

 **Instructional Targets**

**Reading Standards for Literature**

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.

 **Differentiated Tasks**

**Level 3** Students will...

- Independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.

**Level 2** Students will...

- Read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.

**Level 1** Students will...

- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level.



**Topic Connection**

Throughout this unit, students learn about how transportation moves people and goods, and how technology helps people communicate with one another. This unit's Leveled Book, *Heidi's Party*, introduces students to the concept of how transportation and technology help move people and goods. To learn more about how this book develops social studies concepts, visit the Social Studies Connection page in the Unit Overview.



**Topic Words**



computer    goods    plane    travel  
email    internet    train\*



**Literacy Words**

author    illustration/picture\*    story\*  
book    illustrator    title  
cover    read\*

\* Power Words

**Benchmark Assessments**

- Reading Level Assessment and all Benchmark Assessments in the Reading section of the GPS.
- Phonemic Awareness Phoneme Blending
- Early Emerging Reading Rubric





**Monthly Checkpoint Assessments**

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

An informal assessment of a verbal student's reading abilities may be obtained using the Monthly Tools: Reading Observation.



**Lesson at a Glance**

	Activity 1	Activity 2	Activity 3	Activity 4
 <b>Instructional Activities</b>	Read Aloud 1	Read Aloud 2	Guided/Shared Reading	Self-Selected Reading
 See how these activities fit into the <b>Suggested Monthly Plan</b> .				
 <b>ULS Materials and Resources</b>	<i>Heidi's Party</i> (Level E)  <b>Communication Board</b>		<i>Heidi's Party</i> (Levels E, C and aa)  <b>Communication Board</b>	<b>n2y Library Books</b>  <b>Standards Connection</b>
	<p><a href="#">Instructional Guide: Active Participation Scripts</a></p> <p><a href="#">SymbolStix PRIME</a></p> <p>L<sup>3</sup> Skills: <a href="#">Language Arts Skills</a></p>			
 <b>Additional Materials</b>	Books from the school or classroom library to use for self-selected reading.			



## Instructional Targets

### Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.



## Instructional Routine



### Before Reading

- Use Lesson 15, Activity 3 to introduce and review the Topic Words: computer, email, goods, internet, plane, train and travel.
- Continue talking about goods. Ask a focus question, such as, "What is a good you can buy at the store?"
- Display *Heidi's Party* (Level E) and read the title, author and illustrator's names.
- Preview the book. Identify the states in the illustrations. Say, "Heidi's friends live in different parts of the country. They will bring goods from where they live to take to the party. As I read today, it is your job to identify a good and where it comes from."
- Review the learning goal with students: **I will identify a good and where it comes from.**

### During Reading

#### Model Fluent Reading

- Read aloud with fluency and expression.
- Point out the different goods in the illustrations. Discuss why it might be important to know where these items come from.

#### Comment on Characters, Setting and Events

- Think aloud about the items Heidi's friends are bringing that come from different parts of the country. For example, on page 4, say, "Kim will travel from New York. She is bringing apples. What other things may grow in New York?"

### After Reading

- Revisit the learning goal. Ask, "What goods did we learn about? Where do they come from?"
- Level 3:** Have the student independently describe a good in the story and where it comes from. Provide prompts, such as, "What does Kim bring to the party? Where do apples come from in the story?"
- Level 2:** Have the student identify one good in the story that comes from a different part of the country using the following sentence frame: Kim brings \_\_\_\_\_ from \_\_\_\_\_. Picture supports such as the Communication Board may be used as needed.
- Level 1:** Have the student identify one good in the story using the following sentence frame: Kim brings \_\_\_\_\_ from New York. Have the students make a selection from a field of 2-3 choices (may be errorless choice).
- Continue the discussion by talking with students about where different items and goods come from, such as electronics from China. Ask, "Where does the U.S. get electronics, like computers, from?"



## Check Understanding ?

- **Level 3:** Can the student independently describe a good in the story and where it comes from?
- **Level 2:** Can the student identify one good in the story and where it comes from using picture supports as necessary?
- **Level 1:** Can the student identify one good in the story by making a selection (may be errorless choice)?



## Instructional Targets

### Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.



## Instructional Routine



### Before Reading

- Display *Heidi's Party* (Level E) and read the title, author and illustrator's names.
- Prompt recall of the story by asking a focus question such as, "What are Heidi's friends bringing to the party?"
- Remind students that the goods and Heidi's friends travel from other parts of the country. Say, "Heidi's friends bring goods from other places. As I read, it is your job to remember ways people and goods can travel."
- Review the learning goal with students: **I will identify ways that people and goods travel.**

### During Reading

#### Build Fluency

- Continue reading aloud to model fluent reading, or invite students to read portions of the text aloud.

#### Build Comprehension

- Talk with students about the different forms of transportation that move goods and people in the U.S. Use the illustrations to identify the forms of transportation.
- Point out how people and goods travel through the U.S. using many different forms of transportation. For example, on page 6 of the book, say, "Mike and Zena are going to the party. They will travel on a train from Georgia. A train is one way people can travel to a different place."

### After Reading

- Revisit the learning goal. Ask, "What are ways people and goods travel?"
- **Level 3:** Have the student describe at least one way goods or people travel in the U.S. from the story.
- **Level 2:** Have the student identify one way goods or people travel in the U.S. Picture supports such as the Communication Board or the story illustrations may be used as needed.
- **Level 1:** Have the student identify one way goods or people travel in the U.S. from a field of 2-3 choices (may be errorless choice). For example, display the symbols for 'plane', 'train' and 'car'. Ask, "How can a good travel in the U.S.?"
- Continue the discussion by talking with students about forms of transportation. Ask, "What other ways are goods moved? How do people travel from place to place?"



## Check Understanding ?











- **Level 3:** Can the student describe how people and goods travel in the story?
- **Level 2:** Can the student identify one way people and goods travel in the story? How?
- **Level 1:** Can the student identify one way people and goods travel in the story by making a selection (may be errorless choice)?

 **Instructional Targets**




*Reading Standards for Literature*

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.

This Leveled Book is presented in three leveled formats: Level E, Level C and Level aa. Select the level of book and the reading routine appropriate for each student.

	<b>Instructional Routine</b> <b>Guided Reading</b>   or 		<b>Instructional Routine</b> <b>Shared Reading</b>   or 
<b>Before Reading</b>	<ul style="list-style-type: none"> <li>• Introduce the book by having students share what they have learned about how people and goods travel.</li> <li>• Use the following Topic Words in conversation about the book: computer, email, goods, internet, plane, train and travel. Have students locate the words in the book.</li> <li>• Read the first three pages aloud, introducing students to the structure of the language.</li> <li>• Review the learning goal with students: <b>I will read a story.</b></li> </ul>	<b>Before Reading</b>	<ul style="list-style-type: none"> <li>• Introduce the book by having students share what they have learned about how people and goods travel.</li> <li>• Use the following Topic Words in conversation about the book: computer, email, goods, internet, plane, train and travel. Help students locate the words in the book.</li> <li>• Review the learning goal with students: <b>I will read a story.</b></li> </ul>
<b>During Reading</b>	<ul style="list-style-type: none"> <li>• Listen as students read quietly to themselves.</li> <li>• Monitor fluency.</li> <li>• Model, prompt or support use of skills and strategies. </li> </ul>	<b>During Reading</b>	<ul style="list-style-type: none"> <li>• Read aloud while students follow along.</li> <li>• Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board.</li> <li>• Monitor print concepts and fluency.</li> <li>• Model and support use of skills and strategies. </li> </ul>
<b>After Reading</b>	<ul style="list-style-type: none"> <li>• Revisit the learning goal and talk with students about the book.</li> <li>• Have students locate the High-Frequency Words: we, will, friend and want.</li> </ul>	<b>After Reading</b>	<ul style="list-style-type: none"> <li>• Revisit the learning goal and talk with students about the book.</li> <li>• Have students locate the High-Frequency Words: we, will, friend and want.</li> </ul>

 **Check Understanding** 

-  **Level 3:** Can the student independently read stories adapted to personal reading level?
-  **Level 2:** Can the student read stories adapted to personal reading level with support?
-  **Level 1:** Can the student actively participate in reading stories adapted to student ability level? How?

 **Instructional Target**

*Reading Standards for Literature*

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.

 **Instructional Routine**



<b>Introduce</b>	<ul style="list-style-type: none"> <li>• Tell students they will choose a book to read. Ask a focus question such as, "Would you like to read a book about where goods come from or transportation?" Talk with students about their choices.</li> <li>• Explain that when choosing a book, it is important to think about the topic, or what the book is about, as well as how hard or easy the book will be to read. Say, "Today, your job is to choose a book to read."</li> <li>• Review the learning goal with students: <b>I will choose a book to read.</b></li> </ul>
<b>Model</b>	<ul style="list-style-type: none"> <li>• Display 4 to 5 books on various topics written at various levels from the class, school or n2y Library.</li> <li>• Model previewing a book to determine if the topic interests you. For example, read a few pages of one of the books and say, "This book is about _____. I'm not really interested in _____, so I don't think I want to read this book." Then read a few pages of a different book and say, "This book is about _____. I really like _____. I would like to read this book."</li> <li>• Next, model previewing a book to determine whether it is too hard, too easy or just right. For example, read a page aloud, counting the number of mistakes you make. Continue modeling until you find a book that you can read with only 2 to 3 mistakes per page.</li> </ul>
<b>Provide Practice</b>	<p><b>Level 3:</b> Have the student choose a book to read from the class, school or n2y Library. Remind the student to ask, "What is this book about? Is this book too hard, too easy or just right?"</p> <p><b>Level 2:</b> Have the student choose a book to read from the class, school or n2y Library. Provide visual supports as necessary.</p> <p><b>Level 1:</b> Using the student's interests and independent reading level as a guide, provide the student with a field of 2 to 3 appropriate books from which to choose. Have the student use his or her active participation mode to select a book to read.</p>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Revisit the learning goal. Guide students to recall two things to think about when choosing a book to read.</li> </ul>
<b>Extend</b>	<ul style="list-style-type: none"> <li>• To extend this lesson, use the Standards Connection to compare the similarities and differences of literature across various mediums. Select a movie, poem, song, play, website or article with a similar topic, character or event to compare.</li> </ul>

**Throughout the Unit**

- Engage students in self-selected reading using the reading routine appropriate for each student. Reading routines may include: partner reading (with an adult or peer), shared reading or supported reading.
- Meet with individual students to discuss the books they are reading. Ask questions such as, "Do you like this book? Why or why not? Is this book too easy, too hard or just right? Do you have any questions about this book?"

 **Check Understanding** 

 **Level 3:** Can the student choose appropriate books for independent reading? How?

 **Level 2:** Can the student choose appropriate books to read with supports? How?

 **Level 1:** Can the student choose a book from a field of 2 to 3 choices using an active participation mode? How?

**Instructional Targets**

**Reading Standards for Literature**

- **Integration of Knowledge and Ideas:** Compare and contrast various artistic mediums (i.e., poetry, song, play, movie, etc.) of literature with similar topics, characters or events.

**Standards for Speaking and Listening**

- **Comprehension and Collaboration:** Identify information from multiple sources that contribute to making a decision.

**Differentiated Tasks**

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> <li>● Describe similarities and differences in the plot, events and characters between reading a story and experiencing a multimedia version of a similar story line.</li> <li>● Obtain information from two or more sources to reach a personal decision.</li> </ul>	<ul style="list-style-type: none"> <li>● With support, identify similarities and differences in the plot, events or characters between reading a story and experiencing a multimedia version of a similar storyline, character or event.</li> <li>● Gather and compare information from two sources.</li> </ul>	<ul style="list-style-type: none"> <li>● When presented with illustrations of a character or an event from one story, select a matching character or event from a similar story.</li> <li>● Make a choice when presented with two informational choices.</li> </ul>

This activity provides an opportunity to think about the variety of ways we experience literature and common characters, settings and themes and compare them with others. Have students choose two different literature texts from different mediums with similar topics, people or events. Then have them use the LiteraryText Chart, to identify similarities and differences between the two texts.

Literary Texts		
Text Features	Text 1	Text 2
<b>Media</b> <small>(book, movie, poem, song, play, website, article, etc.)</small> 	⋮	⋮
<b>Title</b> 	⋮	⋮
<b>Author</b> 	⋮	⋮
<b>Character</b> 	⋮	⋮
<b>Setting</b> 	⋮	⋮
<b>Event</b> 	⋮	⋮

# Heidi's Party

Level E



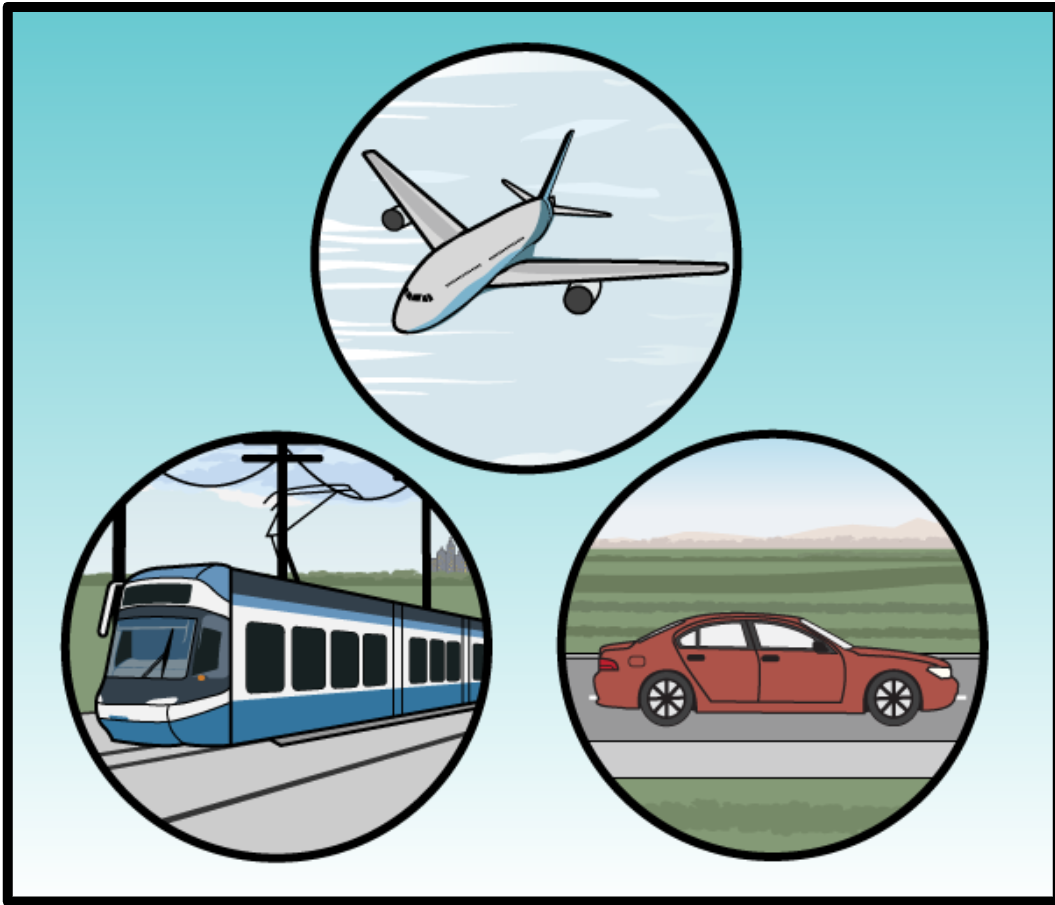
by Molly Herbe

Illustrated by Alex Wischart

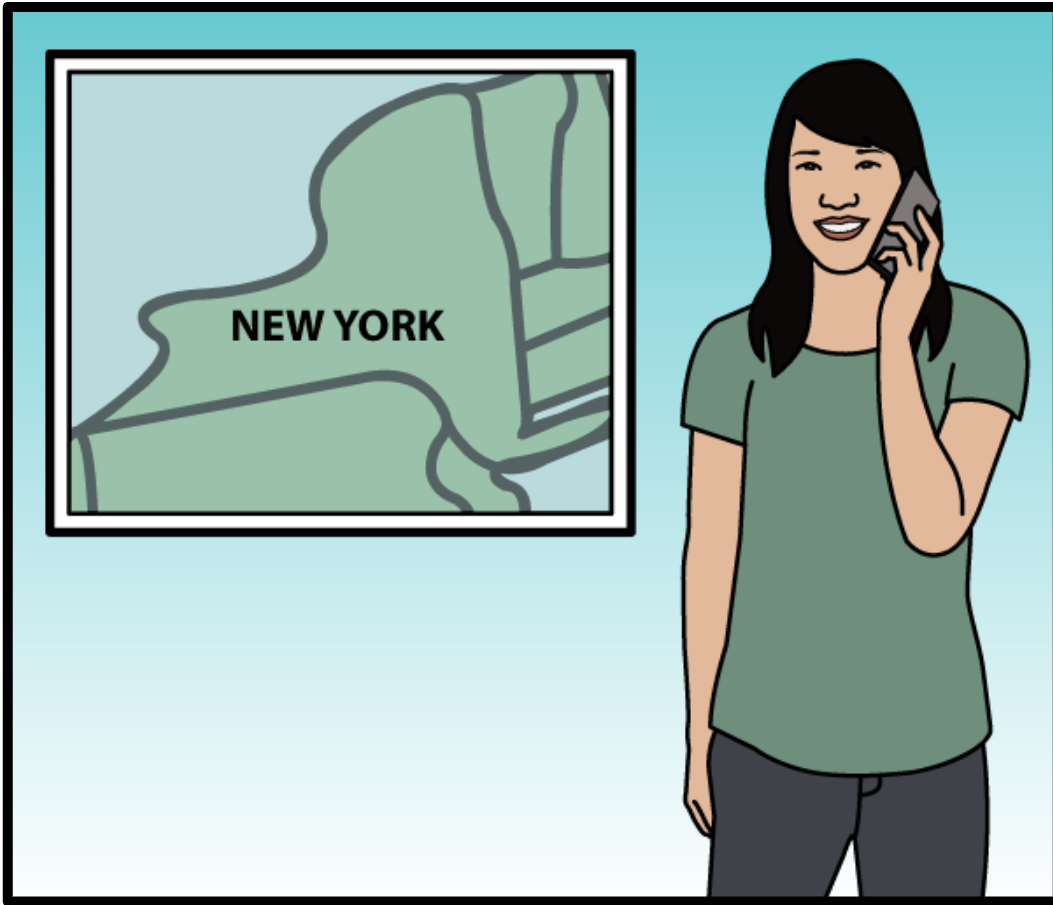




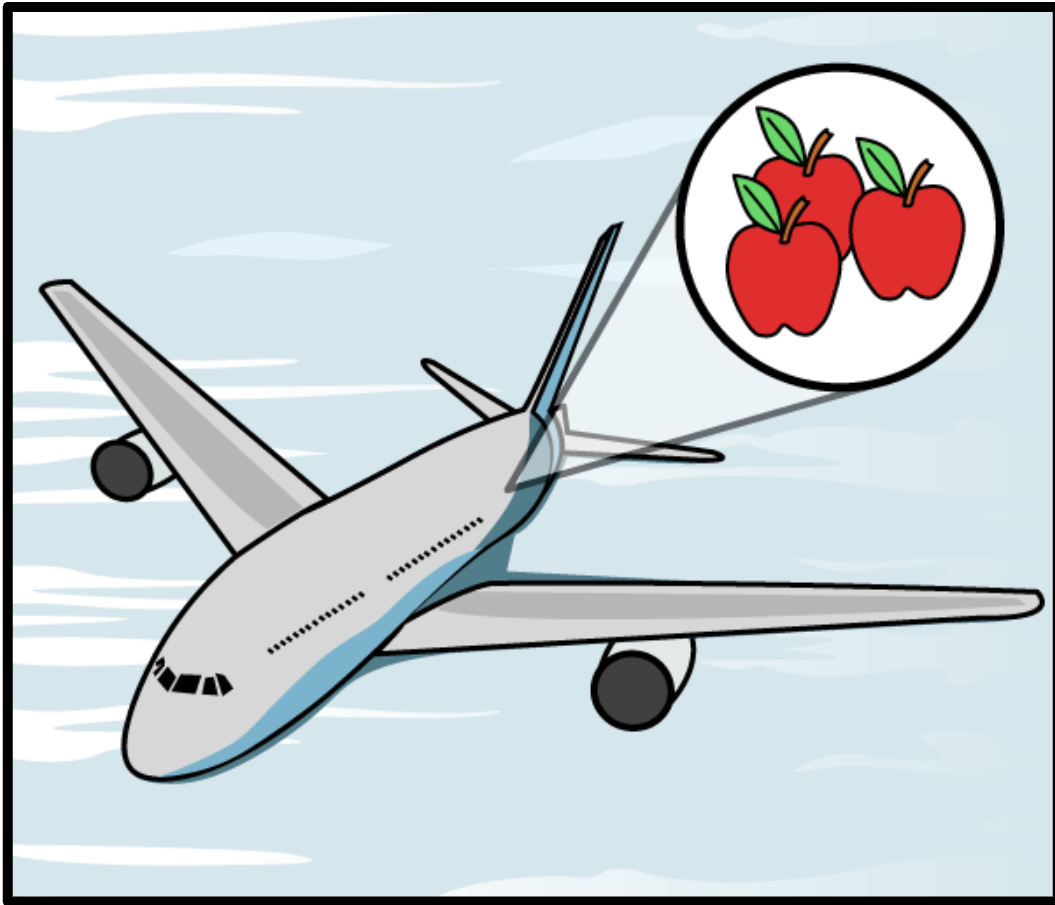
**Heidi wants to have a celebration party. Heidi sits down at the computer. She sends an email to her friends.**



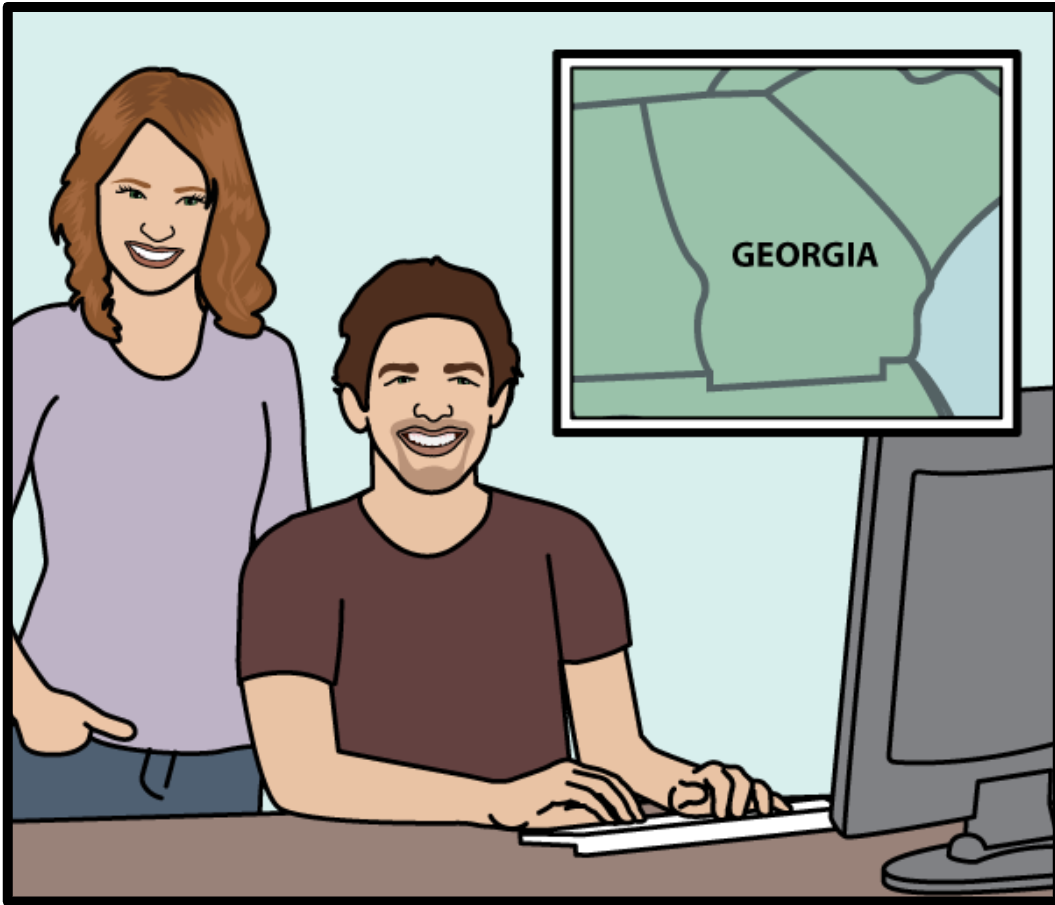
**Heidi's friends live far away.  
They will have to travel to see  
Heidi. Each friend will bring  
goods from where they live.**



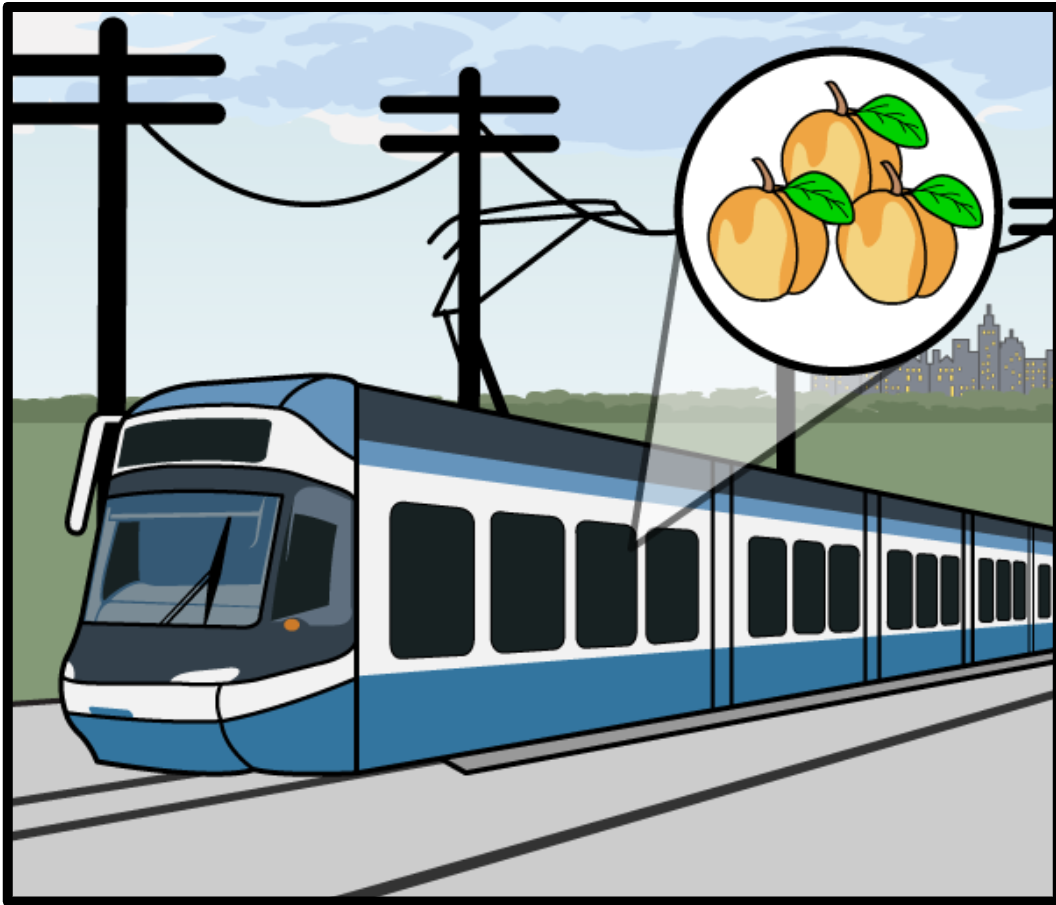
**Kim is Heidi's friend. She lives in New York. Kim reads the email about the party. She calls Heidi on her cell phone.**



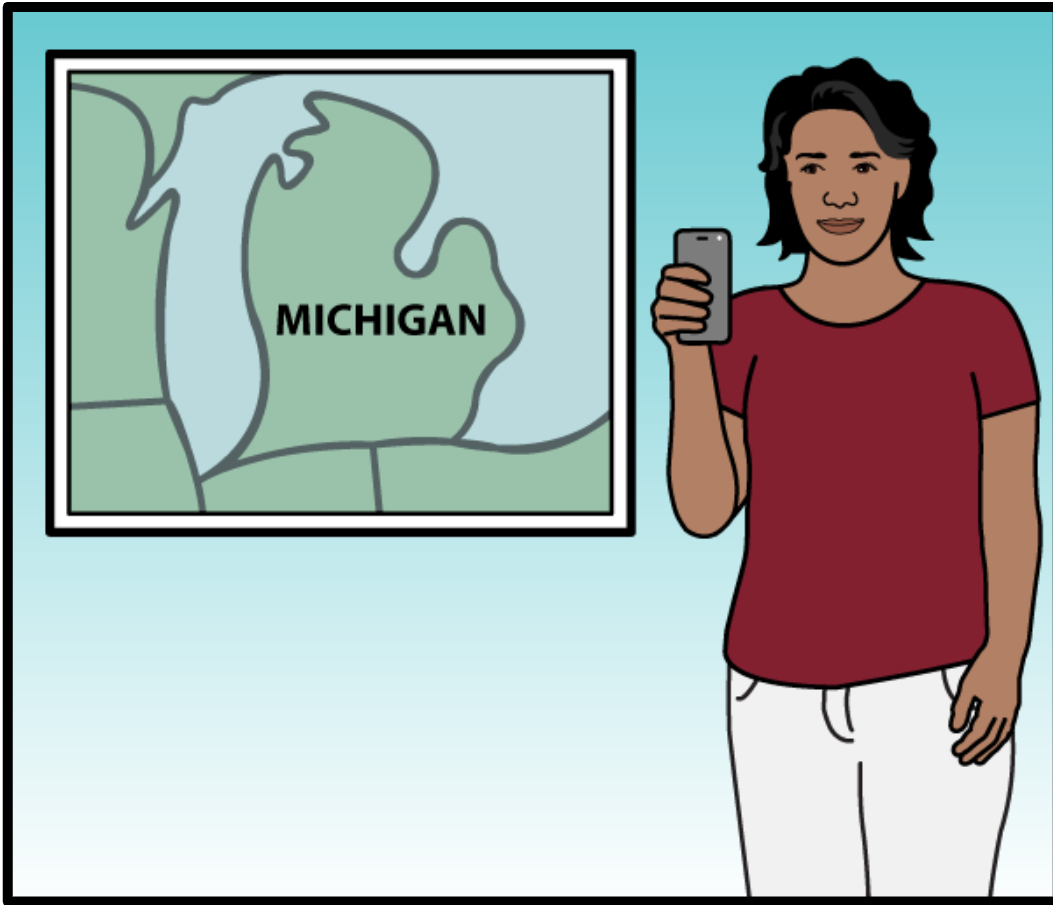
**“Hi, Heidi !” Kim says. “I will come to the party.” Kim will travel on a plane. Kim will bring apples from New York.**



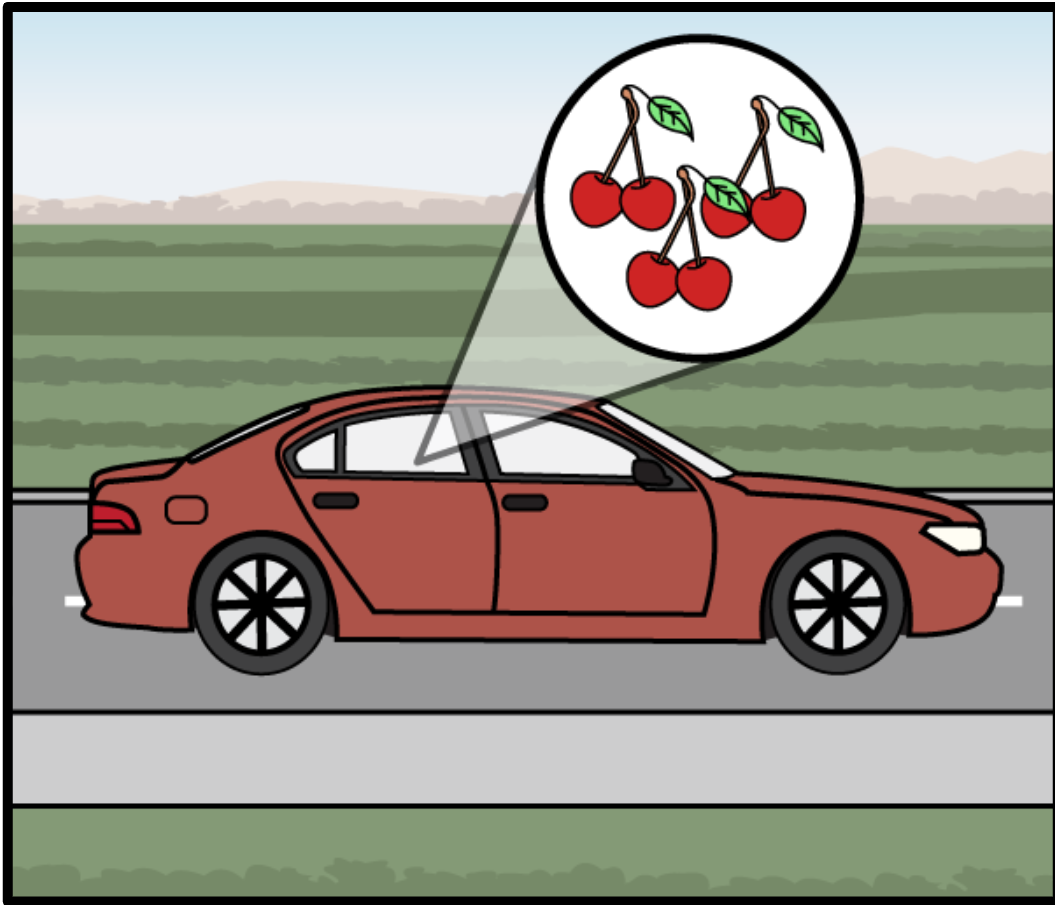
**Mike and Zena are Heidi's friends. They live in Georgia. Mike and Zena read the email about the party. Mike and Zena send Heidi an email.**



Heidi reads the email. The email says, “We will come to the party.” Mike and Zena will travel on a train. They will bring peaches from Georgia.

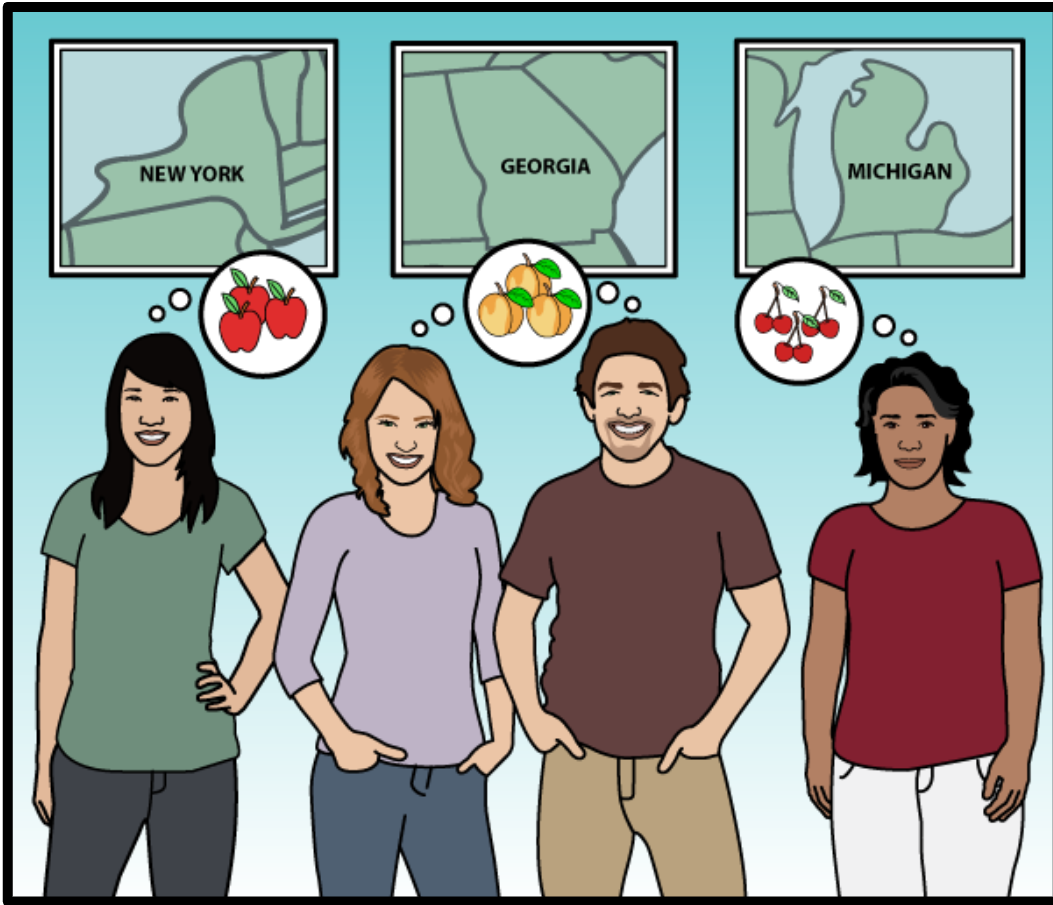


**Carol is Heidi's friend. She lives in Michigan. Carol reads the email about the party. Carol sends Heidi a text.**



**Heidi reads the text. The text says, “I will come to the party.” Carol will travel in a car. She will bring cherries from Michigan.**





**Heidi's friends travel to the party. Her friends bring goods with them. Heidi is excited to see her friends.**



**Some of her friends are missing. Silvio and Jun could not make it. Heidi has an idea.**



**Heidi gets her computer. She uses the internet. She sets up a video call with Silvio and Jun. Now everyone is at the party !**



# The End

# Heidi's Party

Level C



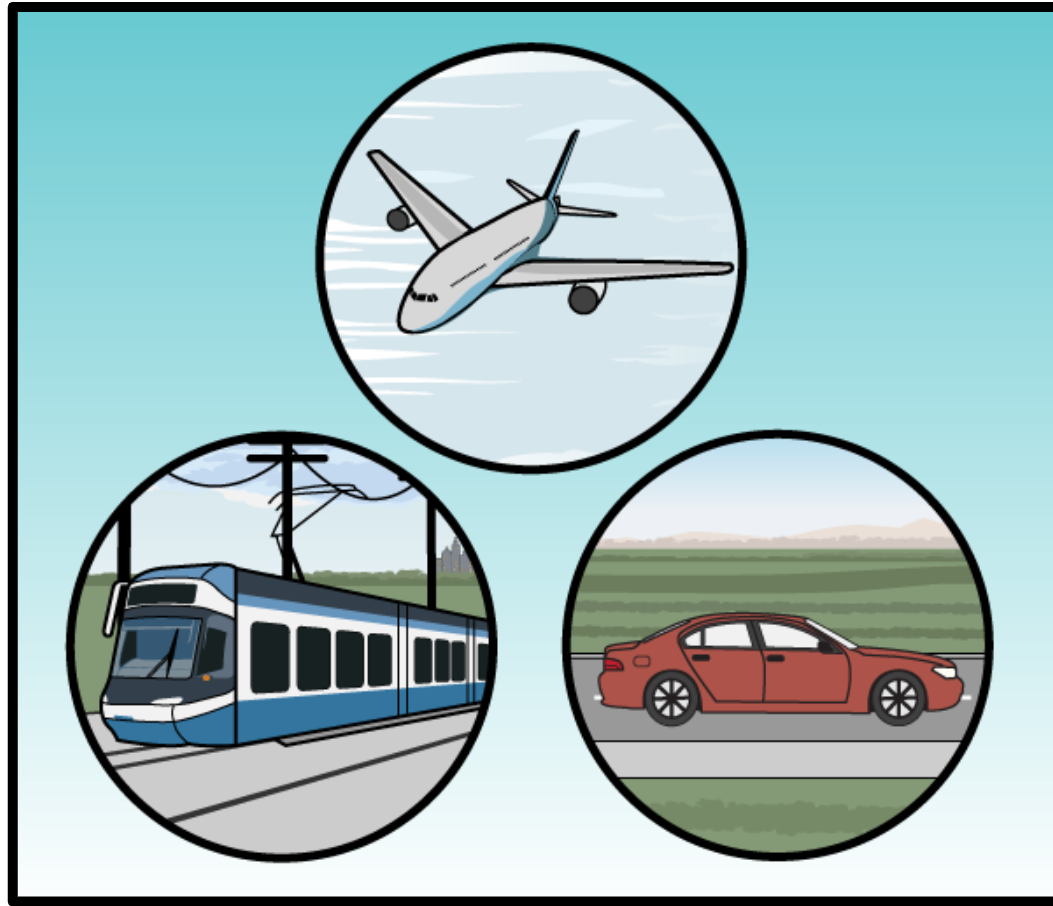
by Molly Herbe

Illustrated by Alex Wisheart

Bind This End



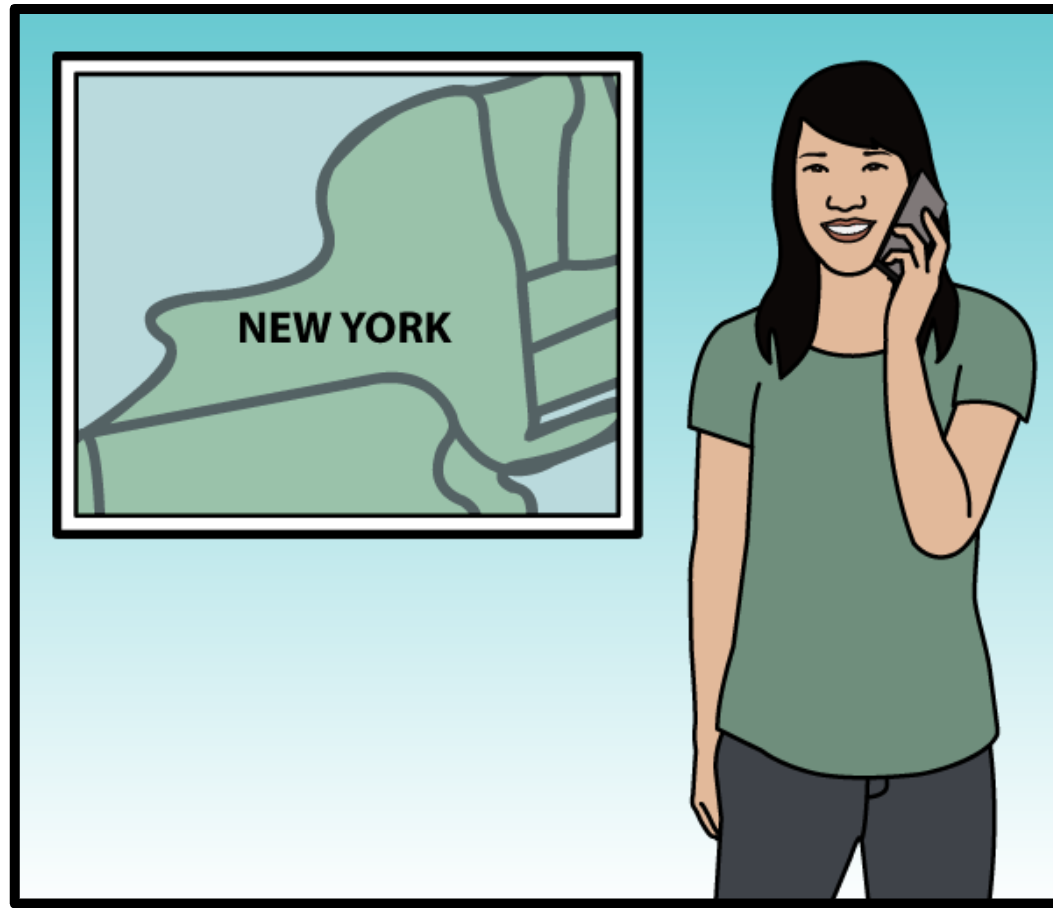
**Heidi wants to have a party.  
She sends an email to her friends.**



**Her friends live far away.**

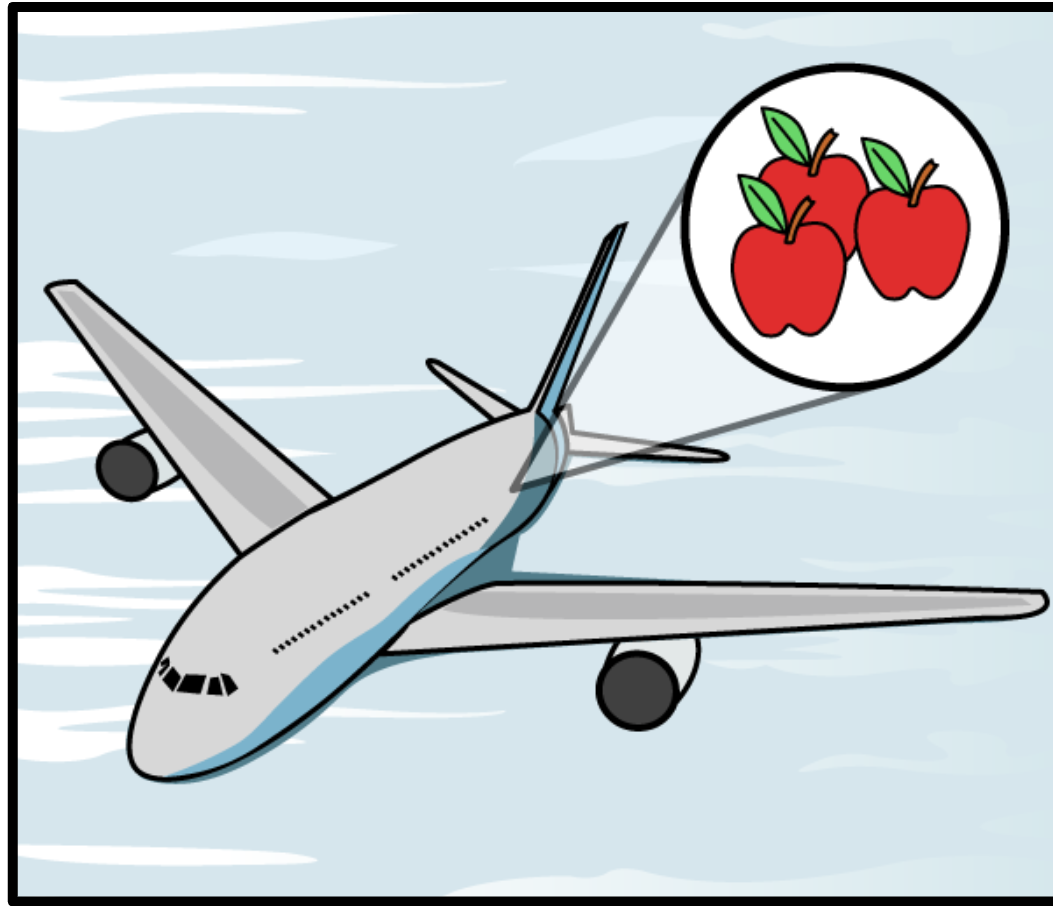
**They will travel to see Heidi.**

**They will bring goods to the party.**

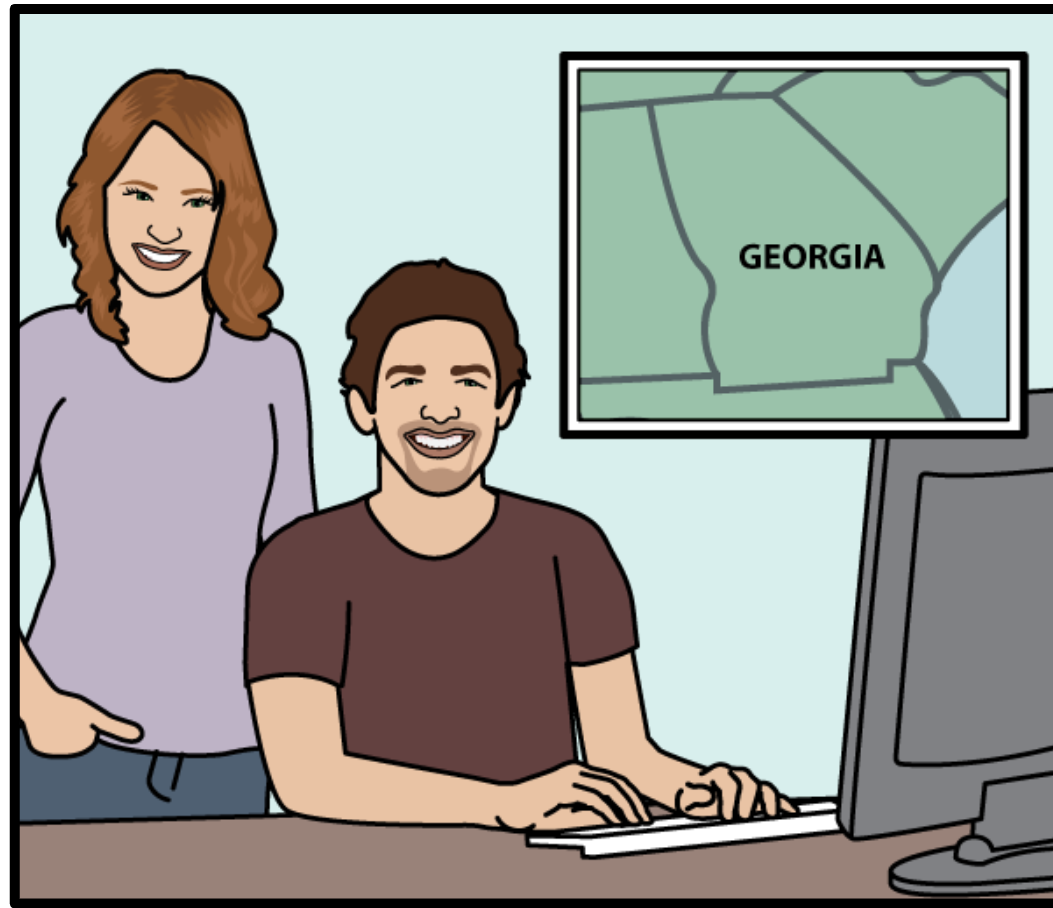


**Kim lives in New York.  
She calls Heidi on her cell phone.**

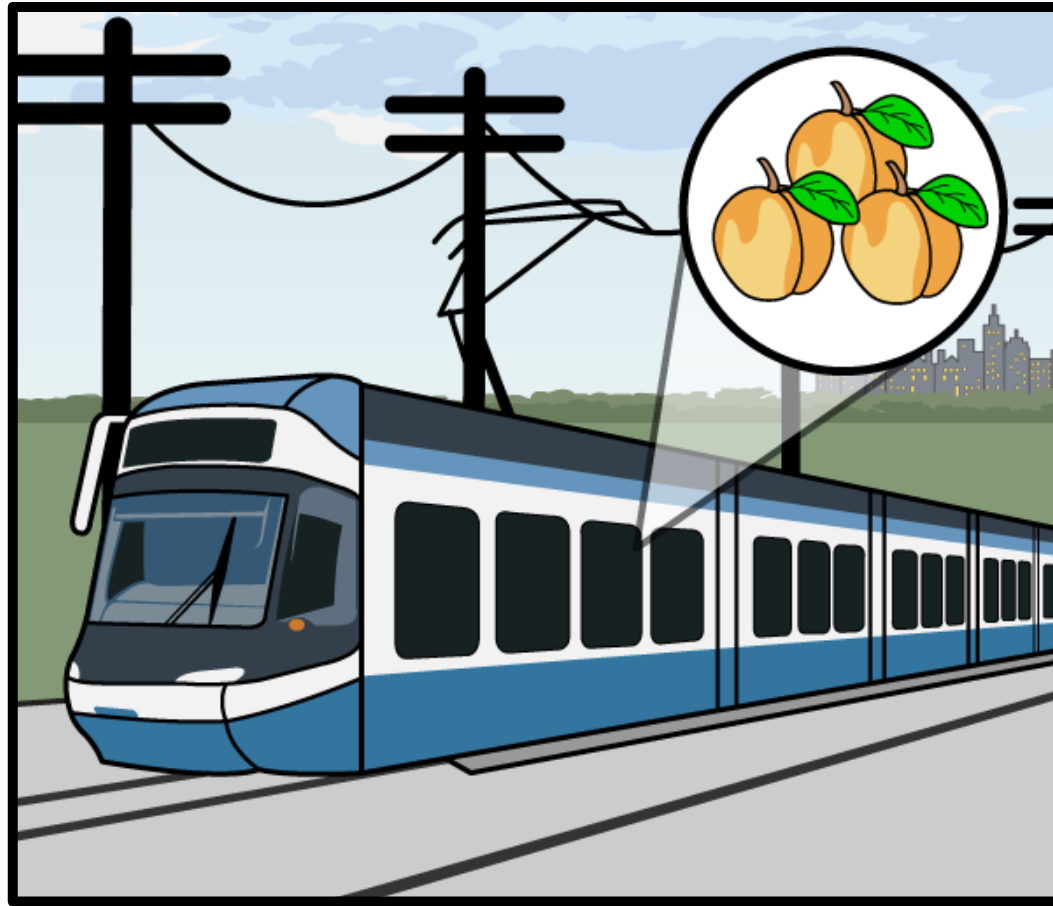




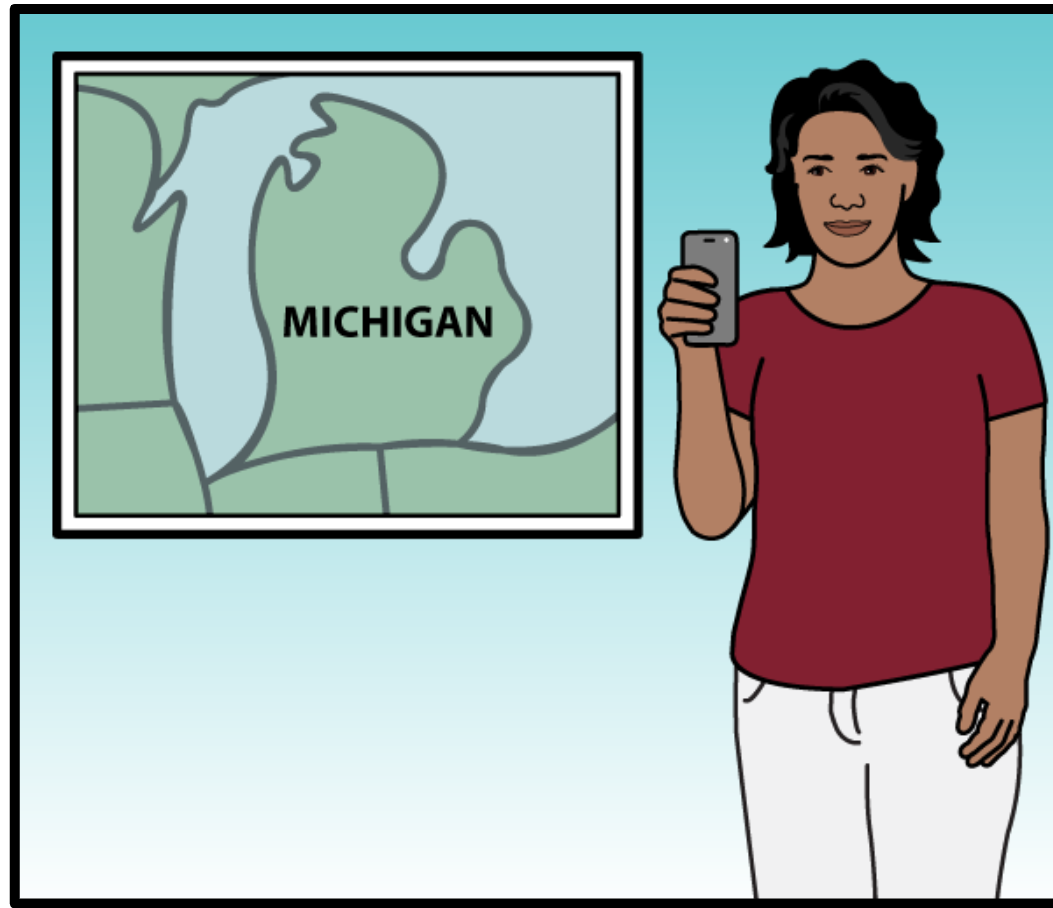
**Kim will travel on a plane.  
She will bring apples.**



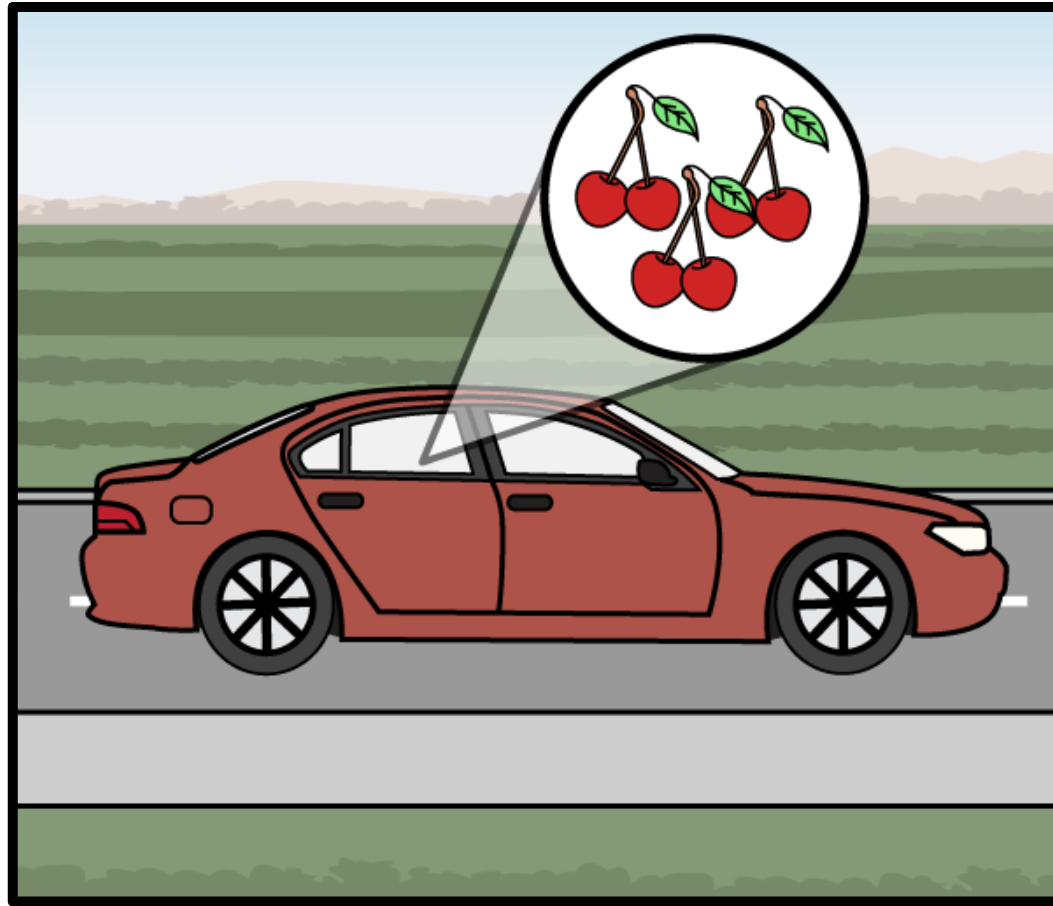
**Mike and Zena live in Georgia.  
They send Heidi an email.**



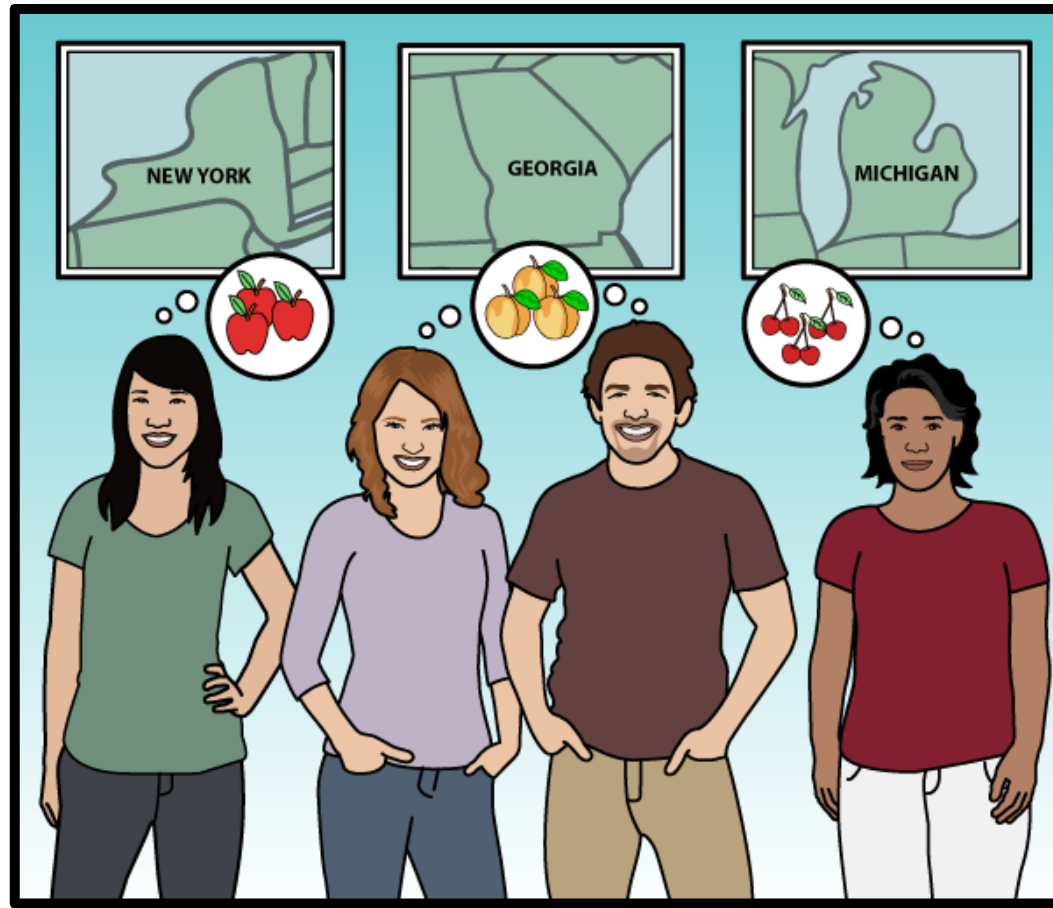
**Mike and Zena will travel on a train.  
They will bring peaches.**



**Carol lives in Michigan.  
She sends Heidi a text.**



**Carol will travel in a car.  
She will bring cherries.**



**The friends travel to the party.  
They bring goods with them.**



**Some of her friends are missing.  
Heidi has an idea.**



**Heidi sets up a video call with Silvio and Jun.  
Now everyone is at the party !**





# The End

# Heidi's Party

Level aa



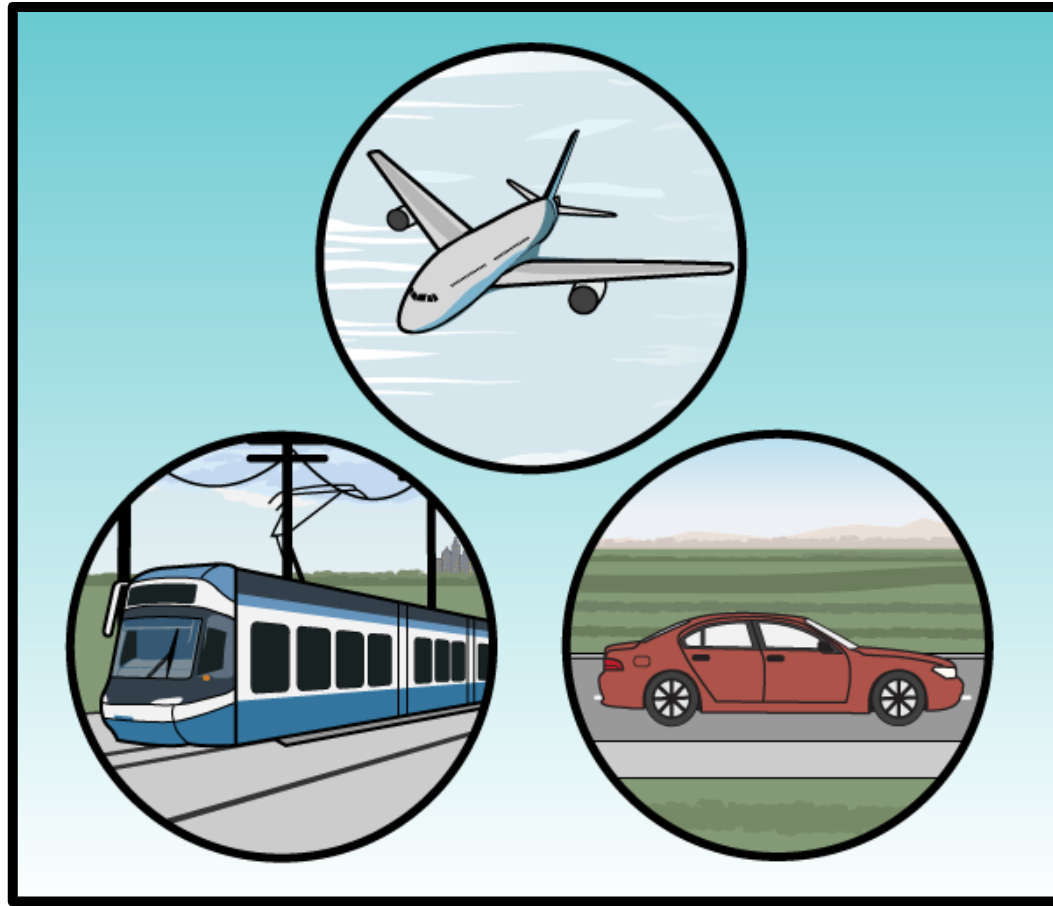
by Molly Herbe

Illustrated by Alex Wisheart

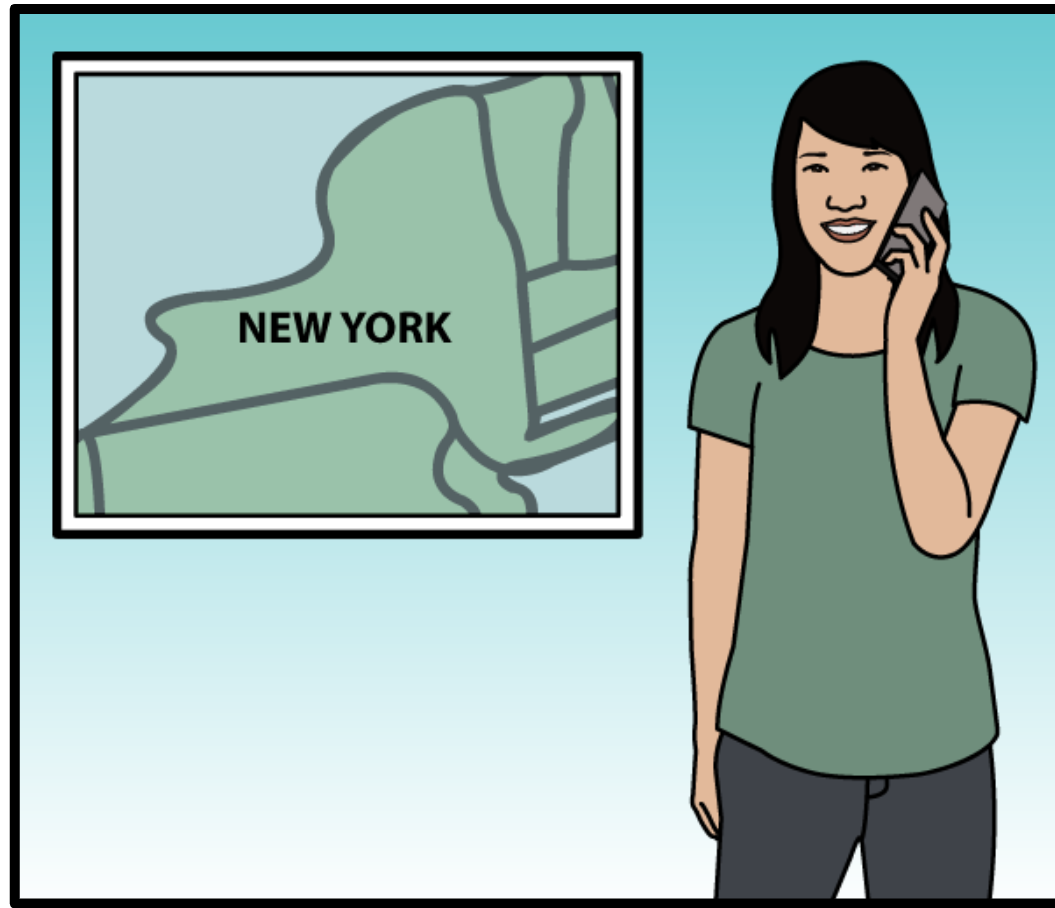
Bind This End



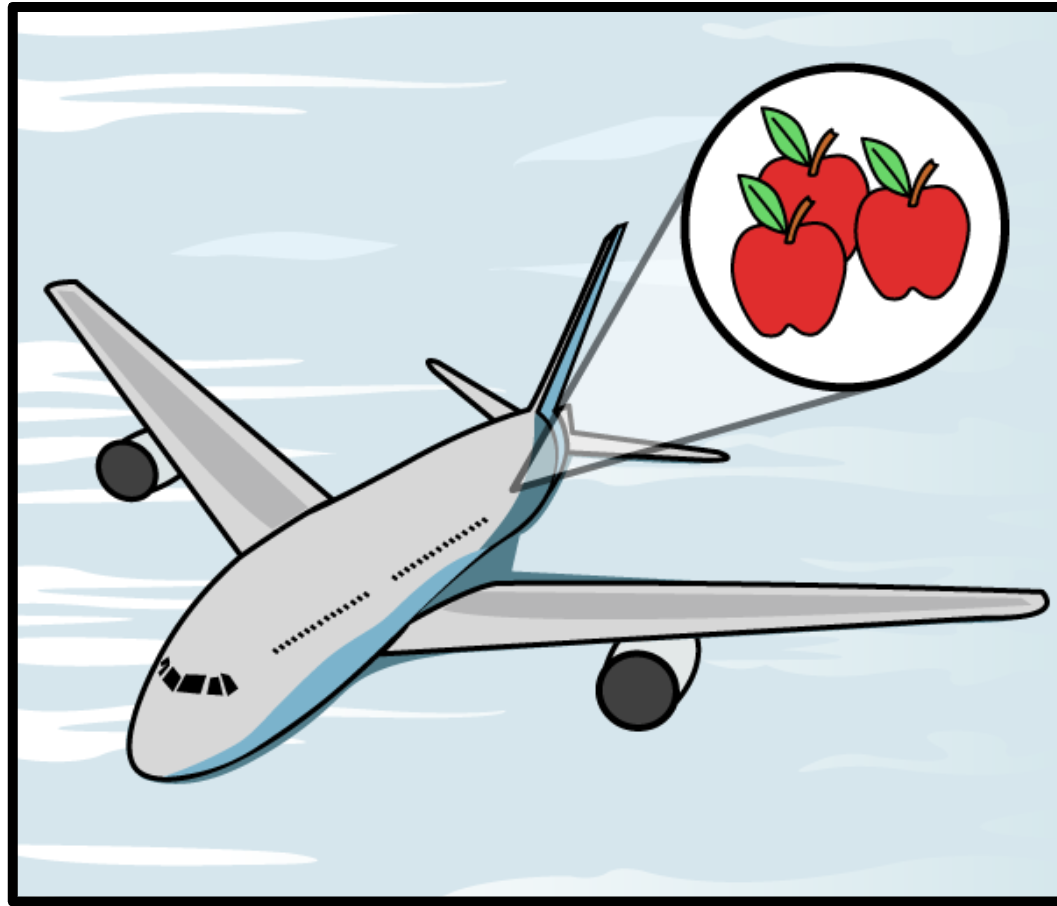
**Party.**



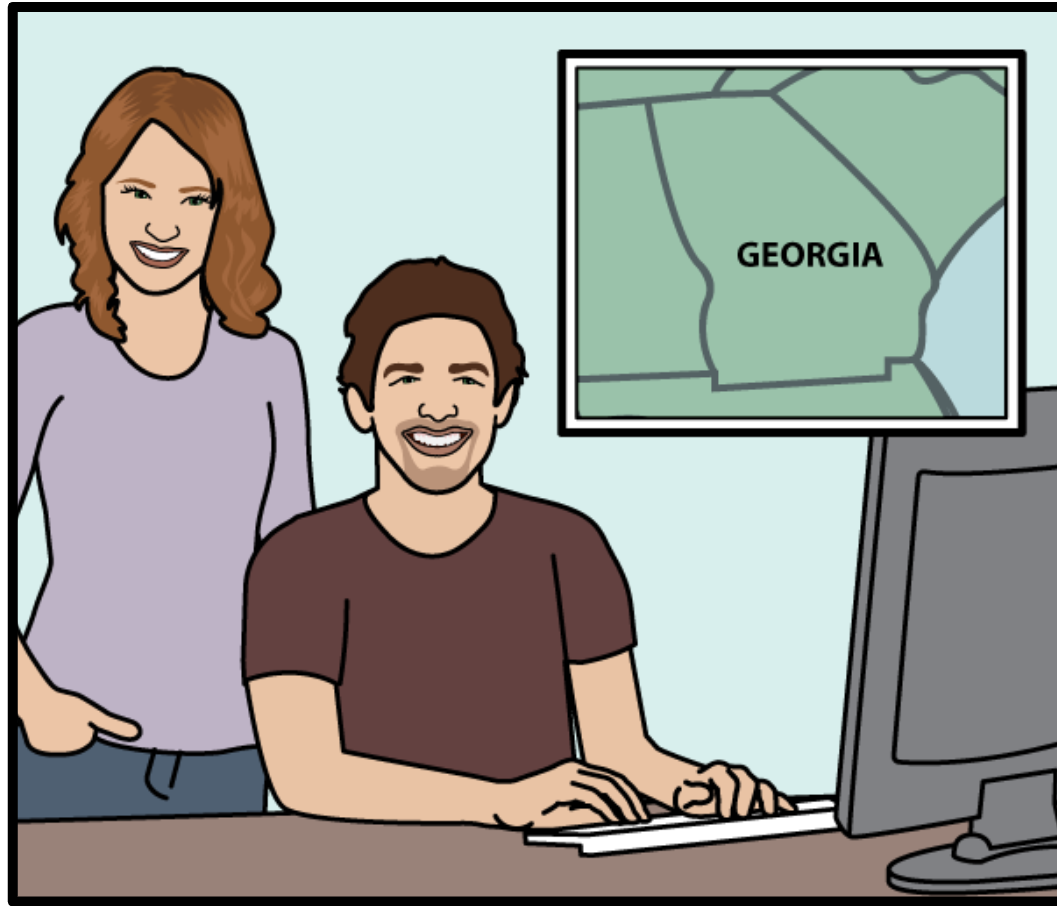
**Travel.**



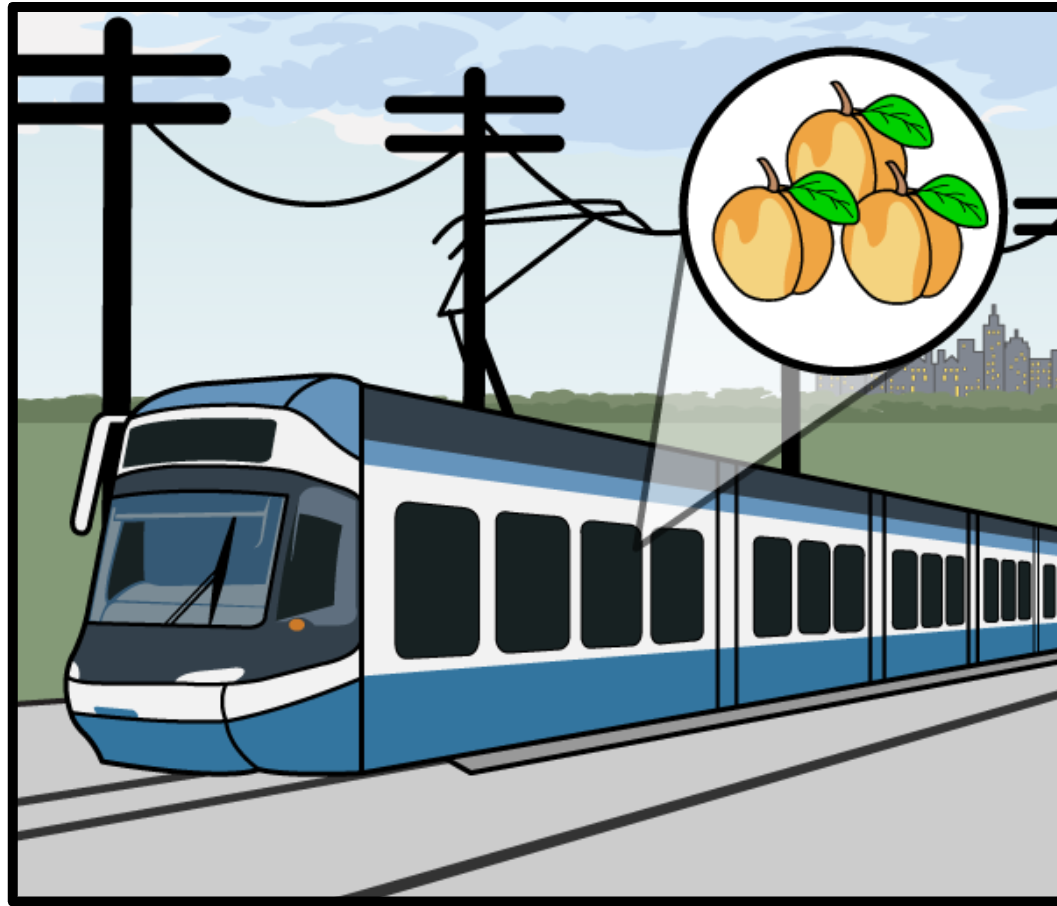
**Cell phone.**



**Plane.**

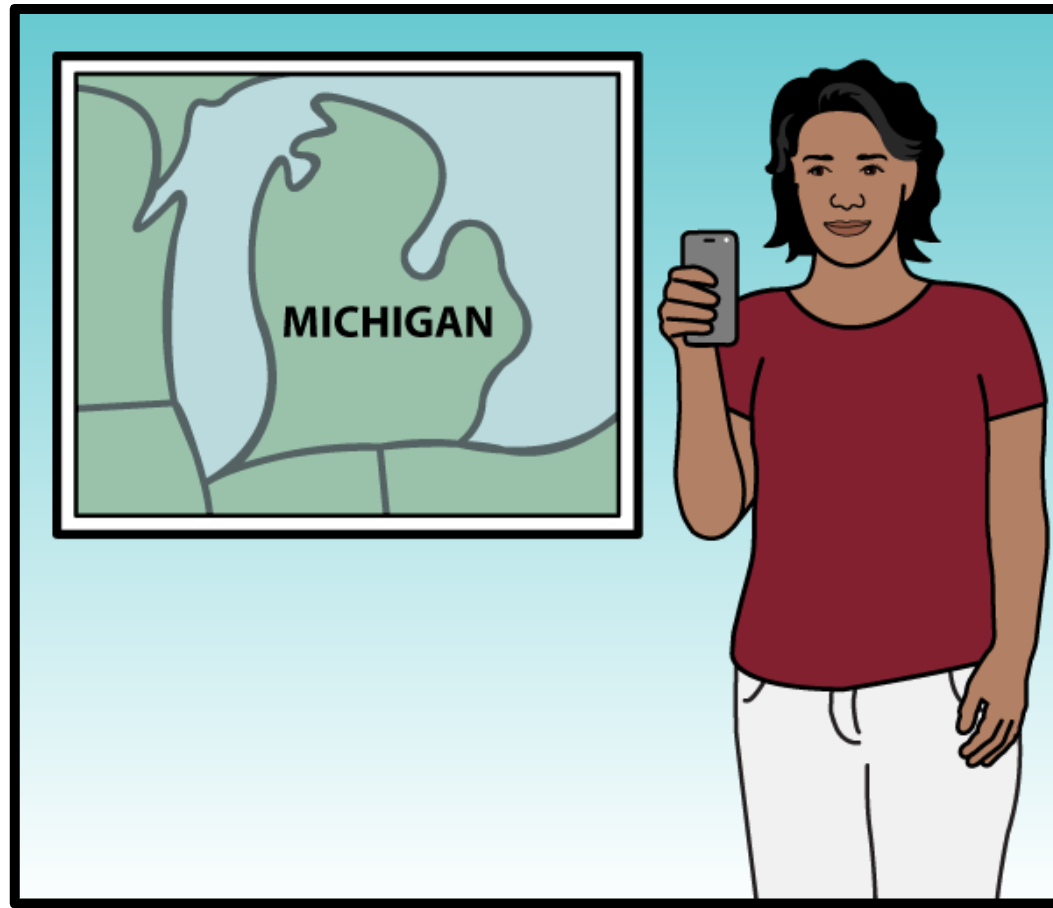


**Email.**

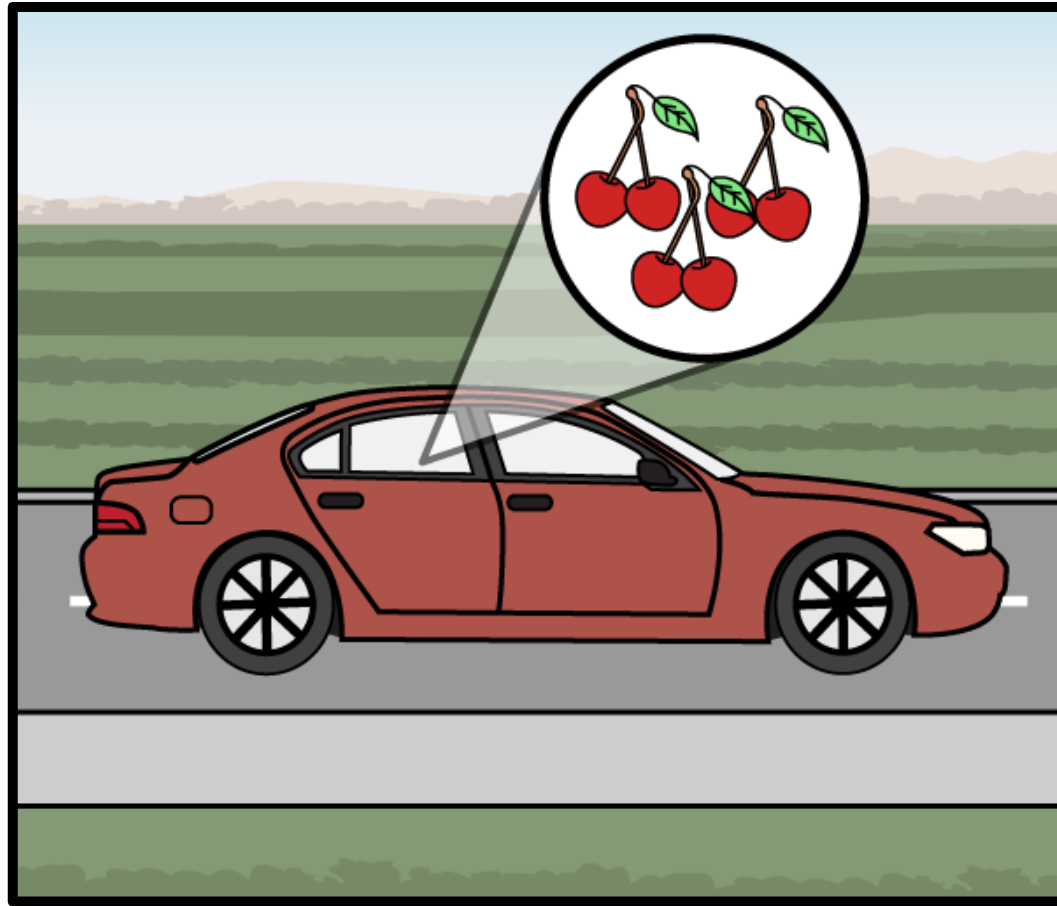


**Train.**

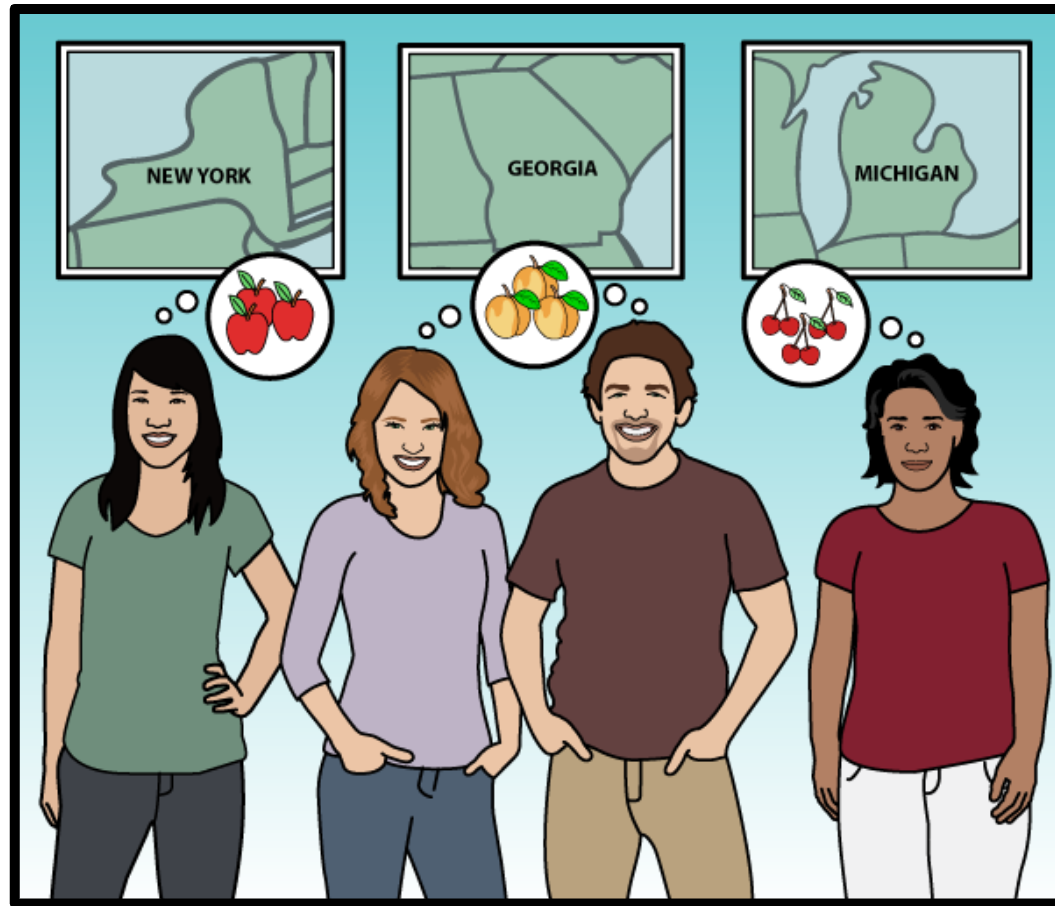




**Text.**



**Car.**



**Goods.**



**Friends ?**



**Everyone !**



# The End

yes



# Heidi's Party






no



want 	sit 	far away 	Heidi 	party 	computer 
send 	live 	excited 	email 	goods 	New York 
travel 	see 		cell phone 	plane 	Georgia 
bring 	read 		train 	Michigan 	text 
call 	say 		car 	internet 	video call 

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

## Literary Texts

Text Features	Text 1	Text 2
<p><b>Media</b> (book, movie, poem, song, play, website, article, etc.)</p> 		
<p><b>Title</b></p> 		
<p><b>Author</b></p> 		
<p><b>Character</b></p> 		
<p><b>Setting</b></p> 		
<p><b>Event</b></p> 