

 **Instructional Targets**

Reading Standards for Literature

- **Key Ideas and Details:** Answer questions to explain the main ideas, details and inferences of a story. 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.

 **Differentiated Tasks**

Level 3 Students will...

- Independently read questions about a story and write, speak or select an answer.
- Summarize a story, including the main idea or theme and key details.
- Describe the plot of a story by putting events in order.
- Summarize information from content specific reading, topics and tasks.

Level 2 Students will...

- Point to or select a picture from a choice of three in response to a question about a story.
- 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.

Level 1 Students will...

- Respond to a question by choosing a single option or errorless picture.
- Retell key details or characters from a story through an active participation response.
- Select a picture to identify an event from a story.
- Respond to questions related to content topics and tasks using picture supports and communication technologies.

 **Topic Connection**

In this unit, students are exploring how traits are inherited from parents. In this lesson, students will answer questions and build comprehension of the story, *Who Do You Look Like?*



Topic Words



Literacy Words

alike
different*
DNA
gene
parent
trait

answer
book
character
detail
person
question
setting
story*

* Power Words

Benchmark Assessments

- Reading Level Assessment
- Listening Comprehension
- Early Emerging Reading Rubric

Monthly Checkpoint Assessments

- Level 2-3 Content Understanding
- Level 2-3 Reading, Questions 1-3 and 8-12
- Level 1 Combined Content, Questions 3 and 4



Lesson at a Glance

Activity 1

Activity 2



Instructional
Activities

Answer Questions

Comprehension



See how these activities fit into the **Suggested Monthly Plan**.



ULS
Materials
and
Resources

Who Do You Look Like? (Level E)

Comprehension Questions (Levels 3 - 1)

Fill-In Cards 

Who Do You Look Like? (Level E)

Main Idea and Details Chart
(Templates C, B and A)

Sequencing Cards 

[Instructional Guide: Active Participation Scripts](#)

[Instructional Guide: Instructional Tips](#)

[SymbolStix PRIME](#)



Additional
Materials



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

- Reread the highest level of the Leveled Book, *Who Do You Look Like?*, as directed in Lesson 1. Then introduce this activity by asking a focus question about the book. For example, ask "Who do Carrie and Jeff look like - their parents or their friends?" Discuss students' responses.
- Tell students they will now answer other questions about the story, *Who Do You Look Like?*. Explain that the answers to these questions can be found in the story. For example, say, "I am going to ask you questions about the story, *Who Do You Look Like?* Your job is to answer the questions. You can use the story to help you."
- Review the learning goal with students: **I will answer questions about a story.**

Model

- Display the Comprehension Questions (vary the level displayed according to student needs) and read the first question aloud. Model using the story 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.



Check Understanding ?

- ❄ **Level 3:** Can the student independently answer questions about a book?
- ❄ **Level 2:** Can the student answer questions about a book by selecting a picture?
- ❄ **Level 1:** Can the student answer questions about the book by selecting a picture?
How many choices were presented?

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.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Review the Leveled Book by asking a focus question. For example, ask "What do Carrie and Jeff both have in their DNA—special traits or freckles?" Discuss students' responses. • Explain that stories have many different parts. The main idea is what the story is about. The details give more information about the story and support the main idea. The theme is an important idea or lesson from the story. • Tell students, "Today, your job is to find the main idea and an important idea or lesson from the story and put details from the story in order." • Review the learning goal with students: I will find the main idea and an important idea or lesson from the story. I will put details from the story in order.
Model	<ul style="list-style-type: none"> • Display the Main Idea and Details Chart. Three formats of the Chart are provided: Template C (Text Only), Template B (Single Symbol-Support) and Template A (Symbol-Supported). Display the template that meets the majority of the students' needs. • Using the Leveled Book, discuss the characters and main idea of the story. For example, ask, "Who are the main characters in the story? What was the story about?" Model selecting the main character and main idea to complete the Main Idea and Details Chart. • Continue using the Leveled Book to discuss details in the story. Use the Sequencing Cards to model adding details to the Main Idea and Details Chart in the correct order. For example, say, "In the beginning of the story, the first detail, character or event was _____. The event was _____." Select the appropriate Sequencing Card to complete the Key Details chart. • Complete the Main Idea and Details Chart by discussing an important idea or lesson from the story. Model choosing the correct message. For example, ask, "What is an important idea or lesson to be learned from this story?" Model selecting the correct message. Discuss the completed chart.
Provide Practice	<p>Provide students with appropriate Main Idea and Details Chart, Sequencing Cards and Leveled Book.</p> <p>Level 3: Have the student summarize the story, including main idea and important idea or lesson and describe the plot by putting events in order on the Main Idea and Details Chart.</p> <p>Level 2: Have the student use picture supports to retell key details, characters and events from the story in order by completing the Main Idea and Details Chart.</p> <p>Level 1: Have the student retell key details or characters from a story through an active participation response and select a picture to identify an event from a story using the Main Idea and Details chart from a field for 2-3 (or errorless choice).</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reviewing the completed Main Idea and Details Chart. Talk with students about how they know the main idea of the story.



Check Understanding ?

- ❄️ **Level 3:** Can the student summarize the story, including the main idea and an important idea or lesson, and describe the plot by putting events in order on the Main Idea and Details Chart?
- ❄️ **Level 2:** Can the student use picture supports to retell key details, characters and events from the story in order by completing the Main Idea and Details Chart?
- ❄️ **Level 1:** Can the student retell key details or characters from a story through an active participation response and select a picture to identify an event from a story using the Main Idea and Detail chart from a field for 2-3 (or errorless choice)?



Questions and Answers

alike

parents

traits

brother

DNA

Fill-In

1. Carrie and Jeff are sister and _____. (**brother**)
2. Carrie and Jeff look _____. (**alike**)
3. Carrie and Jeff have special _____. (**traits**)
4. These traits are in genes in their _____. (**DNA**)
5. Carrie and Jeff get their DNA from their _____. (**parents**)

Name: _____

1. Carrie and Jeff are sister and

2. Carrie and Jeff look

3. Carrie and Jeff have special

4. These traits are in genes in their

5. Carrie and Jeff get their DNA from their

Name: _____

1. Carrie and Jeff are sister and



2. Carrie and Jeff look



3. Carrie and Jeff have special



4. These traits are in genes in their



5. Carrie and Jeff get their DNA from their



1. Carrie and Jeff are sister and



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2. Carrie and Jeff look



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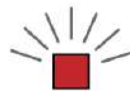


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3. Carrie and Jeff have special

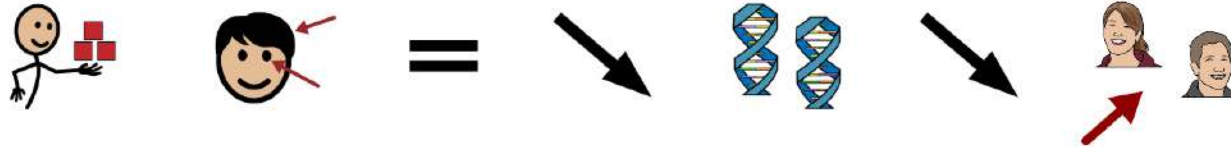


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4. These traits are in genes in their



5. Carrie and Jeff get DNA from their





Main Idea and Key Details

Who are the main characters in this story?

a. Carrie and Jeff

b. Mrs. Blair

c. grandparents

What is this story about?

a. Carrie and Jeff look like their parents.

b. Carrie and Jeff go on a family trip.

c. Carrie and Jeff are friends from school.



Events

First

Next

Last



Important Idea or Lesson

What is an important idea or lesson you learned from the story?

a. Carrie and Jeff get their DNA from their teacher.

b. Carrie and Jeff are cousins.

c. Carrie and Jeff get traits from their parents in their DNA.

Main Idea and Key Details



Who are the main characters in this story?



a. Carrie and Jeff



b. Mrs. Blair



c. grandparents



What is this story about?



a. Carrie and Jeff look like their parents.



b. Carrie and Jeff go on a family trip.

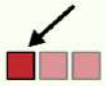


c. Carrie and Jeff are friends from school.

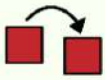


Events

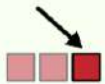
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Next



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Important Idea or Lesson



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★ Main Idea and Key Details



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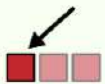


c. Carrie and Jeff are friends from school.

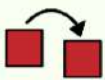


Events

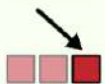
First



Next



Last



Important Idea or Lesson



What is an important idea or lesson you learned from the story?

a. Carrie and Jeff get their DNA from their teacher.



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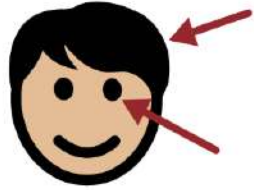

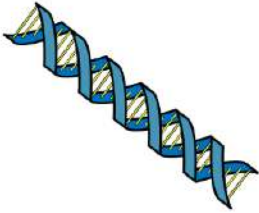


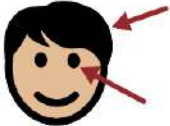

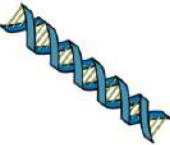


c. Carrie and Jeff get traits from their parents in their DNA.





For hands-on instruction, print, cut out and laminate.

<p>alike</p> 	<p>parents</p> 	<p>traits</p> 	<p>brother</p> 	<p>DNA</p> 
<p>alike</p> 	<p>parents</p> 	<p>traits</p> 	<p>brother</p> 	<p>DNA</p> 
<p>alike</p>	<p>parents</p>	<p>traits</p>	<p>brother</p>	<p>DNA</p>



Literature Chart - Template C Fill-in Cards

Carrie has brown hair like her mom.

Carrie and Jeff look alike but also look different.

Jeff has blue eyes like his dad.

Literature Chart - Template B Fill-in Cards



Carrie has brown hair like her mom.



Carrie and Jeff look alike but also look different.



Jeff has blue eyes like his dad.

Literature Chart - Template A Fill-in Cards



Carrie has brown hair like her mom.



Carrie and Jeff look alike but also look different.



Jeff has blue eyes like his dad.