



Instructional Targets

Reading Standards for Literature

- **Key Ideas and Details:** Answer questions about key details of a story. Retell a familiar story, including key details. Identify characters, setting and events in a story.



Differentiated Tasks

Level 3 Students will...

- Independently read who, what, where, when or why questions about a story and write, speak or select an answer.
- Retell a story, including the main idea and key details.
- Describe characters, setting and events from a story.

Level 2 Students will...

- Point to or select a picture from a choice of three in response to a who, what or where question about a story.
- Use picture supports to retell key details from a story.
- Use picture supports to identify characters, settings and events from a story.

Level 1 Students will...

- Respond to a who or what question by choosing a single option or an errorless picture.
- Retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board).
- Select a picture to identify a character or an event from a story (single option or errorless choice).



Topic Connection

In this unit, students explore how people met their needs in the past and how they meet their needs in the present. In this lesson, students will build comprehension of the story, **Needs: Past and Present**.



Topic Words



clothes home* need* present*
food* money* past



Literacy Words

answer character event
book detail question
story*

* Power Words

Benchmark Assessments







- Reading: Reading Level Assessment
- Emerging Skills: Early Emerging Reading Rubric

Monthly Checkpoint Assessments

- Level 2-3 Reading, Questions 11 and 12



Lesson at a Glance

	Activity 1	Activity 2	Activity 3
 Instructional Activities	Answer Questions	Character Comparison Chart	Concept Web
 See how these activities fit into the Suggested Monthly Plan .			
 ULS Materials and Resources	<i>Needs: Past and Present</i> (Level D) Comprehension Questions (Levels 3-1) Standards Connection A	<i>Needs: Past and Present</i> (Level D) Character Comparison Chart (Level 3, Level 2, Level 1) Fill-In Cards and Fill-In Picture/Word Cards 	<i>Needs: Past and Present</i> (Level D) Concept Web (Level 3, Level 1 & 2) Fill-In Cards and Fill-In Picture/Word Cards  Standards Connection B
	Instructional Guide: Active Participation Scripts Instructional Guide: Instructional Tips SymbolStix PRIME		
 Additional Materials			



Instructional Targets

Reading Standards for Literature

- **Key Ideas and Details:** Answer questions about key details of a story. Retell a familiar story, including key details.



Instructional Routine



or



Introduce	<ul style="list-style-type: none"> • Reread the highest level of the Leveled Book, <i>Needs: Past and Present</i>, as directed in Lesson 1. Then introduce this activity by asking a focus question about the book. For example, ask, "Did you like this story?" Discuss students' responses. Explain that there is no right or wrong answer to this question; some students may like the story and some may not. • Tell students they will now answer other questions about the story, <i>Needs: Past and Present</i>. Explain that the answers to these questions can be found in the story. Say, "I am going to ask you questions about our story. 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	<ul style="list-style-type: none"> • Display the Comprehension Questions 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	<p>Choose the most appropriate activity format on the basis of each student's skills and needs.</p> <p>Level 3: The questions are text only. Have the student answer the questions independently.</p> <p>Level 2: The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture.</p> <p>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.</p>
Review	<ul style="list-style-type: none"> • 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. • Have students alternate asking and answering the comprehension questions and the questions on Standards Connection A to support retelling of the story.



Check Understanding ?



Level 3: Can the student independently answer questions about the story?



Level 2: Can the student answer questions about the story by selecting a picture?



Level 1: Can the student answer questions about the story by selecting a picture? How many choices were presented?

Lesson 2 - Read and Comprehend

Activity 2 - Character Comparison Chart

2
Activity 2



Instructional Targets

Reading Standards for Literature

- **Key Ideas and Details:** Identify characters, setting and events in a story.



Instructional Routine



Introduce

- Reread the highest level of the Leveled Book, **Needs: Past and Present**, as directed in Lesson 1. Then introduce this activity by asking a focus question about the characters from the story. For example, ask, "What did Henry need—food or toys?" Remind students that they read about how Henry needed food.
- Talk with students about characters, events and setting. Say, "Our story has characters, events and settings. People in a story are characters and what happens in the story is an event. When and where a story takes place is the setting. Today your job is to name the characters, settings and events from the story."
- Review the learning goal with students: **I will name characters, settings, and events from the story.**

Model

- Display the Character Comparison Chart. Three levels are provided for this activity. (Level 3, Level 2 and Level 1). Display the level that meets the needs of the majority of students.
- Model how to identify the character from each time period discussed in the story. For example, read the question in the left column and then ask, "Who is from the past? We read that Henry was from the past." Model selecting Henry as the character from the past.
- Model selecting how each character met their needs in the story and add them to the Character Comparison Chart. For example, say, "Henry planted crops for food. I will put 'plant crops' on the chart under Henry."
- Continue modeling how to select words or pictures to complete the Character Comparison Chart.
- Note: Level 1 requires students to select only the characters to add to the Character Comparison Chart.

Provide Practice

- Level 3:** Have the student name and describe the characters, settings and events from the story using the Character Comparison Chart. Prompt the student to refer back to the Leveled Book as necessary.
- Level 2:** Have the student name the characters, settings and events from the story, using the Character Comparison Chart, picture supports and prompting as needed. Picture supports such as the story illustrations, the Communication Board or unit symbols may be used.
- Level 1:** Have the student name the characters or events from the story from a single option or errorless choice. The student may use picture supports such as story illustrations, the Communication Board or the unit symbols. For example, display the symbol for 'Henry' and ask, "Who is from the past?" Assist the student in matching the character to the Character Comparison Chart.

Review

- Revisit the learning goal by sharing the completed Character Comparison Chart. Discuss with students how the way each character met their needs was similar and different. Ask students why they were different.



Check Understanding ?

Level 3: Can the student describe characters, setting and events from a story?

Level 2: Can the student use picture supports to identify characters, settings and events from a story?

Level 1: Can the student select a picture to identify a character or event from a story (single option or errorless choice)?



Instructional Target

Reading Standards for Literature

- **Key Ideas and Details:** Retell a familiar story, including key details.



Instructional Routine



or



Introduce	<ul style="list-style-type: none"> • Reread the highest level of the Leveled Book, Needs: Past and Present, as directed in Lesson 1. Then introduce this activity by asking a focus question about the book. For example, ask, "What is something Henry and Mateo both need—ice cream or water?" Discuss students' responses. • Talk with students about how Henry and Mateo have the same needs, but since Henry is from the past, he got what he needed in a different way. Point out that Henry didn't have the same things in the past as Mateo has in the present. Say, "We are going to retell the key details from the story. Your job is to retell the story." • Review the learning goal with students: I will retell the story.
Model	<ul style="list-style-type: none"> • Display a Concept Web. Two Levels are provided (Level 3 and Level 1 & 2). Display the level that meets the needs of the majority of students. For Level 3, model selecting the main idea of the story. For example, say, "What is this story about? In the book, we read about Henry and Mateo. They both need things. I will select 'Henry and Mateo both needs things.'" • Model adding details to the Concept Web to retell the story. For example, say, "In the story, Henry and Mateo both have needs. The first need the book talks about is food. I will put 'food' on the Concept Web." Continue modeling retelling the story by placing the details on the Concept Web in the order they occurred in the story.
Provide Practice	<p>Level 3: Have the student identify and add details about Henry and Mateo's needs on the Concept Web. Questions such as, "What was the first need mentioned in the book? What was the next need that the book talked about?" can help prompt recall if necessary.</p> <p>Level 2: Have the student use picture supports to identify details about Henry and Mateo's needs. Picture supports may include story illustrations, the Communication Board or unit symbols. Use questions similar to those in Level 3 practice to prompt recall as necessary.</p> <p>Level 1: Have the student identify a detail about Henry and Mateo's needs from a single option or errorless picture choice. For example, display the picture for food and ask, "What is the first need the book talks about?" Have the student add the information to the Concept Web, providing support as necessary.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reading the completed Concept Web aloud.
Extension	<ul style="list-style-type: none"> • To extend this lesson, use Standards Connection B to learn about a poem related to this month's theme. Use the Clues Guide to talk about what a poem is as well as how poems can be written. Use Standards Connection B to illustrate and write about a poem. Suggestions for poems can be found in the Supplemental Reading List.



Check Understanding ?

Level 3: Can the student retell a story, including the main idea and key details?

Level 2: Can the student use picture supports to retell the key details from a story?

Level 1: Can the student retell the key details from a story through an active participation response?



Questions and Answers

Multiple-Choice

1. Who is this story about? (Henry and Mateo*, Paige and Drew, Shantel and Kyle)
2. When is Henry from? (future, present, past*)
3. When is Mateo from? (past, present*, future)
4. What do Henry and Mateo need? (different things, games, same things*)
5. What do Henry and Mateo both need? (toys, food*, rivers)

Instructional Targets

Reading Standards for Literature

- **Key Ideas and Details:** Retell a familiar story, including key details.
- **Craft and Structure:** Recognize the beginning and ending of a story.

Standards for Speaking and Listening

- **Comprehension and Collaboration:** Ask and answer questions about text read aloud or information presented orally.
- **Presentation of Knowledge and Ideas:** Communicate in sentences or multi-word expressions relevant to a task or topic.

Standards for Language

- **Knowledge of Language:** Apply conventions of language to communicate (begins in grade 2).

Differentiated Tasks

Level 3 Students will...

- Retell a story, including the main idea and key details.
- Distinguish the beginning of a story from the ending of a story.
- Ask and answer questions during content-specific topics and tasks.
- Communicate in sentences.
- Use language structures to express spoken or written sentences.

Level 2 Students will...

- Use picture supports to retell key details from a story.
- Identify the beginning or ending of a story with support.
- Answer questions by using picture supports during content-specific topics and tasks.
- Communicate messages in multi-word responses.
- Use language structures when speaking or writing.

Level 1 Students will...

- Retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board).
- Make a selection of a text that tells the beginning or the ending of a story with support.
- Students will respond to questions related to content topics and tasks by using picture supports and communication technologies.
- Communicate using supported modes of expression.
- Use language structures to express an idea.


Development of retelling should occur over several days. Begin each day with reading the story and having the students ask and answer Comprehension Questions. This helps to extend student understanding of the story's ideas and details, and builds communication and language skills. Have students work in pairs alternating asking and answering questions on the chart. Then guide students in using the Comprehension Questions and the Communication Board to arrange sentences or pictures on the chart to support retelling.


Lesson 2 - Read and Comprehend




Standards Connection A


2

Standards Connection A


Main Idea: What is the message in this story?


Who or what is this story about?

	In the beginning...
	Then...
	At the end...


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ELEM, Unit 3, Lesson 2, Read and Comprehend, Need: Past and Present

Instructional Targets

Reading Standards for Literature

- **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.

Differentiated Tasks

Level 3 Students will...

- Independently read literature stories and poems that have been adapted to student reading level.

Level 2 Students will...

- Read supported and shared literature stories and poems that have been adapted to student reading level.

Level 1 Students will...

- Actively participate in supported reading of literature stories and poems that have been adapted to student ability level.

Understanding poetry is a unique experience that requires multiple readings. The poet's purpose and how the poem affects the reader can vary. But, a poet can use a variety of tools to aid the reader in understanding the poet's message within a poem.

This Standards Connection includes a Poetry Clues Guide and an Illustration and Patterned Sentences activity. Many poems are available as recorded readings online and can aid students in the understanding of feelings, rhythm and overall meaning of the poem. See a list of suggested poem titles on the Supplemental Reading List. Select a poem related to the monthly unit theme. Use the Clues Guide to discuss what poems are and how poems can be written. Talk with students about the different characteristics poems can have, such as rhyming words or how they can be sung like a song. Then, read the poem and have students create an illustration showing what the poem makes them think about or how the poem makes them feel. Also, have students complete the Patterned Sentence to write about the poem.

Lesson 2 - Read and Comprehend
Standards Connection B

2
Standards Connection B

Poetry Clues Guide

A poem is a type of writing that helps you see a picture or feel an emotion. Poems can be written in many different ways.

Poems can:

- Have rhyming words.
- Not rhyme at all.
- Have a few lines or many lines.
- Describe nature or beauty.
- Be funny or sad or surprising or thoughtful.
- Tell a story or teach a lesson.
- Be sung like a song.
- Paint a picture in your mind.
- Make you feel an emotion.
- Be read sideways or up and down.

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Lesson 2 - Read and Comprehend
Standards Connection B

2
Standards Connection B

Illustration Area:

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Poetry Clues Guide

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- Have a few lines or many lines.



- Describe nature or beauty.



- Be funny or sad or surprising or thoughtful.



- Tell a story or teach a lesson.



- Be sung like a song.



- Paint a picture in your mind.



- Make you feel an emotion.



- Be read sideways or up and down.

Illustration Area:

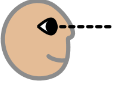


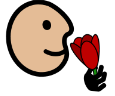



This poem helps me





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

 see	 hear	 feel
 smell	 taste	

1. Who is this story about?

Henry and
Mateo

Paige and Drew

Shantel
and Kyle

2. When is Henry from?

future

present

past

3. When is Mateo from?

past

present

future

4. What do Henry and Mateo need?

different things

games

same things

5. What do Henry and Mateo both need?

toys

food

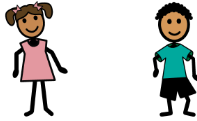
rivers

1. Who is this story about?

Henry
and Mateo



Paige and Drew



Shantel
and Kyle



2. When is Henry from?

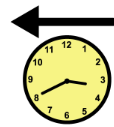
future



present



past



3. When is Mateo from?

past



present

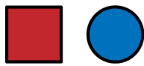


future

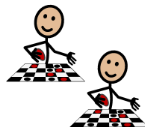


4. What do Henry and Mateo need?

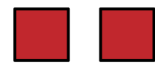
different things



games



same things



5. What do Henry and Mateo both need?

toys



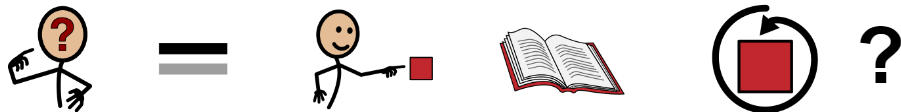
food



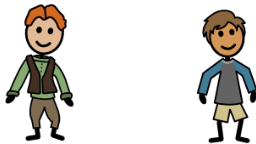
rivers



1. Who is this story about ?



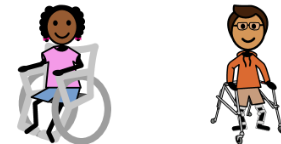
Henry
and Mateo



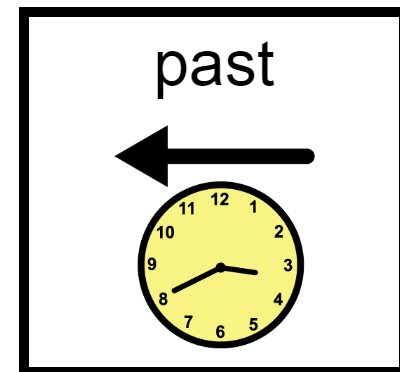
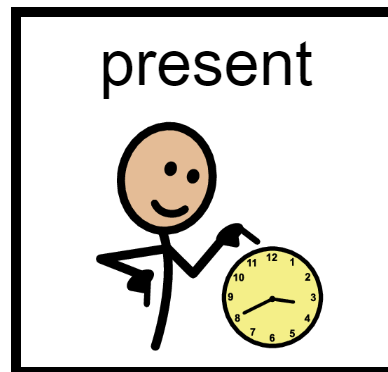
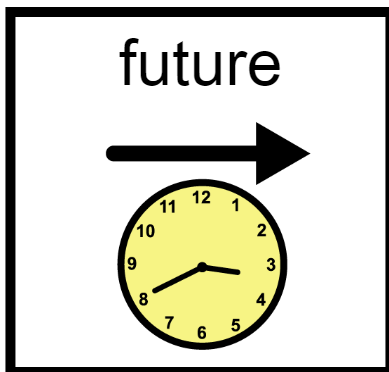
Paige
and Drew



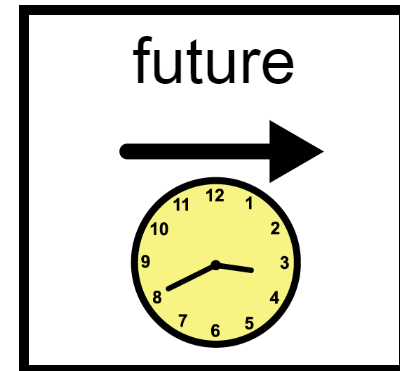
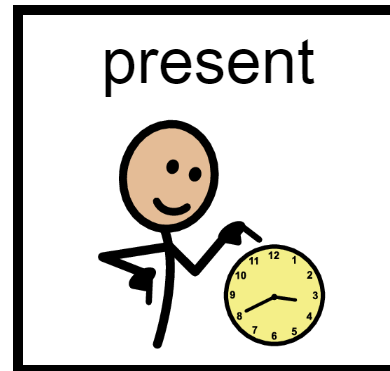
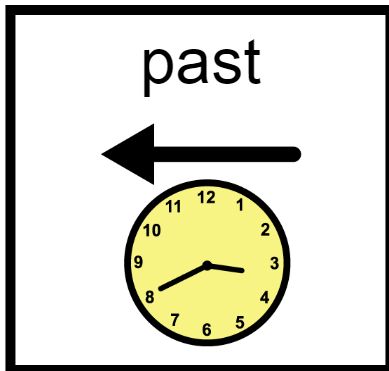
Shantel
and Kyle



2. When is Henry from ?



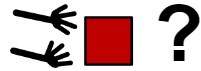
3. When is Mateo from ?



4. What do Henry and Mateo need ?



+



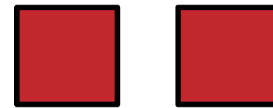
different
things



games



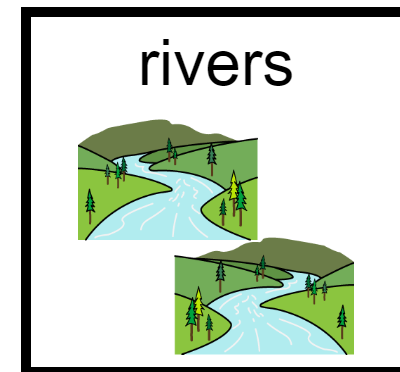
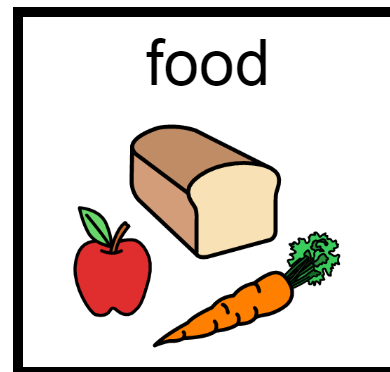
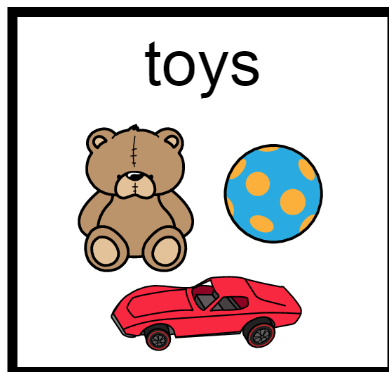
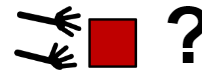
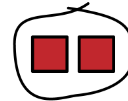
same things



5. What do Henry and Mateo both need ?



+



**Who is from
the past?**

**Who is from
the present?**

**How did he get
what he needed?**

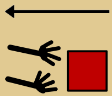
**How does he get
what he needs?**



**Who is from
the past?**



**Who is from
the present?**



**How did he get
what he needed?**



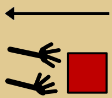
**How does he get
what he needs?**



**Who is from
the past?**



**Who is from
the present?**



**How did he get
what he needed?**



**How does he get
what he needs?**



plant crops



grocery store



river



faucet



clothes made at home



clothes from the store



lives in log cabin



lives in apartment



trade fur



chores

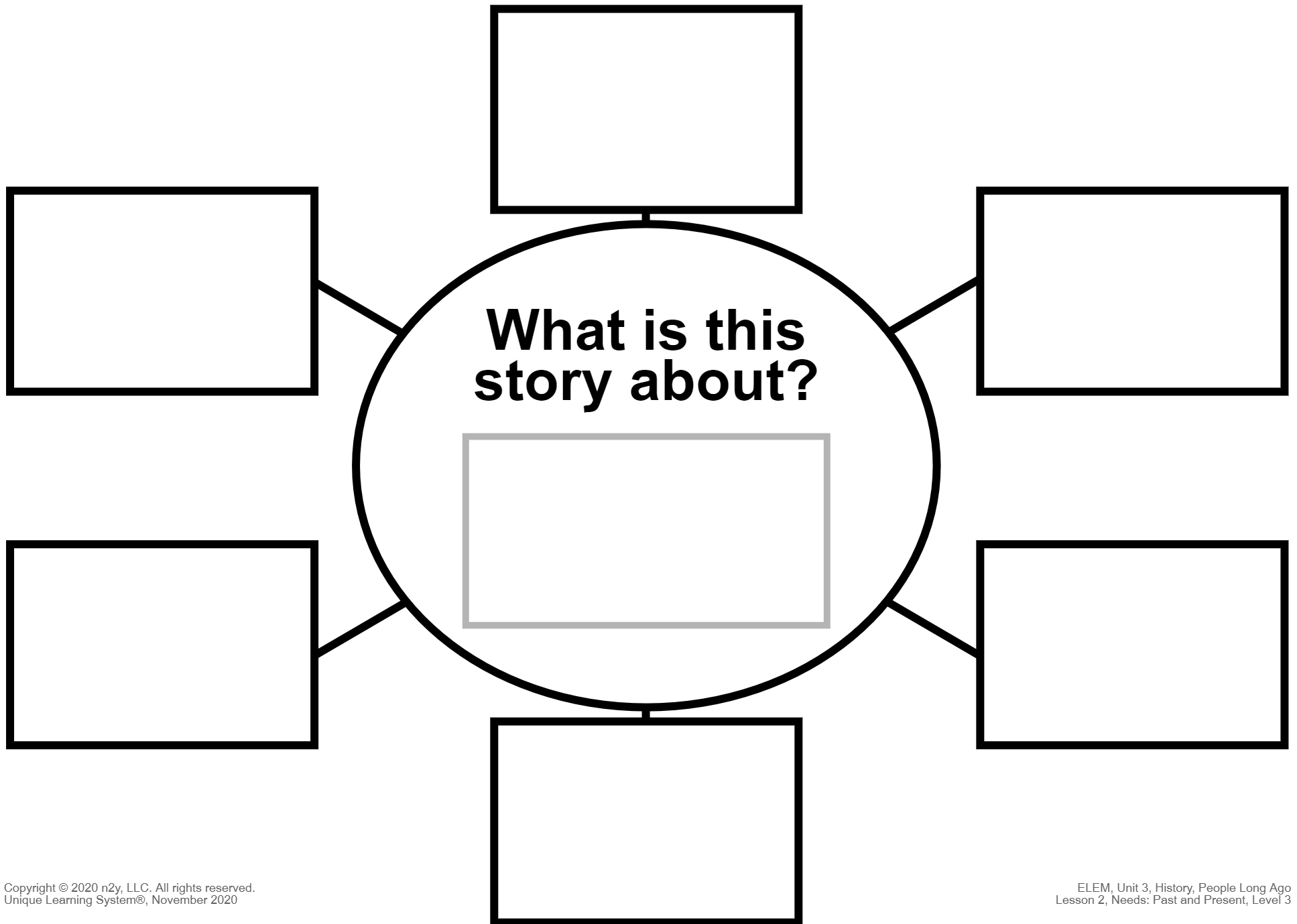


wagon

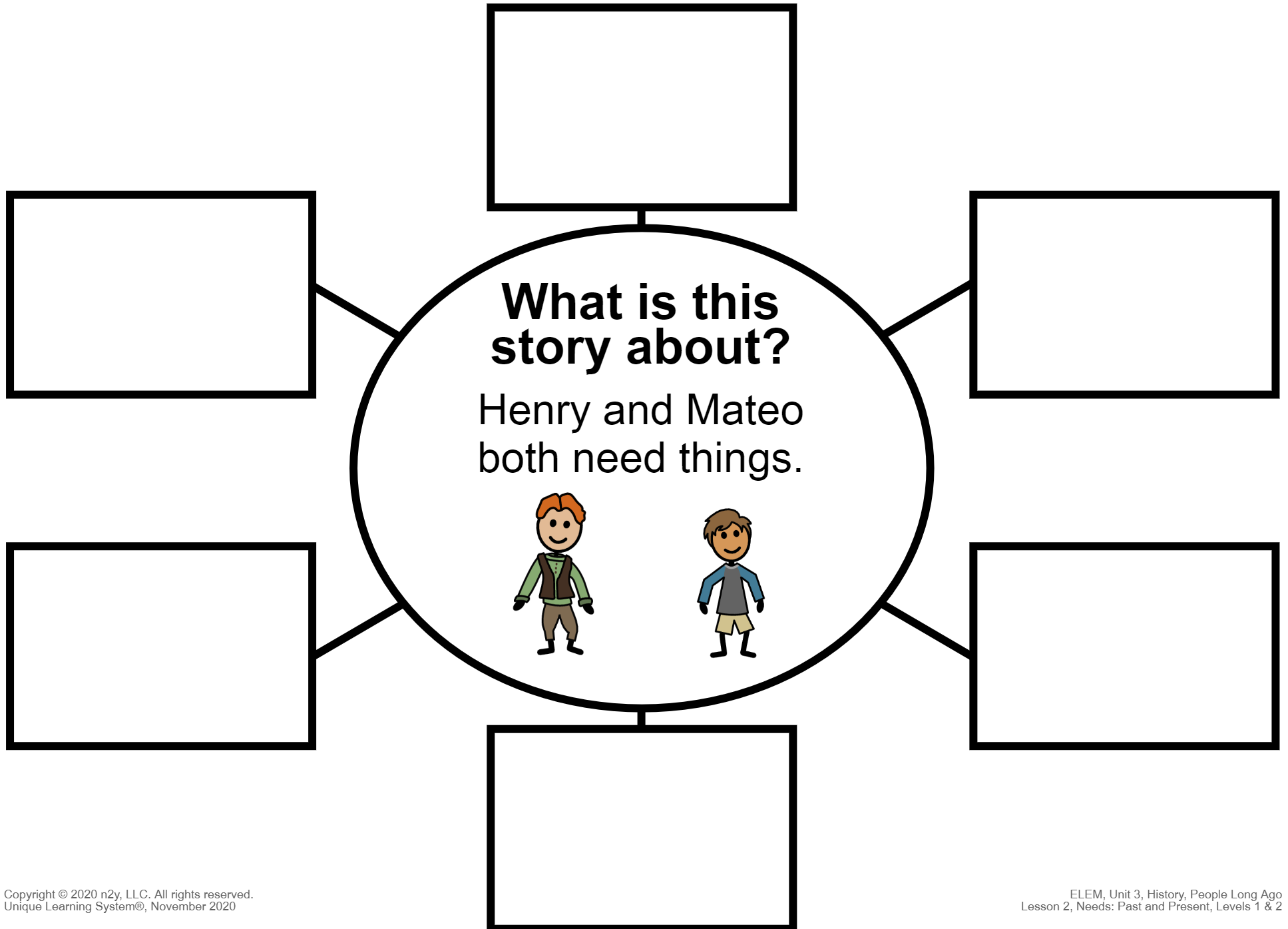


car

Find the main idea and key details.



What do Henry and Mateo need? Retell the story.





Activity 2, Level 3

Mateo	Henry
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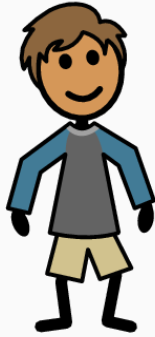
Activity 2, Level 3

plant crops	lives in log cabin
grocery store	lives in apartment
river	trade fur
faucet	chores
clothes made at home	wagon
clothes from the store	car



Activity 2, Level 1 & 2

Mateo



Henry



Activity 2, Level 2



plant crops



lives in log cabin



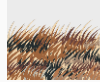
grocery store



lives in apartment



river



trade fur



faucet



chores



clothes made at home



wagon



clothes from the store



car



Activity 3, Level 3

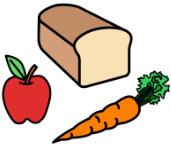

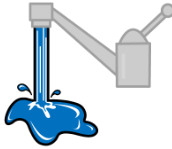





Henry and Mateo both need things.	Henry and Mateo go shopping.
Henry and Mateo watch a movie.	

food	video games	water
clothes	money	toys
home	ways to go places	



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

Activity 3, Level 1 & 2

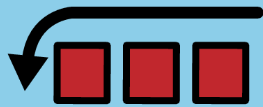
<p>food</p> 	<p>video games</p> 	<p>water</p> 
<p>clothes</p> 	<p>money</p> 	<p>toys</p> 
<p>home</p> 	<p>ways to go places</p> 	



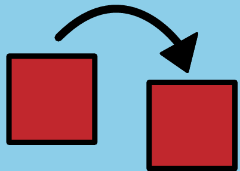
Main Idea: What is the message in this story?



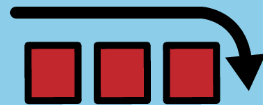
Who or what is this story about?



In the beginning...



Then...



At the end...