



Instructional Targets

Reading Standards for Literature and Informational Text

- **Craft and Structure:** Identify words and phrases that contribute to meaning in a text.

Standards for Language

- **Vocabulary Acquisition and Use:** Use context and word clues to determine the meaning of unknown or multiple-meaning words within text. Sort words into categories. When speaking, use words and phrases acquired through reading and conversation.



Differentiated Tasks

Level 3 Students will...

- Name and describe vocabulary related to the unit topic.
- Describe the meaning of a word based on how it is used in a text passage.
- Sort like words into appropriate categories.
- Use topic words in conversation.

Level 2 Students will...

- Point to pictures or words to match a description within a text passage.
- Sort pictures into appropriate categories.
- Point to pictures of key vocabulary from unit a topic as part of a discussion.

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 within a given category (errorless choice).
- Make a selection to indicated a picture of key vocabulary within a unit topic.



Topic Connection

In this unit, students explore why people from the past moved from place to place. In this lesson, students will learn words that will help them read, write and talk about this topic.



Topic Words



clothes
food*
home*

money*
move*
need*

past
people
present*

* Power Words

Benchmark Assessments

- Emerging Skills: Picture Match



Lesson at a Glance

Activity 1

Activity 2



Instructional Activities

Introduce Vocabulary

Play Match Game



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



ULS Materials and Resources

Sentence Strip Picture/Word Cards

clothes, food, home, money, move, need, past, people, present

Picture/Word Cards and Picture Cards
(same as above)

Game Rules

Picture/Word Cards and Picture Cards
(same as Activity 1)

Communication Board

Instructional Guides: Vocabulary

SymbolStix PRIME

L³ Skills: Language Arts Skills



Additional Materials



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Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about the past and present. For example, ask, "What is something people needed long ago and today—video games or food?" Discuss students' responses. • Tell students they are going to learn more words about needs in the past and present. Say, "We are going to learn some new words from our stories. Your job is to describe what each word means." • Review the learning goal with students: I will describe what words mean.
Model	<ul style="list-style-type: none"> • Display a Sentence Strip Picture/Word Card. Name the word and use the word in a sentence. Example sentences may be pulled from the Leveled and/or Easy Read Books. • Define the word. For example, display 'clothes' and say, "Clothes are the things you wear. Pants, shirts, skirts, shorts and dresses are examples of clothes. People need clothes." • Act out or demonstrate the meaning of the word. For example, point to what you or a student is wearing. Say, "I am wearing a shirt. Shirts are a type of clothes. What kind of clothes are you wearing today?" Have students comment on their own clothes. • Continue with other vocabulary words.
Provide Practice	<p>Level 3: Display and name a word. Have the student describe or act out the word.</p> <p>Level 2: Describe a word. For example, say, "This is something people need to wear every day." Have the student point to the matching Picture/Word Card (e.g., clothes) or Picture Card.</p> <p>Level 1: Display and name a word. Have the student select the matching Picture/Word or Picture Card from a single option or errorless choice.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reviewing the vocabulary words. Working together, discuss examples of each word. For example, discuss different types of clothes, food or homes. • Picture/Word Cards may be used throughout the unit for word recognition and the Word Wall. • Additional ideas for vocabulary instruction are provided in the Instructional Guides: Vocabulary.



Check Understanding ?

Level 3: Can the student describe the meaning of a word?

Level 2: Can the student point to a picture or a word to match a description?

Level 1: Can the student select a picture of a named word from a single option or errorless choice?



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Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity with a focus question about one of the vocabulary words from Activity 1. For example, say, "I am thinking of a word that means things we eat. In the present, we go to the grocery store to get it. In the past, people planted crops to get it. What is the word?" Have students ask questions that might help to name the word. Discuss students' questions and responses. Encourage students to describe words and/or ask questions about words for other students to answer. Continue describing and naming words until all of the vocabulary words have been reviewed. • Display and review the Game Rules. Then say, "Today we are going to play Match Game. Your job is to make a match by finding two cards with the same picture/word." • Review the learning goal with students: I will match words.
Model	<ul style="list-style-type: none"> • Set up Match Game and model turning over the cards and determining whether two cards match. • Point out that when two cards match, the player keeps the cards; but when two cards do not match, the player turns the cards back over.
Provide Practice	<p>Provide adaptations for individual student access as needed.</p> <p>Level 3: Have the student turn over two cards and identify whether the words match. When a match is made, have the student describe the meaning of the word.</p> <p>Level 2: Have the student turn over two cards. Say and describe the meaning of each word. Have the student use picture supports such as the Communication Board to indicate whether the words match.</p> <p>Level 1: Have the student use his or her active participation mode to select two cards to turn over. Have the student indicate whether the two cards match by making a selection from a single option or errorless choice.</p> <p>If desired, indicate the winner of the game as the person who has the most matches when all of the cards are gone.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reviewing the target vocabulary words. • Place Match Game in an area of the classroom and encourage students to play the game throughout the unit.



Check Understanding ?

Level 3: Can the student match and describe the meaning of words while playing Match Game?

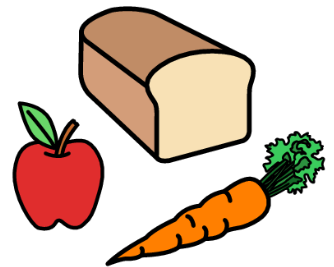
Level 2: Can the student identify word matches while playing Match Game?

Level 1: Can the student use his or her active participation mode to participate in playing Match Game?

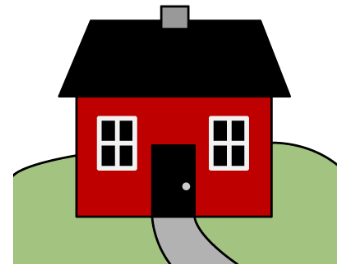
clothes



food



home



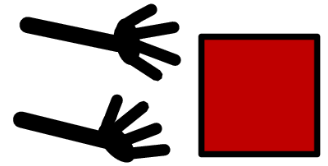
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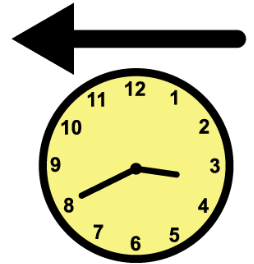
move



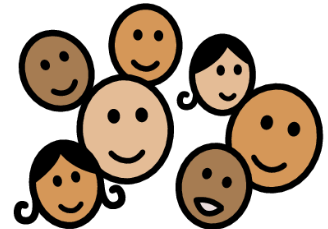
need



past



people



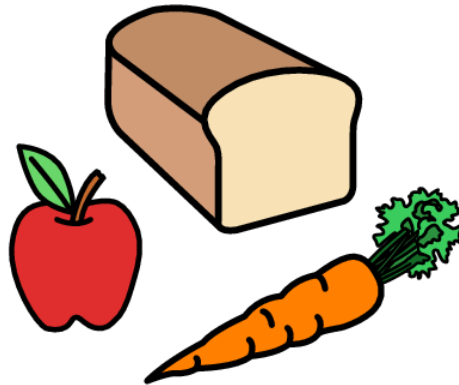
present



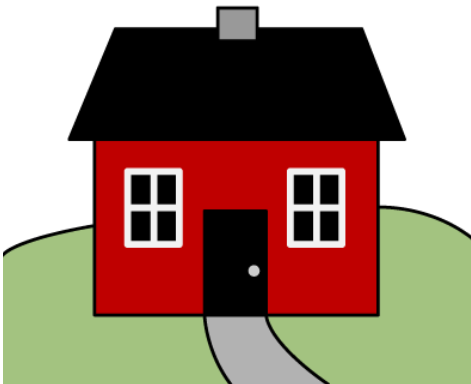
clothes



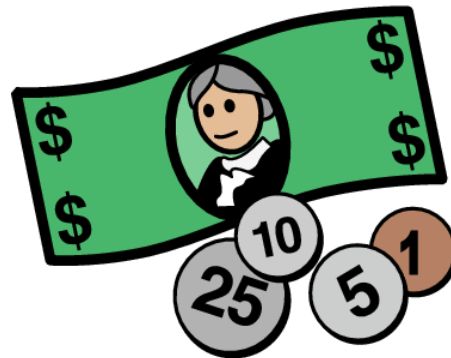
food



home



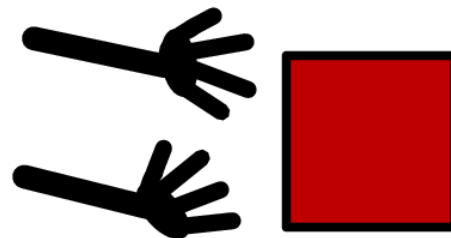
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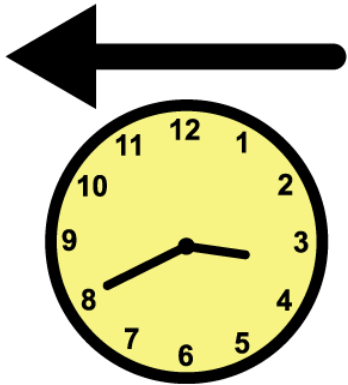
move



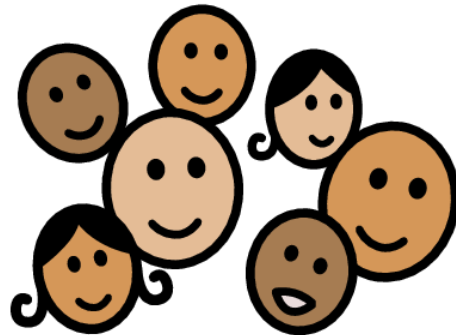
need



past

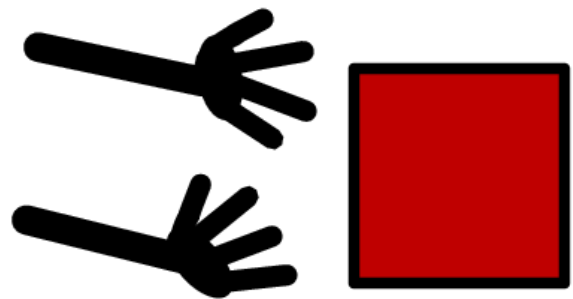
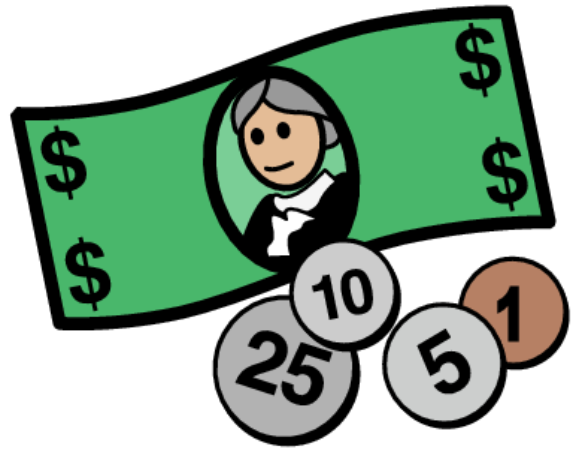
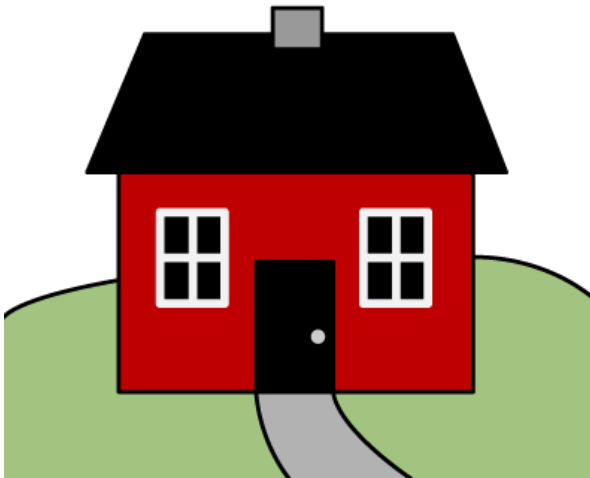
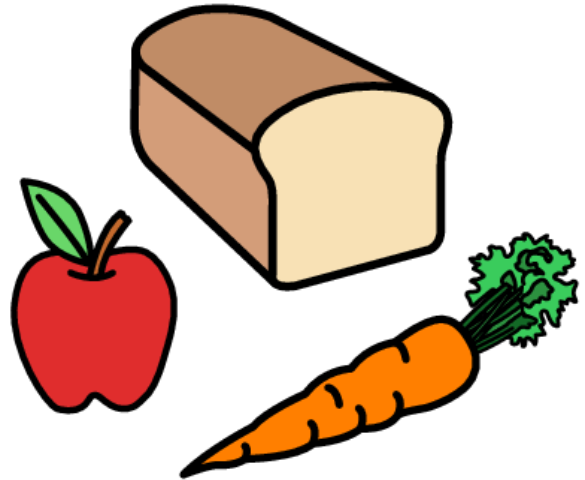


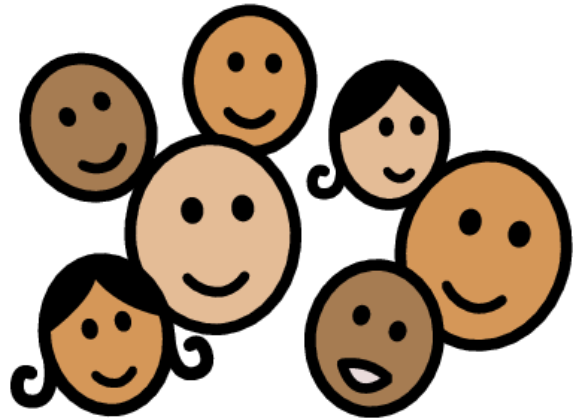
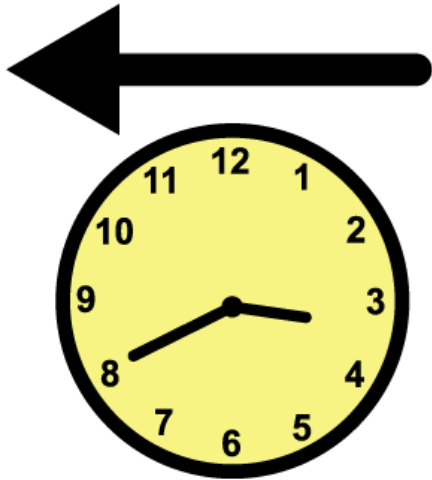
people



present



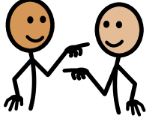




Match Game Rules



1. Put the cards facedown on the table.



2. Pick who will go first.



3. Player 1 turns over a card.
Say the name of the card.



4. Player 1 turns over another card.
Say the name of that card.



5. Do they match?



YES - Player keeps the match.

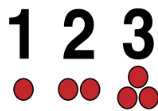


NO - Player turns the cards over again.

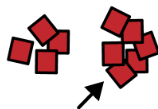


6. Who is next? Everyone takes a turn.

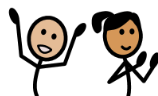
When all the cards are gone:



1 2 3 Count the matches.



Who has the most?



Cheer for the winner!

yes



Past and Present

no



<p>my turn</p>	<p>move</p>	<p>past</p>	<p>clothes</p>	<p>food</p>
<p>That's the same.</p>	<p>need</p>	<p>present</p>	<p>home</p>	<p>money</p>
<p>That's not the same.</p>			<p>people</p>	
<p>your turn</p>				