



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

Classroom Activities/Lesson Plan
<p>Easy Read Book: <i>Snow Day</i></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>Todd wakes up and can't go to school today. It is a snow day. Todd does not know what he will do. In this story, students will learn about what Todd does during his snow day. Does he have fun on his snow day? This book is identified as a Level D.</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"> • Do a picture walk. 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. • Introduce high-frequency words from the story. • Read the story aloud to model fluency. Ask questions related to the characters, actions and events in the story. • Read the story aloud, pausing for students to complete repetitive or predictable lines. • 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. • Support student reading by using text to speech and the communication board. • Follow up reading by discussing what students could do on a snow day. <p> Standards Connection</p> <ul style="list-style-type: none"> • Use the book features and the pictures to continue interaction with the book. • Have students locate the title, the author and the illustrator of the book. • Invite students to identify and describe characters, setting and events from the story pictures. <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"> • Students will independently read literature stories and poems that have been adapted to student reading level. • Students will independently demonstrate basic print concepts (tracking from left to right and from page to page, etc.) during shared story reading. • Students will independently read text stories that are selected at the personal reading level. 	<ul style="list-style-type: none"> • Students will read supported and shared literature stories and poems that have been adapted to student reading level. • Students will participate in basic print concepts (page turning, pointing to words and pictures, etc.) during shared story reading. • Students will state a word or point to a picture of an omitted word during shared reading. 	<ul style="list-style-type: none"> • Students will actively participate in supported reading of literature stories and poems that have been adapted to student ability level. • Students will attend to shared story reading, giving supported indicators to <i>turn the page or read more</i>. • Students will state a sentence from a story through an active participation response (e.g., voice output device, eye gaze choice board).

Resources and Materials	Additional Resources
Easy Read Book: <i>Snow Day</i> Communication board Standards Connection Lesson 3	

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

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.

Snow Day

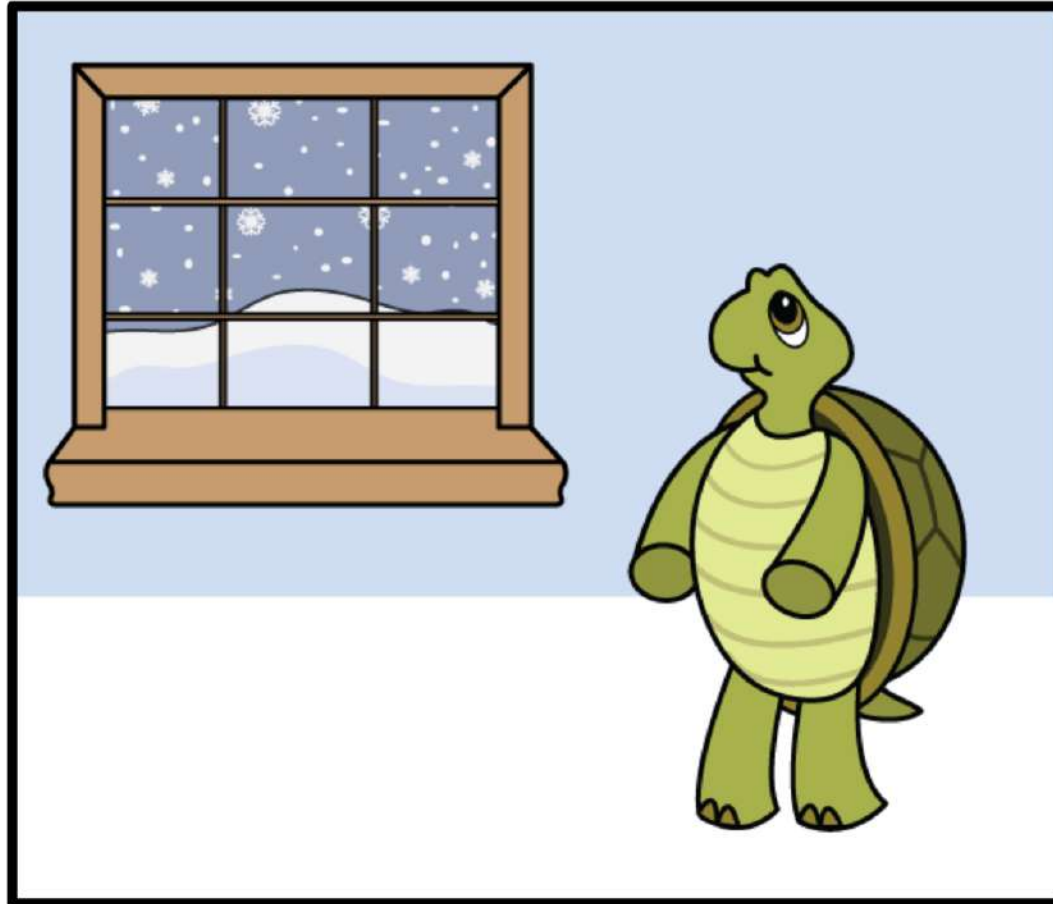
Level D



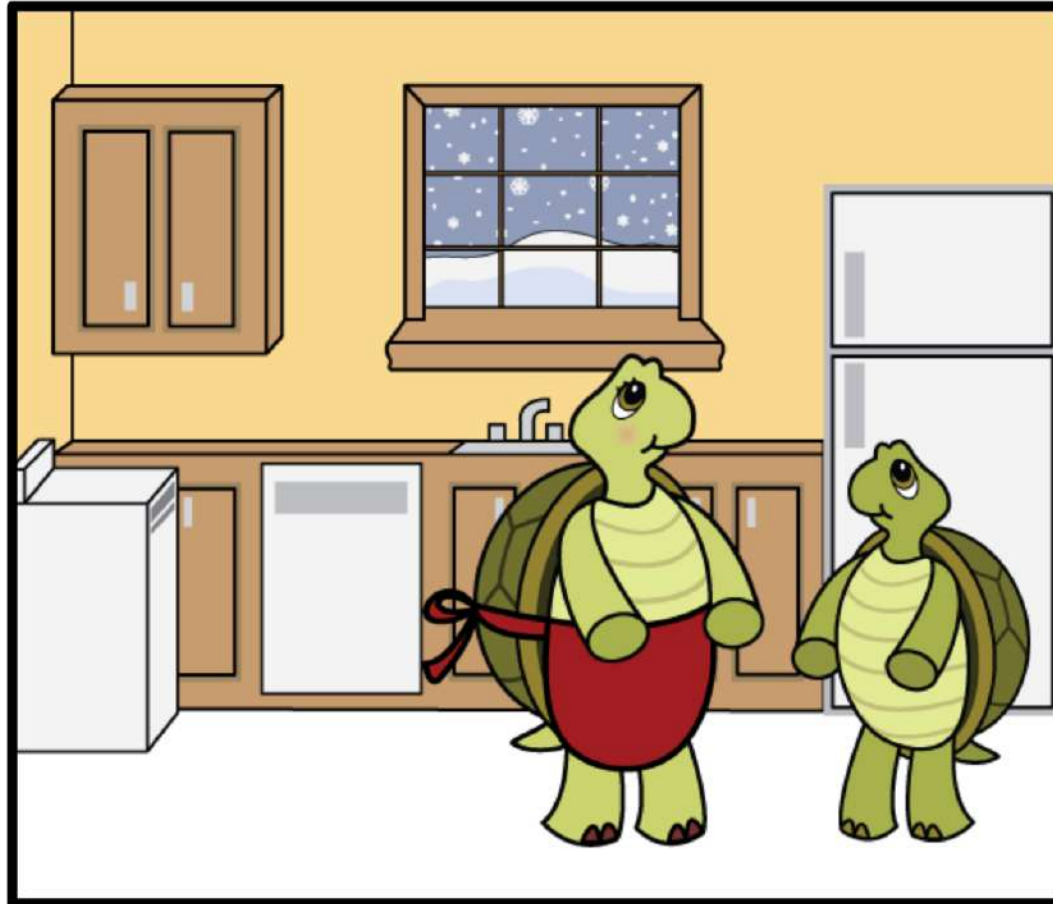
by Amy Bihn

Illustrated by Allison Shumaker

Bind This End

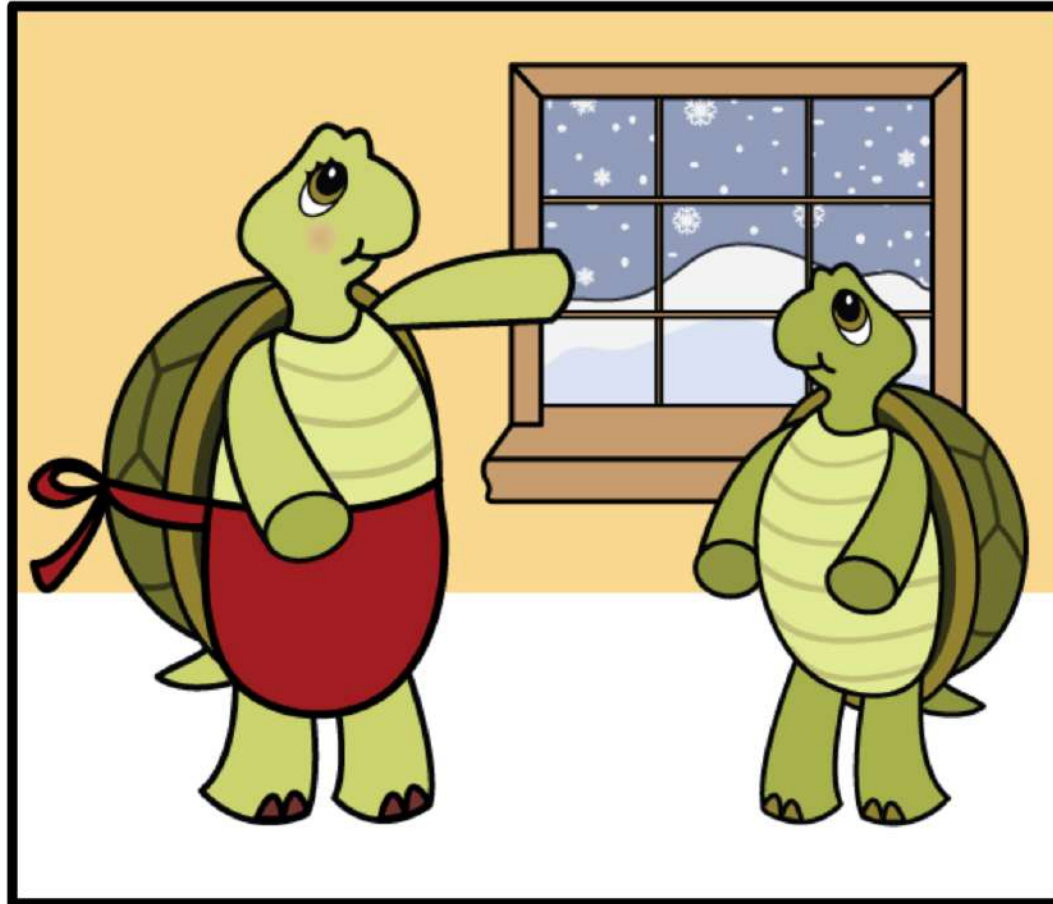


**Todd Turtle wakes up.
Todd looks outside.
Todd sees snow !**

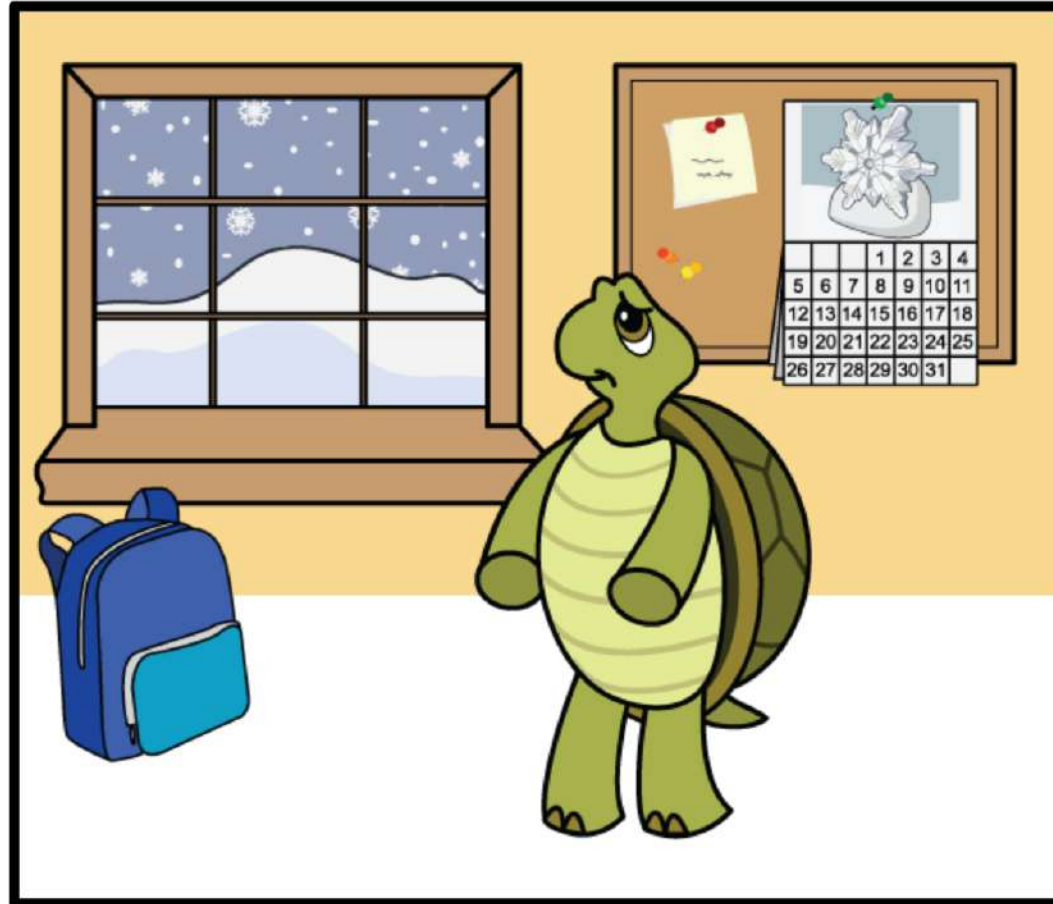


Todd goes downstairs.

He tells his mother that he sees snow.



**Mother tells Todd,
"There is a lot of snow.
There is no school today."**



**Todd wants to go to school.
He cannot go to school.
There is too much snow.**



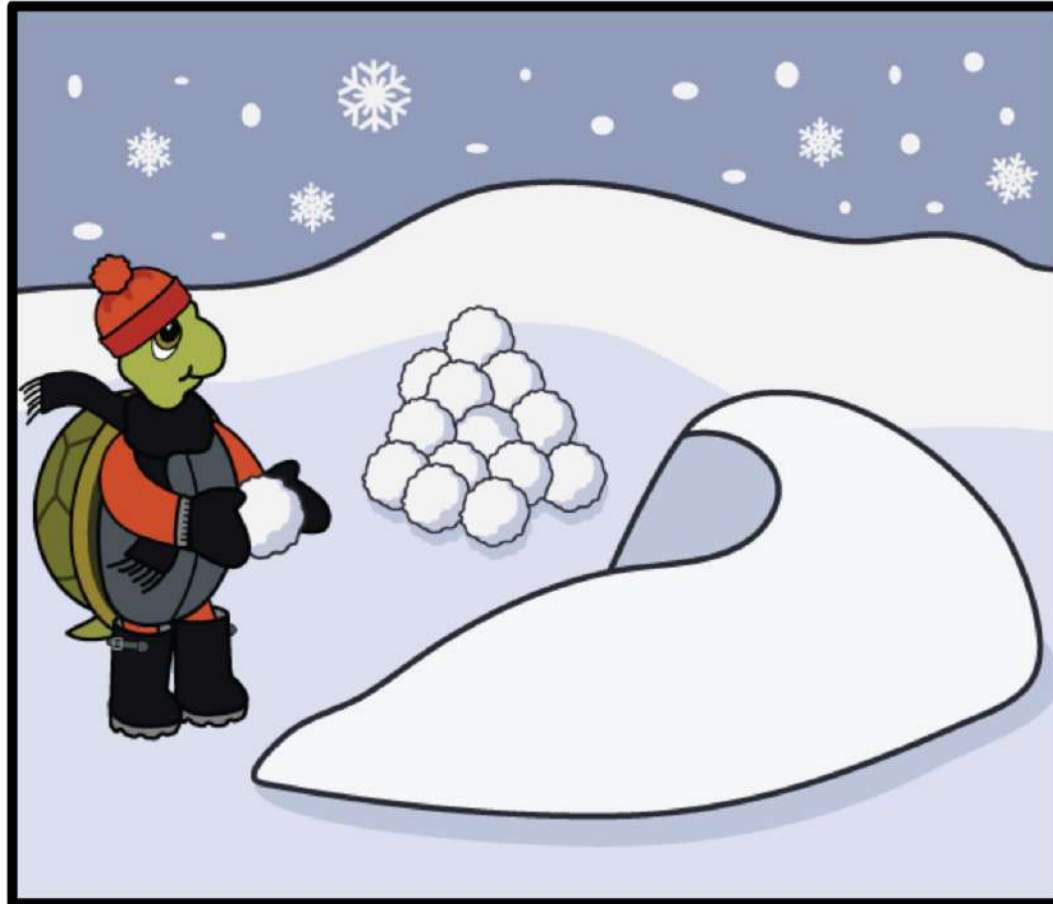
**What can Todd do on a snow day ?
Todd can play in the snow.**



**Todd puts on his coat, hat and boots.
Todd puts on his gloves and scarf.
Todd is ready to play in the snow.**



**Todd can make a snow angel.
Todd has fun in the snow.**



**Todd can make a snow fort.
Todd has fun in the snow.**



**Todd can make a snow turtle.
Todd has fun in the snow.**



Time to go in.

Time to get warm.



Todd had fun in the snow.

Can tomorrow be a snow day, too ?



The End

yes



Snow Day

no



wake up 	look 	outside 	Todd 	turtle 	snow
see 	go 	too much 	downstairs 	mother 	school
tell 	want 	fun 	today 	coat 	hat
play 		warm 	boots 	gloves 	scarf
			snow angel 	snow fort 	tomorrow

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