



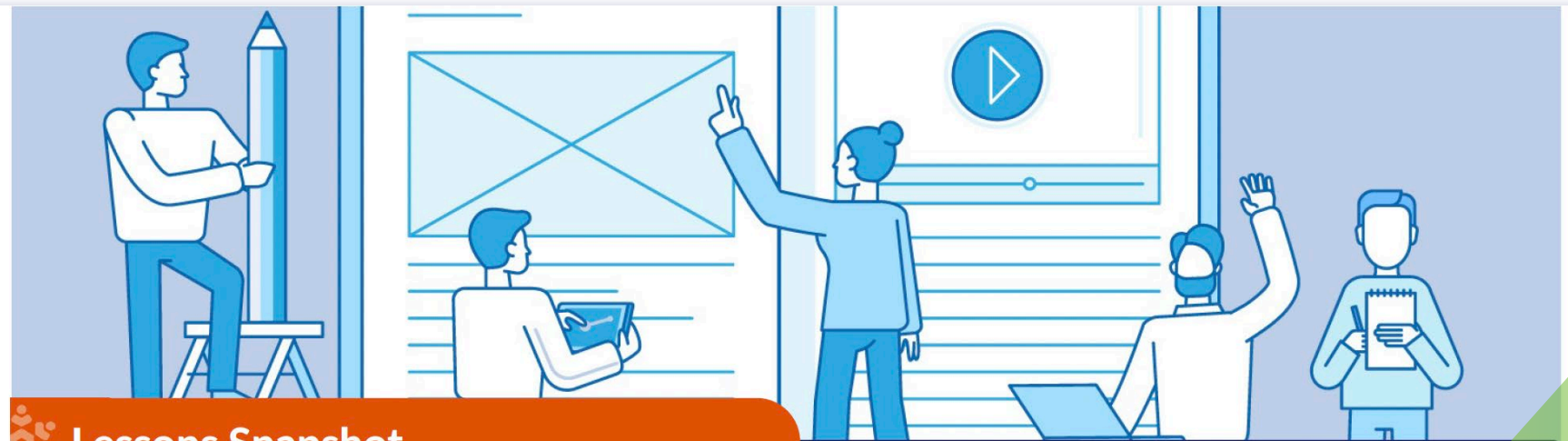
## Leveled Book Lessons 1.1-1.5 Literature and Informational Text

**Summary:** The purpose of the Leveled Book is to introduce the unit topic, activate or build background knowledge on the unit topic and provide a multisensory reading experience. The Leveled Book is available in three differentiated levels, and an Adapted Book is included to aid in student comprehension. The highest level of the Leveled Book presents the most content. In this unit's Leveled Book, *Schools Have Rules!*, students learn about how Jacob can follow rules at school.

**Content-Related Words:** author, book, cover, illustration, illustrator, picture\*, read\*, story\*, title

*\*Power Words are words that are highly useful for communicating in social and academic settings. These words are sometimes considered "core" or "essential" words.*

Every lesson plan includes clear guidance for both seasoned and new teachers to **implement instruction with confidence.**

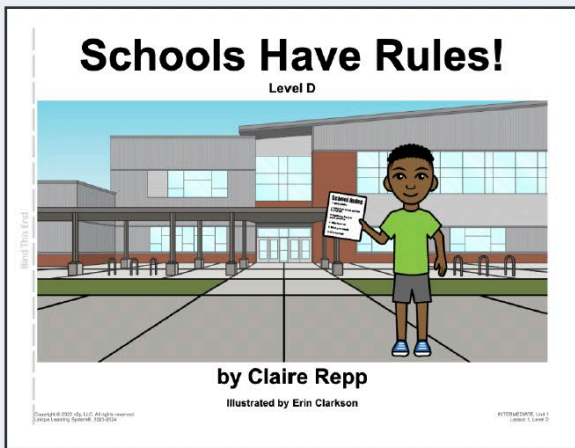


Each lesson plan shows how content and materials are **organized** and provides evidence- and research-based strategies so teachers can give students the support they need to access the lesson objectives.

## Lessons Snapshot

Leveled Book Lessons		Objective(s)
1.1	Read Aloud 1	Read a variety of texts to gain information.
1.2	Read Aloud 2	
1.3	Continued Read Alouds	
1.4	Structured/ Foundational Reading	Read a variety of texts to gain information for a purpose.
1.5	Self-Selected Reading	Choose a text to read for a purpose.

**Related resources and materials** are linked directly in lesson plans to save teachers time and help them focus on their students and instruction.



### Related n2y Resources

- ULS:
  - [Instructional Guide: Active Participation Scripts](#)
  - [Supplemental Reading List](#)
  - [SymbolStix PRIME](#)
  - [L3 Skills: Language Arts Skills](#)
  - [n2y Library Books](#)

### Related Materials

- Books from the school or classroom library to use for self-selected reading.
- Classroom or School Rules poster (optional)
- [A Story About a Day With No Rules](#)
- [Rules of the Classroom: Classroom Songs](#)

## Leveled Book Lesson 1.1

### Read Aloud 1

#### Materials

**Schools Have Rules!** (Level D)  
Communication Board  
Adapted Book: **Schools Have Rules!**  
Adapted Book Instructional Page



#### Learning Objective(s)

Read a variety of texts to gain information.

#### Learning Goal

I can identify where the story takes place.



#### Activate Background Knowledge

“ Say: **What is a rule? Where are some places that have rules?**

Show students their classroom or school rules poster, if applicable. Discuss some of the rules they have at school.

## Instructional Routine

### BEFORE READING

1. **Introduce the Topic Words:** clean, follow, rule, school.
2. Display **Schools Have Rules!** (Level D). Read the title and names of the author(s) and illustrator(s).
3. Do a picture walk (preview the cover and the illustrations). Have students predict what they think the story may be about. Point to the picture of Jacob and his list of rules.  
“ Say: **I see Jacob and a list of rules. I think this story is about how Jacob follows rules.**
4. **Introduce the Learning Goal:**  
“ Say: **Today, your goal is to identify where the story takes place.**

CONTINUED →



Every lesson plan states the **learning objective(s) and goal** to ensure lessons are clear and effective.

A scripted **instructional routine** provides evidence- and research-based practices to ensure teachers meet the needs of all their students in varying-ability classrooms.

## DURING READING

Think aloud as you model.

### Model Fluent Reading

1. Read the story aloud with fluency and expression.
2. Emphasize where Jacob is by changing the tone of your voice and slowing down your reading rate when you read the repetitive phrase, "at school."

### Model Using Text to Comprehend

1. As you read, think aloud about how the pictures help you identify where the story takes place.

#### Page 1

“Say: The book says that this is Jacob's school. The picture supports this idea. I see a building that looks like a school in the picture.”

#### Page 3

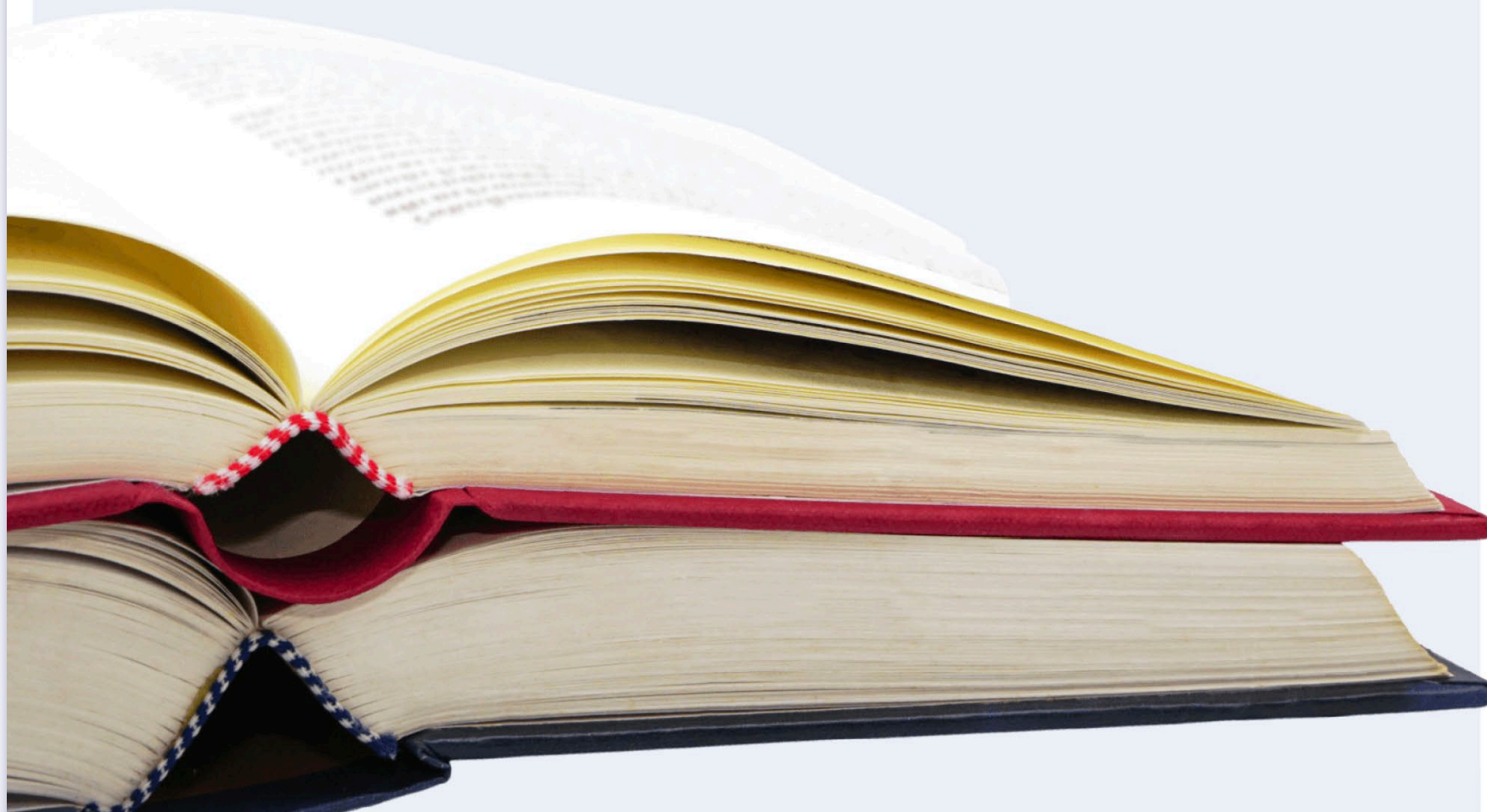
“Say: I see Jacob walking in a hall with many lockers. There are many lockers in our hall here at school. School is where the story takes place.”

2. Model using the text and illustrations to comprehend by thinking aloud about examples on other pages.

Note: You may use the **Adapted Book** to help provide students with a multisensory experience if needed. See the Adapted Book Instructional Page for more information and strategies on how to use the Adapted Book.

CONTINUED →

**Additional notes** throughout the lesson plan suggest more ways to meet students' accommodations and academic needs.



## AFTER READING

1. Revisit the learning goal with students.  
**Say: Where does the story take place?**

LEVEL 3	LEVEL 2	LEVEL 1
<p>Have the student independently identify and describe where the story takes place. Provide prompts as needed, such as, "Where is Jacob on this page? Where does Jacob follow the rules?"</p> <p>✓ <b>Can the student identify and describe where the story takes place?</b></p>	<p>Have the student identify where the story takes place by completing the oral sentence frame: The story takes place at _____. Picture supports such as the Communication Board may be used as needed.</p> <p>✓ <b>Can the student identify where the story takes place? How? What support was needed?</b></p>	<p>Have the student complete the oral sentence frame from Level 2 by making a selection from a narrowed field or errorless choice(s).</p> <p>✓ <b>Can the student identify where the story takes place? How? What support was needed?</b></p>

For more ideas on differentiating instruction for your students' needs: [Differentiation Guide for Reading Instruction](#).

2. Continue the discussion by talking with students about school rules using the rules poster or a similar poster. Discuss various rules in the students' classrooms and in other common areas, such as the cafeteria, auditorium and playground/outdoor area.

### Writing Follow-Up

Provide students an opportunity to write about what they read, using words from the story. Provide students with alternate pencils, sentence starters or sentence frames and other supports as needed.

**Say: Write about your school and things you can do there.**

### Extend

Use this video to help students think about ideas on what would happen if there were no rules:  
[A Story About a Day With No Rules](#).

Explicit and differentiated instruction ensures meaningful outcomes for all students.

Included follow-ups and extensions of lessons provide teachers with additional resources to help students make connections to real life and across other content areas.

