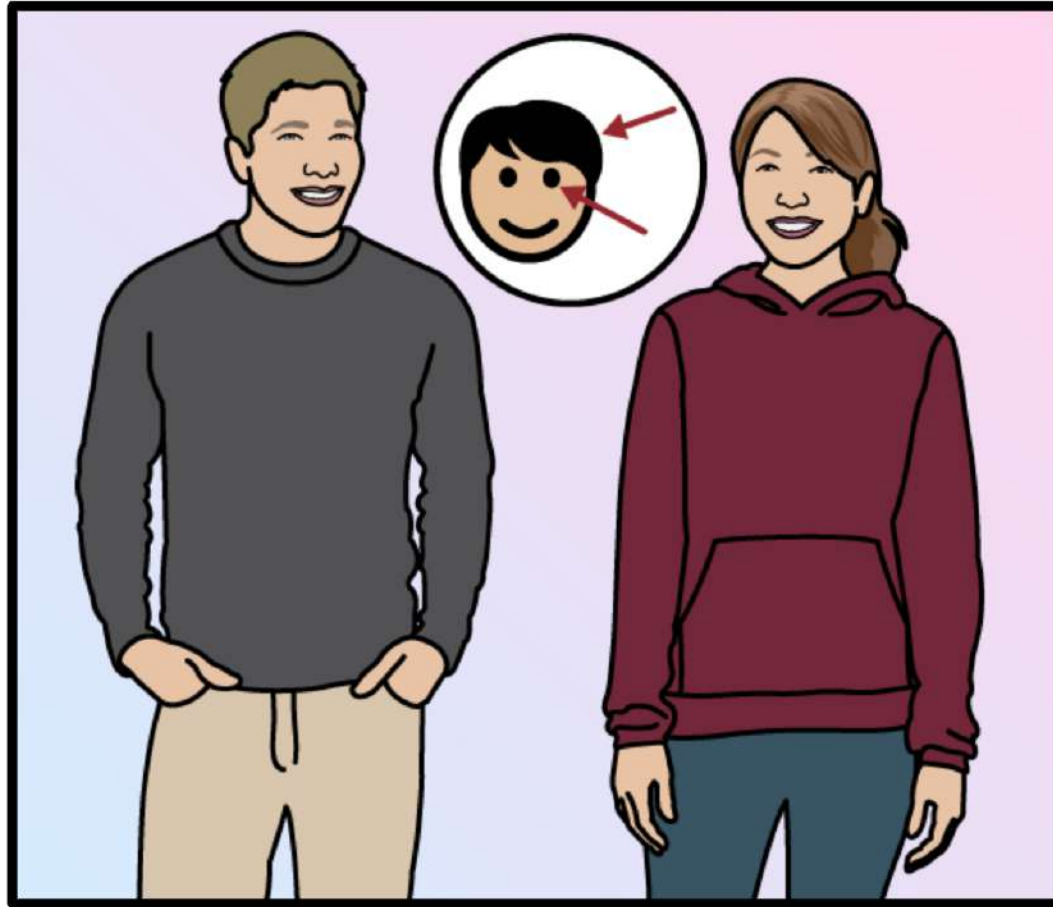
by Amy Bihn

Illustrated by Katie Zolnowski

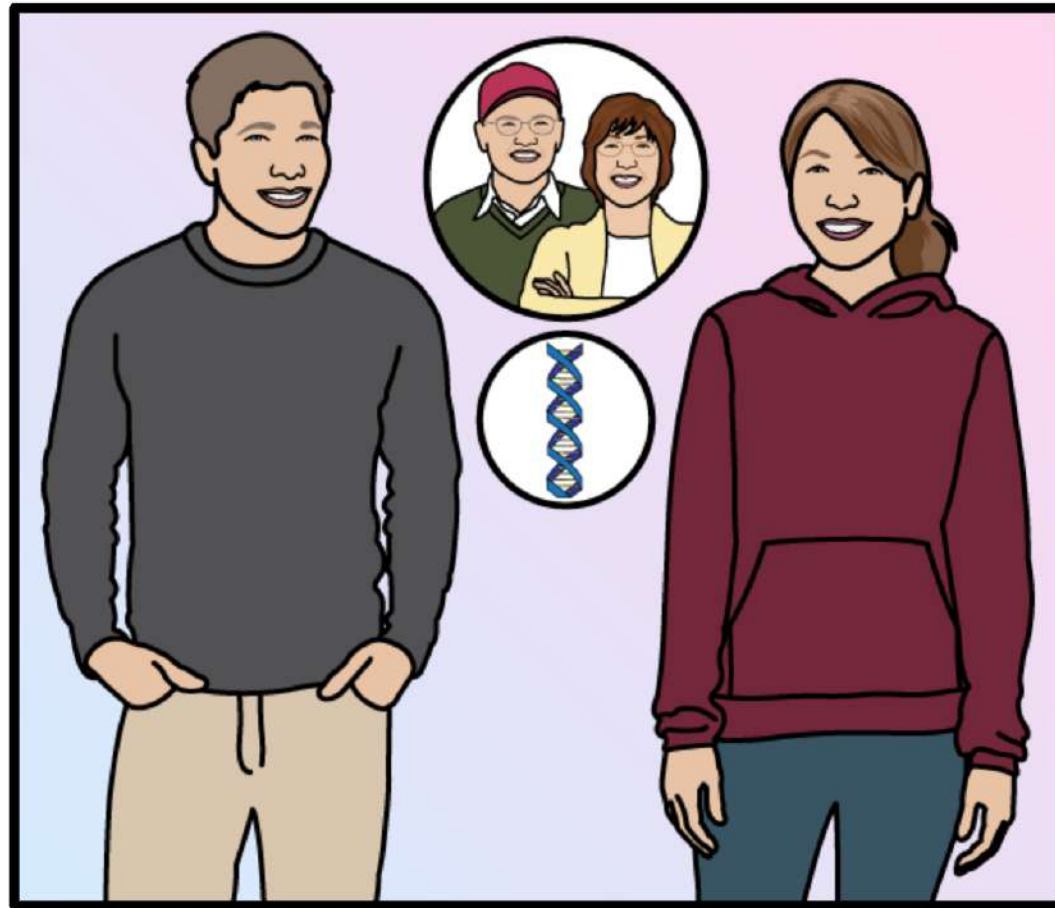
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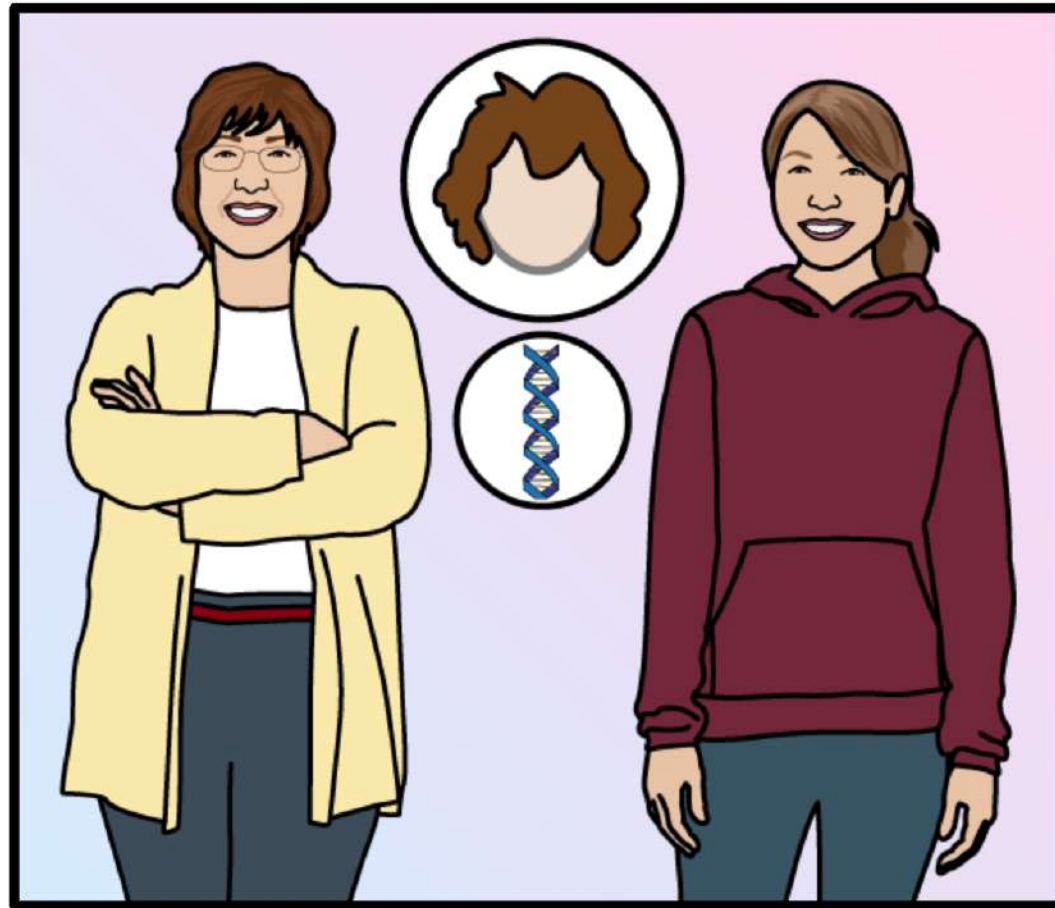
**Carrie and Jeff are sister and brother.
They look alike but they also look different.**



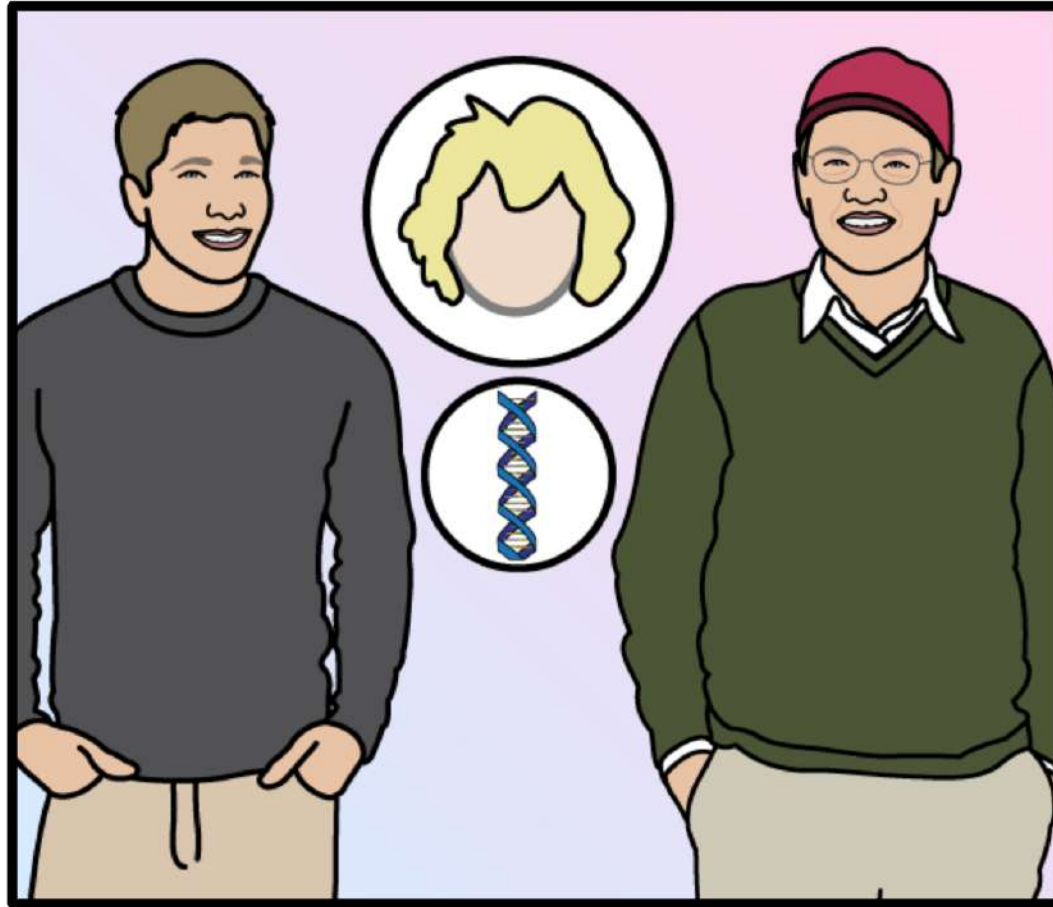
**Carrie and Jeff have traits.
The traits are in their DNA.**



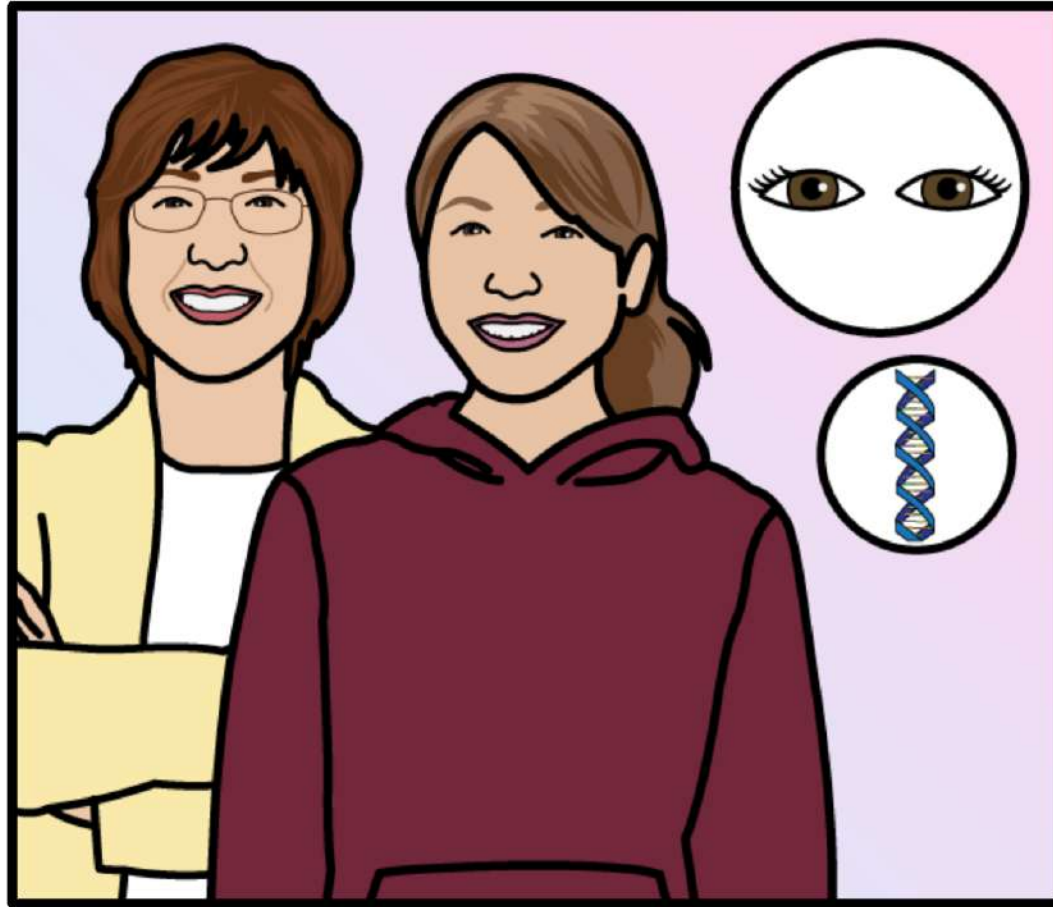
**Carrie and Jeff get their DNA from their parents.
Who do they look like ?**



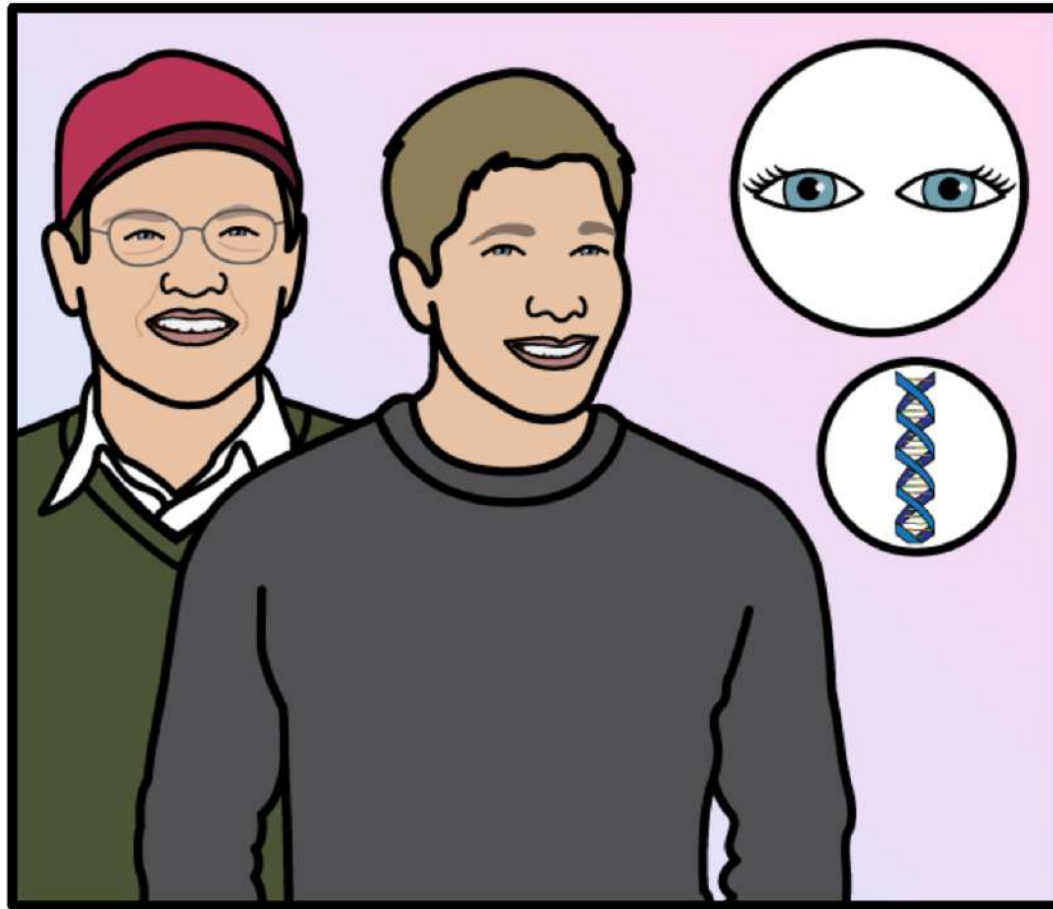
Carrie has brown hair like her mom.



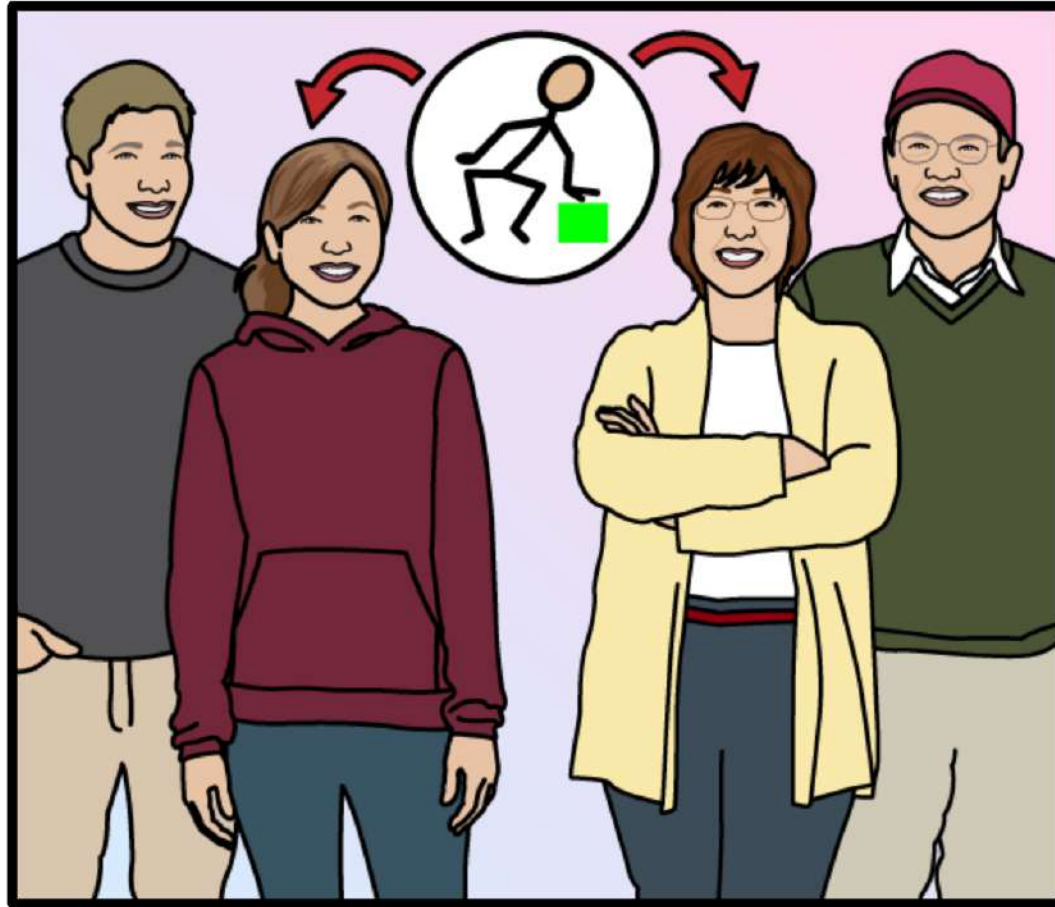
Jeff has blond hair like his dad.



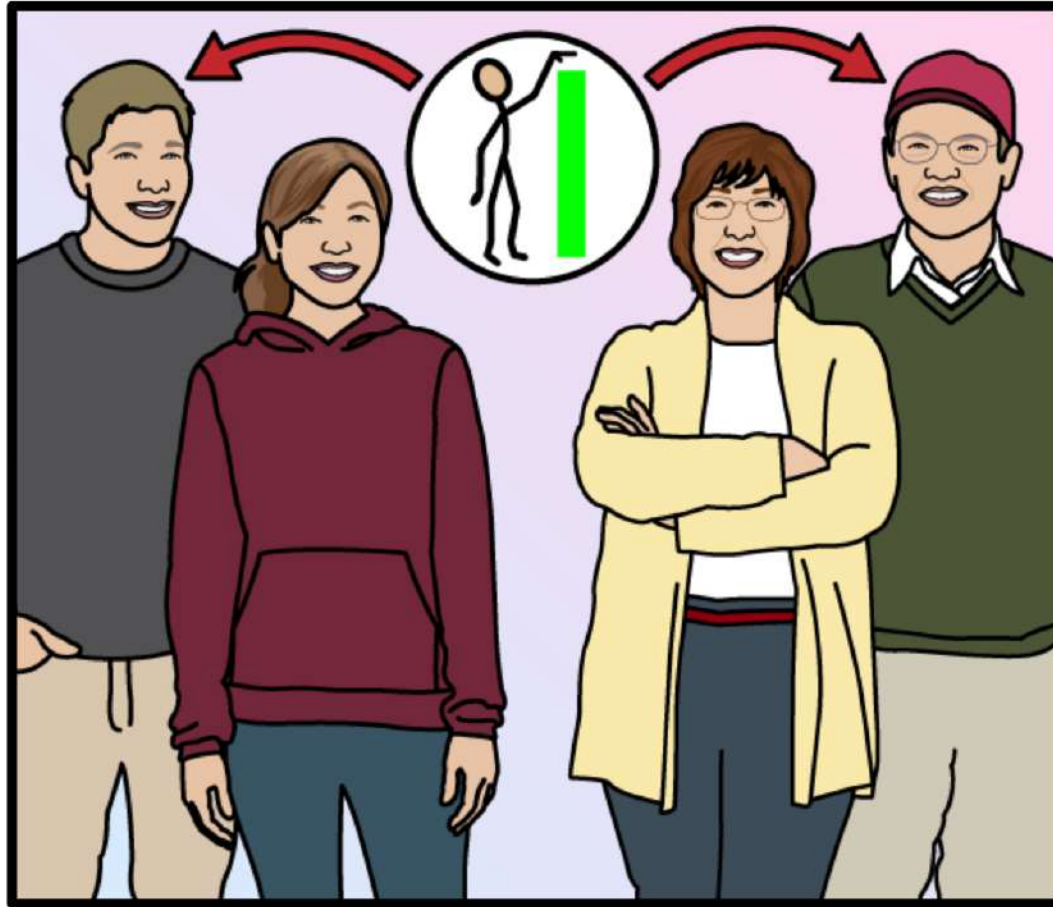
Carrie has brown eyes like her mom.



Jeff has blue eyes like his dad.



Carrie is short like her mom.



Jeff is tall like his dad.



**Who do they look like ?
Who do you look like ?**



The End

Who Do You Look Like?

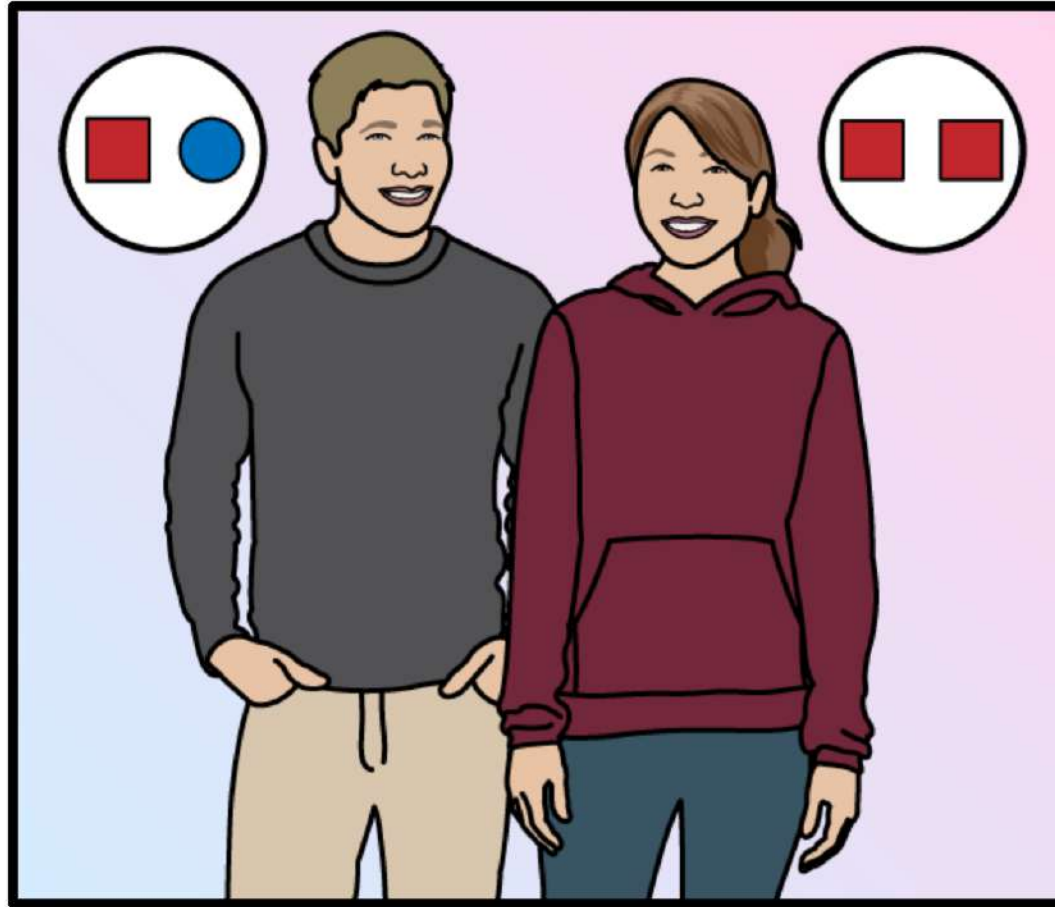
Level aa



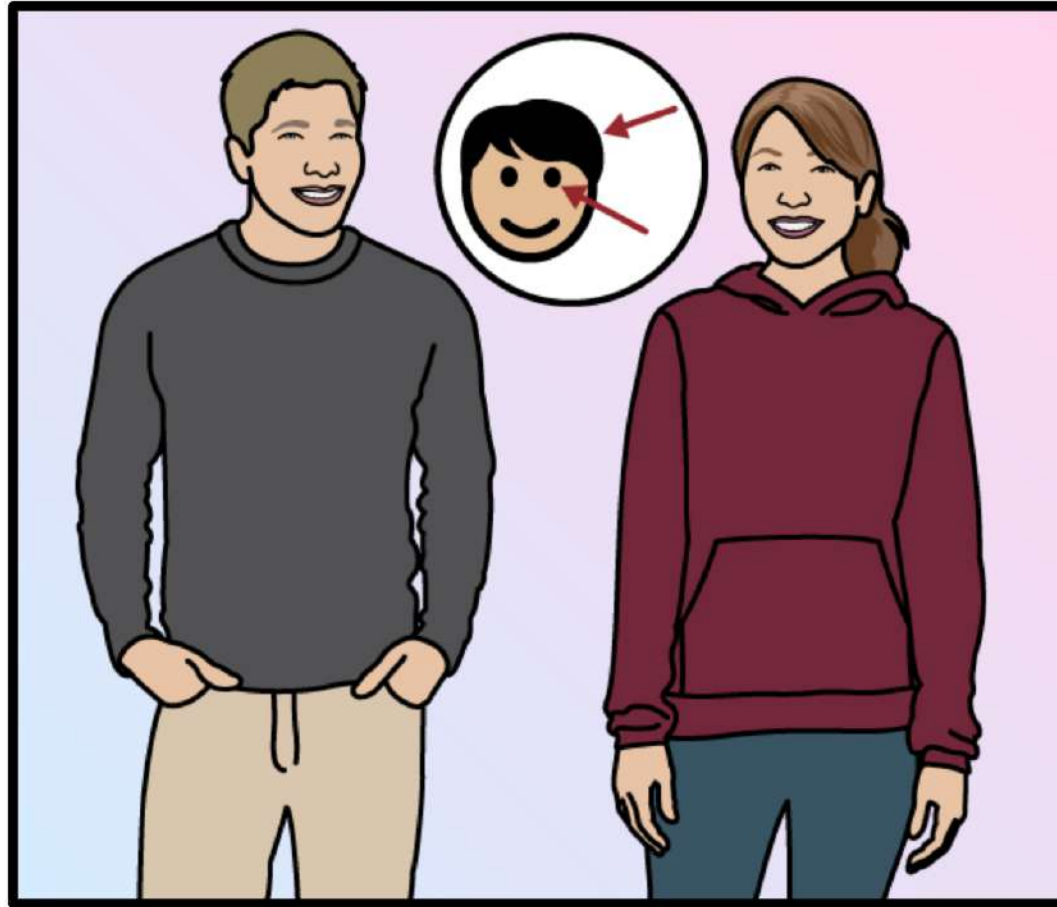
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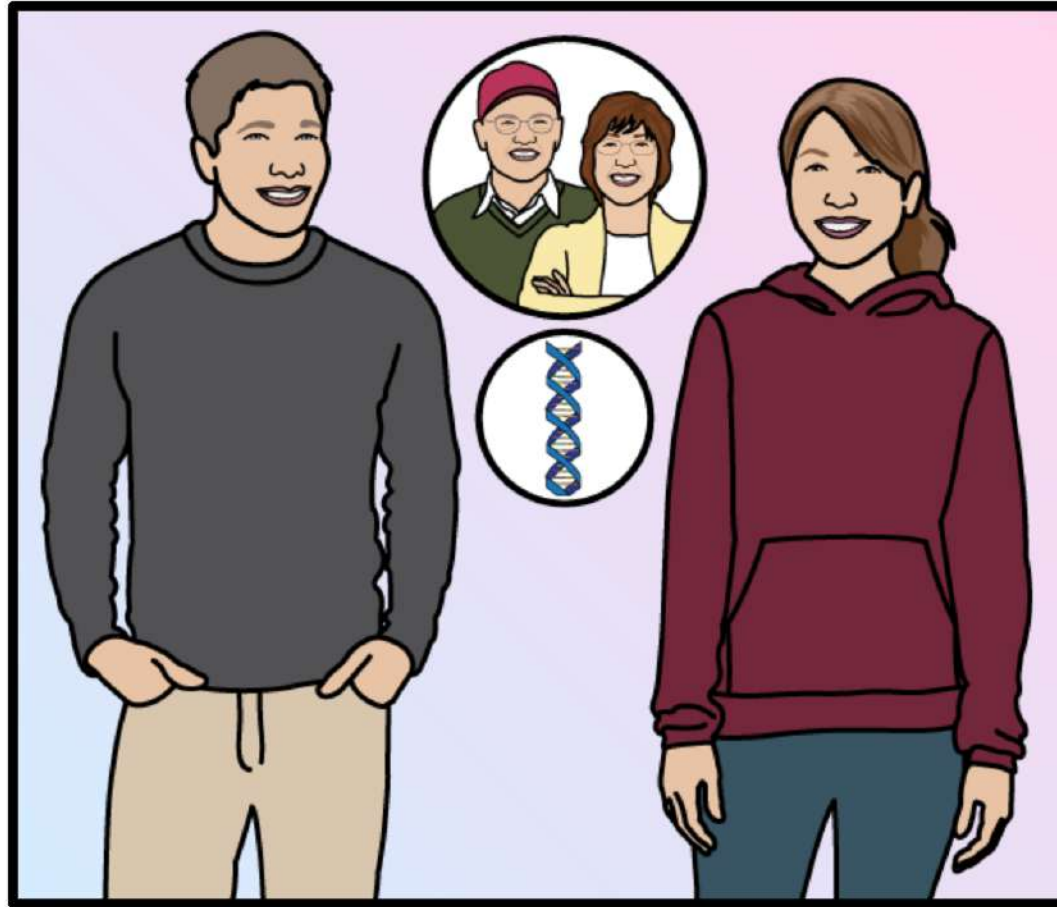
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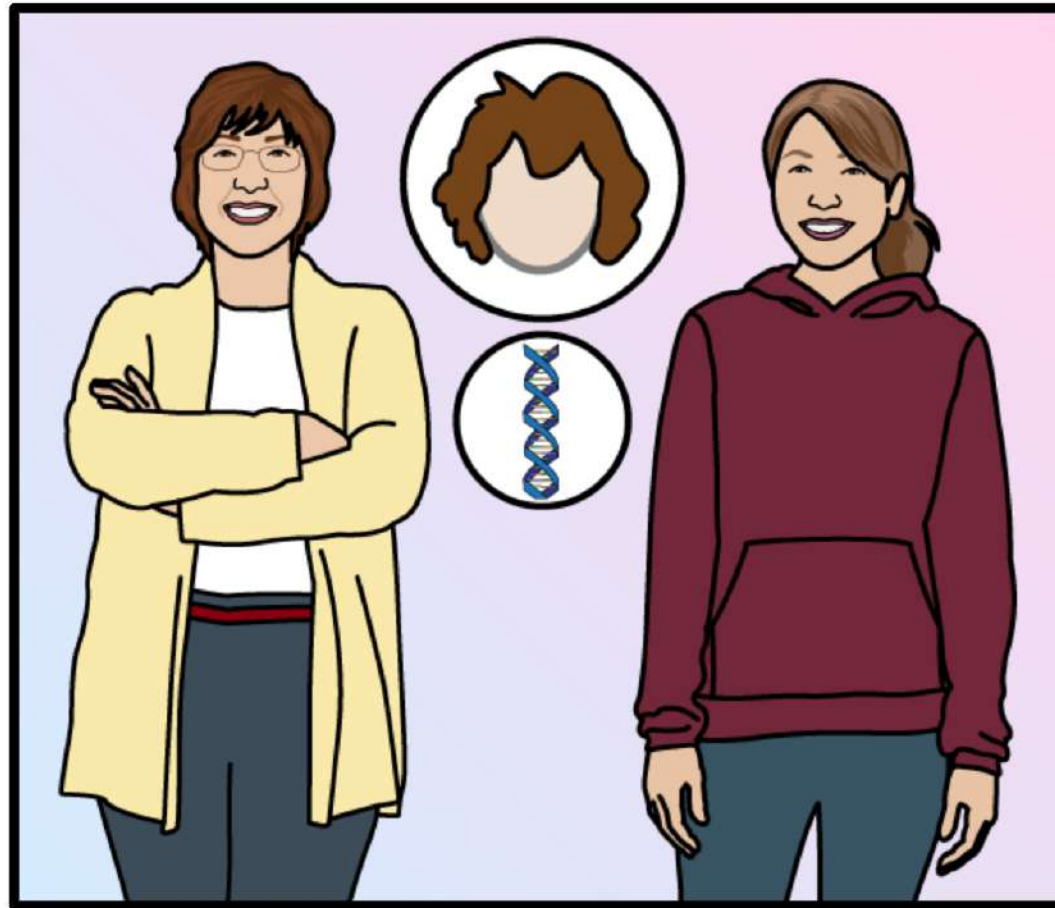
Carrie and Jeff.



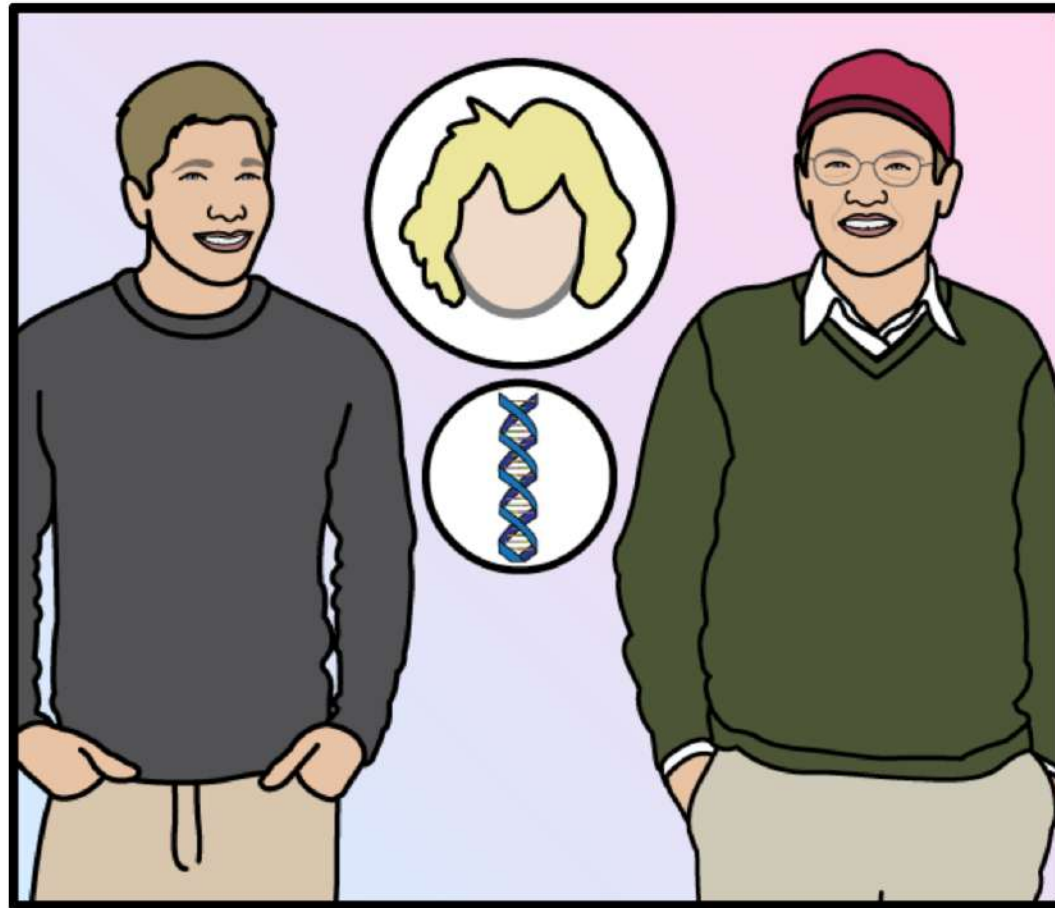
Traits.



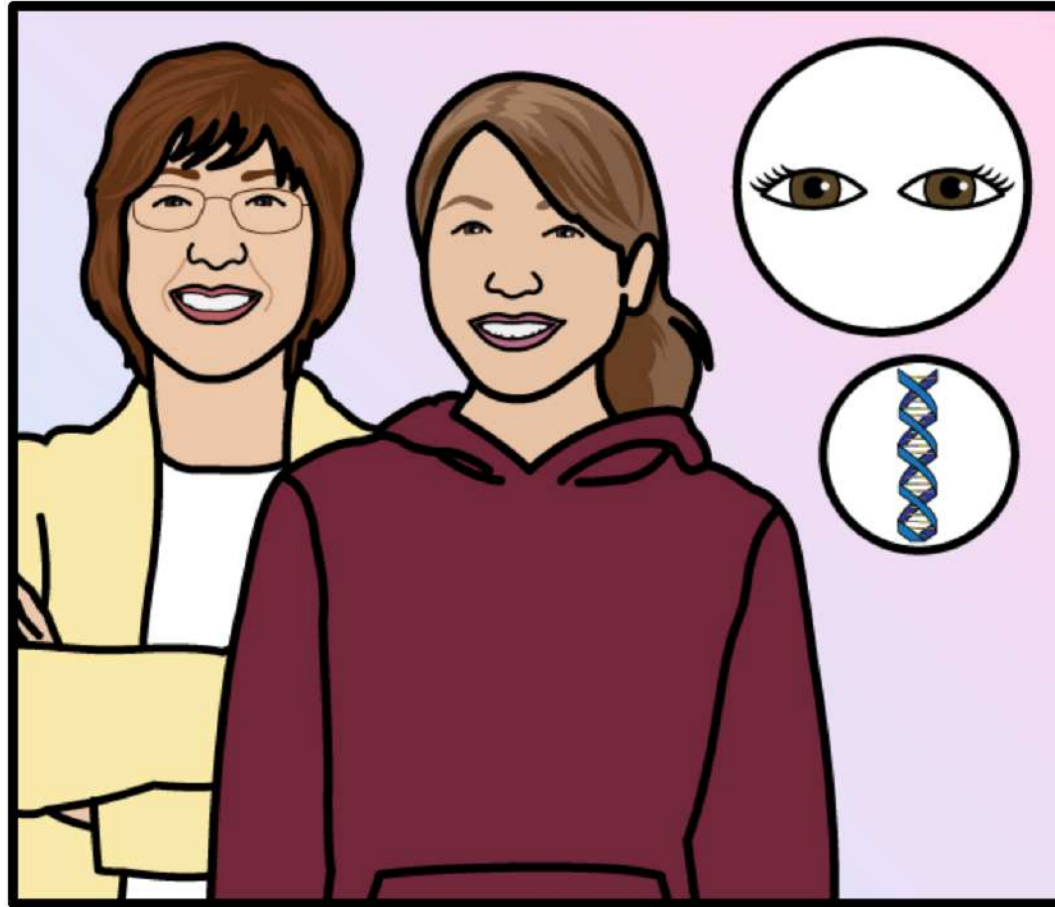
Parents.



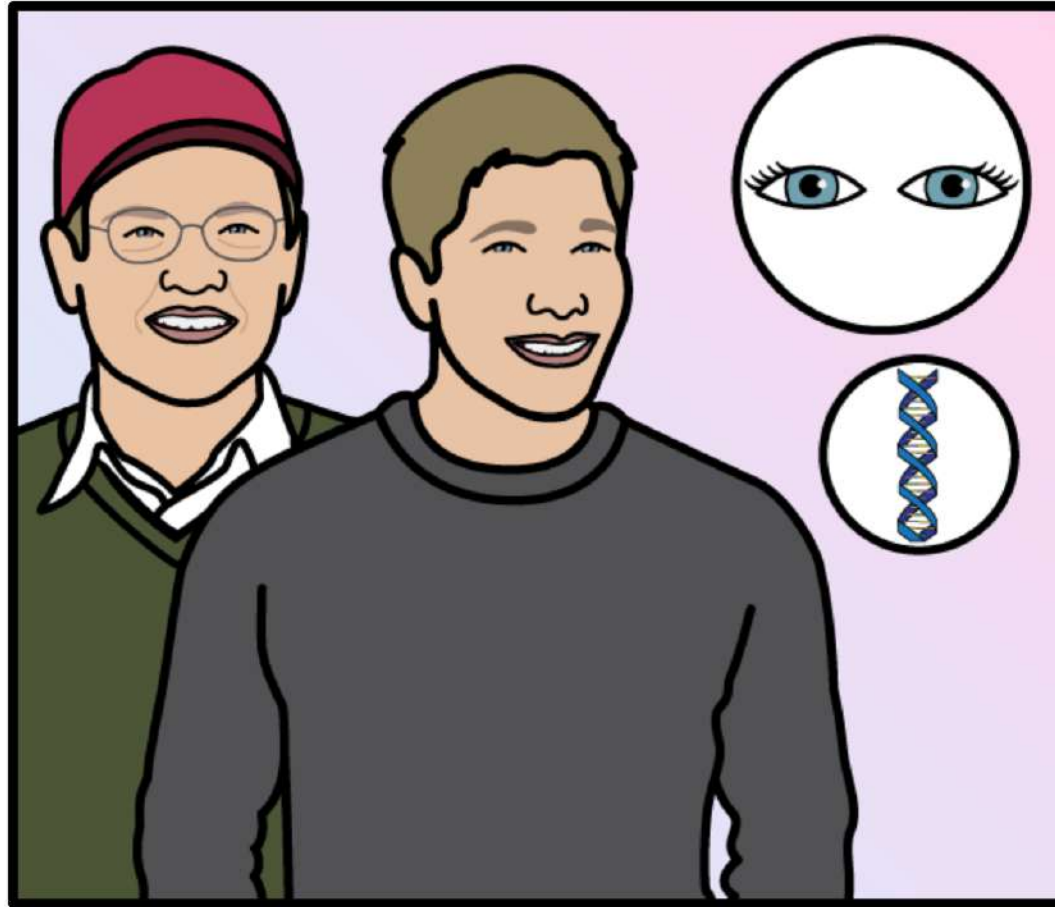
Brown hair.



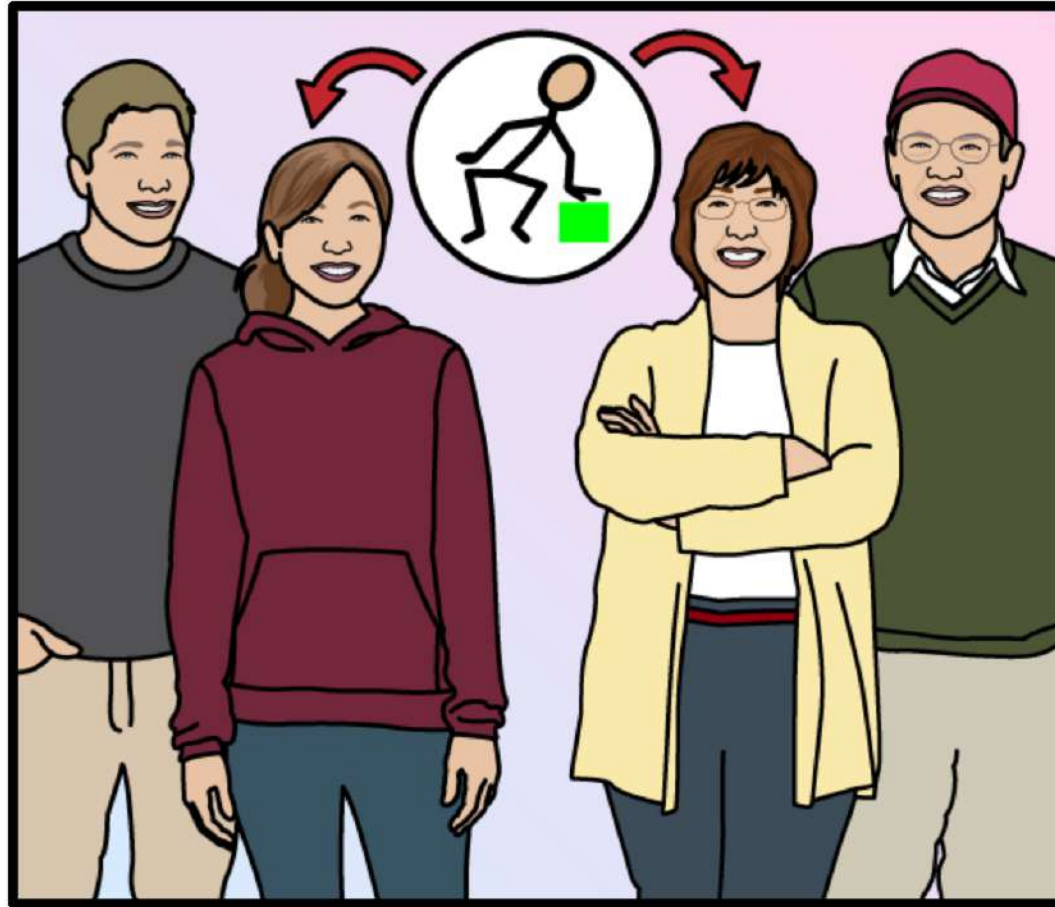
Blond hair.



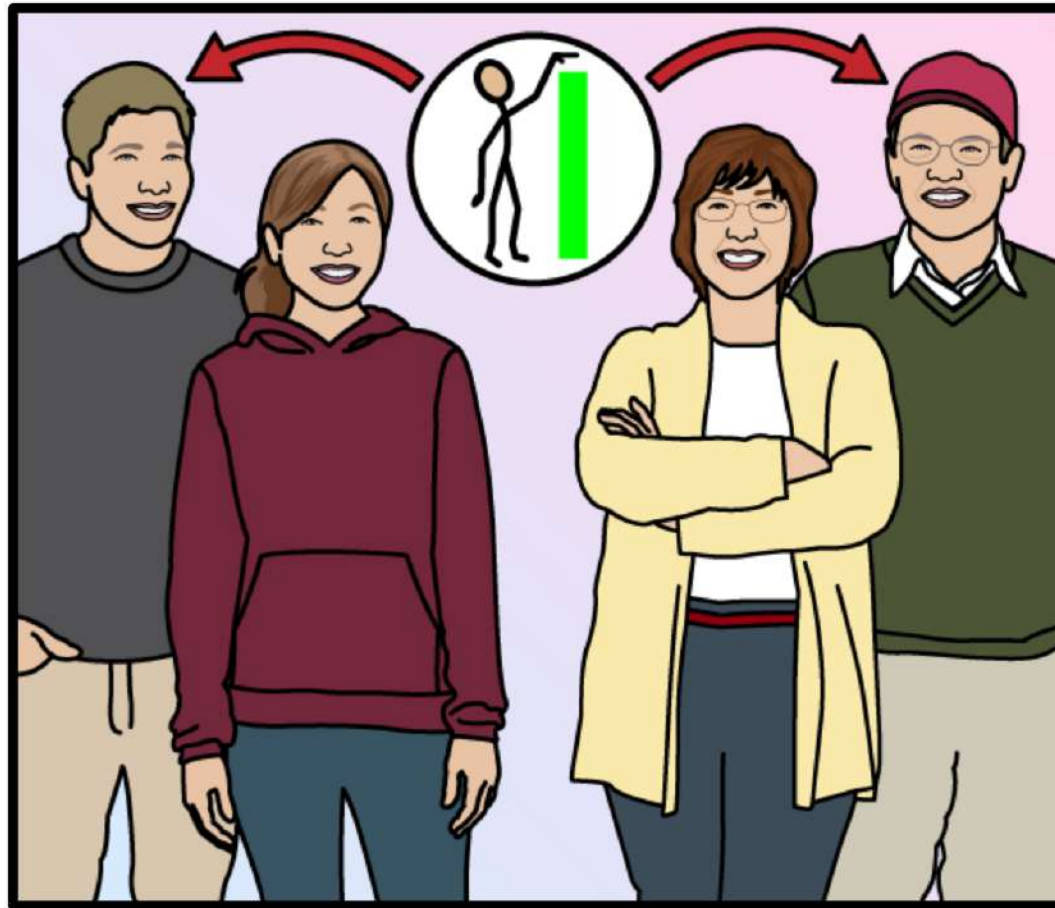
Brown eyes.



Blue eyes.



Short.



Tall.



You ?



The End

yes







Who Do You Look Like?

no



<p>look</p>	<p>alike</p>	<p>different</p>	<p>Carrie</p>	<p>Jeff</p>	<p>sister</p>	<p>brother</p>
<p>have</p>	<p>special</p>	<p>brown</p>	<p>trait</p>	<p>gene</p>	<p>DNA</p>	<p>parents</p>
<p>make</p>	<p>blue</p>	<p>short</p>	<p>brown hair</p>	<p>blond hair</p>	<p>mother</p>	<p>father</p>
<p>get</p>	<p>tall</p>		<p>eye</p>			

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

	What is the title of the story?	
	From the title, what do you think the story will be about?	
	Who is the author of the story?	
	Who is the illustrator of the story?	



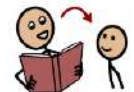
I like to...



Read by myself.


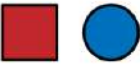
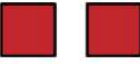



Have someone read to me.



Listen on the computer.



	Version 1	Version 2
 How was the story presented?		
 What was different from one story to the other story?		
 What was the same from one story to the other story?		
 Check which version you liked better.	