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Using This Book

In developing this book, we have used the *CAP* model as a structural guideline to streamline your efforts to differentiate instruction. We hope the lessons will serve as tools to empower you to become more familiar and comfortable with implementing tiered activities.

Here is how we suggest you use this book:

Each lesson begins with *content* that is consistent for all students, in the form of a two-page reading passage. We have selected topics and genres that support the goals and tasks described on the teacher page. In previewing, reading, and discussing the reading passage with the whole class, you guide students to clarify objectives and expectations.

Our *approach* is to have students complete one of the three leveled activity Sheets developed for that reading passage. Each level is identified throughout the book by its own recurring icon.

- ◆ Tier 1 is best used with struggling learners.
- Tier 2 is intended for use with students who are performing on level.
- ◆ Tier 3 is designed to challenge more advanced students.

As students work through the activity sheets individually, in pairs, or in small groups, they interact with the passage, applying skills, developing strategies, and sharpening their techniques for completing the tasks. The accompanying teacher page offers ideas to guide you as you prepare the lesson. It suggests how to encourage and support students in each tier. Each activity sheet also presents Word Work, a word-study activity designed to help students be attentive to word parts, word patterns, and grammatical structure as they read.

The *product* for each lesson is a blend of the written responses to questions, the Word Work tasks, and the response to a multiple-choice item about the passage. It might also include one or more of the reading response activities at the back of the book, as well as students' participation in discussion and their reflections on their work. We hope that the selections themselves may inspire you to add your own ideas so that you can further engage your students as they extend their learning.

Keep in mind that the key to successful differentiated instruction is to know your students.

- ❖ Observe early and often to determine *how* to differentiate, and whether the approaches you've presented are working.

Each Lesson Includes:

Teaching The Echidna: An Odd Mammal

Students read an informational text about echidnas.

Item	Tier 1	Tier 2	Tier 3
1. Read and discuss the passage.	✓	✓	✓
2. Complete the reading response activities.	✓	✓	✓
3. Complete the Word Work activity.	✓	✓	✓

Getting Started
Read the passage and discuss it with students. Then complete the reading response activities. Use the Word Work activity to help students understand the text.

Tier 1
• **Read and Discuss the Passage**
Read the passage and discuss it with students. Then complete the reading response activities.

Tier 2
• **Read and Discuss the Passage**
Read the passage and discuss it with students. Then complete the reading response activities.

Tier 3
• **Read and Discuss the Passage**
Read the passage and discuss it with students. Then complete the reading response activities.

TEACHER PAGE

The Echidna: An Odd Mammal: Reading Passage

Have you ever thought about what animal group you belong to? Scientists categorize animals into groups that share many features, such as having hair or fur. One important group of animals is mammals. Mammals come in many different shapes. They may have hair, whiskers, whisker pouches, or just some of the mammals you know. Scientists count more than 5,000 kinds of mammals in the world!

All mammals share key features. Here are some of them:

- Mammals are warm-blooded. Their body temperatures stay about the same all year.
- Mammals have hair or fur. (A porcupine is a mammal. Its quills are real hair.)
- Mammal mothers give birth to live babies.
- Mammal mothers feed their babies with milk that their body produces.

And there they are: the echidna is KID-RO! This odd mammal lives in Australia and New Guinea.

READING PASSAGE

The Echidna: Activity Sheet

Read and Discuss Read the passage. Then answer these questions.

- Click the tick. What does it make you want to learn?
- Does a live animal paragraph 2. It gives the facts in a list. Click one sentence that comes before the tick and why the tick is important.
- Where in the world do echidnas live?
- What is a pupa?

Why does that word appear in italics?

Word Study: Pronouns Reading -1
In the passage, underline each pronoun. Write each word beside its meaning.

Possible Meaning	Word Ending with -1
a part of the mother	
belonging to an echidna	
a part of nature	

Check Circle the best choice.
What can the echidna do that only one other mammal in the world can do?
A. curl up into a ball. B. use whisker pouch.

TIER 1 PAGE

The Echidna: Activity Sheet

Read and Discuss Read the passage. Then answer these questions.

- What do you want to find out by reading this passage?
- The lives of three of them in a list are called babies. Look at the second list of sentences with babies. Circle the sentence that tells why they go together.
- In what ways is the echidna like a dog?
- List three reasons why the echidna is such an odd mammal.

Word Study: Pronouns Reading -2
In the passage, underline each pronoun. Copy them into the table. Then write what each word means.

Word Ending with -2	Meaning

Check Circle the best choice.
In which way is an echidna unlike a porcupine?

TIER 2 PAGE

The Echidna: Activity Sheet

Read and Discuss Read the passage. Then answer these questions.

- What question about echidnas could you ask to help guide your reading?
- Click three sentences that appear inside parentheses. Why are these marks used?
- Why does the author compare the echidna with two different animals?
- The author compares the echidna once to a bear's back. How else is an echidna like and unlike a bear?

Word Study: Suffixes Reading -3
Add -up to the end of each word in the table. Add -ed to the end of each word.

Word	Word with -up	Word with -ed
roll		
bring		
roll		
roll		

Check Circle the best choice.
Why does the author compare the echidna to a bear's back?




TIER 3 PAGE

Teaching Making a Bird Feeder

Students follow instructions for making a simple bird feeder.

Skills:

- Setting a purpose for reading
- Analyzing text structures
- Drawing conclusions

Tasks	 Tier 1 Below Level	 Tier 2 On Level	 Tier 3 Above Level
Set a purpose for reading	X	X	X
Use text structures: how-to text	X	X	X
Draw conclusions	X	X	X
Use prepositions to show position	X	X	X

Getting Started

See the tips below for introducing the lesson. Make copies of the reading passage (pages 9–10) and the appropriate leveled activity sheet for each group of learners (pages 11–13).

Access prior knowledge by discussing what students know about how to follow an ordered list of instructions. Build background on bird feeders and bird food.

Tier 1

- **Set a Purpose for Reading:** Discuss that this is a how-to passage. It provides the steps to follow, in correct order, to complete a task. Check that students understand what the outcome should be.
- **Use Text Structure:** Talk about how this selection looks different from other kinds of writing students have read. Direct them to notice the three main sections: introduction, materials list, and directions in steps. Ask them how each list is organized (by items needed; in number order).
- **Draw Conclusions:** For item 3, have students tell what might happen if the steps were not numbered.
- **Word Work:** Work through this section with the group. Extend by inviting students to identify other position words found in the selection and to use them in meaningful sentences.

Tier 2

- **Use Text Structure:** Ask students to describe how this selection looks different from other kinds of writing they have read. Ask them to tell how they know to gather materials *before* they follow the steps.
- **Draw Conclusions:** Ask students what could happen if the steps for making the bird feeder were given in the wrong order or if any steps were left out altogether.
- **Word Work:** Work through this section with the group. Extend by asking students to formulate their own sentences for the two words *not* used in the answers.

Tier 3

- **Use Text Structure:** Compare and contrast bulleted lists with numbered lists. Ask students to explain why the materials needed are *not* numbered while the steps listed are numbered.
- **Draw Conclusions:** For item 4, ask: *What can you conclude about how birds respond to seeds?*
- **Word Work:** Have students share their sentences. Challenge them to identify other position words that do *not* appear in the selection. Ask volunteers to use these in original sentences.

Skills:

- Setting a purpose for reading
- Analyzing text structures
- Drawing conclusions

Making a Bird Feeder: Reading Passage

Here is an idea for a simple bird feeder you can make yourself. It is easy to make, and it doesn't cost much. It works, too! First, collect everything you need.

You Need

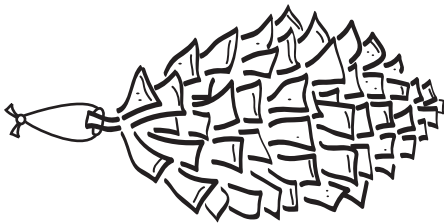
- ☉ string or twine
- ☉ butter knife
- ☉ birdseed
- ☉ large pinecone
- ☉ vegetable shortening
- ☉ aluminum foil or waxed paper

You are ready to go when you have all these things.

Steps to Follow

Use the pictures to help you.

1. Loop a long piece of string or twine around the top of a large pinecone. Tie a knot to make a hanging loop.



2. Use a butter knife to smear shortening all over the pinecone. Spread it in between the scales, too.

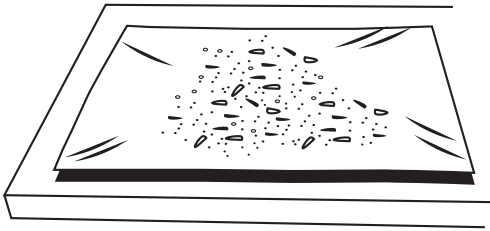


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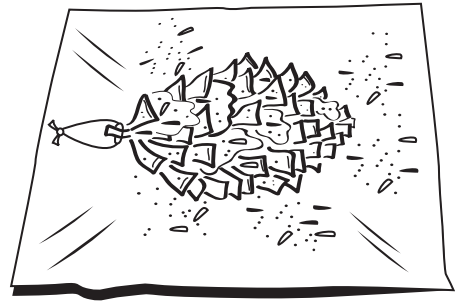
Making a Bird Feeder: Reading Passage

(continued)

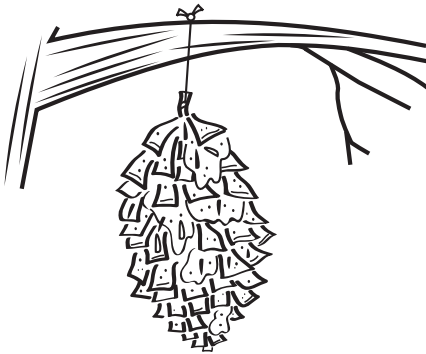
3. Sprinkle birdseed onto a piece of foil or waxed paper. Spread the seeds without getting too close to the edges.



4. Roll your messy pinecone in the birdseed. Press down to help the seeds stick. Roll until the pinecone is coated with seeds.



5. Your bird feeder is done! Hang it on a tree branch or fence. Put it high up so your pets won't get at it. Then clean up your mess.



6. Wait for hungry birds to come by. Watch them peck away at the tasty treat you made!



◆ Making a Bird Feeder: Activity Sheet

Read and Understand Read the passage. Then answer these questions.

1. What will you learn to do by reading this piece? _____

2. Circle the materials you need to have to make a bird feeder.

3. You will follow steps to make a bird feeder.

How many steps are there? _____

Why are the steps numbered? _____

4. When do you use the butter knife? Underline that step.

Word Work: Position Words

Some words describe position and relationship. Here are four from the piece:

from with near up

Write each word in the sentence where it belongs.

I got a butter knife _____ the kitchen.

A bird was flying _____ in the sky.

I keep my slippers _____ my bed.

I drink milk _____ my toast.

Check Circle the best choice.

Why do you use the butter knife?

- A. to hang the bird feeder
- B. to roll the pinecone in the seeds
- C. to smear shortening on the pinecone
- D. to cut the foil or waxed paper



● Making a Bird Feeder: Activity Sheet

Read and Understand Read the passage. Then answer these questions.

1. What will you learn to do by reading this piece? _____
2. What part of the passage tells you what materials you need? _____

3. Which step tells how you will use the knife? _____
4. You hang up the bird feeder when it is done. How do you know when it is finished? _____

Word Work: Position Words

Some words show position. Here are six from the piece:

out with near up around from

Write each word in the sentence where it belongs.

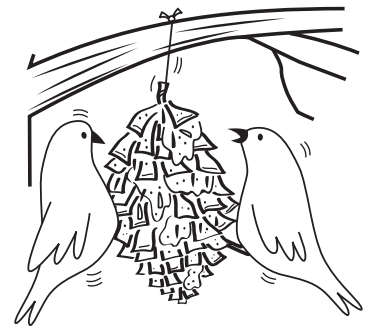
I got a butter knife _____ the kitchen.

I looked _____ in the sky and saw a bird.

I keep my slippers _____ my bed.

Ice cream melts if you leave it _____.

The fire station is _____ the corner from the school.



Check Circle the best choice.

Why do you need string?

- | | |
|---------------------------------------|------------------------------|
| A. to attach birdseed to the pinecone | C. to hold the butter knife |
| B. to hang up the bird feeder | D. to tie pinecones together |

Making a Bird Feeder: Activity Sheet

Read and Understand Read the passage. Then answer these questions.

1. What makes this a how-to passage? _____
2. What do you need to do before you start making the bird feeder? _____

3. Why do you need string? _____
4. How do you know when your bird feeder is finished? _____

Word Work: Position Words

Some words show position or relationships.

For each position word, write a sentence about birds.

out: _____

near : _____

down : _____

from : _____

Check Circle the best choice.

Why do you use the shortening?

- A. to hang the bird feeder
- B. to make the birdseed stick to the pinecone
- C. to make a knot at the top of the cone
- D. to eat while making the bird feeder

