Lesson 1

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.

Reading Standards for Foundational Skills
- **Print Concepts:** Demonstrate understanding of print features (left to right, page to page, etc.).
- **Fluency:** Read appropriately leveled text with purpose and understanding.

Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan

**Leveled Book: Matt and Mike**

Lesson 1 provides a simple book in three 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 three leveled formats: Level D, Level C and Level A. Select the level appropriate for each student.

The content of the Leveled Book introduces similarities and differences between people by looking at twins. When they have finished the book, students should be able to describe how people can be similar and different at the same time.

- Introduce the story by talking about brothers and sisters. Ask, “Do you look like any of your brothers or sisters? How are you different from your brother or sister?”
- On the first reading, do a picture walk. Note pictures of Matt and Mike. Emphasize that they are twin brothers. Discuss that twins are born at the same time. Ask, “What do Matt and Mike look like? What are they doing in the pictures?”
- Read the story aloud to model fluency. After reading the story, ask questions about how Matt and Mike are alike and different.
- 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.
- 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.
- Support student reading, using the communication board to do so.
- Follow up reading with discussion on ways we are like other people (hair color, boys/girls, etc.) and ways we are different (eye color, things we like to do, etc.). Ask, “How are you like someone else? How are you different from someone else?”

**Standards Connection**

- Use the book features and the pictures to continue interaction with the book.
- Have students locate the title, the author and the illustrator of the book.
- Invite students to identify and describe characters, setting and events from the story pictures.

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.

**Pre- and post-assessments are available through Monthly Checkpoints.**

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will independently read literature stories and poems that have been adapted to student reading level. Students will independently demonstrate basic print concepts (tracking from left to right and from page to page, etc.) during shared story reading. Students will independently read text stories that are selected at the personal reading level.</td>
<td>Students will read supported and shared literature stories and poems that have been adapted to student reading level. Students will participate in basic print concepts (page turning, pointing to words and pictures, etc.) during shared story reading. Students will state a word or point to a picture of an omitted word during shared reading.</td>
<td>Students will actively participate in supported reading of literature stories and poems that have been adapted to student ability level. Students will attend to shared story reading, giving supported indicators to turn the page or read more. Students will state a sentence from a story through an active participation response (e.g., voice output device, eye gaze choice board).</td>
</tr>
</tbody>
</table>

### Resources and Materials

<table>
<thead>
<tr>
<th>Leveled Book: Matt and Mike</th>
<th>Communication board</th>
<th>Standards Connection Lesson 1</th>
</tr>
</thead>
</table>

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### Instructional Targets

**Reading Standards for Literature**
- **Key Ideas and Details:** Identify characters, setting and events in a story.
- **Integration of Knowledge and Ideas:** Use illustrations to describe characters and events in a story.

**Reading Standards for Literature and Informational Text**
- **Craft and Structure:** Use text features to locate key information in a text.

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will locate the title, author and illustrator of a story.</td>
<td>• Students will locate the title of a story.</td>
<td>• Students will make a selection to indicate the title of a book.</td>
</tr>
<tr>
<td>• Students will describe characters and events in a story.</td>
<td>• Students will use picture supports to identify characters, setting and events from a story.</td>
<td>• Students will select a picture to identify a character or an event from a story (single option or errorless choice).</td>
</tr>
<tr>
<td>• Students will describe characters and events based on illustrations from a story.</td>
<td>• Students will point to pictures within a story to identify named characters and events.</td>
<td>• When presented with an illustration from a story, students will select a character or an event.</td>
</tr>
</tbody>
</table>

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?**
Matt and Mike are twins.
Matt and Mike are the same.
Matt and Mike have brown eyes. That's the same.
Matt and Mike have black hair.
That’s the same.
Matt and Mike are tall boys.
That’s the same.
Matt and Mike are different.
Matt has a red shirt.
Mike has a blue shirt.
That’s different.
Matt likes baseball.
Mike likes football.
That’s different.
Matt likes pizza.
Mike likes hot dogs.
That’s different.
Matt and Mike are the same in many ways. But they are different too.
The End
Matt and Mike are the same.
Matt and Mike have brown eyes.
Matt and Mike have black hair.
Matt and Mike are tall boys.
Matt and Mike are different.
Matt has a red shirt.
Mike has a blue shirt.
Matt likes baseball.
Mike likes football.
Matt likes pizza.
Mike likes hot dogs.
Matt and Mike are the same. But they are different.
The End
Same.
Brown eyes.
Black hair.
Tall boys.
Different.
Red shirt.
Blue shirt.
Baseball.
Football.
Pizza.
Hot dogs.
Same and different.
The End
### Matt and Mike

<table>
<thead>
<tr>
<th>Have</th>
<th>Same</th>
<th>Matt</th>
<th>Mike</th>
<th>Twins</th>
<th>Brown</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="heart" alt="Smiling face" /></td>
<td><img src="red_square" alt="Red square" /></td>
<td><img src="smiling_face" alt="Smiling face" /></td>
<td><img src="smiling_face" alt="Smiling face" /></td>
<td><img src="twins" alt="Twins" /></td>
<td><img src="baseball_bat" alt="Baseball bat" /></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Like</th>
<th>Tall</th>
<th>Eyes</th>
<th>Black</th>
<th>Hair</th>
<th>Boy</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="heart" alt="Smiling face" /></td>
<td><img src="tall" alt="Tall" /></td>
<td><img src="red_eyes" alt="Red eyes" /></td>
<td><img src="black_marker" alt="Black marker" /></td>
<td><img src="blue_hair" alt="Blue hair" /></td>
<td><img src="boy" alt="Boy" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Different</th>
<th>Red</th>
<th>Shirt</th>
<th>Blue</th>
<th>Baseball</th>
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<tbody>
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<td><img src="red_square" alt="Red square" /></td>
<td><img src="red_marker" alt="Red marker" /></td>
<td><img src="white_t-shirt" alt="White t-shirt" /></td>
<td><img src="blue_marker" alt="Blue marker" /></td>
<td><img src="baseball_bat" alt="Baseball bat" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Football</th>
<th>Pizza</th>
<th>Hot dog</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="football" alt="Football" /></td>
<td><img src="pizza" alt="Pizza" /></td>
<td><img src="hot_dog" alt="Hot dog" /></td>
</tr>
</tbody>
</table>

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