

READING – Extended Grade Band Instructional Examples: 3-4

Model Academic Standard A: Reading

Objective 1: Determine the Meaning of Words and Phrases in Context <i>EXTENDED GRADE BAND OBJECTIVE 1A:</i> Match Words to Pictures			
<i>Instructional Achievement Descriptors</i>			
Advanced	Proficient	Basic	Minimal
<i>Use words or pictures to determine meaning</i>	<i>Match words to pictures</i>	<i>Identify correct object when given two word choices</i>	<i>Identify one picture or object from a set of two</i>
<p>Take pictures of various places in the school (office, gym, music room, restrooms, etc.). Introduce pictures and words to student. Describe an activity that takes place in a specific place. Have student identify the correct picture and corresponding word card.</p>	<p>Take pictures of various places in the school (office, gym, music room, restrooms, etc.) Prepare word cards for each room. Introduce pictures and words to student. Have student match the name of the place to the picture of the place. Repeat activity with community locations and rooms in the home.</p>	<p>Take pictures of various places in the school (office, gym, music room, restrooms, etc.) Prepare word cards for each room. Introduce pictures and words to students. Hold up one picture and have the student identify the correct name of the place from a choice of two word choices.</p>	<p>Take pictures of various places in the school (office, gym, music room, restrooms, etc.) Introduce pictures to student. Have student identify picture of the requested place from a choice of two.</p>
<p>Introduce weather conditions (snow, rain, sun, etc.) by reading a picture book on weather. Have student match weather pictures to written words and describe current weather conditions.</p>	<p>Introduce weather conditions (snow, rain, sun, etc.) by reading a picture book on weather. Have student match weather pictures to written words.</p>	<p>Introduce weather conditions (snow, rain, sun, etc.) by reading a picture book on weather. Given a picture and two word choices student will identify corresponding word.</p>	<p>Introduce weather conditions (snow, rain, sun, etc.) by reading a picture book on weather. Have student identify the picture of the requested weather condition out of a choice of two.</p>
<p>Give a tour of the school to meet selected teachers (music, art, physical ed., library, etc.) that student interacts with. Have the student match the picture of the teacher to their printed name and describe what they teach.</p>	<p>Give a tour of the school to meet selected teachers (music, art, physical ed., library, etc.) that student interacts with. Have the student match pictures of the teacher to their printed name.</p>	<p>Give a tour of the school to meet selected teachers (music, art, physical ed., library, etc.) that student interacts with. Have the student match the correct name from a choice of two to the correct picture of the teacher.</p>	<p>Give a tour of the school to meet selected teachers (music, art, physical ed., library, etc.) that student interacts with. When shown two pictures, the student will identify requested picture of the teacher.</p>

<p>Introduce geographical landforms (mountains, rivers, lakes, etc.). Have the student match the printed word to the corresponding picture and its definition.</p>	<p>Introduce geographical landforms (mountains, rivers, lakes, etc.). Have the student match the printed word to the corresponding picture.</p>	<p>Introduce geographical landforms (mountains, rivers, lakes, etc.). When shown a picture of a landform, have student identify the corresponding word from a choice of two.</p>	<p>Introduce geographical landforms (mountains, rivers, lakes, etc.). Have student identify a requested picture of a landform from a choice of two.</p>
<p>Create a school store. Introduce a vocabulary list of basic school supplies paired with their pictures. Have student match the printed word to the corresponding picture and describe its function.</p>	<p>Create a school store. Introduce a vocabulary list of basic school supplies paired with their pictures. Have student match the printed word to the corresponding picture.</p>	<p>Create a school store. Introduce a vocabulary list of basic school supplies paired with their pictures. When shown an object, have student identify the corresponding word (written name of object) from a choice of two.</p>	<p>Create a school store. Introduce a vocabulary list of basic school supplies paired with their pictures. When shown two pictures, have student choose requested object/picture.</p>
<p>After completing proficient level activity so objects/pictures are correctly labeled give the function of the object (ruler/measuring, pencil/writing, calculator/math problems, scissors/cutting, crayons/coloring, etc.). Have student identify correlating picture, object or word.</p>	<p>Place three - five common classroom objects (ruler, pencil, calculator, scissors, crayons, etc.) on table in front of student. Give student three - five corresponding word cards. Have student place correct word under each corresponding object. Gradually replace objects with pictures, increase number of pictures/words and decrease time allowed to complete the task.</p>	<p>Place one - three common classroom objects (pencil, ruler, calculator, scissors, crayons, etc.) and the corresponding word cards on table in front of student. Select one object from the group. Have student indicate correct word card when given two verbal or visual word choices. Increase number of objects or move to pictures as student becomes proficient.</p>	<p>Place two common classroom objects (pencil, ruler, calculator, scissors, crayons, etc.) on table in front of student. Have student identify the requested object/picture between two choices. Increase objects in the set or move to pictures as student completes the tasks correctly.</p>
<p>Create picture/word Bingo game consisting of four or more squares depending on individual needs. Define a word or object and have student place a marker on correct square or identify corresponding picture or word.</p>	<p>Create picture Bingo game consisting of four to eight squares depending on individual needs. Say the word and have students place a marker on the correct square or identify the corresponding picture.</p>	<p>Create Picture Bingo game consisting of two columns and six rows. Expose one row at a time. Say the word that corresponds to one of the pictures in the row. Have students identify the corresponding picture.</p>	<p>Create a series of cards with two different pictures on each card. Give the student the tactile object that matches one of the pictures. Have student place it on the square of corresponding picture</p>
<p>Read a short text with new vocabulary words. Have student infer the meanings from the context. Using a dictionary paraphrase the meaning to the student. Have student locate pictures, in a magazine, on the internet, etc., that illustrate the meaning of the words to add to their personal picture dictionary.</p>	<p>Read a short text with new vocabulary words. Then describe and define the new words. Have student add the words into predetermined categories in a personal picture dictionary. For instance if the word is poodle, the student will place the word poodle or picture of a poodle into the animal category.</p>	<p>Read a short text with a new vocabulary word that is frequently repeated in the text. Then describe and define the new word. Have student identify the meaning of the word by selecting a visual/tactile representation from two choices. Student will identify the visual representation each time the new word is heard.</p>	<p>Introduce a new word to the student along with a visual/tactile representation of the word. Have student then identify the correct representation from a set of two, (one correct - one incorrect), when the word is given.</p>

Objective 2: Understand Text
EXTENDED GRADE BAND OBJECTIVE 2A:
Recall Basic Facts and/or Main Ideas from a Short Paragraph of Three Simple Sentences in Length

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Recall basic facts and/or main ideas from short paragraph of 5 sentences</i>	<i>Recall basic facts and/or main ideas from short paragraph of 3 sentences</i>	<i>Recall basic facts and/or main ideas from short paragraph of 2 sentences</i>	<i>Recall basic fact and/or main idea from a simple sentence</i>
Provide a chart with specific categories (eat, live, habits, etc.) to display information about an animal chosen by the class. Fill in the chart with information students already know about the animal. Read aloud five-sentence text about that animal. Have student identify new information they learned from the text and which category the information goes under on the chart.	Provide a chart with specific categories (eat, live, habits, etc.) to display information about an animal chosen by the class. Fill in the chart with information students already know about the animal. Read aloud a three-sentence text about that animal. Have student identify new information they learned from the text. Put information under appropriate heading as the student gives it.	Provide a chart to display information about an animal chosen by the class. Fill in the chart with information students already know about the animal. Read aloud a two-sentence text about that animal. Provide student with three pictures (some from the text, some not from the text). Have student place two pictures on the chart to indicate what was learned about the animal from the text.	Provide a chart to display information about an animal chosen by the class. Fill in the chart with information students already know about the animal. Read aloud a sentence about that animal. Provide student with two pictures (one that depicts the sentence and one that does not) Have student place picture on the chart to indicate what was learned about the animal from the text.
Read: "Wisconsin was the 38 th state. It became a state in 1848. Its nickname is the Badger State. It is also called the Dairy State. Wisconsin's state bird is the robin." Have student answer "wh" questions about the text (e.g. What is Wisconsin's nickname? What is the state bird? When did Wisconsin become a state?).	Read: "Wisconsin was the 38 th state. Its nickname is the Badger State. Wisconsin's state bird is the robin." Have the student answer "wh" questions about the text (e.g. What is Wisconsin's nickname? What is the state bird?).	Read: "Wisconsin was the 38 th state. Its nickname is the Badger state." Have student identify basic facts from the text (e.g. What is Wisconsin's nickname, What is the 38 th state?).	Read: "Wisconsin's state bird is the robin." Have students identify the basic facts from the text (e.g. What is Wisconsin's state bird?). Show the student a picture of a robin and a house and have student choose picture of the state bird.

<p>Read a paragraph consisting of five sentences about the student of the week. Have student answer “wh” questions (Who is the student of the week? What is Mai Ling’s favorite color? Where did Mai Ling go on vacation? When is Mai Ling’s birthday? How does Mai Ling get to school?)</p>	<p>Read a three-sentence paragraph about the student of the week. Have student answer “wh” questions about what they heard (Who is the student of the week? What is Mai Ling’s favorite color? Where did Mai Ling go on vacation?)</p>	<p>Read a two-sentence paragraph about the student of the week. “Mai Ling’s favorite color is red. She went to Florida for vacation. Have student recall one fact about Mai Ling from the text. (Her favorite color is red. She went to Florida for vacation.)</p>	<p>Read a sentence that states, “Mai Ling is the student of the week.” Have the student identify the student of the week from two pictures (Jose and Mai Ling).</p>
<p>Read a five-sentence text naming six items on the lunch menu. After reading, display five pictures or objects; four that were named, and one not named. Have student identify the items mentioned in the text.</p>	<p>Read a three-sentence text naming 4 items on the lunch menu. Present pictures of food items as the text is read. After reading display pictures or objects; three that were named, and one not named. Have student identify the items that are on the menu.</p>	<p>Read a two-sentence text naming two items on the lunch menu. Present picture (or objects) of food items as the text is read. After reading, display pictures or objects; two that were named, and one not named. Have student identify the items that are on the menu.</p>	<p>Read one sentence naming an item on the lunch menu. Present picture (or object) of food items as the text is read. After reading, display pictures or objects; one that was named, and one not named. Have student identify the item that is on the menu.</p>
<p>Read a short five-sentence poem displaying picture cards depicting the text as it is read. Put the cards away. Then display four cards, three that depict the text and one that does not. Have the student pick the cards that depict the text.</p>	<p>Read a short three-sentence poem displaying picture cards depicting the text as it is read. Put the cards away. Then display three cards, two that depict the text and one that does not. Have the student pick the cards that depicts the text.</p>	<p>Read two sentences of a short poem displaying picture cards depicting the text as it is read. Put the cards away. Then display two cards, one that depicts the text and one that does not. Have the student pick the card that depicts the text.</p>	<p>Read one sentence of a short poem displaying a picture card depicting the text. Put the card away. Then display two cards, one that depicts the text and one that does not. Have the student pick the card that depicts the text.</p>
<p>Read a short newspaper article. After reading the article, show a picture that represents the main idea of the article. Have student identify the subject of the picture and the action that is shown. Using the subject and action, have the student generate simple sentences that provide a caption for the picture.</p>	<p>Read a short newspaper article. After reading the article, show a picture that represents the main idea of the article. Have student identify the subject of the picture and the action that is shown.</p>	<p>Read a short newspaper article. After reading the article, present the newspaper headline to the student. Provide the student with two pictures, one that matches the headline and one that does not. Have the student identify the picture that corresponds to the headline.</p>	<p>Read a sentence from a short newspaper article. After reading the sentence, provide the student with two pictures, one that matches the sentence and one that does not. Have the student identify the picture that corresponds to the sentence.</p>

<p>Read a five-sentence expository text naming three - five items a boy put in his backpack before going to school (books, lunch, paper, coat, etc.). Display pictures of the objects as the text is being read. After reading the text, put the pictures away. Have the student identify the items that were named in the text and put into the backpack.</p>	<p>Read a three-sentence text naming three-five items a boy put in his backpack before going to school (books, lunch, paper, coat, etc.). Display pictures or objects of the items as the text is being read. After reading the text display three or four pictures or objects, two or three that were named in the text and one that was not named. Have the student identify the items mentioned in the text.</p>	<p>Read a two-sentence expository text about two-three items a boy put in his backpack before going to school (books, lunch, paper, coat, etc.). Display pictures of the items as the text is being read. After reading the text, display three pictures or objects, two that were put in the backpack and one that was not. Have the student identify the items mentioned in the text.</p>	<p>Read a sentence naming two items a boy put in his backpack before going to school (books, lunch, paper, coat, etc.). Display the objects as the sentence is being read. After reading the text, display two objects, one that was put in the backpack and one that was not. Have the student identify the object that was put into the backpack.</p>
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Objective 2: Understand Text
EXTENDED GRADE BAND OBJECTIVE 2B:
Sequence Beginning and End from Text

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Sequence three events from text 5 sentences in length</i>	<i>Sequence beginning and end of text</i>	<i>Recall one event that occurred in a 3 sentence story</i>	<i>No Instructional Achievement Descriptor Identified</i>
<p>Introduce life cycle of a butterfly (egg, caterpillar, butterfly). Display corresponding picture cards. Read story (e.g. <i>The Very Hungry Caterpillar</i>) and have student sequence at least three sentences or pictures from the story.</p>	<p>Introduce life cycle of a butterfly (egg, caterpillar, butterfly). Display corresponding picture cards. Have student identify the first and last events in the cycle.</p>	<p>Introduce life cycle of a butterfly (egg, caterpillar, butterfly). Display corresponding picture cards. Have student identify the last picture in the cycle.</p>	<p>Have student identify a butterfly and a caterpillar</p>
<p>Have a person from the fire department do a presentation on basic fire safety procedures (get out, go to meeting place, and call 911). After the presentation, have student tell what to do first (get out) second (find a meeting place), and last (call 911).</p>	<p>Have a person from the fire department do a presentation on basic fire safety procedures (get out, go to meeting place, and call 911). After the presentation, have student tell what to do first (get out) and last (call 911) by sequencing pictures of the events.</p>	<p>After a presentation from the fire department regarding safety procedure (get out, call 911), the student will identify one requested event from two pictures (one from the presentation and one unrelated).</p>	<p>Have the student identify pictures of a fire when given choices.</p>
<p>After reading a short story accompanied by pictures (e.g. Carlos is going swimming. He puts his swimsuit on. Carlos gets in the pool. He gets out of the pool. Then Carlos uses his towel to dry off.). Have the student identify what happened first, one event from the middle, and what happened last.</p>	<p>After reading a short story accompanied by pictures (e.g. Carlos is going swimming. He puts his swimsuit on. He gets in the pool. Then Carlos gets out of the pool.) Have the student identify what happened first and last.</p>	<p>After reading a short story accompanied by pictures (e.g. Carlos is going swimming. He puts his swimsuit on. He gets in the pool. Then Carlos gets out of the pool.) Have student identify one event from the story.</p>	<p>Have the student identify one element from the story (Carlos, pool, towel, etc.).</p>
<p>Read a short story to the class. Provide each student with three cards reflecting events that happened at the beginning, middle and end of the story. Have student sequence the cards.</p>	<p>Read a short story to the class. Have the student identify what happened at the beginning and end of the story using a storyboard or objects of events related to the story.</p>	<p>Read a three-sentence story to the class. Provide one object from the beginning of the story and one unrelated object. Have the student identify the item from the beginning of the story.</p>	<p>Read a short story to the class. Provide an object from the story and one unrelated object. Have the student identify the item from the story.</p>

<p>Create a Go Fish game focused on sequencing steps with pictures. The students will be dealt three - five cards. For this portion, the teacher will add a third step in the sequences (e.g. “put socks on”, “put shoes on”, “tie shoe laces” OR “open milk container”, “put straw in”, “drink”). The student will sequence the three events.</p>	<p>Create a Go Fish game focused on sequencing steps with pictures. The students will be dealt three - five cards. Student will ask another player for the needed step to their sequence (e.g. student has “put socks on” they will ask for “put shoes on” OR “open milk container” “drink milk”). If they receive the needed step, they have a match.</p>	<p>Create a Go Fish game focused on sequencing steps with pictures. The students will be dealt three cards. The student will identify one step in the three-step process by picking the requested step (e.g. “Where is the boy drinking the milk?”).</p>	<p>Have the student match up the related pictures.</p>
<p>Read the following text using sentence strips with pictures: “The class got out the ingredients to bake a cake. The class mixed the ingredients for the cake. Next the students baked the cake. Then they ate the cake. It was good!” Have student sequence the sentence strips according to beginning, middle and end.</p>	<p>Read the following text using sentence strips with pictures: “The class mixed the ingredients for the cake. Next the students baked the cake. Last they ate the cake.” Have the student identify the sentence strip with pictures that depict what happened first and last in the story.</p>	<p>Read the following text using sentence strips with pictures: “The class mixed the ingredients for the cake. Next the students baked the cake. Last they ate the cake.” Have student identify the sentence strip with pictures that depicts what happened last from a choice of two.</p>	<p>Have the student identify picture of students eating, or baking a cake.</p>
<p>Read directions to a three-step art project. Using pictures, identify the first, second, and third step to complete the project. Have student identify what they will do first, what they will do next, and how the art project will look when finished.</p>	<p>Read directions to a three-step art project. Using pictures, identify the first, second, and third step to complete the project. Have student identify what they will do first, and how the art project will look when finished.</p>	<p>Read directions to a three-step art project. Using pictures, identify the first, second, and third step to complete the project. Have student identify what they will do first to start the art project.</p>	<p>Have student identify completed art project.</p>

Objective 3: Analyze Text
EXTENDED GRADE BAND OBJECTIVE: 3A
Given a Series of Events, Predict What Will Happen Next

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Make prediction before, during or after reading a text</i>	<i>Given a series of events, predict what will happen next</i>	<i>Predict what activity comes next in a known routine</i>	<i>Demonstrate understanding of cause/effect in a routine action</i>
Read a text aloud to student. After reading, give student three causes and three effects from the story. Have student match each cause with the appropriate effect. Have student identify an alternate cause or effect for each event.	Read a text aloud to student. After reading, present student with a visual or tactile representation of a cause (or an effect). Have student select the correct effect (or cause) from two choices.	Read a student-selected text aloud to the student. After reading, present student with two or more visual or tactile representation. Have the student identify the one that represents a favorite event from the story and identify what comes next.	Read a student-selected text aloud to the student. After reading, present student with one visual or tactile representation of an event from the story and one that does not represent an event. Have the student identify the one that represents an event from the story.
Read text aloud to the student. After reading the text, provide a conclusion and three sentences from the text, only one of which supports the conclusion. Have the student identify the sentence that supports the conclusion. Read the text to the student to confirm the conclusion.	Read text aloud to the student. After reading the text provide a visual or tactile representation illustrating a conclusion from the story. Then present the student with two more visual or tactile representation illustrating events from the story. Have the student select the representation that best supports the conclusion.	Read text aloud to the student. After reading the text, provide two visual or tactile representations one that illustrates a conclusion from the story and one that does not. Have the student select the representation that represents the conclusion.	Read a book with repetitive text. Have the student respond when the repetitive text is heard or anticipated.
Read a chapter from a chapter book (e.g. <i>Goosebumps</i> , <i>Tales of a 4th Grade Nothing</i> , etc.). Before reading have the student make predictions about what the book will be about using book cover, title, picture clues, and chapter titles. At the end of the chapter give students various options for what might happen next. Have the student predict what they think will happen in the next chapter. After finishing the book, have the student brainstorm a title for a next book.	Read a chapter from a chapter book (e.g. <i>Goosebumps</i> , <i>Tales of a 4th Grade Nothing</i> or other age-appropriate story). At the end of the chapter give the student various options for what might happen next. Have the student predict what they think will happen in the next chapter.	Read a chapter from a chapter book (e.g. <i>Goosebumps</i> , <i>Tales of a 4th Grade Nothing</i> or other age-appropriate story). Just before the end of the chapter, have the student predict what will happen by giving a choice of two scenarios; one that correlates to the story, and one that does not.	Read a chapter from a chapter book (e.g. <i>Goosebumps</i> , <i>Tales of a 4th Grade Nothing</i> or other age-appropriate story). At the end of the chapter provide the student with pictures of two events from the chapter. Have the student identify their favorite event.

<p>Show a picture of a dog standing next to a mud puddle. Predict what will happen (the dog will get dirty). Next show a picture of the dirty dog. Predict what will happen next (he will get a bath). Show a picture of a clean dog. What will the dog do now (play, get dirty again, sleep, etc.)?</p>	<p>Provide the student a partial sequence of events (with the missing event at the end). Have the student fill in the missing blank by predicting what will happen next. (e.g. Picture 1. Dog, Picture 2. Dog playing in the mud, 3. Dog taking a bath). Have student identify the missing event.</p>	<p>Show a student a picture of a dirty dog. Say: "What does this dog need?" Show two pictures; one of a dog getting a bath, one of a dog eating. Have the student identify which picture is appropriate for the scenario.</p>	<p>Show a student a picture of a dog playing in the dirt. Have the student identify if the dog is dirty or clean.</p>
<p>Provide student with words/pictures to form a three-word sentence (NOT in a puzzle format). Give the student a set of three cards, have the student put the cards in order to form a sentence "The Dog Barks".</p>	<p>Develop a three-word sentence in the form of a puzzle (sentence strips cut into puzzle shapes). The student will determine which word is appropriate from a choice of three words for the end of the sentence (e.g. The dog ____ (barks, meows, or chirps) and fits the puzzle.</p>	<p>Say, "If a dog sees a cat, he will _____?" Give the student a choice of two pictures; one of a dog barking, one of a dog taking a bath. Have the student identify the appropriate response for the scenario.</p>	<p>Say, "A dog barks when it is happy. What does a dog do?" Give the student a choice of two pictures. One of a dog barking, one of a cat meowing. Have the student choose the correct answer.</p>
<p>Tell the student a consequence of an unsafe behavior paired with pictures (e.g. starting a fire, falling down, etc.). Have student predict what happened before and after the event. (Tre'von left the oven on. He will call 911, or Maria was running in the hall. She broke her arm.)</p>	<p>Read short story on safety. Provide the student with two causes and three effects from the story. (Tre'von made cookies. He left the oven on, or Maria was running in the hall. There was a puddle of water on the floor etc.) Have the student match the cause with the appropriate effect.</p>	<p>Show student a picture of Tre'von standing by the oven that is on fire. Ask the student what Tre'von should do next. Show a picture of Tre'von calling 911 and a picture of Tre'von watching television. Have the student identify the appropriate response for the scenario.</p>	<p>Ask the student when you should call 911. Show the student two pictures; one of a fire, one of flower. Have the student choose the correct answer (use a switch with pictures, eye gaze, pointing, etc.).</p>
<p>Introduce a new book to student. Have student predict what the book will be about from the pictures on the book cover or jacket. After book is finished determine if prediction was correct.</p>	<p>Introduce a new book to student. Have student predict what the book will be about from the pictures on the book cover or jacket.</p>	<p>Read a familiar book to student. Pause several times while reading. Ask the student to identify what happens next.</p>	<p>Read a familiar book to student. Have student identify who the book is about.</p>

Objective 4: Evaluate and Extend Text
EXTENDED GRADE BAND OBJECTIVE 4A:
Connect Text to Self

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Connect text to self and text to text</i>	<i>Connect text to self</i>	<i>Connect text to pictures</i>	<i>Make connections between related pictures</i>
<p>Ask students how many have a pet or would like to have a pet. Discuss responsibilities of having a pet. Have students identify what they do or would need to do to take care of a pet. Create a three column chart. Read text on pet care. Have student identify things mentioned in the text on pet care. Find a website on pet care. List items on pet care mentioned on the site. Compare the three lists.</p>	<p>Ask students how many have a pet or would like to have a pet. Discuss responsibilities of having a pet. Have students identify what they do or would need to do to take care of a pet. Create a T-chart. Read text on pet care. Have student identify things mentioned in the text on pet care. Compare the two lists.</p>	<p>Ask students how many have a pet or would like to have a pet. Discuss responsibilities of having a pet. Have students identify what they do or would need to do to take care of a pet. Read text on pet care. Show the student two pictures; representing proper pet care and improper care (e.g. washing a dog/dirty dog, petting a dog/hitting a dog). Have student identify what they should do to take proper care of a pet.</p>	<p>Ask students how many have a pet or would like to have a pet. Discuss responsibilities of having a pet. Have students identify what they do or would need to do to take care of a pet. Read text on pet care. Provide pictures of various animals that make good pets. Have student choose the one that is most like a pet they have or would like to have.</p>
<p>Read or listen to a biography about a person (famous, different time period, etc.). Have student identify characteristics and traits of the character. Distribute a Venn diagram to student and have student determine similarities and differences between themselves and character in the biography (use words, pictures, phrases, etc.). Have student read or listen to another book/article about the same person. Have the student determine differences and similarities between the two sources.</p>	<p>Read or listen to a biography about a person (famous, different time period, etc.). Have student identify characteristics and traits of the character. Distribute a Venn diagram to student and demonstrate how to use a Venn diagram to compare. Have student determine similarities and differences between themselves and character in the biography using the Venn diagram as a tool. (Student can use words, pictures, or phrases).</p>	<p>Read or listen to a biography about a person (famous, different time period, etc.). Provide pictures of specific traits or characteristics. Some of which were mentioned in the book and some that were not. Have the student identify traits from the book. Repeat activity for students' personal characteristics or traits. Distribute a Venn diagram to student and have the student determine similarities and differences between themselves and character in the biography using the identified pictures.</p>	<p>Read or listen to a biography about a person (famous, different time period, etc.). Provide pictures of specific traits or characteristics. Some of which were mentioned in the book, some that were not. Have the student identify pictures that represent traits of the character in the book.</p>

<p>Read a story about going to a grocery store. Have the student share where their family buys their groceries, who does the grocery shopping, do they go shopping, and what is their favorite thing to buy at the grocery store. Look at an ad from a local grocery store. See if their favorite foods are on sale.</p>	<p>Read a story about going to a grocery store. Have the student share where their family buys their groceries, who does the grocery shopping, do they go shopping, and what is their favorite thing to buy at the grocery store.</p>	<p>Read a story about going to a grocery store. Provide pictures of various foods that are purchased at a grocery store. Have the student identify foods their family buys at the grocery store.</p>	<p>Read a story about going to a grocery store. Provide pictures of various foods that are purchased at a grocery store. Have the student identify the foods from the text.</p>
<p>Set up a pen pal system between students and senior center. Have the adults write a letter to the students describing their childhood. Arrange for students to visit pen pals and discuss the how their childhoods are alike and different (use print, pictures technology, etc.). Have the student read or watch a movie about their pen pals era and compare to what was said in the letter from their pen pal.</p>	<p>Set up a pen pal system between students and senior center. Have the adults write a letter to the students describing their childhood. Arrange for students to visit pen pals and discuss how their childhoods are alike and different (use print, pictures technology, etc.).</p>	<p>Set up a pen pal system between students and senior center. Have the adults write a letter to the students describing their childhood. Provide pictures of items or events mentioned in the letter. Have the student identify the pictures as the letter is read.</p>	<p>Set up a pen pal system between students and senior center. Have the adults write a letter to the students describing their childhood. Show the students two pictures; one related to the past time period and one related to current technology (e.g. video games - board games, telephone – cell phone, computer – typewriter). Have the student match items that correspond.</p>
<p>Read “The Berenstain Bears Get in a Fight” or similar video with an emotion-based core value (anger, sharing, friendship, etc.). Have students discuss similar events in their lives and discuss what they did in the situation. Have the student read a current news article related to the subject and discuss similarities in the two stories.</p>	<p>Read or watch “The Berenstain Bears Get in a Fight” (or similar video/book with an emotion-based core value - anger, sharing, friendship, etc.). Have students discuss similar events in their lives (students may use technology, pictures, etc.).</p>	<p>Read or watch “The Berenstain Bears Get in a Fight” (or similar video/book with an emotion-based core value - anger, sharing, friendship, etc.). Show the student a picture from the book. Read two sentences from the book, one that correlates to the picture and one that does not. Have the student identify the correlating text.</p>	<p>Read or watch “The Berenstain Bears Get in a Fight” (or similar video/book with an emotion-based core value - anger, sharing, friendship, etc.). Present the student with two pictures, one a “happy” and one a “sad” face. Give the student scenarios, pointing out faces of the characters from the book, and have them identify the characters as happy or sad by matching the pictures to their faces.</p>
<p>Read a book about the four seasons. Discuss the characteristics of the four seasons using a visual flow chart. Name a season. Have the student describe what occurs during that season and what their favorite thing is about the season (clothes, activities, special events, etc.). Read a weather forecast and identify the season from the weather words used in the forecast.</p>	<p>Read a book about the four seasons. Discuss the characteristics of the four seasons using a visual flow chart. Name a season. Have the student describe what occurs during that season and what their favorite thing is about the season (clothes, activities, special events, etc.).</p>	<p>Read a book about the four seasons. Discuss the characteristics of the four seasons using a visual flow chart. Provide picture cards that represent characteristics of each season. Name a season. Have the student select two pictures that go with the season.</p>	<p>Read a book about the four seasons. Discuss the characteristics of the four seasons using a visual flow chart. Provide picture cards that represent characteristics of each season. Name an activity and have the student identify the picture that shows the activity.</p>