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SHELL
EDUCATION

Leveled Texts

For First Grade



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What Is Differentiation?

Over the past few years, classrooms have evolved into diverse pools of learners. Gifted students, English language learners, special-needs students, high achievers, underachievers, and average students all come together to learn from one teacher. The teacher is expected to meet their diverse needs in one classroom. It brings back memories of the one-room schoolhouse during early American history. Not too long ago, lessons were designed to be one size fits all. It was thought that students in the same grade learned in similar ways. Today, teachers know that viewpoint to be faulty. Students have different learning styles, come from different cultures, experience a variety of emotions, and have varied interests. For each subject, they also differ in academic readiness. At times, the challenges teachers face can be overwhelming, as they struggle to figure out how to create learning environments that address the differences they find in their students.

What is differentiation? Carol Ann Tomlinson (2014, 1) describes the challenge of differentiation as reaching out to “students who span the spectrum of learning readiness, personal interests, and culturally shaped ways of seeing and speaking about and experiencing the world.” Differentiation can be carried out by any teacher who keeps the learners at the forefront of his or her instruction. The effective teacher asks, “What am I going to do to shape instruction to meet the needs of all my learners?” One method or methodology will not reach all students.

Differentiation encompasses what is taught, how it is taught, and the products students create to show what they have learned. When differentiating curriculum, teachers become the organizers of learning opportunities within the classroom environment. These categories are often referred to as content, process, and product.

- **Content:** Differentiating the content means to put more depth into the curriculum through organizing the curriculum concepts and structure of knowledge.
- **Process:** Differentiating the process requires the use of varied instructional techniques and materials to enhance the learning of students.
- **Product:** When products are differentiated, cognitive development and the students’ abilities to express themselves improve.

Teachers should differentiate content, process, and products according to students’ characteristics. These characteristics include students’ readiness, learning styles, and interests.

- **Readiness:** If a learning experience aligns closely with students’ previous skills and understanding of a topic, they will learn better.
- **Learning styles:** Teachers should create assignments that allow students to complete work according to their personal preferences and styles.
- **Interests:** If a topic sparks excitement in the learners, then students will become involved in learning and better remember what is taught.

How to Use This Product

Readability Chart



Title of the Text	Circle	Square	Triangle
Animal Parents and Babies	labels	1.4	3.2
Shapes	labels	1.9	3.1
Playing Sports	labels	1.7	3.2
Grandpa and Me	labels	1.4	3.4
Homes Around the World	labels	1.5	3.1
Crafty Kids	labels	1.4	3.2
Getting Ready for School	labels	1.2	3.0
Our Favorite Sports	labels	1.8	3.0
Birthday Time!	labels	1.8	3.3
Looking at Animals	labels	1.8	3.9
Plenty of Plants!	labels	1.5	3.6
The Seasons	labels	1.8	3.8
How Sound Moves	labels	1.3	3.0
Light Makes a Rainbow	labels	1.2	3.2
Tools	labels	1.3	3.4
Be Fair!	labels	1.4	3.6
Money	labels	1.5	3.0
Jobs Around Town	labels	1.8	3.6
Getting Around School	labels	1.1	3.3
Happy 4th of July, America!	labels	1.9	3.7

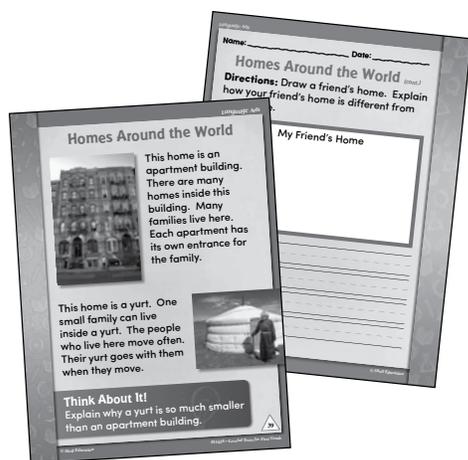
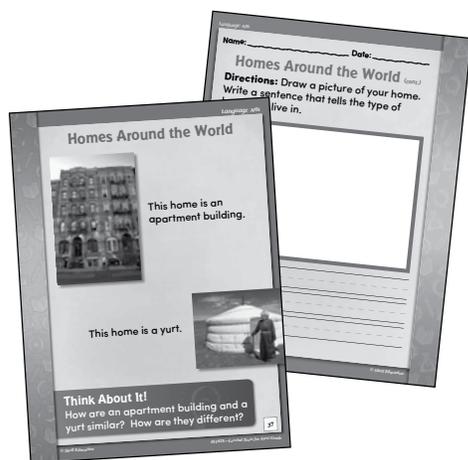
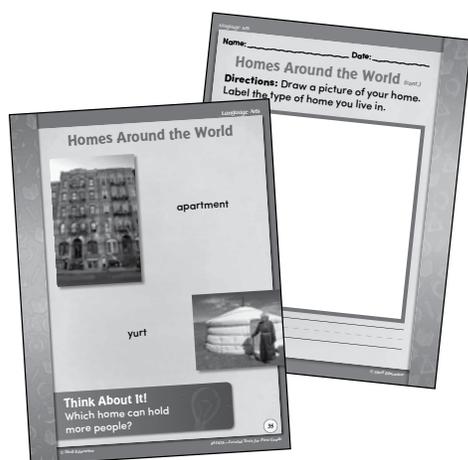
Correlation to Standards

The Every Student Succeeds Act (ESSA) mandates that all states adopt challenging academic standards that help students meet the goal of college and career readiness. While many states already adopted academic standards prior to ESSA, the act continues to hold states accountable for detailed and comprehensive standards.

Shell Education is committed to producing educational materials that are research and standards based. In this effort, all products are correlated to the academic standards of the 50 states, the District of Columbia, and the Department of Defense Dependent Schools. Shell Education uses the Mid-continent Research for Education and Learning (McREL) Compendium to create standards correlations. Each year, McREL analyzes state standards and revises the compendium. By following this procedure, they are able to produce a general compilation of national standards. A correlation report customized for your state can be printed directly from the following website: www.tcmpub.com/administrators/correlations/.

How to Use This Product *(cont.)*

Components of the Product



The Leveled Texts

- There are 20 topics in this book. Each topic is leveled to three different reading levels. The images and fonts used for each level within a topic are the same.
- Behind each page number, you'll see a shape. These shapes indicate the reading levels of each piece so that you can make sure students are working with the correct texts. The circle level pieces have images only with no text so they can be used by nonreaders. The square level pieces are for very early readers and use labels only. See the chart on page 8 for the specific level of each triangle text.



labels



Levels
1.2-1.9



Levels
3.0-3.9

Comprehension Questions

- Each text includes a comprehension question. They are written to allow all students to be successful within a whole-class discussion. The questions are closely linked so that teachers can ask multiple questions on the topics and all students will be able to participate in the conversations about the texts.

Comprehension Activities

- Each level of the texts also includes a comprehension activity. Like the texts, the comprehension activities were created with nonreaders and early readers in mind. The below-grade-level students might focus on the images, while the above-grade-level students can delve deeper into the meanings of the sentences and images.

Animal Parents and Babies

penguins and an egg



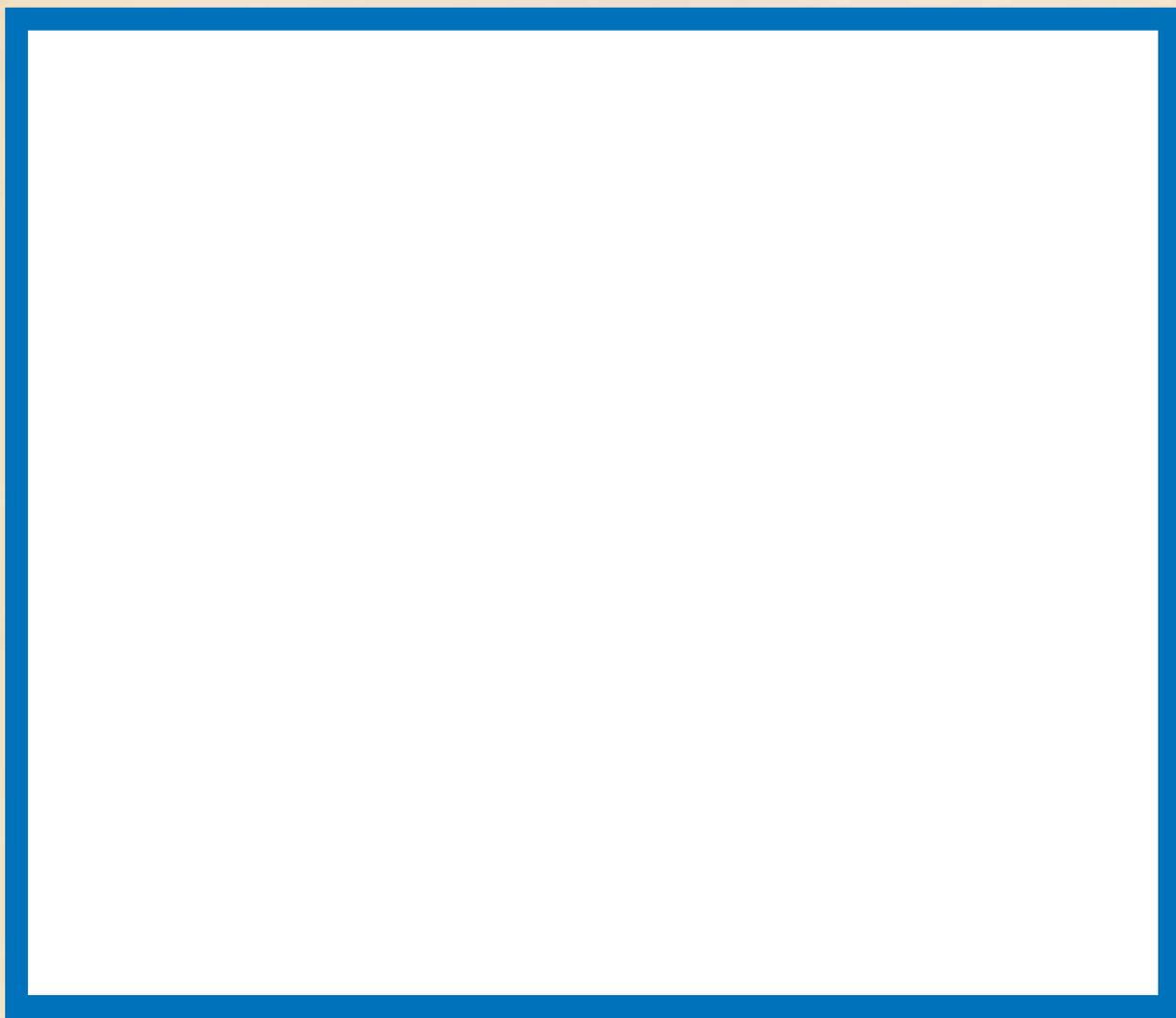
hen and chicks

Think About It!
Which animals are the parents?

Name: _____ Date: _____

Animal Parents and Babies (cont.)

Directions: Draw a picture of an animal parent and baby. Label your picture.



Animal Parents and Babies

A father penguin warms the egg.



A mother hen shows her chicks how to peck.

Think About It!
How do parents help their babies?

Name: _____ Date: _____

Animal Parents and Babies (cont.)

Directions: Draw a picture of an animal parent and baby. Write about your picture.



Animal Parents and Babies

Penguin fathers keep their babies safe before they hatch. They protect eggs from the cold. An egg cannot touch the ice, so the father balances the egg on his feet for two months.



Animal mothers teach their babies. Here, a mother hen teaches her chicks to peck. They hunt and peck for food to eat.

Think About It!

Why do baby animals need their parents?

Name: _____ Date: _____

Animal Parents and Babies (cont.)

Directions: Draw a picture of an animal parent and baby. Write about your picture.



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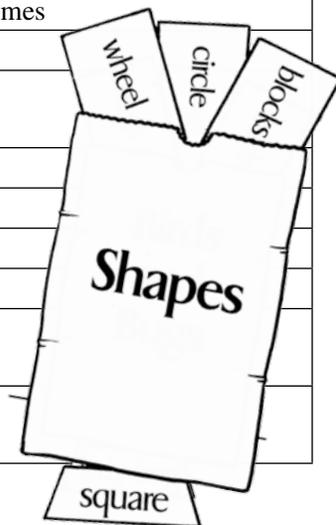
Strategies for Using the Leveled Texts *(cont.)*

Below-Grade-Level Students *(cont.)*

Frontloading Word Bags

Frontloading, or pre-teaching, vocabulary is a powerful tool for this student population. This strategy allows students who are below grade level to access content within a text through discussions beforehand. This can be a useful tool for students who struggle with on-demand activities. Select words from the text and place them in a bag prior to reading or introducing the text to students. Label the front of the bag with the title of the passage. Students can then work in a group or with the teacher to pull words out and discuss them. All questions and discussions should be focused on vocabulary comprehension and synthesizing words as they pertain to the main idea of each text.

Text	Words, Themes, and Content
Animal Parents and Babies	penguin, egg, hen, chicks, animal, babies, father, mother, warms, shows, safe, protect
Shapes	wheel, circle, blocks, squares, roll, smoothly, stacked
Playing Sports	basketball, soccer, players, points, feet, field
Grandpa and Me	walk, read, park, bookstore, outside, favorite, interesting
Homes Around the World	apartment, yurt, home, apartment building, inside, family, entrance
Crafty Kids	picture frames, patterns, students, fundraise, attractive, buttons, purchase
Getting Ready for School	cereal, juice, bread, peanut butter, glass, eats, morning, dressed, breakfast, spreads, dishes
Our Favorite Sports	sports, graph, vote, show, popular, classroom, different, soccer, softball, kickball, data
Birthday Time!	friends, twins, birthday, party, together, invite, combine, total
Looking at Animals	python, snake, length, adult, stretching, bunching
Plenty of Plants!	plants, carrots, spinach, around, crunchy, leafy, healthy, tasty
The Seasons	spring, summer, autumn, winter, through, change, becomes
How Sound Moves	vibrate, sound waves, drummer, stick, quickly, travels
Light Makes a Rainbow	rain, light, bends, rainbow, through, causes
Tools	telescope, microscope, tool, space, clear
Be Fair!	fair, equal, treat, chances
Money	money, earn, pay, work, buy, bill, coin, job
Jobs Around Town	nurse, firefighters, doctors, types, care, help, safe
Getting Around School	school, map, key, places, show, symbol, landmarks, locate, find
Happy 4th of July, America!	July, celebrate, freedom, observed, independence, fourth, parades, holiday



Strategies for Using the Leveled Texts *(cont.)*

Below-Grade-Level Students *(cont.)*

Graphic Organizer to Find Similarities and Differences

Setting a purpose for reading content focuses the learner. One purpose for reading can be to identify similarities and differences. This skill must be directly taught, modeled, and applied. Use the texts in this book to further students' understanding and/or to allow them to demonstrate what they know about a topic. For example, students could compare and contrast the *Rules at Home* passage to the rules in their own homes. Discussion questions can be questions such as the following: How are the rules in your home like the ones in the text? How are they different? The chart below can be used to respond to these questions.

A Venn diagram consisting of two overlapping circles. Each circle is divided into four horizontal sections by lines, providing space for writing. Above each circle is a horizontal line, likely intended for a title or label for each category.

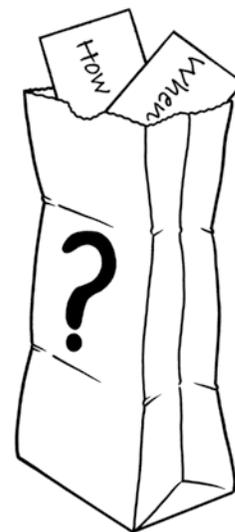
Strategies for Using the Leveled Texts *(cont.)*

On-Grade-Level Students

Questioning

Questioning is a great way for students to check their reading comprehension. This strategy can be student or teacher driven. After reading each text, have students pull one of the words from a bag and use the word to pose a question about the text to a classmate. Here are sample questions for the texts in this book:

Who	takes care of animal babies?
What	patterns can you spot around us?
Where	do you live?
When	might you use a map?
Why	do we need tools?
How	can I earn and use money?



Question Bag

KWL

KWL charts empower students to take ownership of their learning. This strategy can be used as a pre- or post-reading tool for organizing what they've read or for further exploration for on-grade-level students. Guide students with the following questions:

What does scanning the text tell us?

What do you know about the topic?

What do you want to know about the topic?

What did you learn about the topic?

KWL Chart

What do I know? (K)	What do I want to learn? (W)	What did I learn? (L)

Strategies for Using the Leveled Texts *(cont.)*

Above-Grade-Level Students

Student-Directed Learning

Because they are academically advanced, above-grade-level students are often the leaders in primary classrooms. They are more self-sufficient learners, too. As a result, there are some student-directed strategies that teachers can employ successfully with these students. Remember to use the texts in this book as jump-starts so students will be interested in finding out more about the topics. Above-grade-level students may enjoy any of the following activities:

Reading and Writing Activities

- Write your own questions and exchange them with others.
- Craft your own story using the characters from the text.
- Read other texts about the topic to further expand your knowledge.
- Extend the plot of the story and write a new ending to the text.
- Research topics and write your own “All About” book.



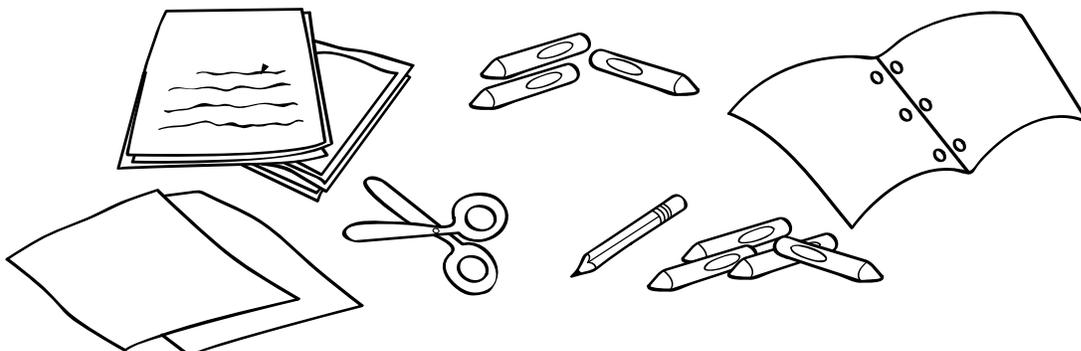
Listening and Speaking Activities

- Read the text and teach the topic to another group of students.
- Interview a friend about the topic read.



Art Activities

- Draw and label a detailed diagram of what you learned.
- Make a hand puppet to act out and retell the story.



Strategies for Using the Leveled Texts *(cont.)*

Above-Grade-Level Students *(cont.)*

Open-Ended Questions and Activities

Teachers need to be aware of activities that provide a ceiling that is too low for above-grade-level students. When given activities like this, these students become disengaged. These students can do more, but how much more? Offering open-ended questions and activities will provide above-grade-level students with opportunities to perform at or above their ability levels. For example, ask students to analyze the content described in the texts, such as: “Explain several ways our lives are affected by the use of tools?” or “What is the best way to be fair when playing a game?” These questions require students to form opinions, think deeply about the issues, and form statements in their minds. To questions like this, there really is not one right answer.

The generic open-ended question stems listed here can be adapted to any topic. These question stems can be used to develop comprehension questions for the leveled texts in this book.

- In what ways did . . .
- How might you have done this differently . . .
- What if . . .
- What are some possible explanations for . . .
- How does this affect . . .
- Explain several reasons why . . .
- What problems does this create . . .
- Describe the ways . . .
- What is the best . . .
- What is the worst . . .
- What is the likelihood . . .
- Predict the outcome . . .
- Support your reason . . .
- Make a plan for . . .
- Propose a solution . . .



Strategies for Using the Leveled Texts *(cont.)*

English Language Learners *(cont.)*

Cause and Effect

This cause-and-effect graphic organizer will assist English language learners to “see” the relationships between causes and effects in the texts read. The texts and prompts below can be used to utilize this graphic organizer.

Text	Cause/Effect
Animal Parents and Babies	Animal parents take care of their babies . . .
Homes Around the World	If you move often . . .
Birthday Time!	Josh and Jen are having a birthday . . .
The Seasons	Spring is over . . .

Cause

Effect

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