Lesson 3

Instructional Targets

Reading Standards for Informational Text

- **Range and Level of Text Complexity**: Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.
- **Key Ideas and Details**: Answer questions and locate information in text to support the main idea and key details.

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

Classroom Activities/Lesson Plan

Chapter 1: The Universe

The title of the Chapter Book is *This is Our Solar System*. In the first chapter, The Universe, students will learn about our solar system as part of the Universe. The chapter includes discussion of what makes up the Universe and the movement of the solar system around the Sun. The eight planets of our solar system are defined and described.

- Chapter books present a “reading to learn” experience. Therefore, students may read independently, in a shared reading experience or books may be read to them. Present students with one chapter at a time for reading and comprehension instruction.
- After each page is read, ask the discussion question that appears in italics at the bottom of the page. Focus on pictures to reinforce understanding. Repeated readings are encouraged.
- Suggested Reading Levels for this chapter include: Levels J/K, presented in a text format, and E, presented in both text and symbol-supported formats.

**Read and Answer**

Comprehension activities extend beyond “checking” what students remember from reading. During instruction, students learn to refer to the book, using both illustrations and text to locate answers to questions. Students recognize types of responses appropriate to *who, what and where* formats. Question responses may also provide students with a foundation for story retell. Activities should be repeated throughout the unit to increase students’ skills in multiple areas of comprehension.

- Select the level of comprehension questions appropriate to each student. Comprehension questions are also in three formats. Level 3 is text only. Level 2 is symbol-supported. Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice.
- Build comprehension and vocabulary through discussions.

**Standards Connection**

- These standards connection lessons are designed to build summarizing skills and are applicable to all chapters. Using the first standards connection form, determine whether this book is a work of fiction or nonfiction. Select the additional standards connection lesson based on whether the chapter is a fictional format that has a story line or on informational text that includes facts and historical events.

The first two sets of comprehension questions are derived from the lower levels of text. An advanced level of mixed questions is provided in text-only format.

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

<table>
<thead>
<tr>
<th>Differentiated Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 3</strong></td>
</tr>
<tr>
<td>Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level. Students will independently read questions about a story and write, speak or select an answer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources and Materials</th>
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<tbody>
<tr>
<td>Chapter 1: The Universe Communication board Comprehension worksheets and sentence strips (multiple-choice and fill-in); Advanced questions Standards Connection Lessons 3, 5, 7, 9, 11, 13</td>
</tr>
</tbody>
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## Lesson 3, Chapter 1: Answer Key

<table>
<thead>
<tr>
<th>Fill-In</th>
<th>Multiple-Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>planets Sun Earth big Universe</td>
<td>1. What is this chapter about? (Universe, people, bugs)</td>
</tr>
<tr>
<td>1. Everything in space is part of the _____. (Universe)</td>
<td>2. What is in the middle of our solar system? (cloud, Sun, Earth)</td>
</tr>
<tr>
<td>2. The Universe is very _____. (big)</td>
<td>3. What is our planet called? (Mars, Sun, Earth)</td>
</tr>
<tr>
<td>3. The ____ is in the middle of our solar system. (Sun)</td>
<td>4. How many planets are in our solar system? (five, eight, ten)</td>
</tr>
<tr>
<td>4. Our planet, _____, is part of the solar system. (Earth)</td>
<td>5. What is important to know about this chapter?</td>
</tr>
<tr>
<td>5. There are eight _____ in our solar system. (planets)</td>
<td>• Earth has plants and animals.</td>
</tr>
<tr>
<td></td>
<td>• The Universe is very big.</td>
</tr>
<tr>
<td></td>
<td>• The clouds are in the sky.</td>
</tr>
</tbody>
</table>

## Fill-In Advanced

Use the Chapter Book to help you fill in the blank.

<table>
<thead>
<tr>
<th>Fill-In Advanced</th>
<th>Multiple-Choice Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>No one knows the _____ of the Universe. (size)</td>
<td>These questions may have more than one correct answer.</td>
</tr>
<tr>
<td>1. Everything in our solar system moves around the _____. (Sun)</td>
<td>6. What things are part of the Universe? (Sun, Earth, planets)</td>
</tr>
<tr>
<td>_____ is the only planet where people live. (Earth)</td>
<td>7. What word means solar? (hot, star, Sun)</td>
</tr>
<tr>
<td>4. The planet, _____, has gas rings around it. (Saturn)</td>
<td>8. What is the name of a planet, other than Earth? (Sun, Jupiter, Universe)</td>
</tr>
<tr>
<td>Some planets are _____ and some are cold. (hot)</td>
<td>9. Where are the eight planets?</td>
</tr>
<tr>
<td></td>
<td>• They are all around the Sun.</td>
</tr>
<tr>
<td></td>
<td>• No one knows.</td>
</tr>
<tr>
<td></td>
<td>• They are in our solar system.</td>
</tr>
<tr>
<td></td>
<td>10. How big is the Universe?</td>
</tr>
<tr>
<td></td>
<td>• No one really knows.</td>
</tr>
<tr>
<td></td>
<td>• It is as big as a box.</td>
</tr>
<tr>
<td></td>
<td>• We know it is very big.</td>
</tr>
</tbody>
</table>
Instructional Targets

Reading Standards for Literature and Informational Text
- **Craft and Structure:** Identify the structure of sentences, chapters or scenes that contribute to meaning of the text.
- **Integration of Knowledge and Ideas:** Compare different genres and identify personal preferences.

**Differentiated Tasks**

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
</table>
| • Students will describe a series of events as they develop through chapters of a book or scenes from a play.  
• Students will identify different genres and match books and stories that belong in each genre. | • Students will locate a chapter of a book or a scene from a play.  
• Students will identify two stories or books of the same genre. | • Students will identify a picture representing an event from a chapter or scene.  
• Students will select a book or story of personal preference. |

Tell students to use the book features and pictures to discuss, locate and answer these questions.

**What is the title of this chapter?**

Use the table of contents to find the first page of the chapter.

**What do you think this chapter will be about?**

This is a Chapter Book. What kind of Chapter Book is this?

- **Fiction**  
  - Fiction works tell a story that is made up in the writer’s imagination. Fiction stories are not true.
- **Nonfiction**  
  - Nonfiction works tell facts about a topic. Nonfiction stories are true.

**What is the chapter topic?**

- **Biography**  
- **History**  
- **Science**  
- **Health**

Compare this book to the Chapter Book from last month.
Grade Band: Middle School
Unit Target: Earth and Space Science
Unit Topic: This Is the Solar System

Standards Connection Lessons 3, 5, 7, 9, 11, 13

**Instructional Targets**

**Reading Standards for Literature**
- **Key Ideas and Details:** Summarize the main theme and events of a story.

**Standards for Speaking and Listening**
- **Comprehension and Collaboration:** Identify main ideas presented orally or from diverse media formats.
- **Presentation of Knowledge and Ideas:** Present information sequentially about a selected topic; use appropriate eye contact, volume and clear pronunciation.

**Standards for Language**
- **Knowledge of Language:** Use conventions of language to generate sentences when speaking or writing.

<table>
<thead>
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<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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</table>
| • Students will summarize a story, including the main idea, events and key details.  
• Students will summarize information from content-specific reading, topics and tasks.  
• Students will communicate on a topic, including facts and details to support the main idea.  
• Students will use conventions of language to generate sentences specific to the purpose when speaking or writing.  
• Students will use picture supports to retell key details and events from a story.  
• Students will describe information, using picture supports from content-specific reading, topics and tasks.  
• Students will use picture supports to communicate main ideas, including facts and details, on a given topic.  
• Students will use conventions of language to generate a simple sentence when speaking or writing.  
• Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board).  
• Using picture supports and communication technologies, students will respond to questions related to content topics and tasks. Students will communicate basic information on a topic or experience, using communication technology and picture supports.  
• Students will use language to share an idea with others.  
| • Students will summarize a story, including the main idea, events and key details.  
• Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board).  
| • Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board).  

**Story retell and summarization** are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and modeling language expansion.

**Main idea:** What is the message in this story?

**Key details:**

Arrange pictures or words to tell the story.

<table>
<thead>
<tr>
<th>In the beginning...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Then...</td>
</tr>
<tr>
<td>At the end...</td>
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</tbody>
</table>

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Informational text has a purpose. That purpose may be to learn facts, organize a schedule or follow a recipe. This activity will build skills for identifying key information from various sources.

**Main idea:** What is the message in this story?

**Key details:**

**What is important to know?**

**Highlight key words you learned.**

**Circle key pictures that will help you remember.**
Chapter 1:
The Universe
What do we know about space? We can look up in the sky. What is out there? Some things we can see. Many things in space we cannot see. Everything in space is part of the Universe.
How big is the Universe? No one really knows the size of the Universe. The Moon and stars are part of the Universe. Earth and other planets are part of the Universe. We know that the Universe is very big.
Our solar system is part of the Universe. The Sun is in the middle of our solar system. The word *solar* means *Sun*. The word *system* means a *group of things that go together*. Our solar system is a group of objects in space. The objects move together around the Sun.

*What is in the middle of our solar system?*
There are eight planets in our solar system. Earth is one of the planets closest to the Sun. Earth is where we live. Earth is the ocean planet. Earth has living plants and animals. Earth moves around the Sun in the solar system.

What planet do we live on?
There are three other planets close to the Sun. Mercury is hot in the day and cold at night. Venus is very, very hot. Mars is a cold, red planet. These planets are part of our solar system.

*Why are some planets hot?*
Four other planets are further away from the Sun. Jupiter is the largest planet. Saturn has gas rings around it. Uranus is the blue planet. Neptune is cold and windy. Altogether there are eight planets in our solar system.

*How many planets are moving together in our solar system?*
There are many things to learn about the Universe. In this book we will learn about the Sun, the Moon and Earth. We will learn about how scientists explore the Universe. We will learn about things we can and cannot see when we look into the sky.
Chapter 1: The Universe
What is up in the sky?
Everything is part of the Universe.
How big is the Universe? The Universe is very big.
Our solar system is part of the Universe. The Sun is in the middle of our solar system.
Our solar system has eight planets. Each planet is different. Our planet is Earth.
There are three other planets close to the Sun. The planets are Mercury, Venus and Mars.
Jupiter, Saturn, Uranus and Neptune are away from the Sun. There are eight planets in our solar system.
There are many things to learn about the Universe. We will learn about things we can and cannot see in the sky.
Chapter 1: The Universe
What is up in the sky?

Everything is part of the Universe.
The Universe is very big.

How big is the Universe?

The Universe is very big.
Our solar system is part of the Universe.

The Sun is in the middle of our solar system.
Our planet is Earth.

Each planet is different.

Our planet is Earth.
The planets are Mercury, Venus and Mars.

Three other planets are close to the Sun.
There are eight planets in our solar system. Jupiter, Saturn, Uranus and Neptune are away from the Sun.
We will learn about things we can and cannot see in the sky.

There are many things to learn about the Universe.
The Universe

- big
- up
- have
- see
- different
- close
- away
- many
- sky
- part
- Universe
- solar system
- Sun
- eight
- planet
- Earth
- Mercury
- Venus
- Mars
- Jupiter
- Saturn
- Uranus
- Neptune

Within each category, pictures are listed from left to right in the order in which they appear in the text.
1. Everything in space is part of the ____________.

2. The Universe is very ____________.

3. The ____________ is in the middle of our solar system.

4. Our planet, ____________, is part of the solar system.

5. There are eight ____________ in our solar system.
1. Everything in space is part of the _______.

2. The Universe is very _______.

3. The _______ is in the middle of our solar system.

4. Our planet, _______, is part of the solar system.

5. There are eight _______ in our solar system.
1. Everything in space is part of the **Universe**.
2. The Universe is very ___________.

3. The ___________ is in the middle of our solar system.
4. Our planet, [square], is part of the solar system.

5. There are eight [eight] in our solar system.
1. What is this chapter about?
   a. Universe  b. people  c. bugs

2. What is in the middle of our solar system?
   a. cloud  b. Sun  c. Earth

3. What is our planet called?
   a. Mars  b. Sun  c. Earth

4. How many planets are in our solar system?
   a. five  b. eight  c. ten

5. What is important to know about this chapter?
   ○ a. Earth has plants and animals.
   ○ b. The Universe is very big.
   ○ c. The clouds are in the sky.
1. What is this chapter about?
   a. Universe  b. people  c. bugs

2. What is in the middle of our solar system?
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   a. Earth has plants and animals.
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Earth has plants and animals.
The Universe is very big.
The clouds are in the sky.
1. What is this chapter about?

2. What is in the middle of our solar system?
3. What is our planet called?

4. How many planets are in our solar system?
5. What is important to know about this chapter?
1. No one knows the __________ of the Universe.

2. Everything in our solar system moves around the ___________.

3. ___________ is the only planet where people live.

4. The planet, ___________, has gas rings around it.

5. Some planets are ____________ and some are cold.
Chapter 1: The Universe

These questions may have more than one correct answer:

6. What things are part of the Universe?
   - a. Sun
   - b. Earth
   - c. planets

7. What word means solar?
   - a. hot
   - b. star
   - c. Sun

8. What is the name of a planet, other than Earth?
   - a. Sun
   - b. Jupiter
   - c. Universe

9. Where are the eight planets?
   - a. They are all around the Sun.
   - b. No one knows.
   - c. They are in our solar system.

10. How big is the Universe?
    - a. No one really knows.
    - b. It is as big as a box.
    - c. We know it is very big.