



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>Leveled Book: <i>This Is Hanukkah</i></b></p> <p>Lesson 1 provides a simple book in two distinct reading levels. Emerging readers may engage in the same content when selecting the appropriate level based on individual abilities, needs or reading goals. This Leveled Book is presented in two leveled formats: Level C and Level A. Select the level appropriate for each student.</p> <p>The content of the Leveled Book presents the traditions of Hanukkah. When they have finished the book, students should be able to describe how families celebrate Hanukkah.</p> <ul style="list-style-type: none"> <li>• Introduce the story by talking about Hanukkah and what students may already know about the holiday.</li> <li>• On the first reading, do a picture walk. Note pictures of lights, food and family.</li> <li>• Read the story aloud to model fluency. After reading the story, ask questions about the traditions that are special to Hanukkah.</li> <li>• As a group, reread the story with pauses for key words to encourage participation. Encourage choral reading of the repeated line. Provide students with supports for page turning and interaction while they are reading.</li> <li>• During independent or paired reading, focus on individual student reading abilities with text or supported-text versions. It is likely that students may read different levels for different purposes each day when building reading skills.</li> <li>• Support student reading, using the communication board to do so.</li> <li>• Follow up reading with discussion on how Hanukkah is similar to and different from other winter holidays.</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><b>Comprehension questions from Leveled Books are based on the highest level in the series. These books may be read aloud to help students at all levels to gain meaning.</b></p> <p><i>Pre- and post-assessments are NOT available for this unit.</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	Notes
<p>Leveled Book: <i>This Is Hanukkah</i>                      Communication board                      Standards Connection Lesson 1</p>	

Instructional Targets		
	Reading Standards for Literature <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>	
	Reading Standards for Literature and Informational Text <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 and events in 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 features and pictures from the book 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?



**Where** did this story happen?



**What happened** in this story?

# This Is Hanukkah

Level C



by **Kathy Staugler**

Illustrated by **April Black**



**This is Hanukkah.**

**Hanukkah is a Jewish holiday.**

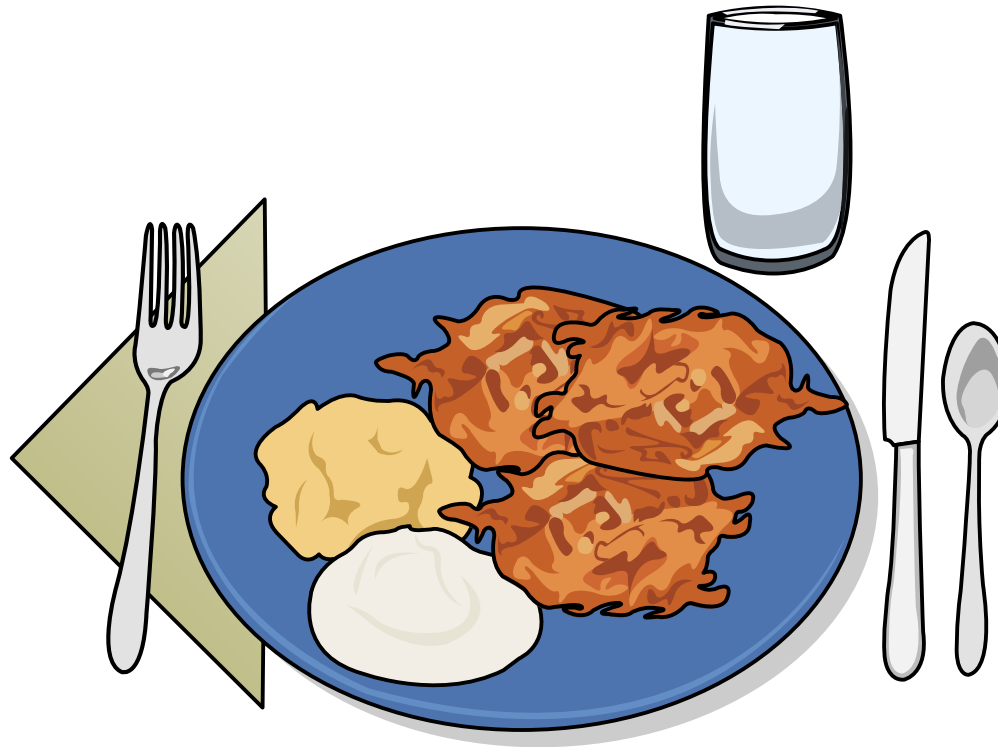
**Hanukkah lasts for eight days.**



**This is a menorah.**

**A menorah has nine candles.**

**A new candle is lit each night of Hanukkah.**



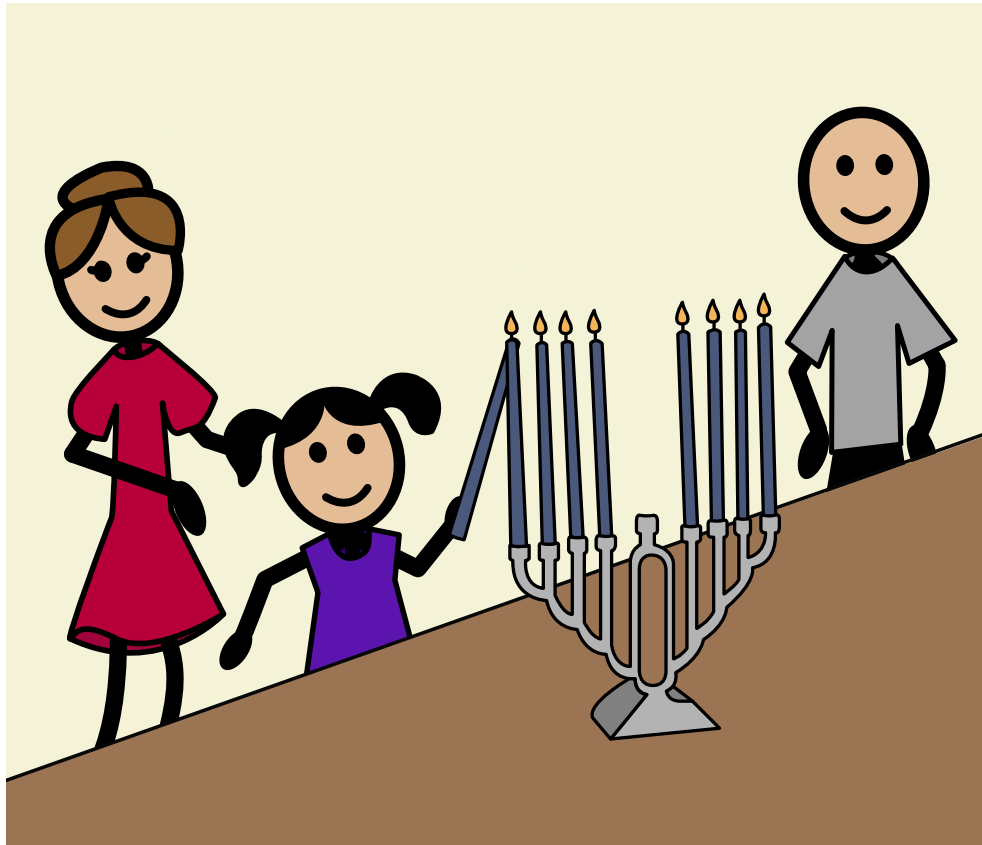
**This is the food for Hanukkah.  
Families eat latkes for Hanukkah.  
Latkes are potato pancakes.**



**These are the gifts for Hanukkah.**

**Children get a gift each night of Hanukkah.**

**A dreidel is a special gift.**



**This is a family.**

**They light the menorah.**

**They sing songs together.**





**This is Hanukkah.**



# The End

# This Is Hanukkah

Level A

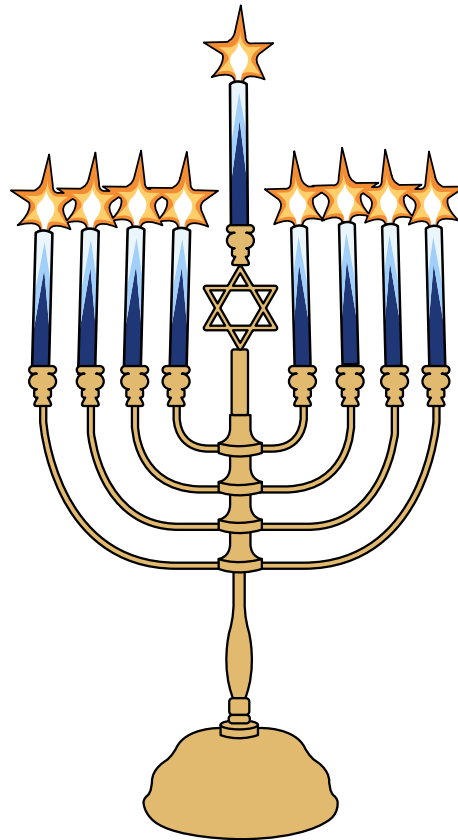


by **Kathy Staugler**

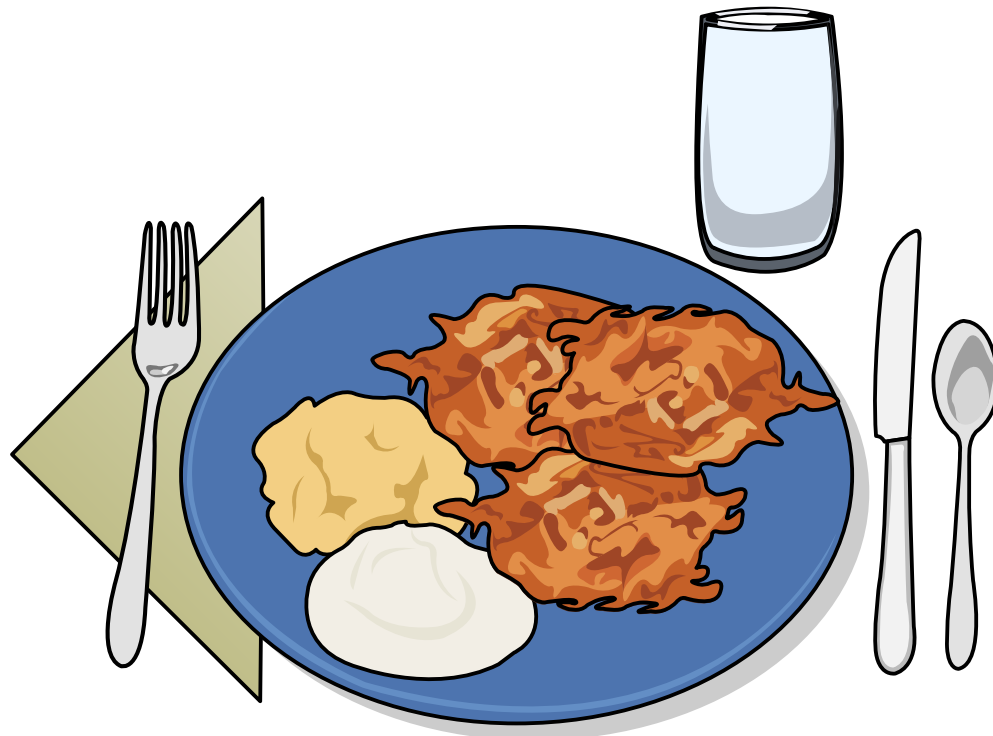
Illustrated by **April Black**



**This is Hanukkah.**



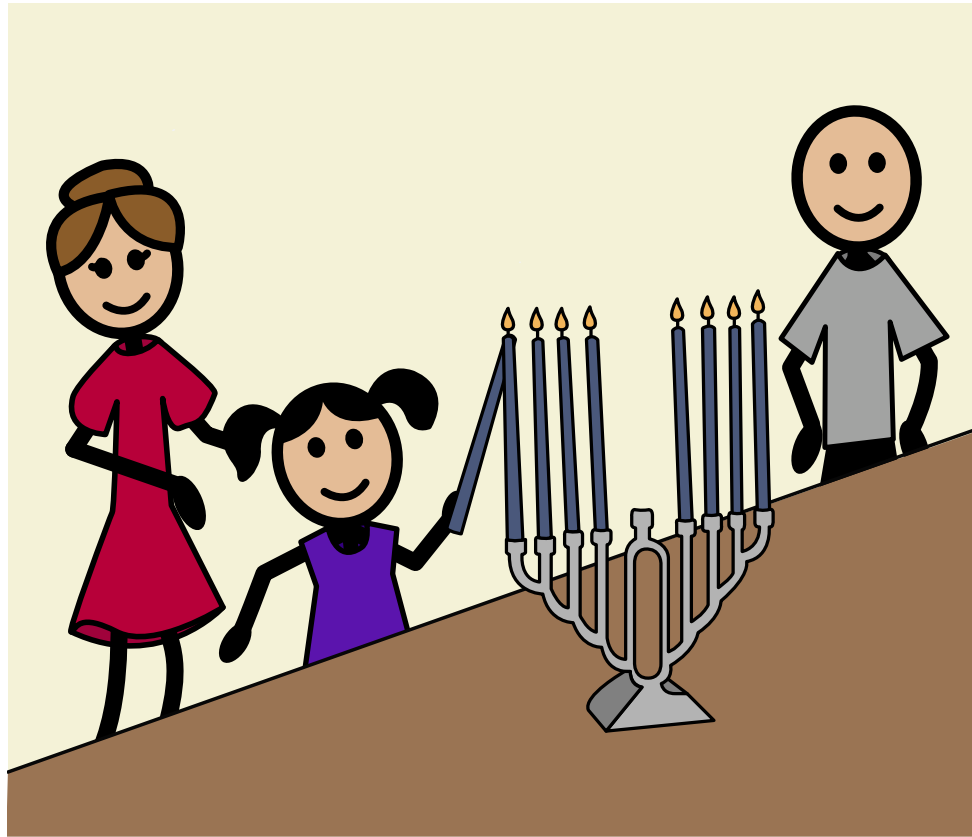
**See the lights.**



**See the food.**



**See the gifts.**



**See the family.**





**This is Hanukkah.**



# The End



# This Is Hanukkah



<p>eat</p>	<p>Jewish</p>	<p>Hanukkah</p>	<p>holiday</p>	<p>eight</p> <p>8</p>	<p>day</p>
<p>light</p>	<p>new</p>	<p>menorah</p>	<p>nine</p> <p>9</p>	<p>candle</p>	<p>food</p>
<p>get</p>	<p>special</p>	<p>family</p>	<p>latke</p>	<p>gift</p>	<p>children</p>
<p>sing</p>	<p>together</p>	<p>dreidel</p>	<p>song</p>		

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