SEGMENT **1**

Core Vocabulary with Constant Time Delay

Prior to Instruction

Program student AAC devices with target vocabulary words (renewable resources, non-renewable resources, and flow resources) and images or pictures (with the definition programmed). Sample words and definitions include:

- Renewable resources / Resources from nature we can get more of if we don't use them too fast.
- Non-renewable resources / Resources from nature we cannot get more of once they are all gone.
- Flow resources / Resources from nature we cannot make more of, but we can use over and over.
- Program image of a green check to voice "natural resources" and red X to voice "not natural resources."

Core Vocabulary and Concepts

The "big idea" concept word has an asterisk:
- Natural resources*
- Renewable resources
- Non-renewable resources
- Flow resources

Anchor Instruction for All Students

We've been reading a book called *Frog's Bright Idea*. In the book, Frog has a problem to solve. He needs to get his food, but he doesn't know how. People need natural resources, like food, to survive, just like Frog. People are always trying to solve problems about getting and keeping natural resources. Let's learn more about the natural resources and how we can help solve problems to make sure we protect the resources we have.

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)

Introduce Vocabulary

Materials: Student Worksheet 1: Vocabulary Words

LEVEL 1	LEVEL 2	LEVEL 3
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 Worksheet 1 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?**	**We're going to learn three words. Can you read these with me?** First, read the words to the students from Worksheet 1, 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?**	**To warm up, let's learn important words that tell us more about** *natural resources* **. We're going to learn three words. Can you read these to me?** If students need support reading the words on Worksheet 1, 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?**

(Left column label: INTRODUCE)

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 <u>no pause or delay</u> 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. <u>Be sure to vary the order in which you ask the words each time.</u>

Zero Second Delay Round

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

Materials: Student Worksheet 1: Vocabulary Words

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
Locate the words and pictures on a teacher copy of Worksheet 1. Read each word while pointing to the picture. **Show me the one that means "resources from nature we can get more of if we don't use them too fast**." Immediately point to "renewable resources." Wait for students to point to or say "renewable resources." Repeat with "non-renewable resources" (**Show me the one that means "resources from nature we cannot get more of once they are all gone"**) and "flow resources" (**Show me the one that means "resources from nature we cannot make more of, but we can use over and over"**).	Student touches or says "renewable resources."	**Great work! You found "renewable resources!"**
	Student does not respond. Student responds incorrectly.	**This is "renewable resources." Touch "renewable resources."** Wait for the student to respond. Provide physical guidance if needed.

Instructional Tip! For students needing additional support, consider altering the task demand. Model matching the spoken word to the word and picture (instead of the definition). For example, say, "Show me the word 'renewable resources'."

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 1: Vocabulary Words

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
Let's practice our words some more! This time, I'm going to give you a chance to show me the words all by yourself! But don't guess. If you need help, wait, and I will help you. Show me the one that means "resources from nature we can get more of if we don't use them too fast." Wait four seconds. Repeat with "non-renewable resources" (**Show me the one that means "resources from nature we cannot get more of once they are all gone"**) and "flow resources" (**Show me the one that means "resources from nature we cannot make more of, but we can use over and over"**).	Student touches or says "renewable resources." within four seconds.	**Yes! You found "renewable resources" all by yourself!**
	Student responds incorrectly before additional prompting.	Point to the correct response. **"Renewable resources." "Renewable resources" means "resources from nature we can get more of if we don't use them too fast." Touch "renewable resources."**
	Student does not respond within four seconds.	Point to the correct response. **"Renewable resources." "Renewable resources" means "resources from nature we can get more of if we don't use them too fast." Touch "renewable resources."** After the student points to the picture, say, **Good work. You found "renewable resources."**

💡 **Instructional Tip!** For students needing additional support, consider altering the task demand. Model matching the spoken word to the word and picture (instead of the definition). For example, say, "Show me the word 'renewable resources'.

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	**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. Show students Worksheet 2. **The big idea for this lesson is "natural resources." Let's learn more about "natural resources." I'm going to show you pictures of "natural resources" and pictures that are NOT "natural resources." Are you ready?**	**Let's look at our 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. Show students Worksheet 2. **The big idea for this lesson is "Natural resources are important, and people need to protect them." Natural resources are all of the things people get from nature that we need to use. I'm going to show you different pictures. Some show natural resources, and some do NOT show natural resources. Are you ready?**	**To warm up, let's look at our 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. Show students Worksheet 2. **The big idea for this lesson is "Natural resources are important, and people need to protect them." We have learned about "protect" in another lesson. Now let's talk about ways to protect the important things we get from the earth. We've learned about different types of natural resources. All of these things are things people get from nature that we need to use. I'm going to show you different pictures of natural resources. Some are examples of natural resources, and some are not examples of natural resources. Are you ready?**

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 "natural resources" by presenting and describing examples and non-examples of "natural resources." 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 ("Water is an example of a natural resource because water is something that comes from nature, we cannot make more it, but we can use it over and over.") 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	**My turn.** Touch the first picture of "water" on the row of pictures on Worksheet 2. **Natural resource. This is a natural resource.** Repeat with the remaining five items: animals (NATURAL RESOURCE), cars (NOT a natural resource), plants (NATURAL RESOURCE), toys (NOT a natural resource), soil (NATURAL RESOURCE).	**My turn.** Touch the first picture of "water" on the row of pictures on Worksheet 2. **Is this a natural resource? Natural resource. Water is a natural resource because water is something that comes from nature that we use. This is a natural resource.** Repeat with the remaining five items: animals (NATURAL RESOURCE), cars (NOT a natural resource), plants (NATURAL RESOURCE), toys (NOT a natural resource), soil (NATURAL RESOURCE).	**My turn.** Touch the first picture of "water" on the row of pictures on Worksheet 2. **Is this a natural resource? Natural resource. Water is an example of a natural resource because water is something that comes from nature, we cannot make more it, but we can use it over and over. This is an example of a natural resource.** Repeat with the remaining five items: animals (NATURAL RESOURCE), cars (NOT a natural resource), plants (NATURAL RESOURCE), toys (NOT a natural resource), soil (NATURAL RESOURCE).

	LEVEL 1	LEVEL 2	LEVEL 3
LEAD	**Let's work together.** Touch the picture of each item, this time in a different order. For example, touch "plants" first this time. **Plants. These are natural resource.** Repeat with the remaining five items: soil (natural resource), water (natural resource), animals (natural resource), cars (NOT a natural resource), toys (NOT a natural resource).	**Let's work together.** Touch the picture of each item, this time in a different order. For example, touch "plants" first this time. **Plants. Plants are natural resources because plants are something that comes from nature that we use. Plants are a natural resource.** Repeat with the remaining five items: soil (natural resource), water (natural resource), animals (natural resource), cars (NOT a natural resource), toys (NOT a natural resource).	**Let's work together.** Touch the picture of each item, this time in a different order. For example, touch "plants" first this time. **Plants. Plants are an example of natural resources because plants are something that come from nature, and we can get more of them if we don't use them too fast. Plants are a natural resource.** Repeat with the remaining five items: soil (natural resource), water (natural resource), animals (natural resource), cars (NOT a natural resource), toys (NOT a natural resource).
TEST	**Your turn.** Touch the picture of each item in a different order. For example, touch "animals" first this time. Wait for each student response. Repeat with the remaining five items: water (natural resource), plants (natural resource), cars (NOT a natural resource), soil (natural resource), toys (NOT a natural resource)	**Your turn.** Touch the picture of each item in a different order. For example, touch "animals" first this time. Wait for each student response. Repeat with the remaining five items: water (natural resource), plants (natural resource), cars (NOT a natural resource), soil (natural resource), toys (NOT a natural resource)	**Your turn.** Touch the picture of each item in a different order. For example, touch "animals" first this time. Wait for each student response. Repeat with the remaining five items: water (natural resource), plants (natural resource), cars (NOT a natural resource), soil (natural resource), toys (NOT a natural resource)

	LEVEL 1	LEVEL 2	LEVEL 3
	Note: To be used during the Test phase as needed.		
PROMPTING AND ERROR CORRECTION	*If the student does not respond after 4 seconds,* say, **["natural resources" or "NOT a natural resource"]. Your turn, say, ["natural resources" OR "NOT a natural resource"].** 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. *If the student makes an error,* **No, ___ is ["a natural resource" or "NOT a natural resource"]. Your turn, say, ["natural resources" OR "NOT a natural resource"].** 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.	*If the student does not respond after 4 seconds,* say, **A _____ is ["a natural resource" or "NOT a natural resource"]. Your turn, say, ["natural resources" OR "not a natural resource"].** Wait for the student to respond. If correct, deliver specific verbal praise. *If the student makes an error,* **No, ___ is ["a natural resource" or "NOT a natural resource"]. Your turn, say, ["natural resources" OR "NOT a natural resource"].** Wait for the student to respond. Move on to the next item.	*If the student does not respond after 4 seconds,* say, **A _____ is an example of ["a natural resource" or "NOT a natural resource"].** Provide a brief statement for why or why not. **Your turn, say ["natural resources" OR "not a natural resource"].** Wait for the student to respond. If correct, deliver specific verbal praise. *If the student makes an error,* **No, ___ [is/ is not] an example of ["natural resources"].** Provide a brief statement for why or why not. **Your turn, say, ["natural resources" OR "NOT a natural resource"].** Wait for the student to respond. Move on to the next item.
REINFORCE	**Great! You found examples of natural resources!**	**Great! You found examples of natural resources! You could tell me about things that were natural resources, and things that were NOT natural resources.**	**Great! You found examples of natural resources! You know that natural resources are things people get from nature!**

💡 **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 devices or made on notecards glued to popsicle sticks. Instead of saying "IS a natural resource or is NOT a natural resource," 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, ask students to complete the final section of the worksheet and record three examples of natural resources they use every day. 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 both vocabulary identification and example/non-example 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.

SEGMENT
2

Understanding Big Ideas

Prior to Instruction

Program student AAC devices with response options (both correct responses and distractors) to the comprehension questions. Sample words include:
- "Animals and plants"
- "Renewable"
- "We will reuse them"
- "I don't know" or "I need help"

Core Vocabulary and Concepts

The "big idea" concept word has an asterisk:
- Natural resources*
- Renewable resources
- Non-renewable resources
- Flow
- Resources

Anchor Instruction for All Students

Prior to beginning instruction, review the three target words (renewable resources, non-renewable resources, and flow resources) and review the concept of a natural resource ("things people get from nature that we need to use"). Tell students they will read a Social Studies Newsletter today to learn more about how natural resources are important, and people need to protect them. Show pictures of natural resources and people using and protecting them (like drinking water, picking up trash on the beach, recycling, planting crops in the ground).

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 Social Studies Newsletter.
- Students will answer questions about the Social Studies 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

Materials: Highlighters, Student Worksheet 1: Vocabulary Words

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	**Now we're going to read a Newsletter to learn more about natural resources. Listen for the words we know!** Show students how to use a highlighter. Practice by teaching them to highlight the vocabulary words renewable resources, non-renewable resources, and flow resources in the table on Student Worksheet 1. **Let's read our Social Studies 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?**	**Now we're going to read a Newsletter to learn more about different types of natural resources. 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 renewable resources, non-renewable resources, and flow resources in the table on Student Worksheet 1. **I'm going to read our Social Studies 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?**	**Now we're going to read a Newsletter to learn more about different types of natural resources and why they are important to people. 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 Social Studies 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?**

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 the target vocabulary words: renewable resources, non-renewable resources, and flow resources. You will read the Newsletter once, and you will model highlighting the first target word, you'll guide (or lead) the students in how to highlight the second target word, and you'll give them an opportunity to highlight the final word independently (test). After this first read, re-read the Newsletter once more. Pause at the target words so that students can help read the word with their voice or AAC.

Materials: Highlighters, Student Worksheet 3: Social Studies Newsletter

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	**My turn. Follow along while I read. Let's listen for "renewable."** Begin reading. After pausing at the first target word ("renewable") say, **Renewable resources is a word we know, so I'll highlight it! Let's highlight this word on your paper too**.	**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 at the first target word ("renewable") say, **This is a word we know, so I'll highlight it! You can highlight this word on your paper too.**	**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 at the first target word ("renewable") say, **This is a word we know, so I'll highlight it! You can highlight this word on your paper too.**
LEAD	**Let's work together. Let's listen for "flow resources."** Keep reading the Newsletter using the same procedures. Pause to see if the students recognize the next target word ("flow resources"). **Let's highlight "flow resources."**	**Let's work together. Let's listen for a word we know.** Keep reading the Newsletter using the same procedures. Pause to see if the students recognize another core word ("flow resources"). If needed, say, **Let's highlight "flow resources."**	**Let's work together. Let's listen for a new word we know.** Keep reading the Newsletter using the same procedures. Pause to see if the students recognize another core word ("flow resources"). If needed, say, **I see another core word that we know! Let's highlight "flow resources."**
TEST	**Your turn. Listen for "non-renewable resources."** Collect highlighters and reread the story. Pause so students can help read the target words.	**Your turn. Listen for a word we know and highlight it on your paper.** Collect highlighters and reread the story. Pause so students can help read the target words.	**Your turn. Listen for a new word we know and highlight it on your paper when you hear it.** Collect highlighters and reread the story. Pause so students can help read the target words.

	LEVEL 1	LEVEL 2	LEVEL 3
	Note: To be used during the Test phase as needed.		
SYSTEM OF LEAST PROMPTS	*First prompt*: If needed, after four seconds, say, **I see "non-renewable resources."** Point to the sentence that has the word "non-renewable resources." *Second prompt*: If needed, after another four seconds, say, **I see "non-renewable resources." I can highlight "non-renewable resources" like this.** Highlight "non-renewable resources" on your teacher worksheet. *Third prompt:* If needed, after another four seconds, say, **I see "non-renewable resources." Let's highlight "non-renewable resources" like this.** Using physical guidance to help the student highlight "non-renewable resources" on the student worksheet.	*First prompt*: If needed, after four seconds, say, **I heard a word we know.** Point to the sentence that has the word "non-renewable resources." *Second prompt*: If needed, after another four seconds, say, **I heard a word we know. "Non-renewable resources." I can highlight "non-renewable resources" like this.** Highlight "non-renewable resources" on your teacher worksheet. *Third prompt:* If needed, after another four seconds, say, **I heard a word we know. "Non-renewable resources." Let's highlight "non-renewable resources" like this.** Point to the word on the student worksheet and wait for the student to highlight the word.	*First prompt*: If needed, after four seconds, say, **I heard a new word we know.** Point to the sentence that has the word "non-renewable resources." *Second prompt*: If needed, after another four seconds, say, **I heard a new word we know. The word is "non-renewable resources." I can highlight "non-renewable resources" like this.** Highlight "non-renewable resources" on your teacher worksheet. *Third prompt:* If needed, after another four seconds, say, **I heard a new word we know. The word is "non-renewable resources." Let's highlight "non-renewable resources" like this.** Point to the word on the student worksheet and wait for the student to highlight the word.
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: Social Studies Newsletter

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	**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 renewable resources, non-renewable resources, and flow resources. 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.	**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 how natural resources are important, and people need to protect them. 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.	**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?**

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 questions. First, you'll model the think-aloud strategy 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: Social Studies Newsletter

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	My turn. "What are examples of renewable resources?" My choices are "coal and oil," "animals and plants," "rules and laws," and "towns and cities." Look, I highlighted "renewable." I'll reread the part about renewable. It says, "Some natural resources are renewable, like animals and plants!" What are examples of renewable resources? The answer is "animals and plants."	My turn. "What are examples of renewable resources?" My choices are "coal and oil," "animals and plants," "rules and laws," and "towns and cities." I can use my tools. I'll look for my highlighting in the Newsletter. The first highlighted word is "renewable." I'll reread the text about renewable resources. It says, "Some natural resources are renewable, like animals and plants!" That answers my question! The answer is "animals and plants."	My turn. "What are examples of renewable resources?" First, I need to think if I know this in my head. I'm not sure. Next, I can read the answer choices to help me. My choices are "coal and oil," "animals and plants," "rules and laws," and "towns and cities." Do I know it now? No, so now, I can use my tools. I think I know these words, so I'll look back in the Newsletter for important information. I'll look for my highlighting. The first highlighted word is "renewable." I'll reread the text about renewable resources. It says, "Some natural resources are renewable, like animals and plants!" Rereading the Newsletter just answered my question! The answer is "animals and plants."

	LEVEL 1	LEVEL 2	LEVEL 3
LEAD	Let's work together. "What kind of resources are air and water?" Our choices are "flow," "renewable," "careful," and "animal." Our answer choice has the important word "flow." Let's find where we highlighted "flow resources" in the Newsletter. I'll read that. Read the sentence with the answer. I hear the answer. Do you? "Some natural resources are flow resources, like air and water." "Flow" is the answer.	Let's work together. "What kind of resources are air and water?" Our choices are "flow," "renewable," "careful," and "animal." What tools can we use? Remind them the highlighting on the Newsletter can help us find important words in the text. We can also look at the pictures in the question. Guide students to use the highlighting as a tool. They can reread the related text for the word "flow" (from the answer choices) or ask for help rereading it. This should help them find the answer to the question (flow).	Let's work together. "What kind of resources are air and water?" Do we know the answer? Do we need the choices? Our choices are "flow," "renewable," "careful," and "animal." 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 tools can we use? Remind them the vocabulary table on Worksheet 1 can help us remember the meaning of important words. The highlighting on the Newsletter can help us find important words in the text. We can also look at the important words in the question. Guide students to use the highlighting as a tool. The important word from the answer choices is "flow" 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 (flow).
TEST	Your turn. "What will happen to non-renewable resources?" Our choices are "we will reuse them," "we can make more," "they will run out," and "we can buy more."	Your turn. "What will happen to non-renewable resources?" Our choices are "we will reuse them," "we can make more," "they will run out," and "we can buy more."	Your turn. "What will happen to non-renewable resources?" Do you know the answer? If you need the choices, they are "we will reuse them," "we can make more," "they will run out," and "we can buy more."

	LEVEL 1	LEVEL 2	LEVEL 3
	Note: To be used during the Test phase as needed.		
PROMPTING AND ERROR CORRECTION	*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 "non-renewable resources" Can you find "non-renewable resources" in the Newsletter?** Repeat the question. *Third prompt:* If needed, after another four seconds, say, **I see the word "non-renewable resources" in the question. I see the word "non-renewable resources" in the Newsletter. The Newsletter says, "We cannot make more non-renewable resources. They will run out." I see "they will run out" is an answer choice. The answer is "they will run out."**	*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 word "non-renewable resources" in the question. I see where I highlighted "non-renewable resources" in the Newsletter. If I reread this, it says, "We cannot make more non-renewable resources. They will run out." I see "they will run out" is an answer choice. The answer is "they will run out."**	*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 word "non-renewable resources" in the question. I see where I highlighted "non-renewable resources" in the Newsletter. If I reread this, it says, "We cannot make more non-renewable resources. They will run out." I see "they will run out" is an answer choice. The answer is "they will run out."**
REINFORCE	**Great work! You answered questions about natural resources!**	**Great job! You used the Newsletter to answer questions about natural resources!**	**Great job! You used tools like the vocabulary list and the highlighted words in the Newsletter to help you answer questions about natural resources! 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. For students who are ready for a challenge, remove the response options and ask these as open-ended questions.

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 topic "natural resources." 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 event recording "text 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 question 3. 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.