Adapting the Main Lesson

Use the suggestions below to adapt the Reading and After Reading sections of the Making a Difference main lesson.

Guiding the Reading

Focus the Reading

When providing prompts to help students set purposes, work together as a group to find the answers instead of having students read silently. Be sure that they understand the Think and Questions. The following words and phrases are on the spot vocabulary terms that can be taught as the group encounters them in the text: (It.) (p. 21), sight (It. p. 21), draw (It. p. 20), and sweet (It. p. 20). You can use the following strategies to teach on the spot vocabulary: performing, guessing, using real objects (“write” 1 pointing to pictures, or doing quick draws. For example, you can use performing or demonstrations to show meanings of verbs, such as light and stretch.

Discuss the concept of cause and effect.

• Explain that a cause is an action or event that makes something else happen. The effect is the action or event that happens. Model by giving an example of cause and effect, such as getting hungry and eating to the kitchen for a snack.

• Ask students to tell another cause and effect they have experienced today.

• Continue by having students work in pairs or small groups to identify other causes and effects.

• Tell the students to listen very carefully for causes and effects in the book.

Read aloud page 2. Invite volunteers to tell a cause and effect from this page.

Read with a Partner

Instead of having students read the whole book silently, have them read it with a partner.

• Tell partners to take turns reading each sentence on a page orally.

• When pairs finish each page, have them stop and tell each other many causes and effects they read about.

• Review words to use to ask notes to mark any unfamiliar words in concepts.

• Have students record their observations in their response journals.

After Reading

Build Comprehension Strategies

Make sure students thoroughly understand the questions in the Build Comprehension Strategies section of the main lesson. For example, before asking students about the sections of the story that tell the past, ask them what is meant by the post. Then have them find the pictures in the book that show scenes from the past.

Assess:

Comprehension Check Reading

Use the following definitions to create a table for English language learners.

Comprehension: Student relates the story accurately without prompting

Retell: Student relates the story accurately with some prompting

Limited: Student remembers a few details from the story but has trouble retelling the story completely and in the proper sequence, even with prompting.

BLM: Comprehension Identifying Cause/Effect

Read the directions with students. Before having them complete the ELL Plus blackline master, read the effects in a group. Explain to students that the word because is an important clue word. It signals that a cause will follow.

Fluency Practice

Students can use the Core LIT Digital Library to help them read more fluently. Have them follow along as the text is read to gain exposure to the correct modeling of English pronunciation, intonation patterns, and tone. They can also work with a partner to help them develop fluency in English.

Mr. Dennis became a musician.

The magazine hired Ms. Leavy as an editor.

Nella’s Day

Directions: Read each sentence in the “Effect” column. Write why each event happened on the lines provided in the “Cause” column.

Effect

The apartment building had ramps.

Ellas grandfather went on a sea voyage.

Cause

The magazine hired Ms. Leavy as an editor.

Mr. Dennis became a musician.

Planning Overview

Concepts

Students may need extra help with the following ideas or concepts: Navy and military • Arts and music • Media • Civil rights

Vocabulary

Familiar Concepts, New Words

New Concepts and Words

Challenging Concepts

Idioms

Building a Difference

Words in the above list that are labeled with the On the Spot icon can be taught at the time students encounter those words in the book. Strategies for teaching on the spot vocabulary include generating, guessing, showing real objects (“media”), pointing to pictures, and doing quick draws.

• The following terms found in this book are also on the spot vocabulary: unemployment, civil rights, difference, and intrinsic. These words are important for understanding the book but can be explained briefly as students encounter them rather than being taught.

On-the-Spot Vocabulary
Adapting the Main Lesson

Use the suggestions below to adapt the During Reading and After Reading sections of the Making a Difference main lesson.

During Reading

Guide the Reading

Focus the Reading

When providing prompts to help students set purposes, work together as a group to find the answers instead of having students read silently. Be sure that they understand the Think Aloud and questions. The following words and phrases are on the spot vocabulary terms that can be taught as the group encounters them in the book: 31 (p. 2), 32 (p. 2), 32 (p. 21), 39 (p. 21), 39 (p. 3), 40 (p. 3), 41 (p. 3), 46 (p. 3), 46 (p. 3), and 46 (p. 20). You can use the following strategies to teach on-the-spot vocabulary: performing, gesture, using real objects (“waste paper,” pointing to pictures, or doing quick drawings. For example, you can use pantomiming or demonstrations to show meanings of verbs, such as “light” and “practise.”

Discuss the concept of cause and effect. Explain that a cause is an action or event that makes something else happen. The effect is the action or event that happens. Model by giving an example of cause and effect, such as getting hungry and going to the kitchen for a snack.

Ask students to tell another cause and effect they have experienced today.

• Continue by having students work in pairs or small groups to identify other causes and effects.

• Tell the students to listen very carefully for causes and effects in the book.

• Read aloud page 2. Invite volunteers to tell a cause and effect from this page.

Read with a Partner

Instead of having students read the whole book silently, have them read with a partner.

• Tell partners to take turns reading each sentence on a page orally.

• When pages finish each page, have them stop and tell each other any causes and effects they read about.

• Remind students to use skill notes to mark any unfamiliar words in the concepts.

• Have students record their observations in their response journals.

After Reading

Build Comprehension Strategies

Make sure students thoroughly understand the questions in the Build Comprehension Strategies section of the main lesson. For example, before asking students about the sections of the story that tell the past, ask them what is meant by the past. Then have them find the pictures in the book that show scenes from the past.

Comprehension Check Reading

Use the following definitions to create a flashcard for English language learners.

Concept: Students retell the story accurately without prompting.

Adap: Student retells the story accurately with some prompting.

Limited: Student remembers a few details from the story but has trouble retelling the story completely and in the proper sequence, even with prompting.

ELI: Comprehension Identifying Cause/Effect

Read the directions with students. Before having them complete the ELL plus blackline master, read the effects as a group. Explain to students that the word because is an important clue word. It signals that a cause will follow.

Fluency Practice

Students can use the CxLtr, Digital Library to retell the story rest and most fluently. Have them follow along as the book and gain exposure to the correct modeling of English pronunciation, intonation patterns, and text.

• Remind students to read with a partner to help them develop fluency in English.

Name

Elle’s Day

Directions: Read each sentence in the “Effect” column. Write why each event happened on the lines provided in the “Cause” column.

Effect

The apartment building had ramps.

Elle’s grandfather went on a sea voyage.

Elle’s Day

The magazine hired Ms. Leavy as an editor.

Mr. Dennis became a musician.

Planning Overview

Concepts

Students may need extra help with the following ideas or concepts:

• Navy and military

• Arts and music

• Media

• Civil rights

Vocabulary

Familiar Concepts, New Words

New Concepts and Words

Challenging Concepts

Idioms

On-the-Spot Vocabulary

Words in the above list that are labeled with an * on the flash cards can be taught at the time students encounter these words in the book. Strategies for teaching on-the-spot vocabulary include pantomiming, gesture, showing real objects (“metal”), pointing to pictures, and doing quick drawings.

• The following terms found in this book are also on the on-the-spot vocabulary: Unemployment, civil rights, difference, and dinner. These words are important for understanding the book but can be explained briefly as students encounter them rather than being taught.

MAKING A DIFFERENCE

See the Making a Difference main lesson for core instruction. Use the ELL Plus card to build essential background knowledge about new concepts and words and to adapt the main lesson to include extra scaffolding.
Adapting the Main Lesson

Use the suggestions below to adapt the During Reading and After Reading sections of the Making a Difference main lesson.

During Reading

Guide the Reading

Focus the Reading

When providing prompts to help students set purposes, work together as a group to find the answers instead of having students read silently. Be sure that they understand the Think and Read questions. The following words and phrases are on the spot vocabulary terms that can be taught as the group encounters them in the book: 13th (p. 2), 38th (p. 2), 38 1/2 (p. 2), 38th (p. 3), wailing (ad. p. 1), and snoring (ad. p. 20). You can use the following strategies to teach on-the-spot vocabulary: pertaining, pertaining, using real objects (“waste” 3, pointing to pictures, or doing quick draw. For example, you can use pantomiming or demonstrations to show meanings of verbs, such as sigh and snore.

Discuss the concept of cause and effect.

• Explain that a cause is an action or event that makes something else happen. The effect is the action or event that happens. Model by giving an example of cause and effect, such as getting hungry and eating a sandwich.

• Ask students to tell another cause and effect they have experienced today.

• Continue by having students work in pairs or small groups to identify other causes and effects.

• Tell the students to listen very carefully for causes and effects in the book.

Read aloud page 2. Invite volunteers to tell a cause and effect from this page.

Read with a Partner

Instead of having students read the whole book silently, have them read in pairs or as a partner.

• Tell partners to take turns reading each sentence on a page orally.

• Where pages finish each page, have them stop and tell each other any causes and effects they read about.

• Revise sentences to use real objects to mark any unfamiliar words or concepts.

• Have students record their observations in their response journals.

After Reading

Build Comprehension Strategies

Make sure students thoroughly understand the questions in the Build Comprehension Strategies section of the main lesson. For example, before asking students about the sections of the story that tell the past, ask them what is meant by the past. Then have them find the pictures in the book that show scenes from the past.

Comprehension Check Reting

Use the following definitions to create a study aid for English language learners.

Complete: Student retells the story accurately without prompting.

Adequate: Student retells the story accurately with some prompting.

Limited: Student remembers a few details from the story but has trouble retelling the story completely and in the proper sequence, even with prompting.

Blim: Comprehension Identifying Cause/Effect

Read the directions with students. Before having them complete the ELL Plus blackline master, read the effects in a group. Explain to students that the word because is an important clue word. It signals that a cause will follow.

Fluency Practice

Students can use the Ce rare It’s Digital 3 Literacy to help them read most fluently. Have them follow along as the book is read to gain experience in the correct modeling of English pronunciation, intonation patterns, and tones. Then have students read with a partner to help them develop fluency in English.

Mr. Dennis became a musician.

The magazine hired Ms. Leavay as an editor.

Ella’s grandfather went on a sea voyage.

The apartment building had ramps.