



National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 1 Middle School Vocabulary and Acquisition



National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.



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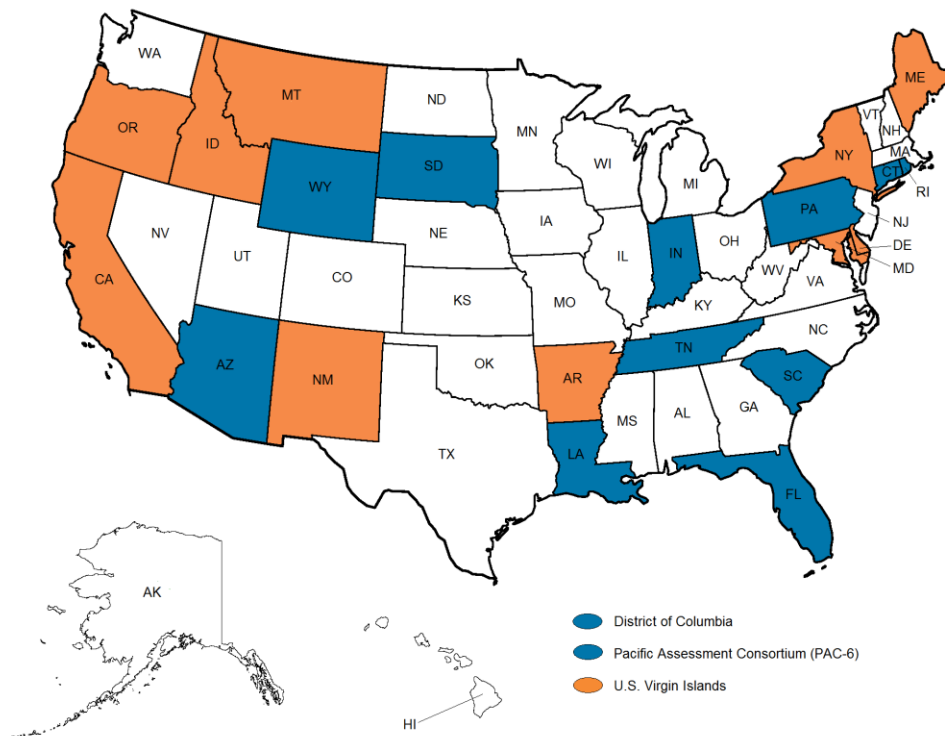


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NCSC is a collaborative of 13 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Indiana, Louisiana, Pacific Assessment Consortium (PAC-6)¹, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

¹ The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).



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The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.



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Language Arts Sample Systematic Instruction Script (LASSIS): Unit 1 Middle School Vocabulary and Acquisition

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LASSIS: Language Arts Sample Systematic Instruction Script

Key Text: Excerpt from *Cheaper by the Dozen* (Gilbreth, 1948)

Grade Band: Middle School (Grades 6-8)

Focus: Building Understanding of Words and Stories










Topic	Core Content Connectors	Common Core State Standard	Essential Understanding	LASSI Objectives
WORD STUDIES	<p>6.RWL.c1 Use general academic and domain specific words and phrases accurately.</p> <p>8.RWL.i1 Use general academic and domain specific words and phrases accurately.</p>	<p>6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Identify general academic words. THEN Identify domain specific words or phrases.</p> <p>Identify general academic words. THEN Identify domain specific words or phrases.</p>	<p>Identify and define key words related to the story.</p>


Topic	Core Content Connectors	Common Core State Standard	Essential Understanding	LASSI Objectives
PASSAGE COMPREHENSION	<p>6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.</p> <p>7.RL.j1 Analyze the development of the theme or central idea over the course of the text.</p> <p>8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</p>	<p>6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Recall details in a text. THEN Explain what a text says.</p> <p>Identify characters in a story. THEN Describe characters in a story. THEN Identify how a character changes in a story.</p> <p>Identify the theme or central idea of the text. THEN Identify supporting details of the theme or central idea at the beginning of the story. THEN Identify supporting details of the theme or central idea at the middle of the story. THEN Identify supporting details of the theme or central idea at the end of the story.</p>	<p>Use text to answer comprehension questions (e.g., answer “who”, “what”, and “where” questions).</p> <p>Confirm or change a prediction about topic of story using at least two supporting details from story.</p> <p>Select the theme of the story when given four options and match to a supporting detail in the text.</p>

Topic	Core Content Connectors	Common Core State Standard	Essential Understanding	LASSI Objectives
USING CONTEXT CUES	6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words or phrases.	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from an array of strategies. a. Use context as a clue to the meaning of the word or phrase.	Identify new words. THEN Identify multiple meaning words. THEN Identify the meanings of a multiple meaning word.	Use context clues to determine the meaning of an unknown word.
	7.RWL.g1 Use context as a clue to determine the meaning of a grade-appropriate word or phrase.	7.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibility from an array of strategies. a. Use context as a clue to the meaning of the word or phrase.	Use context as a clue to determine the meaning of a word.	
	8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase.	8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibility from an array of strategies. a. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.	Use context as a clue to determine the meaning of a word.	Select word or phrase that best illustrates sentence with an unknown or multiple meaning word by using context cues in sentence
Be sure to provide specific practice to students on the skills that correspond to their grade level.				


Topic	Core Content Connectors	Common Core State Standard	Essential Understanding	LASSI Objectives
				<p>Materials Needed: Print, cut, and laminate response boards and response options attached to the end of this lesson. Also print the story. We recommend putting the story in a three ring binder with page protectors. Note that the stories are written in Level 3 text (no picture icons; Lexiled at about half of the original grade level). See notes on “Build Towards Grade Level Competence” for moving students towards grade-level text (Level 4). Teachers may modify the story by adding the vocabulary picture icons, simplifying sentences, and deleting nonessential sentences (Level 2 text). We also have provided some Level 2 text examples in the “Build Towards Independent Reading” section. The repeated story line is written simply (Level 1 text) and can be emphasized for students with emergent literacy (e.g., “Dad was proud of his family.”). For students with the most significant or multiple disabilities, augment the story using objects.</p>

BUILD ESSENTIAL UNDERSTANDING: Teaching Story Elements

<p>INTRODUCE TEXT (i.e., attention getter activity) Show a picture of a large family (you may have students bring pictures of their families). Ask students how many siblings they have. Show the book <i>Cheaper by the Dozen</i>. We are going to be reading a book about a large family with 12 children.</p>		
<p>6th Objective: Identify characters and setting in a story (6.RL.b2).</p>		
Step	Teacher Says/Does	Student Response
1.	Find the title of our book.	Points to title. (Teacher reads title. If student needs help, use LIP.) REMEMBER TO PRAISE EACH CORRECT RESPONSE!!!!!! 
2.	Find the author of our book. The author is the person who wrote our story.	Points to author. (Teacher reads author's name. If student needs help, use LIP.) 
3.	A <i>character</i> is a person or people in a story. Listen while I read the first two sentences of our first chapter. (Read 1 st two sentences). “Who” asks for the name of a character. Who is the character in our story?	Selects “Dad.” (Option: Give student 4 pictures from which to make a selection.) If not correct, use the LIP for finding answer in text. Also remind student “who” asks for a person’s name.  Option: Use examples/non-examples of characters/ not characters. 
4.	Remember, <i>characters</i> are people in a story. Listen while I read the first page of our first chapter. (Read 1 st page). “Who” asks for the name of a character or set of characters in the story. Who are the characters in our story?	Selects “Gilbreth family.” (Option: Give student 4 pictures from which to make a selection.) If not correct, use the LIP for finding answer in text. Also remind student “who” asks for a person’s name.  Option: Use examples/non-examples of characters/ not characters. 
5.	The <i>setting</i> is a place in our story. “Where” asks for the setting, a place in our story. Where is the setting?	Selects Montclair, New Jersey. (Give student 4 pictures from which to make a selection.) If not correct, use the LIP for finding answer in text. Option: Use examples/non-examples of settings/ not setting. 

6.	<p>I have a special job for you to do today while I read the chapter. I want you to listen for what Dad does. He loves his family and is very proud of them. When I read “Dad was <u>proud</u> of his <u>family</u>.” I want you to help me read “proud” and “family.” (Hold up a sentence strip with the words “Dad was proud of his family.” Point to the words as you read them, but wait for student to read the last word.) Let’s practice, “Dad was...of his...”</p>	<p>Reads “proud” and “family” (e.g., student may use voice output device to say “proud” and “family” or speak the word to help read it). Use LIP to help students state “proud” and “family”.</p>	
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BUILD ESSENTIAL UNDERSTANDING: Key Vocabulary and Building Phonetic Awareness

<p>6th Objective: Identify and define key words related to the story. (See materials for vocabulary and pictures)</p>		
<p><i>READER OPTION:</i> Student reads each sight word and matches it to the picture.</p>		
<p><i>LISTENER OPTION:</i> Teacher reads the word and student finds the picture. (More support: Some students may need to select an object that represents the word).</p>		
<p>Before we read our story, let’s review some key words we will find in the first chapter. Read (or listen for) the word and then show me the picture that goes with the word. (Go through the vocabulary at a rapid pace.)</p>		
Step	Teacher shows (or reads) each word	Student Response
7.	dad	 Reads/ selects “dad.” Matches to picture. (Time delay is an excellent strategy to teach the words. Begin with a 0-sec. delay round so students learn the words without error. Then use a delayed round for students to anticipate the correct response.)
8.	proud	Reads/ selects “proud” and matches to picture.
9.	family	Reads/ selects “family” and matches to picture.
10.	job	Reads/ selects “job” and matches to picture.
11.	loved	Reads/ selects “loved” and matches to picture.

BUILD A GRADE-ALIGNED COMPONENT: PASSAGE COMPREHENSION (Topic and Supporting Details)

<p>6th, 7th, 8th Objective: Confirm or change a prediction about topic of story using at least two supporting details from story (6.RL.b2; 7.RL.j1, 8.RI.j1) See materials for response options.</p>		
<p>READ ALOUD ADAPTED TEXT: Do step 12 with students first, and then read Chapter 1 aloud (some students may be able to read this passage aloud for you).</p>		
Step	Teacher Says/Does	Student Response
12.	<p>Do prior to reading text: Before we start reading, I want you to think about what this chapter is about. Remember, “dad,” “family,” “job,” and “proud” are our vocabulary words. Our repeated story line is “Dad was proud of his family.” The topic is what the story is about. What is the topic of the story? Present response options. Vary order daily.</p> <ul style="list-style-type: none"> - A dad and his family - Doing homework - A dad running - A family dog 	<p>Selects one sentence (Note: any answer is okay for now; this is their guess. If doing this with a group, have each student respond and tally how many “votes” each answer gets.)</p>
13.	<p>I am going to read our chapter aloud now. Follow along with me. Remember you are going to help me read “proud” and “family” when I say (text point as you read) “Dad was <u>proud</u> of his <u>family</u>.” Ready? Read the chapter aloud. When you come to a repeated story line, text point as you read and wait for students to read underlined words. NOTE: Some students may be able to help read other key vocabulary terms in the text, such as those practiced in the previous section.</p>	<p>Reads “proud” and “family” (may use voice output device). Use LIP if does not respond correctly.</p>






14.	<p>Display “Selecting Topic and Supporting Details” Graphic Organizer, Prediction Response Options, and Supporting Detail Response Options. Earlier we made a prediction about the topic of our story. Now that we have read the story, let’s select the actual topic of our story (Show the response options for prediction again). What is the topic of our story? Wait for student to respond. Place the topic in the graphic organizer.</p>	<p>Student selects (points/eye gaze) or reads response option: “A dad and his family.” Use LIP if does not respond correctly.</p>	
15.	<p>We have to find a fact in our story to back up our topic choice. Look at the first page of our chapter. We need to find a detail from our story that supports our topic, “A dad and his family.” (Display 4 details from passage: 2 correct and 2 incorrect). - He wore shirts with a Herbert Hoover collar. - This is called job efficiency. - Dad was the leader of the Gilbreth household. - He and mom had 12 children.</p>	<p>Student selects (points/eye gaze) one of two correct response options: “Dad was the leader of the Gilbreth household.” Or “He and mom had 12 children.” Use LIP if does not respond correctly.</p>	
16.	<p>We need to find another detail from our story that supports our topic, “A dad and his family.” (Display 4 details from passage: 2 correct and 2 incorrect). - He wore shirts with a Herbert Hoover collar. - This is called job efficiency. - Dad was the leader of the Gilbreth household. - He and mom had 12 children.</p>	<p>Student selects (points/eye gaze) one of two correct response options: “Dad was the leader of the Gilbreth household.” Or “He and mom had 12 children.” Use LIP if does not respond correctly.</p>	

BUILD A GRADE-ALIGNED COMPONENT: CONTEXT CLUES

<p>BUILD A GRADE-ALIGNED COMPONENT: Use response boards. Student should select the correct picture/word/phrase.</p> <p>6th & 8th Objective: Students will select the definition of grade level words (6.RWL.c1, 8.RWL.i1)</p> <p>6th, 7th, 8th Objective: Students will use context clues to determine meaning of words or phrases (6.RWL.a1, 7.RWL.g1, 8.RWL.g1)</p>		
<p>You have done such a great job with our story today. Let's do one more thing to become super readers. Let's play "Guess the Mystery Word." We are going to look at words around our mystery word to help us find what the mystery word means. Sometimes the words in the sentences can help us figure out the mystery word, and sometimes the surrounding sentences can help us figure it out. Use response options provided in materials.</p>		
Step	Teacher Says/Does	Student Response
17.	<p>Here is our first one. "He told other businesses how to do their job faster and better. This is called <u>efficiency</u>."</p> <p>Who can find what efficiency means?</p> <p>Hint: The sentence before tells us what efficiency means. Efficiency means "how to do their job faster and better."</p>	<p>Selects "how to do job faster and better." (To make this a game, give student a point for each correct answer. Students may compete as teams; or if only one student, let student try to get correct answer faster than you do.)</p> <p>If not correct, use LIP and state hint to left as specific verbal prompt.</p>
18.	<p>Here's our next passage. "He would increase their <u>production</u>, which means the business could make and sell things faster and make more money."</p> <p>Who can find what production means?</p> <p>Hint: This sentence tells us what production means, "which means the business could make and sell things faster."</p>	<p>Selects "make and sell products faster."</p> <p>Use same strategy for prompting as above and same game format.</p>
19.	<p>Here's another passage, "It was called the 'assembly call.' <u>Assemble</u> means gather together. The assembly call was important. Dad would blow a whistle. We all had to come running and line up in front of our house in Montclair, New Jersey."</p> <p>Who can find what "assemble" means?</p>	<p>Selects "gather together."</p>

	Hint: Here's the hint, "Assemble means to gather together." The author even gives an example. When dad used the assembly call, "we all came running and lined up in front of our house."	
20.	Sometimes a word can have more than one meaning. Let's try a few. A "chart" can be something I use to write on (show picture of a chart). "To chart" means to write down the jobs you have done to track your progress (show a picture of a person charting progress). What does chart mean in this sentence... "I wrote my name on the chart."	Selects picture of a chart. If not correct, reread the definitions of "chart" and let the student try again.
21.	What does "chart" mean in this sentence... "When I am working on a project, I chart my progress."	Selects picture of person charting progress.
22.	Let's do another word. The word "brush" can be the action that we use to brush our hair or our teeth (demonstrate the two motions). Or, a "brush" can be the tool we use to brush our hair. What does brush mean in this sentence... "He taught us the best way to wash dishes, comb our hair, and brush our teeth."	Selects picture of kid brushing teeth.
23.	What does brush mean in this sentence... "I use the brush to comb my hair."	Selects picture of a hairbrush.
24.	Sometimes we use figures of speech. A figure of speech is a phrase used to create an effect but does not literally mean what it says. Listen to this passage. "We never knew when he was going to call the assembly call. Dad sure <u>kept us on our toes</u>." Dad didn't really keep the children standing on their toes. What does "kept us on our toes" mean? Alternate days use: "stretching the truth."	Allow for a variety of acceptable responses. If needed model the answer.
	Note: To help students generalize, try other multiple meaning words or additional figures of speech in future lessons. Point out these words in everyday activities.	





BUILD A GRADE-ALIGNED COMPONENT: PASSAGE COMPREHENSION (Comprehension Questions)

<p>6th Objective: Use text to answer comprehension questions (e.g., answer “who”, “what”, and “where” questions) (6.RL.b2, 6.RL.b3)</p>		
<p>Let’s answer some questions about our story. We will use the chapter to help us find the <i>right</i> answer. <i>READER OPTION:</i> Student uses text to find the answer (if needed), such as by pointing to key word or sentence in text. <i>LISTENER OPTION:</i> Use response options.</p>		
Step	Teacher Says/Does	Student Response
25.	<p>“Who” asks for a <i>character</i> in our story. The main <i>character</i> is the person who the story was focused on. Who is a <i>main character</i> in this chapter?</p>	<p>Verbally states/points to in chapter/selects “dad” from response options. (If student does not get correct answer for these questions, reread portion of text with correct answer and ask again. See LIP for text in <i>Instructional Resource Guide</i> for more detail.)</p> 
26.	<p>“Where” asks for the <i>setting</i> or where the story takes place. Where is the <i>setting</i> of our story?</p>	<p>Verbally states/points to in chapter/selects “New Jersey” from response options. Use LIP procedure if needed.</p> 
27.	<p>“What” asks for a <i>fact</i> from our chapter. Look at the first page of our story. What did Dad help businesses do faster and better? On subsequent days, select details from different pages of the chapter.</p>	<p>Verbally states/points to in chapter/selects “jobs” from response options. Use LIP procedure if needed.</p> 
	<p>Generalization: On future days if you reread this chapter, you might try different “wh” questions so students do not memorize the answers. For example: What did Dad use to call the family together? (assembly call)</p>	

BUILD A GRADE-ALIGNED COMPONENT: PASSAGE COMPREHENSION (Theme)

7th, 8th Objective: Students will identify theme of the story using supporting details (7.RL.j1, 8.RL.j1)

You are doing a great job with our story today! Now we are going to work on *theme*. The *theme* is a message the author wants you, the reader, to get from the story. It is what the story is about. Let's work together to find our *theme*.

Step	Teacher Says/Does	Student Response
28.	<p>Let's begin by finding some details about our main character. Look at the first page of our chapter. Who was the leader of the Gilbreth household?</p> <p>(Use the Theme concept map and vocabulary response cards to fill in the details. Note: There are only 3 details for this lesson, but the map was made with 4 for future lessons.)</p>	<p>Selects "dad." (Use the vocabulary words you taught earlier for students to make their responses.) Use LIP if student does not respond correctly.</p> 
29.	<p>Dad and mom had a lot of children. They had a large _____.</p> <p>(Write "family.")</p>	<p>Selects "family." Use LIP if student does not respond correctly.</p> 
30.	<p>We know that Dad was proud of his family. Look at this sentence (point to the last sentence of the chapter, "Dad really loved his family" and read aloud). How did dad feel about his family? If needed, ask a more specific question "Did dad love his family?"</p> <p>(Write "loved")</p>	<p>Selects "loved." Use LIP if student does not respond correctly.</p> 
31.	<p>The theme is the message from the story. Which of these might be the theme of our story? Use response board for this question.</p> <ul style="list-style-type: none"> - Growing up - Friendship - Nature - Importance of Family 	<p>Selects "Importance of family." Place/write theme in the concept map.</p> <p>If students are struggling to understand theme, model finding the theme for the first chapter(s) then ask students to find the theme in later chapters.</p> 

You did a wonderful job with our story today.

NOTE TO TEACHER: Repeat the lesson using these targets

Chapters	Key vocabulary	Topic & supporting details	Theme & supporting detail	Passages for using context clues
2	House, car, sister, brother, joke, loved	<p>Dad loved to play jokes on his family.</p> <ul style="list-style-type: none"> Dad showed them an old house that was falling apart instead of their new house. Dad told the children to look in the engine and “find the birdie,” and blew the car horn in their ear! 	<p>Importance of Family</p> <ul style="list-style-type: none"> Dad bought the family a new house. Dad really loved his family. 	<ul style="list-style-type: none"> Grade level words: household, slum, affection, collided Multimeaning words: yard, horn, Figure of Speech: “on thin ice” and “Taj Mahal of a House” Context Clues: sob, automobile
3	Children, cheaper dozen, clothes	<p>The family was “cheaper by the dozen”.</p> <ul style="list-style-type: none"> Dad joked that the actual cost to feed a big family was less than the cost to feed a small family. The ticket man would look at all 12 of us and let us in for free. He felt sorry for dad, so we were exempt from paying; Dad said we were “cheaper by the dozen.” 	n/a	<ul style="list-style-type: none"> Grade level words: asphalt, actual, exempt Multi-meaning words: play, ride Figure of Speech: cheaper by the dozen, disorganized confusion Context Clues: dusters, orphanages
4	Directions, opposite, fun, lunch	<p>Family picnics were fun.</p> <ul style="list-style-type: none"> On our picnic lunch, dad would find something to teach us. Mother would make up a story about the queen of the ants. We all loved to hear her make up stories, it was unanimous. 	<p>Importance of Family</p> <ul style="list-style-type: none"> Dad always agreed. There were no arguments. We had fun with mother and dad. When we sang, mother would say “Right now is 	<ul style="list-style-type: none"> Grade level words: cue, unanimous, arguments Multi-meaning words: directions, point Figure of Speech: happy as a clam

Chapters	Key vocabulary	Topic & supporting details	Theme & supporting detail	Passages for using context clues
			the happiest time in the world.”	<ul style="list-style-type: none"> Context Clues: Automobile Blue Book, anthill
5-7	Teachers, taught, learn team, cleaning, cooking, grocery shopping	<p>Mother and dad were good teachers.</p> <ul style="list-style-type: none"> He taught people in the factories the best way to do their job. First, dad taught us how to type. Then, he gave us records to learn how to speak French and German. Finally, he taught us how to multiply big numbers without using a calculator. 	<p>Being successful.</p> <ul style="list-style-type: none"> Soon, he was the fastest bricklayer. His bosses gave him better jobs with more money. Mother went to college to learn about people. Mother and dad taught us how to work together. We had good grades in school. 	<ul style="list-style-type: none"> Grade level words: employer, academic, domestic Multi-meaning: words: figure, point Figure of Speech: the apples of his eye, smart cookie Context Clues: psychology, committee
8-9	Grandparents, aunt, uncle, train, visit	<p>Visiting mother’s family.</p> <ul style="list-style-type: none"> Mother decided to take us to California to visit her family. We took the train to California. It was fun to visit mother’s family. Our aunts and uncles loved to take us places. 	n/a	<ul style="list-style-type: none"> Grade level words: hard, treats Multi-meaning words: we went crazy Figure of Speech: as quiet as a mouse Context Clues: cabin, scolded
10	Sick, doctor, operation, measles, tonsils	<p>The family getting sick.</p> <ul style="list-style-type: none"> One time, all of us except our sister, Martha, had the measles. Dad did not like the quiet in the house. He pretended to have the measles to make us laugh. The doctor said that we must get our tonsils out. 	<p>It is important to laugh.</p> <ul style="list-style-type: none"> He pretended to have the measles to make us laugh. 	<ul style="list-style-type: none"> Grade level words: operation, measles Multi-meaning words: handle, waste Figure of Speech: n/a

Chapters	Key vocabulary	Topic & supporting details	Theme & supporting detail	Passages for using context clues
				<ul style="list-style-type: none"> Context Clues: get your tonsils out
11-12	Vacation, laugh, lighthouse, cottage shoe, summer	<p>Family vacations.</p> <ul style="list-style-type: none"> We went to Nantucket, Massachusetts in the summer. Dad loved to take us on vacation. Mother enjoyed watching us in the water. One summer, dad wanted to teach us the Morse code. Another summer, dad bought an old sailboat for us to use. He taught us to sail. 	<p>It is important to laugh.</p> <ul style="list-style-type: none"> Dad sold tickets to take them through the cottage as a joke. Dad said that he was sorry. Then, mother laughed too. Dad pretended to be mad. But he laughed with us. 	<ul style="list-style-type: none"> Grade level words: nursery (5) Multi-meaning words: orders, rhyme Figure of Speech: n/a Context Clues: n/a
13-16	Pretend, big, baby, babies, sodas , ice cream	<p>We had fun in our big family.</p> <ul style="list-style-type: none"> Dad loved to take pictures of the family. Sometimes, dad would burp at the table. Dad tried to make it look like one of us burped instead of him! Sometimes, dad took us to the movie. Dad was surprised. He said that we must stay for a second show. Then, we went out for sodas and ice cream. On other nights, we put on shows for mother and dad. The shows made them laugh. 	<p>Importance of Family</p> <ul style="list-style-type: none"> Dad loved to show his family to people. Dad loved to take pictures of the family. On other nights, we put on shows for mother and dad. 	<ul style="list-style-type: none"> Grade level words: photographer, recital, film Multi-meaning words: show, funny, flash Figure of Speech: n/a Context Clues: latest model, manners

Chapters	Key vocabulary	Topic & supporting details	Theme & supporting detail	Passages for using context clues
17-18	Hair, make-up, music, jazz, change	<p>The girls are growing up.</p> <ul style="list-style-type: none"> • It was hard to keep the rules for the oldest girls. • They wanted to wear shorter skirts. • Our older sisters wanted to wear make-up. • Then, our sister, Anne, wanted to go on a date with a boy. 	<p>Families Change</p> <ul style="list-style-type: none"> • First, mother and dad said, "no." Then, they changed the rules. • It was hard for mother and dad to see their girls grow up. • Dad and mother did not like jazz. But, we played jazz on our record players. 	<ul style="list-style-type: none"> • Grade level words: styles (5), respectable, rant • Multi-meaning words: painting, date • Figure of Speech: painted girls • Context Clues: painting, convent, record players
19	Heart, son, stop, trips	<p>Our family changed forever.</p> <ul style="list-style-type: none"> • None of us children knew it, but dad had a bad heart. • Dad tried to act the same, but he was getting older. • The doctor told dad that he should stop working. • He had a heart attack when he was on the phone. Dad died that day. • Mother said that we would have to work together to pay the bills. • She went on the business trips now. • We helped with the chores at home. 	<p>Families Change</p> <ul style="list-style-type: none"> • Dad died that day. Our family changed forever. • Mother was sad, but stronger now. • We were sad, too. But we knew how to take care of ourselves. 	<ul style="list-style-type: none"> • Grade level words: tragedy, fatal • Multi-meaning words: attack • Figure of Speech: a bad heart • Context Clues: pale, heart attack

Students can also act out chapters by assigning different roles to each student. Nonverbal students can read their lines using an alternative communication device.

BUILD TOWARDS GRADE LEVEL COMPETENCE (Level 4 Text): Read the chapters covered in the lesson above aloud to the students but use the actual non-adapted text. This will provide students with an opportunity to hear more complex vocabulary, literary elements that may have been removed when creating the adapted text, and the author’s tone. Here are some comprehension questions to use for each chapter.

Chapter	“Wh” questions	Additional vocabulary to teach for this chapter
1	Who did dad team up with to raise all twelve children? When was dad happiest? What happened when dad whistled?	Convinced Assembly Elimination Efficiency Regimentation Appreciative
2	Why did dad say it took a lot of money to keep his family going? Why did dad take everyone to a rundown house in the slum before showing them their real house? What happened when dad had the children look under the hood of their new car?	Afford Disappointed Amazement Confidence Extricate Intricacies
3	Who went on outings when dad would ask who wanted to go? Why was time alone with mother and dad in the car important? Who was left behind when dad took the boy on the Leviathan? What happened that made Anne wish was an only child? What does mother mean when she says, ‘The camel’s back is broken’?	Inanimate Perpetual Lurid Vitality Benevolent Emphatically
4	How did dad find directions when he was lost? What did mother do to signal that it was time to stop for lunch? Why did dad always look around for something interesting whenever they stopped? Why did dad tell Bill, ‘You’ll be the death of me yet boy’?	Civilization Enduring Delectable Sanitary Elaborated Dignified

Chapter	“Wh” questions	Additional vocabulary to teach for this chapter
5	Where was dad born? Why didn't dad go to college like his sisters had? What was dad's first job? Where did mother graduate from college?	Rendezvous Destiny Menacingly Suspicion Radiate Unanimously
6	What did dad bring home as a surprise? How did everyone react when dad told them what the surprise was really for? What color was the typewriter dad brought home? How did dad decide who got to keep the typewriter? Why did the concrete birdbath crumble and fall apart?	Consciously Emphatically Exaggeration Compromised Particular Exhibition Reinforced
7-8	Why didn't they like to jump grades in school? What did dad mean when he said, 'Chip off the old block'? Who was Mrs. Bruce? Who is the White Rabbit from Boston? When they arrived in Oakland, who was waiting for them?	Acquired Sympathetic Introverted Demeanor Patronizing Acrobatics
9-11	Who did Bill spend time with in the kitchen? Why was Grandma always threatening to spank someone? What did everyone have to do at Dr. Burton's office? Who's tonsils were removed by mistake? When did they go to Nantucket, Massachusetts? Where was <i>The Shoe</i> ?	Enconced Veracity Saturated Prophylaxis Averred Tentative
12-14	What was Rena? How did they describe Rena? How did father experiment to see if babies can swim? How were the children named? Why did they fill a black coffin with wooden pencils?	Derelicts Phlegmatic Proclaim Savoring Exhausted Resurrected

Chapter	“Wh” questions	Additional vocabulary to teach for this chapter
15-16	What did dad do to correct bad manners at the dinner table? Who was Mr. Isles? How did Aunt Anne catch Bill under the table? What did dad make all the children promise him after he watched the movie, <i>Over the Hill to the Poor House</i> ?	Immaculate Ridiculous Furiously Insolent Exception Particularly
17	Why were Anne and Ernestine complaining about their clothing? How did Ernestine react to Anne cutting her own hair? What did Anne and Ernestine do to make dad blush? Where did Anne get to go on her first date? Who was to go with her?	Inscribed Lamentable Protruded Emancipated Indignantly Impudent
18	How did the boys and girls react to dad being at the dances? Who was Joe Scales? What did Ernestine keep hidden in a bureau drawer? What did Anne, Martha, Frank, Bill and Lillian intend to do to the cherry tree?	Chaperone Speculation Admonished Infiltration Inevitable Incredulous
19	How did dad find out he was dying? What did dad write in a letter to Miss Myrtell Canavan? Where were all the children when they found out dad had died? What things changed after dad died? How did mother change following dad dying?	Sacrifices Efficiency Phrenology Cremation Intention Repose

BUILD TOWARDS INDEPENDENT READING (Using text at 1st to 2nd grade reading level.) Have the student read the Independent Reader steps aloud (or silently) and then answer each comprehension question. The text with a larger font is included in teacher materials. You can also cut the sentences apart and have students put them in order to retell the story.

Dad was a proud man.
 He had an important job.
 He taught businesses how to do jobs faster and better.
 Dad was the leader of the Gilbreth family.
 Mom and dad had a large family. They had 12 children.
 Dad taught us how to do our jobs faster and better.
 Dad called us all together to tell us things.
 Sometimes he would give us surprises.
 Dad loved his family.

Comprehension Questions:

Who is this passage about?
 What was dad’s job?
 Did they have a small family or a large family?
 How did dad feel?

<i>READER OPTION (this step is optional for students who are learning to read independently):</i> Sometimes we can read a new words by sounding out the letters. Let’s try a few. I’ll show you a word. Read it first and then match the word to the picture. (You may substitute words and pictures related to phonics skills your students are learning).		
Step	Teacher shows each word (do not read it)	Student Response
1.	dad	Student reads “dad.” If student needs help on these words, show how sound it out /d/ /a/ /d/. Match word to picture of dad.
2.	job	Student reads “job.” If student needs help on these words, show how sound it out /j/ /o/ /b/. Match word to picture of job.
3.	mom	Student reads “mom.” If student needs help on these words, show how sound it out /m/ /o/ /m/. Match word to picture of mom.

GENERALIZATION ACROSS MATERIALS. Repeat this lesson using a poem instead of a story. Here are some poems and the responses you can use. The poems are provided in the student materials along with a response board.

Poem	“Wh” questions	Topic/ main idea/ theme	Context clues	Other ideas
Read aloud this poem: “Twelfth Song of Thunder.” The Mountain Chant: A Navajo Ceremony.*	What is the first stanza about? (thunder is loud) What is the second stanza about? (grasshoppers chirping) What is the setting? (on land, in nature, near mountains. For a hint, refer to title, or highlight “mountain,” “land,” “dark clouds,” and “plants.”)	Theme: Nature What is this poem about? - The sounds of nature	Figurative language “The voice above, the voice of thunder, within the dark cloud.” Let’s figure out what thunder is. When do we hear thunder? (During a storm) Where does thunder come from? (the sky) What does thunder sound like? (booming)	Use sound bites of thunder and grasshoppers chirping so that students can hear them. Introduce imagery: How the poet uses words to help us picture in our heads what is going on in the poem.

*Access the poem here: <http://www.eduplace.com/ss/hmss/3/unit/act2.1blm.html>

REAL LIFE READING. After completing a chapter in class, send a copy of the chapter and a list of comprehension questions with a response board home for homework practice. Also allow the student to review completed chapters during free time to encourage reading as a leisure pursuit. Students could practice charting jobs they do in school, including schoolwork completed. This will help build self-determination skills. New Jersey is the state mentioned in this story. This creates an opportunity for students to read their own state name or recognize it on a map.

OPTIONAL WRITING ACTIVITIES:

There are two writing activities. The first activity can be done daily, or after reading a chapter or group of chapters. Both graphic organizers mentioned below can be found in the Teacher Materials document.

Daily: Use the “Topic and Supporting Details” graphic organizer and the “Theme and Supporting Details graphic organizer” and have students create their own for each chapter daily using response options. For more advanced students, you can write the details on the board without picture support and have students fill in the graphic organizer by copying each response in the correct location. Put in a notebook or folder and review prior to reading the next chapter.

For a more advanced writing activity, begin paragraph writing using the graphic organizer.



Example: Sample graphic organizer with details.