

Instructional Targets

Reading Standards for Literature

- **Craft and Structure:** Use context clues and illustrations to determine meanings of words and phrases in a text, including figurative meanings.

Reading Standards for Informational Text

- **Craft and Structure:** Determine the meaning of words and phrases that support the purpose of text.

Standards for Language

- **Vocabulary Acquisition and Use:** Use context clues or word structures to determine the meaning of unknown words. Use reference materials to determine the meaning of unknown words. Use words acquired through academic and domain-specific sources when speaking and writing.

Differentiated Tasks

Level 3 Students will...

- Determine meaning (literal and figurative) of a word as it is used in a text.
- Identify the meaning of words with multiple meanings and recognize figurative language.
- Use reference materials, such as a glossary, or a dictionary, to determine the meaning of an unknown word.
- Use unit topic words in conversation.

Level 2 Students will...

- Point to pictures or words to match words with meanings from text.
- Point to pictures or words to match a description within a text passage.
- Match words and pictures with similar meanings
- Point to pictures of key vocabulary from unit topics as a part of a discussion.

Level 1 Students will...

- Identify a named picture related to the unit topic from a single option or errorless choice.
- Identify a named picture related to the unit topic from a single option or errorless choice.
- Make a selection to indicate a picture of a word with whose meaning is similar to that of another word (errorless choice).
- Make a selection to indicate a picture of key vocabulary within a unit topic.

Topic Connection

In this unit, students are exploring how traits are inherited from parents. In this lesson, students will learn High-Frequency Words and Vocabulary Words that will help them read, write and talk about this topic.

High-Frequency Word Lists

List 1: a*, boy*, his*, other*, our*, you*

List 2: each*, know*, look*, more*, tell*, tree*

List 3: brown, eyes*, inside, person, short, sister*

* Power Words

Topic Words

alike	cell	DNA	gene	plant
animal	different*	family	parent	trait

Benchmark Assessments

- Initial Letters
- Word Recognition List 1
- Word Recognition List 2
- Word Recognition List 3
- Letter ID - Upper Case
- Letter ID - Lower Case
- Letter Match

Monthly Checkpoint Assessments

- Level 3 - 2, Word Recognition



Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4
<p>Instructional Activities</p>	High-Frequency Words	Review High-Frequency Words	Defining Vocabulary	Play Vocabulary Game
<p>? See how these activities fit into the Suggested Monthly Plan.</p>				
<p>ULS Materials and Resources</p>	<p>List 1 High-Frequency Word Cards </p> <p>a*, boy*, his*, other*, our*, you*</p> <p>List 2 High-Frequency Word Cards</p> <p>each*, know*, look*, more*, tell*, tree*</p> <p>List 3 High-Frequency Word Cards</p> <p>brown, eyes*, inside, person, short, sister*</p>	<p>List 1 High-Frequency Word Cards </p> <p>a*, boy*, his*, other*, our*, you*</p> <p>List 2 High-Frequency Word Cards</p> <p>each*, know*, look*, more*, tell*, tree*</p> <p>List 3 High-Frequency Word Cards</p> <p>brown, eyes*, inside, person, short, sister*</p>	<p>Word Definition Cards </p> <p>alike family animal gene cell parent different* plant DNA trait</p> <p>Standards Connection</p>	<p>Game Board</p> <p>Word Definition Cards </p> <p>alike family animal gene cell parent different* plant DNA trait</p> <p>Picture/Word Strips </p> <p>Game Piece Manipulatives </p>
<p>Instructional Tools: Dolch/Fry Word Lists Instructional Guides: Word Study Instructional Guides: Vocabulary SymbolStix PRIME L³ Skills: Language Arts Skills</p>				
<p>Additional Materials</p>	<p>Classroom/Student Word Journal</p> <p>Dice</p>			

 **Instructional Target**



Reading Standards for Language

- **Vocabulary Acquisition and Use:** Use words acquired through academic and domain-specific sources when speaking and writing.

 **Instructional Routine**



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about the Word Journal. For example, ask, "Can you read a word from the High Frequency section of your Word Journal?" Discuss students' responses. • Tell students that they will have some new words for their Word Journal. For example, say, "We are going to add some new words to our journal. Today, your job is to say and spell the words." • Review the learning goal with students: I will say and spell words.
Model	<ul style="list-style-type: none"> • Use a High-Frequency Word in a sentence. Emphasize the word in the sentence. For example, "The tree blows in the wind." (tree) When possible, write the sentence and underline the High-Frequency Word. Define the word. For example, 'tree' means a tall plant with a trunk, branches and leaves. • Display the modeled High-Frequency Word Card. Say and spell the word. For example, display 'tree' and say, "This word is 'tree', t-r-e-e, tree." Movement and/or chanting/singing can be used to encourage memory of each word. • Point out familiar letter sounds or word parts in the word. For example, point to the 't' and say, "This is the letter 't'. The sound for 't' is /t/." • Continue the same procedure with the remaining words from List 1, List 2 and List 3. (Lists should be chosen based on individual student ability. New words from lists can be introduced at a pace that is acceptable to class and individual student needs.)
Provide Practice	<p>Level 3: Have the student identify and use targeted High-Frequency Words in sentences. Then have the student spell each word providing support as needed.</p> <p>Level 2: Using the High-Frequency Word Cards, have students identify target words from a field of choice. Then have the students identify and spell each word using supports.</p> <p>Level 1: Have students identify a targeted High-Frequency Word from a field of two to three choices or errorless choice. Then have the student participate in saying and spelling the words through their active participation response.</p>
Review	<ul style="list-style-type: none"> • Display targeted High-Frequency Words and have students add the words to their Word Journal behind the High-Frequency Word tab. • Prompt students to locate and read these words in the stories and to use these words in their writing.

 **Check Understanding** 

- ❄️ **Level 3:** Can the student independently use targeted words in sentences?
- ❄️ **Level 2:** Can the student identify target words from a field of choice?
- ❄️ **Level 1:** Can the student make a selection to indicate a targeted word?



Instructional Target



Reading Standards for Language

- **Vocabulary Acquisition and Use:** Use words acquired through academic and domain-specific sources when speaking and writing.



Instructional Routine



or



Introduce	<p>Spend approximately 10 minutes per day reviewing the High-Frequency Word Journal.</p> <ul style="list-style-type: none"> • Introduce the activity by asking a focus question about the Word Journal. For example, ask, "Which word did we add to the journal this week—'walk' or 'tree'?" Discuss students' responses and then find or have the students find the new words added to the journal. • Tell students they are going to find and read High-Frequency Words in their journal. For example, say, "Today your job is to read words in the Word Journal." • Review the learning goal with students: I will read words in the Word Journal.
Model	<ul style="list-style-type: none"> • Model finding and reading a word from List 1, List 2 or List 3 in the Word Journal. For example, say, "I'm going to look for the word 'boy'. 'Boy' begins with the letter 'b'. Where should I look to find a word that begins with 'b'—before 'a' or after 'a'? There are many words that begin with 'b' in my High Frequency Word Journal. I will have to look at more than one letter at the beginning of the word. This word begins with 'bo'. Does 'boy' begin with 'ba'? No, 'boy' begins with 'bo'. I will keep looking until I find a word that begins with 'bo'." If movement, chanting/singing was used to initially introduce the word, remember to use it to provide auditory, visual and tactual cues to students as needed. • Make a sentence using the word 'boy.' Jeff is a boy and he is smart. • Continue finding words from List 1, List 2 and/or List 3 in the High-Frequency Word Journal. Have students participate in reading and using words as outlined below.
Provide Practice	<p>Level 3: Have the student independently read the words and use them in a sentence.</p> <p>Level 2: Have the student identify a targeted High-Frequency Word. If the student does not select or point to the correct word, provide support in locating the word.</p> <p>Level 1: Have the student use his or her active participation mode to select a targeted word from the High-Frequency Word Cards. Have them select a peer to assist them in making a sentence with the selected card.</p>
Review	<ul style="list-style-type: none"> • Continue working with the High-Frequency Word Journal by reviewing previously taught High-Frequency Words. • Additional word study activities are provided in the Instructional Guides: Word Study.



Check Understanding ?

- ❄️ **Level 3:** Can the student independently use targeted words in sentences?
- ❄️ **Level 2:** Can the student identify target words from a field of choice?
- ❄️ **Level 1:** Can the student make a selection to indicate a targeted word?



Instructional Targets



Reading Standards for Literature

- **Craft and Structure:** Use context clues and illustrations to determine meanings of words and phrases in a text, including figurative and connotative meanings.

Reading Standards for Informational Text

- **Craft and Structure:** Determine the meaning of words and phrases that support the purpose of the text.

Standards for Language

- **Vocabulary Acquisition and Use:** Use context clues or word structures to determine the meaning of unknown words. Use reference materials to determine the meaning of unknown words. Use words acquired through academic and domain-specific sources when speaking and writing.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about the Word Journal. For example, ask, "Where can we keep a list of the vocabulary words and definitions we will learn?" Discuss students' responses. • Tell students that you have new vocabulary words and definitions for their journal. For example, say, "We are going to add some new vocabulary words and definitions to our journal. Today, your job is to find the word(s) and tell me what the word(s) mean." • Review the learning goal with students: I will define words (I will tell others what a word means).
Model	<ul style="list-style-type: none"> • Display a Word Definition Card and identify the vocabulary word. Locate the word in the unit books and use context clues to aid in defining the word. Use the vocabulary word in a sentence. For example, using the word 'plant', say, "A plant can grow and change." (plant) • Define the word using the Definition Cards as a visual. Revisit the sentence in the text where the word was found and the given sentence to see if the definition of the word makes sense in each sentence. For example, say, "A plant is a living thing that is not a person or an animal." When possible, model or act out the meaning of the word. • Model filling out the dictionary entry using Lesson 15 Standards Connection. Talk through the process as you fill out each section. Use the Definition Cards or Communication Boards from Unit Books to provide a picture of each word. • Model determining if the word is a person, place, thing, action or descriptor and fill in to complete Lesson 15 Standards Connection.
Provide Practice	<p>Level 3: Have the student determine the meaning of each vocabulary word. Have the student record the vocabulary word and meaning into their Word Journal. Provide support, reference materials and alternative forms of writing as needed. Have the student locate targeted vocabulary in various texts. Have the student use a vocabulary word in conversation.</p> <p>Level 2: Provide the student with a definition of a unit vocabulary word. Have students match the targeted vocabulary word to the definition. Provide visual supports. With support, have students identify targeted vocabulary in various texts. Have the student select a vocabulary word to use in conversation.</p> <p>Level 1: Have student identify a vocabulary word from a single option or errorless choice. Point out the use of unit vocabulary during conversation, reading and other lessons.</p>
Review	<ul style="list-style-type: none"> • Review and display targeted vocabulary words in the classroom and have students add the words and definitions to their Word Journal behind the Definition tab. • Prompt students to locate and review meaning of the unit vocabulary words in various lessons. • Point out when the unit vocabulary is used in conversation.



Check Understanding ?

- ❄️ **Level 3:** Can the student determine the meaning of a word? Can the student use a vocabulary word in conversation?
- ❄️ **Level 2:** Can the student match a word to its meaning? Can the student select a vocabulary word to use in conversation?
- ❄️ **Level 1:** Can the student select a representation of a named word from a single option or errorless choice?



Instructional Targets



Reading Standards for Literature

- **Craft and Structure:** Use context clues and illustrations to determine meaning of words and phrases in a text, including figurative and connotative meanings.

Reading Standards for Informational Text

- **Craft and Structure:** Determine the meaning of words and phrases that support the purpose of the text.

Standards for Language

- **Vocabulary Acquisition and Use:** Use words acquired through academic and domain-specific sources when speaking and writing.



Instructional Routine



Introduce

- Introduce the activity by asking a focus question about the unit vocabulary words. For example, ask, "What is the smallest part of every living thing?" Discuss students' responses.
- Review the unit vocabulary words and their meaning.
- Tell students that they will play a game with the unit vocabulary. For example, say, "We are going to play a game with our new vocabulary words. Today your job is to name and describe (define) each word you land on during the game."
- Review the learning goal with students: **I will name and tell others what a word means.**

Model

- Model rolling the dice and moving your game piece the designated number of spaces.
- Name the vocabulary word you have landed on and provide its meaning.
- Model discussion to determine if the meaning provided is correct. If determined to be correct, mark the word off of your Picture/Word Strip.

Provide Practice

Provide alternative for dice as needed for individual student access.

- Level 3:** Have the student name and provide the meaning of the selected vocabulary word. If correctly identified, have student locate the word and mark it off their Picture/Word Strip. Provide alternative forms of writing and support as needed.
- Level 2:** Have students match the targeted vocabulary word to the definition. If correctly identified, have student locate the word and mark it off their Picture/Word Strip. Provide alternative forms of writing and support as needed.
- Level 1:** Have student identify the vocabulary word from a single option or errorless choice. Have the student participate in matching the targeted word to their Picture/Word Strip. Providing support, have the student participate in marking off of their Picture/Word Strip.
- If desired, indicate the winner of the game as the first person to mark all of the vocabulary words on their Picture/Word Strip or continue playing until all students have marked all words.

Review

- Review targeted vocabulary words.
- Prompt students to locate and review meaning of the unit vocabulary words in various lessons.
- Encourage students to use the vocabulary words in a sentence.



Check Understanding ?

- ❄ **Level 3:** Can the student determine meaning of a word?
- ❄ **Level 2:** Can the student match a word to its meaning?
- ❄ **Level 1:** Can the student select a representative of a named word from a single option or errorless choice?

 **Instructional Target**

Standards for Language

- **Vocabulary Acquisition and Use:** Use context clues or word structures to determine the meaning of unknown words.
- **Standards for Language** Use reference materials to determine the meaning of unknown words.

 **Differentiated Tasks**

Level 3 Students will...

- Identify the meaning of words with multiple meanings and recognize figurative language.
- Use reference materials, such as a glossary, or a dictionary, to determine the meaning of an unknown word.

Level 2 Students will...

- Point to pictures or words to match a description within a text passage.
- Match words and pictures that have similar meanings.


Level 1 Students will...


- Identify a named picture related to the unit topic from a single option or errorless choice.
- Make a selection to indicate a picture of a word with whose meaning is similar to that of another word (errorless choice).


Have students use this Standards Connection to define words from unit stories or text and use them in a sentence. Use the chapter book or leveled book to locate words and sentences that use the words. Use Symbolstix or illustrations in the text to locate pictures to match to words. Refer to online dictionaries such as <http://wordcentral.com> to assist in defining words.


Lesson 15 - Word Study
Standards Connection
15


Making Meaning With Words


 **WORDS** What is the word?


 What kind of word is this?


 person, place, thing

 action word


 describing word

 Add a picture.

 What is the definition?

 Write or tell a sentence.

Words in groups (for example, cars and trucks are both vehicles)

 _____ and _____


are both _____

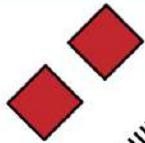



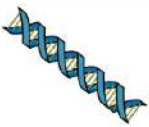
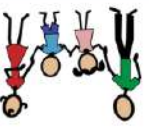

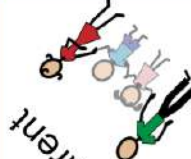
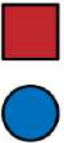
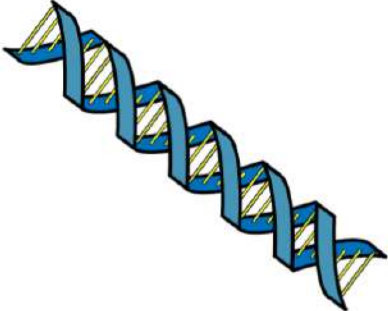




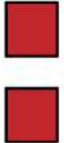




Words that are about the same in meaning (for example, truck and semi)

= _____ and _____

are about the same in meaning.




























































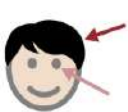
Refer to this site for an online dictionary and thesaurus: www.wordcentral.com/home.html

 Copyright © 2020 n2y, LLC. All rights reserved.
Unique Learning System®, March 2020
MIDDLE Unit 4, Unit Target, Unit Topic
Lesson 15, Word Study, DNA

 alike	 animal	 cell	 different	 DNA	 family	 gene	 parent
 different	 <h1>DNA and Living Things</h1>						 plant
 cell							 trait
 animal							 alike
 alike							 animal
 trait							 plant



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

alike 	animal 	cell 	different 	DNA 	family 	gene 	parent 	plant 	trait 
alike 	animal 	cell 	different 	DNA 	family 	gene 	parent 	plant 	trait 
alike 	animal 	cell 	different 	DNA 	family 	gene 	parent 	plant 	trait 
alike 	animal 	cell 	different 	DNA 	family 	gene 	parent 	plant 	trait 
alike 	animal 	cell 	different 	DNA 	family 	gene 	parent 	plant 	trait 
alike 	animal 	cell 	different 	DNA 	family 	gene 	parent 	plant 	trait 



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

a

boy

his

other

our

you

each

know

look

more



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

tell

tree

brown

eyes

inside

person

short

sister

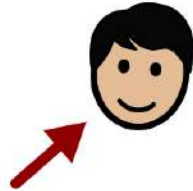


a

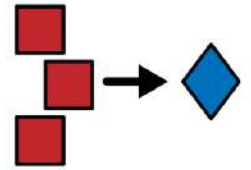
boy



his



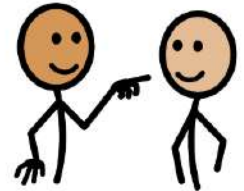
other



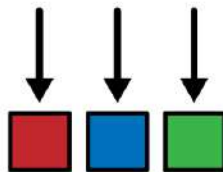
our



you



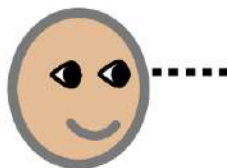
each



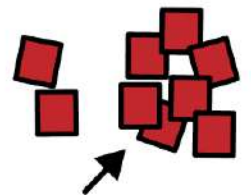
know



look



more





tell



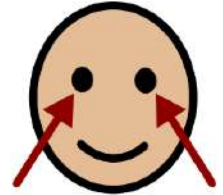
tree



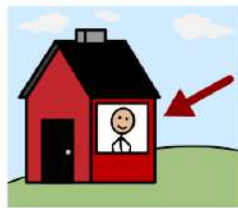
brown



eyes



inside



person



short

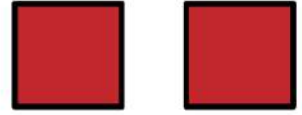


sister

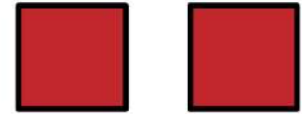




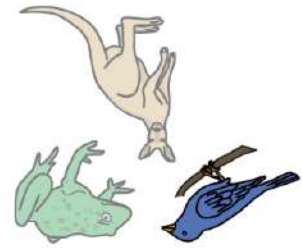
the same in some way



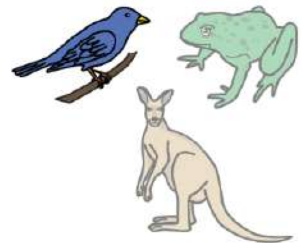
alike



a living thing that is not
a person or a plant

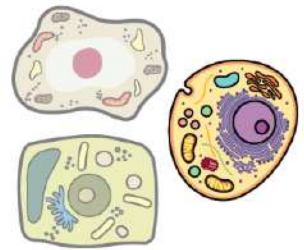


animal

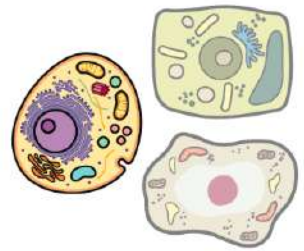




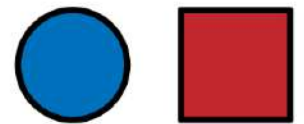
the smallest part of every
living thing



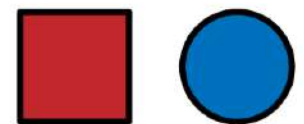
cell



not the same

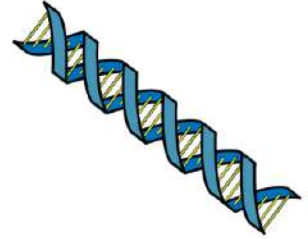


different

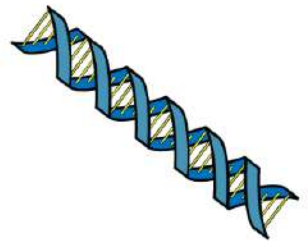




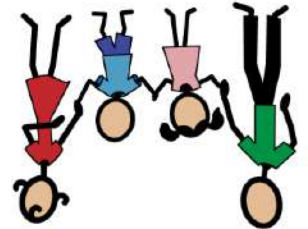
a set of directions in each cell that tells how a living thing will look and act



DNA



a group of people, plants or animals that are related to each other



family





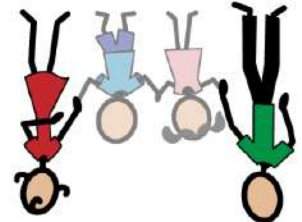
parts of DNA with sets of
directions grouped together



gene



a mother or father



parent





a living thing that is not a person or an animal



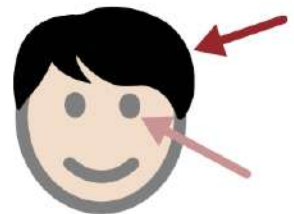
plant



characteristic that each person has that makes them different, like being tall or short, or having blue or brown eyes

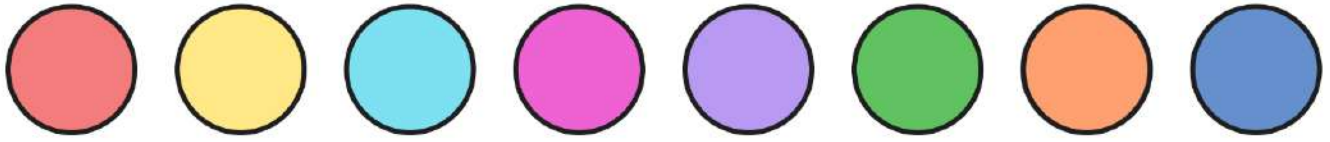


trait


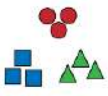













For hands-on instruction, print, cut out and laminate.



Making Meaning With Words

	What is the word?	
	What kind of word is this?	
 () person, place, thing	 () action word	 () describing word
	Add a picture.	
	What is the definition?	
	Write or tell a sentence.	

Words in groups (for example, cars and trucks are both vehicles)

 _____ and _____
are both _____

Words that are about the same in meaning (for example, truck and semi)

= _____ and _____
are about the same in meaning.

Refer to this site for an online dictionary and thesaurus: www.wordcentral.com/home.html