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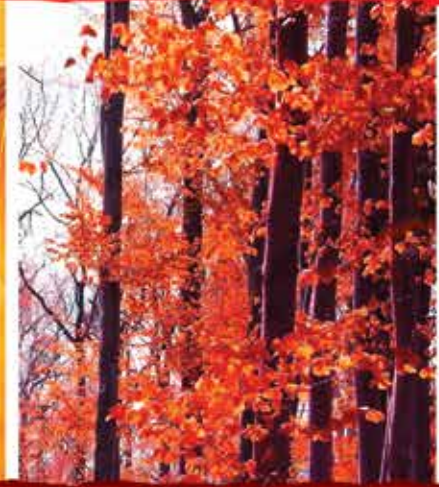


SHELL  
EDUCATION

# Leveled Texts

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## For Kindergarten



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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
Birds and Bugs	no text	labels	2.0
My Birthday Party	no text	labels	2.0
All About the Sun	no text	labels	2.2
Workers Who Take Care of Me	no text	labels	2.2
Simple Tools	no text	labels	2.2
The Bakery	no text	labels	2.3
In the Garden	no text	labels	2.2
Farm Animals	no text	labels	2.2
Recess Time	no text	labels	2.3
Fun in the Sun	no text	labels	2.0
On Land	no text	labels	2.0
What Do Living Things Need?	no text	labels	2.2
Baby Animals	no text	labels	2.0
Solid or Liquid?	no text	labels	2.2
Changing Weather	no text	labels	2.0
I Am a Good Friend	no text	labels	2.2
Using Money	no text	labels	2.2
Map It!	no text	labels	2.2
Rules at Home	no text	labels	2.1
George Washington	no text	labels	2.0

## 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/](http://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.



no text



labels



Levels  
2.0–2.3

## Comprehension Activities

- Each level of the texts includes a comprehension activity. Like the texts, the comprehension activities were created with nonreaders and early readers in mind. They are written to allow all students to be successful within a whole-class discussion of the content. The activities are closely linked among the three levels so that students will be able to participate in the conversations about the texts. 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.

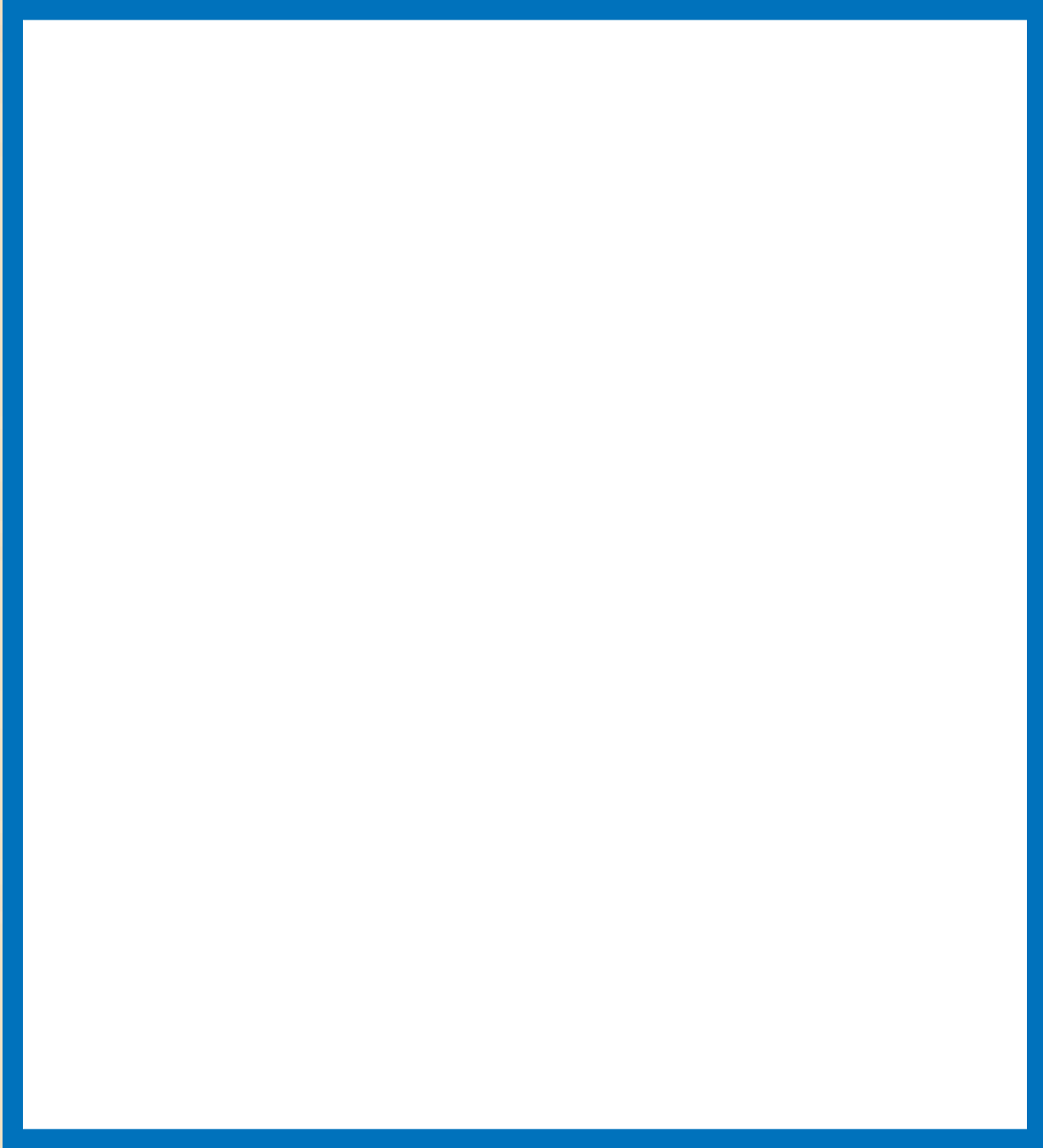
# Birds and Bugs



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Birds and Bugs *(cont.)*

**Directions:** Draw a bird or bug you have seen.





# Birds and Bugs



one bird



two bugs



three birds

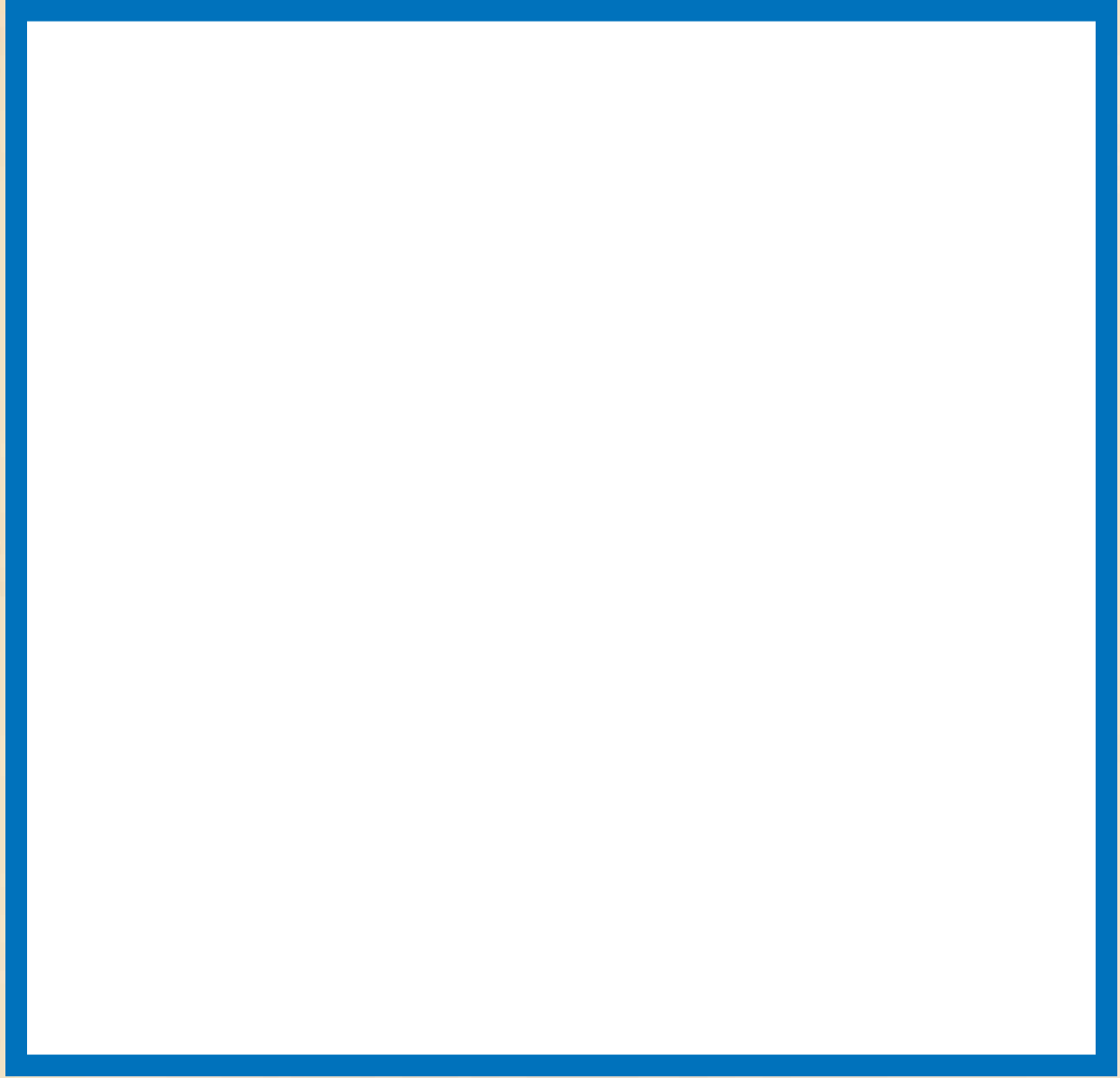


four bugs

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Birds and Bugs (cont.)

**Directions:** Draw a bird or bug you have seen. Label your picture.



\_\_\_\_\_  
-----  
\_\_\_\_\_



# Birds and Bugs



One owl is sitting on a branch.



Two bugs are resting on a leaf.



Three parrots are perched together.



Four ladybugs are eating leaves.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Birds and Bugs (cont.)

**Directions:** Draw a bird or bug you have seen. Write about your picture.



\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_



# Strategies for Using the Leveled Texts

Throughout this section are differentiation strategies that can be used with each leveled text to support reading comprehension for the students in your classroom.

## Below-Grade-Level Students

### Peek-a-boo Picture Walk

As a prereading strategy, have students take a picture walk. Picture walks allow students to infer and make predictions about the text before viewing or reading the passage. This strategy allows below-grade-level students to activate prior knowledge before viewing or reading texts. Students should look at one picture at a time, covering the other three images. This technique allows students to focus on one image so they can pay close attention to details while examining each picture. During the picture walk, infuse as many text-specific words as possible into the classroom discussion. (A sample list can be found on page 134.) Additionally, use the sample questions below to focus the picture walk.

- What is happening in this picture?
- What do you think will happen next?
- What do you think this text is about?
- What other pictures might fit in this set?

### Predict and Learn

In conjunction with the picture walk, students can write or sketch their predictions on the Predict and Learn chart below. This strategy requires below-grade-level students to actively analyze texts before viewing or reading them and provides a reference for classroom discussions afterwards.

What I predict	what I learned

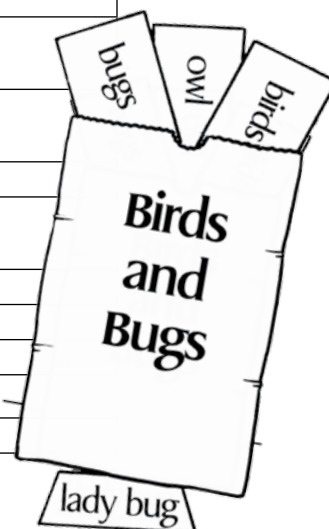
# Strategies for Using the Leveled Texts *(cont.)*

## 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
Birds and Bugs	birds, bugs, owl, sit, branch, leaf, parrots, perch, lady, eat, leaves
My Birthday Party	birthday, friends, gifts, cupcakes, party
All About the Sun	sun, shine, melt, grow, warm, ice, help, bud, sprout, plants, flowers
Workers Who Take Care of Me	workers, take care, health, safety
Simple Tools	simple, tools, work, wheel, pull, heavy, easy, wagon, pulley, lift
The Bakery	bakery, sold, desserts, store, customer, left
In the Garden	garden, rabbits, snails, apples, ants, meadow, grass, leaf, ripe, lush
Farm Animals	big, small, cow, walk, meadow, chick, rabbit, flower, horse
Recess Time	slide, pattern, toy, park, school, short, tall, different, size, big, little
Fun in the Sun	tube, slide, ball, float, water, wear, goggles, pool, drop, twist, sand
On Land	grassy, sandy, wet, dry, hill, green, land, desert, very, swamp, crack
What Do Living Things Need?	light, food, water, air, sun, eat, drink
Baby Animals	bear, cub, duck, duckling, there, big, adult, little, playful, friend, fluffy
Solid or Liquid?	solid, liquid, this, orange, state, frozen, cream, melt
Changing Weather	sun, clouds, rain, rainbow, shine, gray, dark, wet, bright, colorful
I Am a Good Friend	help, share, play, together, care
Using Money	earn, count, save, spend, money, sell, lemonade
Map It!	map, place, looks, detail, find, type
Rules at Home	fair, share, nice, help, play, turn, family, chores
George Washington	George Washington, farmer, army, president, led, first



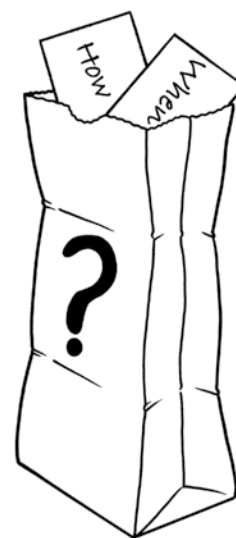
# Strategies for Using the Leveled Texts *(cont.)*

## 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.



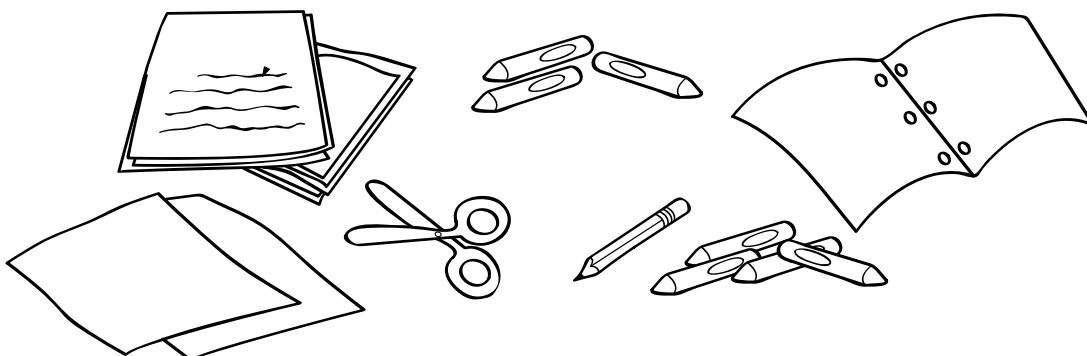
#### Listening and Speaking Activity Activities

- 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.)*

### Extension Activities

Extension activities can be used with above-grade-level students to build independence. All of these suggested extension ideas are geared towards research, presentation, crafts, and writing to extend the texts through classwork or as home/school connection assignments. (Note: All the passages do not have extension activities.)

Text	Extension Activity
My Birthday Party	Plan your next birthday celebration and make a list of the steps you need to take to get ready for the party.
All About the Sun	Conduct a science experiment to figure out what else the sun can do and how fast or slow it could melt or grow different things.
Workers Who Take Care of Me	Pick another worker who takes care of you and interview him/her. Create a list of your questions and their answers.
The Bakery	What if you had a bakery? Create a poster for all of the items you would sell. Don't forget to price each item.
In the Garden	Draw a garden with ten living things hidden in your picture. Test your friends to see if they can find all of the hidden pictures.
Recess Time	What are some patterns you see during recess? Draw a picture with five hidden patterns. See if your friends can find the patterns.
On Land	If you were an insect, which land would you like to live on? Pick one, sketch a picture, and write a story to go with your illustration.
What Do Living Things Need?	Create a poster using the information learned to explain what all living things need to survive. Make sure to label your diagram and present it to your class.
Solid or Liquid?	Draw 10 items on flash cards and ask your friends if each item is a solid or a liquid. See if they can get all 10 things correct.
I Am a Good Friend	Who is your best friend? Interview him or her and write a biography about his or her life. Make sure to include what makes him or her a good friend.
Using Money	What are some other ways you could earn money? What will you do with the money? Add another page to the text explaining your plan.
Map It!	Draw a map of your neighborhood. Be sure you label your house and all of your favorite places that you go with your family.

# 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 Title	Cause
My Birthday Party	The twins have a birthday coming up . . .
All About the Sun	The sun is hot . . .
Simple Tools	You need to lift something heavy . . .
Solid or Liquid?	Ice gets warm . . .

**Cause**

**Effect**

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