

Core Vocabulary with Constant Time Delay

Core Vocabulary and Definitions

The “big idea” concept word has an asterisk:

- Sun
- Moon
- Stars
- Solar system*

Prior to Instruction:

Program student AAC devices with target vocabulary words (sun, moon, stars) and image or pictures (with the definition programmed). Sample words and definitions include:

- “Sun”: “A huge ball of fire and gas in the sky that heats our earth and the earth orbits around.”
- “Moon”: “The big white circle object that is seen at night in the sky.”
- “Star”: “A bright ball of bring gas that looks like lights in the sky that you can see at night”
- “Solar system”: “The sun and all of the objects that rotate around the sun.”
- Program image of a green check to voice “solar system” and red X to voice “not solar system.”



Learning Objectives

- Students will identify core vocabulary.
- Students will identify examples and non-examples of the big idea.

Materials

- Student Worksheet 1: Vocabulary Words (one per student and one for the teacher)
- Student Worksheet 2: Concepts with Examples and Non-Examples (one per student and one for the teacher)

Anchor Instruction for All Students

Prior to beginning instruction, show students the related text from the ELA lesson. Tell them of the theme “earth and space science” and tell them they will now think more about the topic of Earth’s place in the universe. Show pictures of the solar system. The big idea is the sun, moon, and stars are predictable. Ask them to think of things they see in the sky during the night and day.

Tell them: We live on the planet earth. In the book, *The Moon and the Hat*, the main character can see the moon. Sometimes we can see the moon, planets and stars from earth. Planets and the moon rotate around the sun. The sun is a large, hot star. The sun gives us light and heat on earth. Sometimes we can use a telescope to see the moon, stars, and planets close up.

Introduce Vocabulary

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>We’re going to learn three words. Can you show me the words that I read? As you read each word, point to the word on the vocabulary sheet and wait for students to point to the word too. I’m going to teach you what these words mean. Point to each vocabulary word and picture. Read the word and definition. Do you have any questions about the words or pictures?</p>	<p>We’re going to learn three words. Can you read these with me? First, read the words to the students and then have them respond chorally. I’m going to teach you what these words mean. Point to each vocabulary word and picture. Read the word and definition. Do you have any questions about what these words mean?</p>	<p>To warm up, let’s learn important words that tell us more materials. We’re going to learn three words. Can you read these to me? If students need support reading the words, read the words to the students and have them respond chorally. I’m going to teach you what these words mean. Point to each vocabulary word and picture. Read the word and definition. Do you have any questions about what these words mean?</p>

Core Vocabulary with Constant Time Delay

This instruction is recommended for all levels of learners. There are two rounds of instruction. First, for the zero second delay round, you will provide a model of the target response at the same time as providing the task demand. It is important that there is no pause or delay between asking for the target word and showing students the target word. Based on the needs of your students, you may want to repeat the procedures for zero second time delay three times for the set of words before transitioning to the four second time delay round. Be sure to vary the order in which you ask the words each time.

Zero Second Delay Round

Complete 5-10 Trials/Student. Recommended for students needing substantial to moderate prompting and support.

Materials: Student Worksheet I: Vocabulary Words

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
<p>On a teacher copy of the vocabulary word sheet, locate the table of words at the top of the sheet. Read each word while pointing to the picture. Show me the word that means “The big white circle object that is seen at night in the sky.” Immediately point to the word “moon.” Wait for students to point to or say “moon.”</p> <p>Repeat with “sun” (Show me the word that means “A huge ball of fire and gas in the sky that heats the earth and the ether orbits around”) and “stars” (“A bright ball of burning gas that looks like lights in the sky that you can see at night”).</p>	Student touches or says the word “moon.”	Great work! You found “moon”!
	Student does not respond.	This is “moon.” Touch “moon.” Wait for the student to respond. Provide physical guidance if needed.
	Student responds incorrectly.	



Instructional Tip! For students needing additional support, consider altering the task demand and model matching the spoken word to the word and picture (instead of the definition). For example, say, “Show me the word ‘moon.’”

For the four second delay round, you will pause for four seconds after asking for the target word. If needed, after four seconds, you will point to the correct answer. This provides students a brief opportunity to respond independently. Repeat the procedures for the four second time delay round until each student can identify most of the words.

Four Second Delay Round

Complete 5-10 Trials/Student. Recommended for students needing some prompting and support.

Materials: Student Worksheet I: Vocabulary Words

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
<p>Let’s practice our words some more! This time, I’m going to give you a chance to show me the word all by yourself! But don’t guess. If you need help, wait, and I will help you. Show me the word that means “something that you are uncertain about or want to know.” Wait four seconds.</p> <p>Repeat with “sun” (Show me the word that means “A huge ball of fire and gas in the sky that heats the earth and the ether orbits around”) and “stars” (“A bright ball of burning gas that looks like lights in the sky that you can see at night”).</p>	Student touches or says the word “moon” within four seconds.	Yes! You found “moon” all by yourself!
	Student responds incorrectly before additional prompting.	Point to the correct response. “Moon.” “Moon” means “The big white circle object that is seen at night in the sky.” Touch “moon.”
	Student does not respond within four seconds.	Point to the correct response. “Moon.” “Moon” means “The big white circle object that is seen at night in the sky.” Touch “moon.” After the student points to the picture, say, Good work. You found “moon.”



Instructional Tip! For students needing additional support, consider altering the task demand and model matching the spoken word to the word and picture (instead of the definition). For example, say, “Show me the word ‘moon.’”

Concept Building with Examples and Non-Examples

Materials: Student Worksheet 1: Vocabulary Words,
Student Worksheet 2: Concepts with Examples and Non-Examples

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Let’s look at our words. Point to the words on Worksheet 1 and read each word. Encourage the students to point or say each word. The big idea for this lesson is “the sun, moon, and stars are predictable.” Let’s learn more about “the Solar System.” I’m going to show you pictures of “things in the solar system” we have and pictures of things that are NOT “things in the solar system.” Are you ready?</p>	<p>Let’s look at words again. Can you remember what they mean? Point to the words on Worksheet 1. Provide support if the student needs help saying each word. The big idea for this lesson is “the sun, moon, and stars are predictable.” The solar system is the sun and all of the objects that rotate around the sun. I’m going to show you some examples of things in the solar system. Some show things in the solar system, and some do NOT show things in the solar system. Are you ready?</p>	<p>To warm up, let’s look at words again. Can you remember what they mean? Point to the definitions on Worksheet 1. Provide support if the student needs help reading the definitions. The big idea for this lesson is “the sun, moon, and stars are predictable.” The solar system is the sun and all of the objects that rotate around the sun. For example, the earth, the stars, the other planets are all a part of the solar system. I’m going to show you some examples of things in the solar system. Some show things in the solar system, and some do NOT show things in the solar system. Are you ready?</p>

Concept Building with Examples and Non-Examples and Model-Lead-Test Instruction

This instruction is leveled for three types of support needs. All instruction is delivered in a model-lead-test format. You will teach students the concept of “solar system” by presenting and describing examples and non-examples of “solar system.” After each presentation of a related picture, you’ll briefly explain why the picture is an example or non-example, based on its adherence to the definition (“moon **IS** in the solar system. It is either **the sun or an object that rotate around the sun.** Box is **NOT** in the solar system. A box is not a the sun or another object that rotates around the sun.”). During the “test” phase of model-lead-test, students will have an opportunity to label the examples and non-examples by themselves. If working in a small group, allow each student a chance to answer each item independently during the test phase. Use the system of least prompts procedure to provide support as needed.

Materials: Student Worksheet 2: Concepts with Examples and Non-Examples

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	<p>My turn. Touch the first picture of a thing in the solar system on the response option portion of Worksheet 2. Sun? This is in the solar system.</p> <p>Repeat with the remaining five items: Moon? (Things in the solar system), tree (NOT thing in the solar system), stars? (Thing in the solar system), box (NOT a thing in the solar system), planets (a thing in the solar system).</p>	<p>My turn. Touch the first picture of a thing in the solar system on the response option portion of Worksheet 2. This is in the solar system.</p> <p>Repeat with the remaining five items: Moon? (Things in the solar system), tree (NOT thing in the solar system), stars? (Thing in the solar system), box (NOT a thing in the solar system), planets (a thing in the solar system).</p>	<p>My turn. Touch the first picture of a answers on the “Is this a answers” portion of Worksheet 1. Sun? This is in the solar system. It meets our definition of the sun and all of the objects that rotate around the sun.</p> <p>Repeat with the remaining five items: Moon? (A thing in the solar system), tree (NOT a thing in the solar system), Stars? (A thing in the solar system), box (NOT a thing in the solar system), planets (a thing in the solar system).</p>
LEAD	<p>Let’s work together. Touch the picture of each item, this time in a different order. For example, touch “Stars” first this time. Stars? This is A thing in the solar system.</p> <p>Repeat with the remaining five items: sun? (A thing in the solar system), tree (NOT a thing in the solar system), Moon? (A thing in the solar system), box (NOT a thing in the solar system), planets (a thing in the solar system).</p>	<p>Let’s work together. Touch the picture of each item, this time in a different order. For example, touch “Stars” first this time. Stars? Remember our definition. This is A thing in the solar system.</p> <p>Repeat with the remaining five items: sun? (A thing in the solar system), tree (NOT a thing in the solar system), Moon? (Thing in the solar system), box (NOT a thing in the solar system), planets (a thing in the solar system).</p>	<p>Let’s work together. Touch the picture of each item, this time in a different order. For example, touch “Stars” first this time. Stars? Remember our definition “the sun and all of the objects that rotate around the sun.” This A thing in the solar system.</p> <p>Repeat with the remaining five items: sun? (A thing in the solar system), tree (NOT a thing in the solar system), Moon? (A thing in the solar system), box (NOT a thing in the solar system), planets (a thing in the solar system).</p>

	LEVEL 1	LEVEL 2	LEVEL 3
TEST	<p>Your turn. Touch the picture of each item in a different order. For example, touch “Moon” first this time. Wait for each student response.</p> <p>Repeat with the remaining five items: sun? (A thing in the solar system), tree (NOT a thing in the solar system), Stars? (A thing in the solar system), shark (NOT a thing in the solar system), planets (a thing in the solar system).</p>	<p>Your turn. Touch the picture of each item in a different order. For example, touch “Moon” first this time. Wait for each student response.</p> <p>Repeat with the remaining five items: sun? (A thing in the solar system), tree (NOT a thing in the solar system), Stars? (A thing in the solar system), shark (NOT a thing in the solar system), planets (a thing in the solar system).</p>	<p>Your turn. Touch the picture of each item in a different order. For example, touch “Moon” first this time. Wait for each student response.</p> <p>Repeat with the remaining five items: sun? (Thing in the solar system), tree (NOT a thing in the solar system), Stars? (A thing in the solar system), shark (NOT a thing in the solar system), planets (a thing in the solar system).</p>
Note: To be used during the Test phase as needed.			
PROMPTING AND ERROR CORRECTION	<p><i>If the student does not respond after 4 seconds, say, [“A thing in the solar system” or “NOT a thing in the solar system”]. Your turn, say [“a thing in the solar system” OR “NOT a thing in the solar system”]. Wait for the student to say the correct response or point to a yes/no response option on an AAC device. If correct, deliver specific verbal praise.</i></p> <p><i>If the student makes an error, No, ___ is [“a thing in the solar system” or “NOT a thing in the solar system”]. Your turn, say [“a thing in the solar system” OR “NOT a thing in the solar system”]. Wait for the student to say the correct response or point to a yes/no response option on an AAC device. Move on to the next item.</i></p>	<p><i>If the student does not respond after 4 seconds, say, A ____ is [“a thing in the solar system” or “NOT a thing in the solar system”]. Your turn, say [“a thing in the solar system” OR “not a thing in the solar system”]. Wait for the student to respond. If correct, deliver specific verbal praise</i></p> <p><i>If the student makes an error, No, ___ is [“a thing in the solar system” or “NOT a thing in the solar system”]. Your turn, say [“a thing in the solar system” OR “NOT a thing in the solar system”]. Wait for the student to respond. Move on to the next item.</i></p>	<p><i>If the student does not respond after 4 seconds, say, A ____ is [“a thing in the solar system” or “NOT a thing in the solar system”]. Provide a one sentence statement for why or why not (e.g., remember, the sun and all of the objects that rotate around the sun). Your turn, say [“a thing in the solar system” OR “not a thing in the solar system”]. Wait for the student to respond. If correct, deliver specific verbal praise</i></p> <p><i>If the student makes an error, No, ___ is [“a thing in the solar system” or “NOT a thing in the solar system”]. Provide a one sentence statement for why or why not (e.g., the sun and all of the objects that rotate around the sun.). Your turn, say [“a thing in the solar system” OR “NOT a thing in the solar system”]. Wait for the student to respond. Move on to the next item.</i></p>

	LEVEL 1	LEVEL 2	LEVEL 3
REINFORCE	Great! You found examples of things in the solar system!	Great! You found examples of things in the solar system! You could tell me about things that were in the solar system, and things that were NOT in the solar system.	Great! You found examples of things in the solar system! You know that things in the solar system are the sun and all of the objects that rotate around the sun!



Instructional Tip! For students who need a receptive response mode, you can create a yes/no response card or a green check mark and red X. These can be programmed in AAC device or made on notecards glued to popsicle sticks. Instead of saying “IS a ___ or is NOT a ___,” students can point, press, or hold up yes/no responses.

Generalization and Extension Activities

To promote generalization, consider opportunities to vary the types of images you use (both the content of the images and the format of the images) and look for opportunities to incorporate real-life materials or examples. To further extend this lesson for students who are ready, as students to complete the final section of the worksheet and record three other things in the solar system. They can paste responses options, write responses, or draw their own responses. They can use the response options from the example/non-example instruction, or they can think of their own responses.

Measuring Student Learning

Using the event recording “vocabulary comprehension” data sheet, record the independent correct student responses (those that occur during the “4-second time delay” or “test” phase of each lesson) for vocabulary identification, definition, and example/nonexample identification. Monitor student progress regularly and make data-based decisions to ensure instruction is individualized.

Independent, Technology-Delivered Instruction

enCORE provides additional instruction and practice on the target skills and concepts addressed in this Unit. Both teacher-led and independent student lessons that automatically adapt to differentiate across learning levels are key components of enCORE:

- enCORE automatically selects and assigns these lessons to your students based on their learning level and the Unit you are currently teaching
- or, to view and select any of these lessons at any time – go to the Curriculum tab in your enCORE teacher dashboard.

Understanding Big Ideas

Core Vocabulary and Definitions

The “big idea” concept word has an asterisk:

- Simple
- Sun
- Stars
- Solar system*

Prior to Instruction

Program student AAC devices with response options (both correct responses and distractors) to the comprehension questions. Sample words include:

- Solar system
- Stars
- Soap
- Earth
- “I don’t know” or “I need help”

Anchor Instruction for All Students

Prior to beginning instruction, review the three target words (moon, sun, stars) and review the concept of solar system (“the sun and all of the objects that rotate around the sun”). Tell students they will read a science newsletter today to learn more about the solar system. Show pictures of the sun, moon, stars, and solar system. Ask them to think about what else is in the solar system.

Differentiated Systematic and Explicit Instruction

Follow the instructional steps below. Adapt the steps or language, as needed, to account for student-specific needs. After each step, provide specific verbal feedback for correct responses and participation.



Learning Objectives

- Students will highlight core vocabulary and key details in the Science Newsletter.
- Students will answer questions about the Science Newsletter.

Materials

- Student Worksheet 1: Vocabulary Words (one per student and one for the teacher)
- Student Worksheet 2: Concepts with Examples and Non-Examples (one per student and one for the teacher)
- Student Worksheet 3: Newsletter and Comprehension (one per student and one for the teacher)
- Highlighters (one per student and one for the teacher)

Finding Information with Model-Lead-Test and a System of Least Prompts

Materials: Highlighters, Student Worksheet 3: Newsletter and Comprehension

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Now we're going to read a newsletter to learn more about the solar system. Listen for the words we know! Show students how to use a highlighter. Practice by teaching them to highlight the vocabulary words question, help, and make in the table on Student Worksheet 1.</p> <p>Let's read our Science Newsletter. Follow along with your finger or eyes. When I get to a word we know, let's read the word together. I'll help you highlight words we know. Are you ready?</p>	<p>Now we're going to read a newsletter to learn more about things in the solar system. We'll look for words we know and other things that we think are important. To practice highlighter use, tell students to highlight the words question, help, and make in the table on Student Worksheet 1. I'm going to read Our Science Newsletter three times. Follow along with your finger as I read. When I get to a word we know, let's read the word together. I'm going to show you how we can highlight words we know. Are you ready?</p>	<p>Now we're going to read a newsletter to learn more about all of the different things in the solar system. We'll look for words we know and other things that we think are important. We'll use a highlighter to keep track of important words and ideas. To warm up, ask students to highlight one of the target words on the table on Student Worksheet 1. Let's read our Science Newsletter. I'm going to read this three times. Follow along with your finger or read along with me. When I get to a word we know, let's read the word together. I'm going to show you how we can highlight words we know or words that are important. Are you ready?</p>

Finding Information with Model-Lead-Test and a System of Least Prompts

This instruction is leveled for three types of support needs. All instruction is delivered in a model-lead-test format. You will teach students how to look and listen for their core vocabulary words as they listen to the text. You will teach them to highlight the words when they find them. The purpose of this instruction is to teach them to listen or read with a purpose. Additionally, they will use this highlighted information as a tool for answering comprehension questions in the next part of the lesson. To ensure your students are engaged, help students follow along with their finger and read key vocabulary with you out loud. You can cue them by pausing at these words (sun, moon, stars).

Materials: Highlighters, Student Worksheet 3: Newsletter and Comprehension

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	<p>My turn. Follow along while I read. Let’s listen for “sun.” Begin reading. Pause any time you read “sun,” “stars” so students can read the words using choral response using their voice or AAC. After pausing at the first core word (“sun”) say, Sun is a word we know, so I’ll highlight it! Let’s highlight this word on your paper too.</p>	<p>My turn. I’ll read the Newsletter. You’ll follow with your finger. When I hear a word we know, I’m going to highlight that word. Then I’ll keep reading. Begin reading. Pause any time you read “sun,” “stars” so students can read the words using choral response using their voice or AAC. After pausing at the first core word (“sun”) say, This is a word we know, so I’ll highlight it! You can highlight this word on your paper too.</p>	<p>My turn. I’ll read the Newsletter. You’ll follow with your finger or read with me. When I hear a word we know, I’m going to highlight that word. Then I’ll keep reading. Begin reading. Pause any time you read “sun,” “stars” so students can read the words using choral response using their voice or AAC. After pausing at the first core word (“sun”) say, This is a word we know, so I’ll highlight it! You can highlight this word on your paper too.</p>
LEAD	<p>Let’s work together. Let’s listen for “stars.” Reread the newsletter using the same procedures. Pause to see if the students recognize another core word (like “moon”). Let’s highlight “moon.”</p>	<p>Let’s work together. Let’s listen for a word we know. Reread the newsletter using the same procedures. Pause to see if the students recognize another core word (like “moon”). Let’s highlight “moon.”</p>	<p>Let’s work together. Let’s listen for a new word we know. Reread the newsletter using the same procedures. Pause to see if the students recognize another core word (like “moon”). If needed, say, I see another core word that we know! Let’s highlight “moon.”</p>
TEST	<p>Your turn. Listen for a “Solar System.” Reread the newsletter using the same procedures.</p>	<p>Your turn. Listen for a word we know and highlight it on your paper. Reread the newsletter using the same procedures.</p>	<p>Your turn. Listen for a new word we know and highlight it on your paper when you hear it. Reread the newsletter using the same procedures.</p>

	LEVEL 1	LEVEL 2	LEVEL 3
	Note: To be used during the Test phase as needed.		
SYSTEM OF LEAST PROMPTS	<p><i>First prompt:</i> If needed, after four seconds, say, I see “Solar System.” Point to the sentence that has the word “Solar System.”</p> <p><i>Second prompt:</i> If needed, after another four seconds, say, I see “Solar System.” I can highlight “Solar System” like this. Highlight “Solar System” on your teacher worksheet.</p> <p><i>Third prompt:</i> If needed, after another four seconds, say, I see “Solar System.” Let’s highlight “Solar System” like this. Using physical guidance to help the student highlight “Solar System” on the student worksheet.</p>	<p><i>First prompt:</i> If needed, after four seconds, say, I heard a word we know. Point to the sentence that has the word “Solar System.”</p> <p><i>Second prompt:</i> If needed, after another four seconds, say, I see “Solar System.” I can highlight “Solar System” like this. Highlight “Solar System” on your</p> <p><i>Third prompt:</i> If needed, after another four seconds, say, I see heard a word we know. “Solar System.” Let’s highlight “Solar System” like this. Point to the word Solar System on the student worksheet and wait for the student to highlight the word.</p>	<p><i>First prompt:</i> If needed, after four seconds, say, I heard a new word we know. Point to the sentence that has the word “Solar System.”</p> <p><i>Second prompt:</i> If needed, after another four seconds, say, I heard a new word we know. The word is “Solar System.” I can highlight “Solar System” like this. Highlight “Solar System” on your teacher worksheet.</p> <p><i>Third prompt:</i> If needed, after another four seconds, say, I see heard a new word we know. The word is “Solar System.” Let’s highlight “Solar System” like this. Point to the word Solar System on the student worksheet and wait for the student to highlight the word.</p>
REINFORCE	Great! You found words we know!	Great! You found all of the words we know in our Newsletter!	Great! You found all of the important words we know and highlighted them in our newsletter!



Instructional Tip! For students who have difficulty with fine motor skills, try having them stamp the words with a light colored bingo stamper. Or have them voice the important word using their AAC device, which can signal a peer to help them highlight the word on their newsletter.

Comprehension with a System of Least Prompts

Materials: Highlighters, Student Worksheet 1: Vocabulary Words, Student Worksheet 3: Newsletter and Comprehension

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Show me a word we just highlighted. Point to the Newsletter and wait for students to point to a highlighted word in the text. Prompt as needed. Show me the pictures of our new words. Place Student Worksheet 1 next to the students and see if they point to the pictures of properties, colors, textures. Prompt as needed. I'm going to ask you questions. You can use your Vocabulary sheet or highlighted words to help you. Point to the vocabulary sheet and highlighted text as you explain these tools.</p>	<p>What is a word we just highlighted? Wait for students to share words or ideas they remember from the text. We did two things to help learn about the Solar System. We learned new words. There are pictures of those words on our vocabulary sheet. We also highlighted words. We can look at the highlighted words when we need to. Now I'm going to ask you questions. You can use your Vocabulary sheet or highlighted words to help you answer questions. Point to the vocabulary sheet and highlighted text as you explain these tools.</p>	<p>Can you tell me anything you remember about what we just read? Wait for students to share words or ideas they remember from the text. We have done a lot of work to help our brains remember important information. Can anyone remember what we've done to help our brains remember? Wait to see if anyone has ideas to share. First, we've learned the meaning of three new words. We can look at our worksheet to see those words if we need help remembering. Next, we highlighted important words in the Newsletter. If we need to remember where important information is in the Newsletter, we can look for the places we highlighted. Are you ready to use our tools to help us answer questions about what we read?</p>

Comprehension with Model-Lead-Test and a System of Least Prompts

This instruction is leveled for three types of support needs. All instruction is delivered in a model-lead-test format. A system of least prompts procedure can be embedded in the “test” phase of instruction as needed. If students cannot respond independently after four seconds, deliver the first level of prompting. These prompts are designed to teach students to use their notes or the text to find answers to problems. First, you’ll use think aloud modeling in the model phase to show students how you use reasoning and resources. Next, you’ll guide them to use their tools, and then you’ll give them an opportunity to answer the question on their own.

Materials: Highlighters, Student Worksheet 1: Vocabulary Words, Student Worksheet 3: Newsletter and Comprehension

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	<p>My turn. “The sun, earth, and moon are part of the ____?” My choices are “Solar System,” “rotate,” “pencil,” “log.” Look, I highlighted “sun.” I’ll reread the part about sun. It says, “The sun, earth, and moon are part of the Solar System!” The sun, earth, and moon are part of the ____? The answer is “Solar System.”</p>	<p>My turn. “The sun, earth, and moon are part of the ____?” My choices are “Solar System,” “rotate,” “pencil,” “log.” I can use my tools. I’ll look for my highlighting in the Newsletter. One of the first highlighted words is “sun.” I’ll reread the text about sun. It says, “The sun, earth, and moon are part of the Solar System!” That answers my question! The answer is “Solar System.”</p>	<p>My turn. “The sun, earth, and moon are part of the ____?” My choices are “Solar System,” “rotate,” “pencil,” “log.” First, I need to think if I know this in my head. Hmm. I’m not sure. Next, I can use my tools. I think I know these words, so One of the first highlighted words is “sun.” I’ll reread the text about sun. It says, “The sun, earth, and moon are part of the Solar System!” Re-reading the newsletter just answered my question! The answer is “Solar System.”</p>

	LEVEL 1	LEVEL 2	LEVEL 3
LEAD	<p>Let’s work together. “There are many ___ and planets in the solar system?” Our choices are “earth,” “stars,” “soap,” and “penguin.” Our question has the important word “moon.” Let’s find where we highlighted “moon” in the newsletter. I’ll read that. I hear the answer. Do you? “There are many stars and planets in the solar system..” “Stars” is the answer.</p>	<p>Let’s work together. “There are many ___ and planets in the solar system?” “Earth,” “stars,” “soap,” and “penguin.” What tools can we use? Remind them the vocabulary table on worksheet I can help us remember the meaning of important words. The highlighting on the newsletter can help us find important words in the text. Guide students to use the highlighting as a tool. They can reread the related text for the word “moon” (from the question) or ask for help rereading it. This should help them find the answer to the question (stars).</p>	<p>Let’s work together. “There are many ___ and planets in the solar system?” “Earth,” “stars,” “soap,” and “penguin.” Do you know in your head? Wait for your students to answer. If they can answer it in their head, ask them to check the newsletter too and compare answers. What is it called? Remind them the vocabulary table on Worksheet I can help us remember the meaning of important words. The highlighting on the newsletter can help us find important words in the text. Guide students to use the highlighting as a tool. The important word in the question is “moon,” so guide them to find that word in the text. They can reread the related text or ask for help rereading it. This should help them find the answer to the question (stars).</p>
TEST	<p>Your turn. “We live on which planet?” Your choices are “purse,” “moon,” “table” or “Earth.”</p>	<p>Your turn. “We live on which planet?” Your choices are “purse,” “moon,” “table” or “Earth.”</p>	<p>Your turn. “We live on which planet?” Your choices are “purse,” “moon,” “table” or “Earth.”</p>

SYSTEM OF LEAST PROMPTS

LEVEL 1

LEVEL 2

LEVEL 3

Note: To be used during the Test phase as needed.

First prompt: If needed, after four seconds, remind students to use look at the highlighted words. Repeat the question.

Second prompt: If needed, after another four seconds, say, **The question asks about “The sun, earth, and moon are part of the…” Can you find “sun” in the story?** Repeat the question.

Third prompt: If needed, after another four seconds, say, **I see the word “sun” in the question. I see the word “sun” in the story. The story says, “The sun, earth, and moon are part of the Solar System” Solar System is an answer choice. The answer is “Solar System!”**

First prompt: If needed, after four seconds, remind students to use the highlighting in the newsletter. Repeat the question.

Second prompt: If needed, after another four seconds, say, **Remember, you can use the highlighted newsletter. Think about the words in the question and see if you highlighted them in the text. Reread that part, or ask for help and I’ll reread it.** Repeat the question.

Third prompt: If needed, after another four seconds, say, **I can use the highlighted text to help me answer the question. I heard the words “sun” in the question. I see where I highlighted “sun” in the newsletter. If I reread this, it says, “The sun, earth, and moon are part of the Solar System.” I see “Solar System” is an answer choice. The answer is “Solar System!”**

First prompt: If needed, after four seconds, remind students to decide if they can answer the question in their head or if the need to use the newsletter. Repeat the question.

Second prompt: If needed, after another four seconds, say, **Remember, you can use your vocabulary words and definitions worksheet and you can use the highlighted text. Think about the words in the question and see if you highlighted them. Reread that part, or ask for help and I’ll reread it.** Repeat the question.

Third prompt: If needed, after another four seconds, say, **I can use the highlighted part to help me answer the question. I heard the words “answer” and “sun” in the question. I see where I highlighted “sun” in the newsletter. If I reread this, it says, “The sun, earth, and moon are part of the Solar System…” I see “Solar System” is an answer choice. The answer is “Solar System!”**

REINFORCE

Great work! You answered questions about the Solar System!

Great job! You used the newsletter to answer questions about the Solar System!

Great job! You used tools like the vocabulary list and the highlighted words in the newsletter to help you answer questions about the Solar System! You reread important text and listened for the answer. Way to go!



Instructional Tip! For students who are overwhelmed by the number of response options, you can reduce the choices to three. Be sure to remove one of the options that is not from the text and keep at least one distractor that is from the text.

Generalization and Extension Activities

To promote generalization, consider opportunities to vary the types of images you use (both the content of the images and the format of the images) and look for opportunities to incorporate real-life materials or examples. To further extend this lesson for students who are ready, ask students if they can think of their own question about the Newsletter, or about the big idea that the sun, moon, and stars are predictable. They could write or dictate their own question, you could provide a question stem for them to complete, or you could provide response options. Some students benefit from pre-teaching the concepts of WH-question words. Consider using constant time delay to teach the meaning of question words (“who” tells about “people”) to enhance their ability to generate appropriate questions.

Measuring Student Learning

Using the repeated trial data sheet, collect data on student-specific responses during the comprehension lesson. Monitor student progress regularly and make data-based decisions to ensure instruction is individualized.

Independent, Technology-Delivered Instruction

enCORE provides additional instruction and practice on the target skills and concepts addressed in this Unit. Both teacher-led and independent student lessons that automatically adapt to differentiate across learning levels are key components of enCORE:

- enCORE automatically selects and assigns these lessons to your students based on their learning level and the Unit you are currently teaching
- or, to view and select any of these lessons at any time – go to the Curriculum tab in your enCORE teacher dashboard.