

Welcome to the Amplify CKLA Trade Book Collection Guide!

Introduction to the Trade Book Guides

Each book in our authentic literature collection was selected specifically to support and enhance the content of the K-2 Knowledge Domains. These anchor texts are intended for use as an introduction to each domain—engaging students, piquing their curiosity, and building initial background knowledge—before diving into the deeper content of the domain Read-Alouds.

Every book has an instructional guide that includes the following:

- Author and illustrator
- Book summary
- The Essential Question of the Knowledge domain, connecting the book to the domain
- Key Tier 2 and Tier 3 vocabulary words found in the book
- A group activity to reinforce and extend students' knowledge and understanding
- A performance task to help gauge students' comprehension of concepts in the text
- Writing prompts to expand understanding and critical thinking
- Text complexity ratings and descriptors for quantitative, qualitative, and reader/task categories

Detailed information about text complexity ratings and descriptors; additional uses for the books before, during, and after domain instruction; and the complete list of domains and books for each grade level can be found in the More About the Books section of this guide.

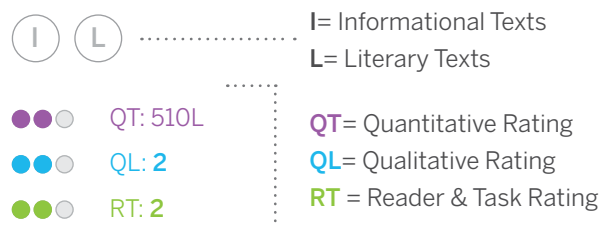


Recommended Instructional Routine

- Briefly describe the topic of the new domain and ask students to share what they already know.
- State the Essential Question and explain that it will help guide what they learn in the domain.
- Introduce the book to students.
- You may wish to address one or more Tier 2 and Tier 3 vocabulary words before reading the book aloud. Guidance for explicit vocabulary instruction and routines can be found in the Amplify CLKA Vocabulary Tool Kit, found on the Teacher Resource site.
- Read the book aloud, providing support for listed vocabulary words or other unknown words, as needed.
- Facilitate the activity listed in the guide to reinforce understanding and comprehension.
- Have students complete the performance task listed in the guide.
- If desired, have students respond to one or more of the provided writing prompts.

More About the Books

Each guide contains the following text complexity ratings and descriptors for the book. Quantitative ratings are based on grade-level Lexile ranges.



Quantitative Rating Descriptors

QT 1: Read-Alouds with this rating generally have fewer, shorter words and sentences. These Read-Alouds are likely to be cohesive and straightforward.

QT 2: Read-Alouds with this rating generally have words and sentences of moderate length and complexity. The Read-Aloud introduces a moderate range of words. The text may contain some nuance in content.

QT 3: Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

Note: Non-prose books do not have Lexiles.

Qualitative Rating Descriptors

QL 1: These Read-Alouds typically have a clear structure and purpose. The language is similarly clear and straightforward.

QL 2: These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

QL 3: These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

Reader & Task Rating Descriptors

RT 1: This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.

RT 2: This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

RT 3: This unit's tasks and activities contain nuance and complexity, requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Additional Uses for the Book

Before the Domain: After completing the activities in the Trade Book Guide, you may use these additional activities before beginning the domain:

- Create a K-W-L chart about the domain topic
- Have students respond with pictures and words in a journal entry
- Brainstorm possible vocabulary words from the book that might be used in the Read-Alouds
- Make predictions about new content/ideas students might learn in the domain

During the Domain: Midway through the domain instruction, or during a Pausing Point, reread the book to emphasize teaching points in the lessons. You may also use one of the activities below:

- Create a K-W-L chart or add to one already in progress
- Have students use pictures and words to connect ideas between domain content and the book
- Discuss how content in the book supports the content from the Read-Aloud (i.e., how it is similar or how it helps us understand more)
- Make a list of ideas or concepts from the book that were new
- Have students create a vocabulary picture journal
- Have students respond to a different writing prompt listed in the guide

After the Domain: Conclude the unit by reading a trade book as a way to make connections outside the Read-Aloud text. The book can be used as inspiration for a wide range of culminating projects and activities. Use one of the activities below to help extend and strengthen learning:

- Use a Venn diagram to compare and contrast domain content and the book.
- Create a T-chart with vocabulary from both the domain and the book.
- Have students respond with pictures and words in a journal entry, or respond to a different writing prompt listed in the guide.
- Discuss how and if the book helped students learn something new about the domain topic.
- Use the book as an anchor text for additional writing activities.

Domains and Trade Books by Grade Level

Kindergarten Trade Book Alignment	
Domain	Title and Author
Domain 1: Nursery Rhymes and Fables	<i>Hush: A Thai Lullaby</i> Minfong Ho
Domain 2: The Five Senses	<i>Rainbow Joe and Me</i> Maria Diaz Strom
Domain 3: Stories	<i>Red Riding Hood</i> James Marshall
Domain 4: Plants	<i>The Tiny Seed</i> Eric Carle
Domain 5: Farms	<i>The Cazuela That the Farm Maiden Stirred</i> Samantha R. Vamos
Domain 6: Native Americans	<i>D is for Drum</i> Michael Shoulders
Domain 7: Kings and Queens	<i>Princess Hyacinth (The Surprising Tale of a Girl Who Floated)</i> Florence Parry Heide
Domain 8: Seasons and Weather	<i>Thunder Cake</i> Patricia Polacco
Domain 9: Columbus and the Pilgrims	<i>Pilgrims of Plymouth</i> Susan E. Goodman
Domain 10: Colonial Towns and Townspeople	<i>Ox-Cart Man</i> Donald Hall
Domain 11: Taking Care of the Earth	<i>The Wump World</i> Bill Peet
Domain 12: Presidents and American Symbols	<i>If I Were President</i> Catherine Stier

Grade 1 Trade Book Alignment

Domain	Title and Author
Domain 1: Fables and Stories	<i>Tunjur! Tunjur! Tunjur!: A Palestine Tale</i> Margaret Read MacDonald
Domain 2: The Human Body	<i>The Busy Body Book: A Kid's Guide to Fitness</i> Lizzy Rockwell
Domain 3: Different Lands, Similar Stories	<i>Lon Po Po: A Red-Riding Hood Story from China</i> Ed Young
Domain 4: Early World Civilizations	<i>Gilgamesh the King</i> Ludmila Zeman
Domain 5: Early American Civilizations	<i>Rain Player</i> David Wisniewski
Domain 6: Astronomy	<i>Once Upon a Starry Night</i> Jacqueline Mitton
Domain 7: The History of the Earth	<i>A Rock is Lively</i> Dianna Hutts Aston
Domain 8: Animals and Habitats	<i>Wonderful Nature, Wonderful You</i> Karin Ireland
Domain 9: Fairy Tales	<i>The Great Fairy Tale Disaster</i> David Conway
Domain 10: A New Nation: American Independence	<i>A More Perfect Union: The Story of Our Constitution</i> Betsy Maestro
Domain 11: Frontier Explorers	<i>Lewis and Clark: Explorers of the American West</i> Steven Kroll

Grade 2 Trade Book Alignment

Domain	Title and Author
Domain 1: Fairy Tales and Tall Tales	<i>Swamp Angel</i> Anne Isaacs
Domain 2: Early Asian Civilizations	<i>Ancient China</i> Mel Friedman
Domain 3: The Ancient Greek Civilization	<i>Pythagoras and the Ratios</i> Julie Ellis
Domain 4: Greek Myths	<i>King Midas and the Golden Touch</i> Charlotte Craft
Domain 5: The War of 1812	<i>The Star Spangled Banner in Translation</i> Elizabeth Raum
Domain 6: Cycles in Nature	<i>The Snowflake: A Water Cycle Story</i> Neil Waldman
Domain 7: Westward Expansion	<i>Dandelions</i> Eve Bunting
Domain 8: Insects	<i>Insect Bodies</i> Molly Aloian
Domain 9: The U.S. Civil War	<i>Aunt Harriet's Underground Railroad in the Sky</i> Faith Ringgold
Domain 10: Human Body	<i>Baby Doctor's Guide to Anatomy and Physiology</i> Baby Professor
Domain 11: Immigration	<i>Emma's Poem: The Voice of the Statue of Liberty</i> Linda Glaser
Domain 12: Fighting for a Cause	<i>For the Right to Learn: Malala Yousafzai's Story</i> Rebecca Langston-George

KINDERGARTEN

Kindergarten: Domain 1

Hush: A Thai Lullaby



by Minfong Ho
Pictures by Holly Meade



●●● QT: 600L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 1

This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.

Summary: Lullabies and nursery rhymes are some of the oldest types of poems in history, created to teach, entertain, or help children fall asleep. In this fictional tale set in Thailand, a mother asks various nearby animals to stay quiet so her baby will continue to sleep. The story uses rhyme, rhythm, and a patterned story structure to build phonemic awareness, awareness of language, and new vocabulary. Onomatopoeia is used to describe the sounds each animal makes.

Essential Question

How are nursery rhymes similar to and different from stories?

Create a T-chart on the board and label one column *Same* and the other column *Different*. Guide a discussion about the similarities and differences between nursery rhymes and fictional stories and add students' contributions to the appropriate column on the chart. If needed, refer back to the book or to a story book to assist students in identifying similarities and differences. Key responses are listed below:

Same	Different
Tells a story Characters Main character Events Fictional or make believe	Rhyming words Can be a song

Vocabulary Routine

Tier 2 Vocabulary Words

weeping

peeping

drifts

lean

sty

sniffing

dozes

Performance Task

Read a passage from the text to each student and ask them to identify one of the characters and one set of rhyming words.

Students should be able to

- identify at least one character in the passage (e.g. mosquito, Baby, mother).
- identify at least one set of rhyming words in the passage (e.g. weeping, sleeping).

Writing Prompt

Have students use the following prompts to draw a picture about the book. If students are able, encourage them to label or write words on their picture.

- Draw a picture of one of the characters in the book.
- Draw a picture of two words that rhyme in the book.

Kindergarten: Domain 2

Rainbow Joe and Me



by Maria Diaz Strom



●●● QT: 490L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●○○ QL: 1

These Read-Alouds typically have a clear structure and purpose. The language is similarly clear and straightforward.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: In this fictional story, young Eloise loves to use her imagination to paint pictures, resulting in pink fish, purple monkeys, and yellow trees. When she tells her blind friend Rainbow Joe about how she mixes colors, he tells her he can mix colors, too. Rainbow Joe demonstrates through words and music how he compares colors to things he can sense, such as taste, touch, and hearing. Our senses help us to learn about and describe the world around us, even if the function of one of our senses is reduced or impeded.

Essential Question

How do we use our five senses?

Create a chart on the board with five columns, one for each sense (e.g., sight, hearing, touch, taste, and smell). Name a sense and have students point to the body part that is used for each sense. Under each column, create a list of things that can be explored with that sense; for example, green grass could be placed in the sight column.

Vocabulary Routine

Tier 2 Vocabulary Words

imagination
blind
slithering

Performance Task

Have students draw a picture of themselves that includes the body parts used for each of the five senses. Then have students draw a picture of something that can be sensed next to the appropriate body part (e.g., a flower next to the nose for the sense of smell).

Students should be able to

- identify the body part used for each of the five senses.
- identify an object that can be observed or sensed using one of the five senses.

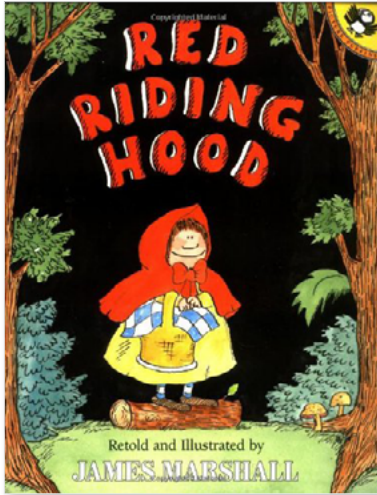
Writing Prompt

Have students use the following sentence starters to explain how they use the senses to learn more about different objects. Students may illustrate their sentences.

- I use sight to learn about _____.
- I use hearing to learn about _____.
- I use taste to learn about _____.
- I use touch to learn about _____.
- I use smell to learn about _____.

Kindergarten: Domain 3

Red Riding Hood



Retold and Illustrated by
James Marshall



●●● QT: 520L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: This retelling of the classic story *Red Riding Hood* serves as an exemplar of a fictional story and its elements, including characters, plot, and setting. The story uses a wide range of Tier 2 vocabulary words, such as *furious* and *charming*, creating opportunities to build vocabulary and language awareness.

Essential Question

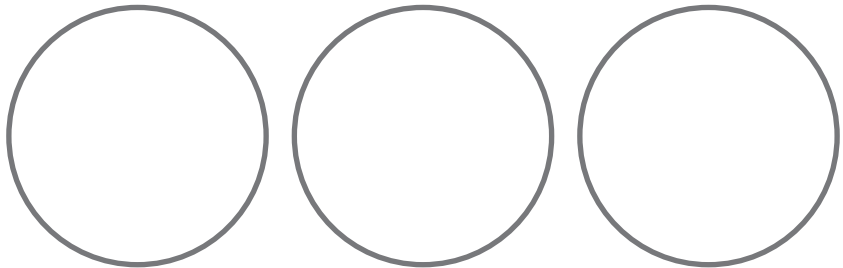
What are the elements of a story?

Create a Character, Setting, Plot Map (a three-circle chart) on chart paper or the board to help students organize information about *Red Riding Hood*. Add student responses to the chart during a guided discussion about the story elements. Reread parts of the story as needed to help prompt students.

Character

Setting

Plot



Vocabulary Routine

Tier 2 Vocabulary Words

suddenly
gobbled
chat
lurking
distressed
furious
charming

Performance Task

Have students draw three pictures that show the beginning, middle, and end of the story.

Students should be able to

- identify events that happen at the beginning, middle, and end of the story.
- identify characters involved in the events.

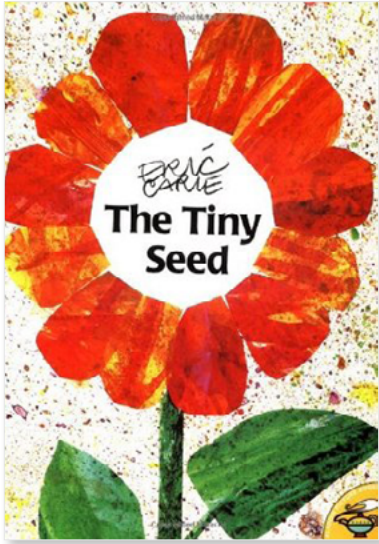
Writing Prompt

Have students use the following sentence starters to write about the story elements in the book. Students may illustrate their sentences.

- The main character of the story is _____.
- The setting at the end of the story is _____.
- My favorite part of the story is _____.

Kindergarten: Domain 4

The Tiny Seed



by Eric Carle



●●● QT: 500L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 2

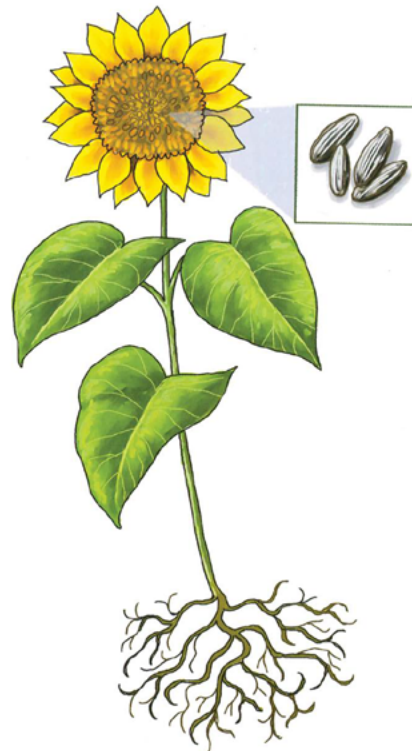
This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: A plant's life cycle is described through the journey of a tiny seed, spanning the seasons from autumn to autumn. The conditions a plant needs to grow are explained as the seed travels on the wind across a variety of habitats, seasons, and types of weather. A plant's parts are described as each one emerges during the plant's life cycle. Students gain an understanding of plants, cycles of life, and seasons during this story.

Essential Question

How do plants grow?

Have students retell the journey of the tiny seed, using pictures from the book as prompts. After retelling the story, use chart paper or the board to draw a plant growing from seed to flower in steps, describing each part of the plant (seed, roots, stem, leaves, petals) as it grows during its life cycle. Discuss how plants need warm weather, sunshine, and water to grow. Example below:



Vocabulary Routine

Tier 3 Vocabulary Words

seeds
stems
roots
leaves
petals

Performance Task

Have students draw their own pictures of plants and what they need to grow.

Students should be able to

- draw a plant with roots, stem, leaves, and petals.
- include at least two of the following: the ground (soil), sun, rain.

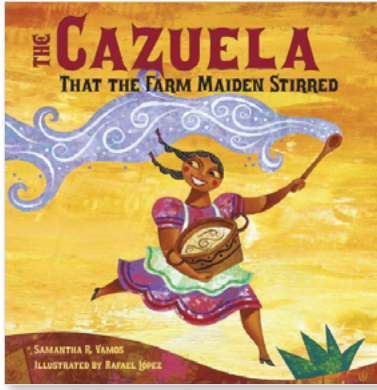
Writing Prompt

Have students use the following sentence frames to describe how plants grow.

- One place that seeds cannot grow is _____ because _____.
- Two things that plants need to grow are _____ and _____.
- The leaves and flowers of a plant grow from the _____.

Kindergarten: Domain 5

The Cazuela That the Farm Maiden Stirred



by Samantha R. Vamos
Illustrated by Rafael Lopéz



Lexile scores are not applied to non-prose text.

Lexile scores are not applied to non-prose text.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: This cumulative tale incorporates Spanish vocabulary to tell the story of how a farm maiden and common farm animals work together to create arroz con leche (rice pudding), a special dish they share during a celebration. The story explains where the ingredients come from, such as butter from a goat, milk from a cow, and eggs from a hen. It also explains how each participant plays a part in providing the ingredients and cooking the shared dish. Students gain knowledge about foods that come from plants and animals on farms and about how some foods are purchased at a market. The book also contains a recipe for arroz con leche and a Spanish glossary with a pronunciation guide. This playfully-illustrated text will appeal to all students, especially Spanish speakers and learners.

Essential Question

Where does the food we eat come from?

Show students the recipe for arroz con leche in the back of the book. Explain that a recipe tells the ingredients, equipment, and steps need to make a food dish. Read the list of ingredients aloud and ask students where each one came from on the farm. For example, the first ingredient is long-grain white rice. In the story, rice is a crop that was grown by the farmer.

Vocabulary Routine

Tier 2 Vocabulary Words

churned
plucked
simmered
sputtered
burst

Performance Task

Have students list the food items provided by animals or plants in the story.

Students should be able to

- list at least three animal food products, such as milk, cream, butter, or eggs.
- list at least one plant product, such as a lime or rice.

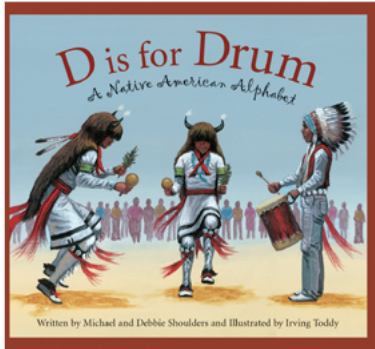
Writing Prompt

Have students write a sentence based on the following prompts. Encourage students to answer questions in complete sentences, if possible. Students may illustrate their sentences.

- Which farm animal in the story gives fresh milk?
- Do you think that real farm animals help people cook meals? Why or why not?
- Why was the pot (cazuela) about to burst?

Kindergarten: Domain 6

D is for Drum



by Debbie and Michael
Shoulders
Illustrated by Irving Toddy



●●● QT: 1040L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: An alphabet book focused on Native Americans, *D is for Drum* provides a multi-layered approach to learning about North America's first people. Students will enjoy the verse and illustrations for each letter, and teachers can further students' knowledge by reading the information in the sidebar of each page. Throughout, the text highlights different Native American cultures and lifestyles from North America.

Essential Question

How did the first people of North America live?

It may take several sessions to complete the book, depending on whether you choose to incorporate the information in the sidebars.

As an introduction to the book and the topic of Native Americans, you may wish to read the **I is for Indigenous** page of *D is for Drum* first. As you read each page, have students recall the information in these categories, as appropriate. For example, students might recall

- where they lived (e.g., Anasazi: cliffs).
- what they ate (e.g., Native Americans of the plains: bison/pemmican).
- what they made (e.g., Osage: bows and arrows).
- what they did (e.g., Choctaw: lacrosse).

Vocabulary Routine

Tier 2 Vocabulary Words

roamed
sacred
hunt/hunters
sustained
transform

Tier 3 Vocabulary Words

tribe
moccasins
canoes
totem poles

Performance Task

Have students draw pictures and label objects showing Native American objects that are in the following categories: food, art/craft, shelter, and activity.

Students should be able to

- list at least one Native American food or food source (e.g, corn).
- list at least one art/craft object (e.g., jewelry).
- list at least one type of shelter or dwelling (e.g., lodge).
- list at least one activity (e.g., potlatch).

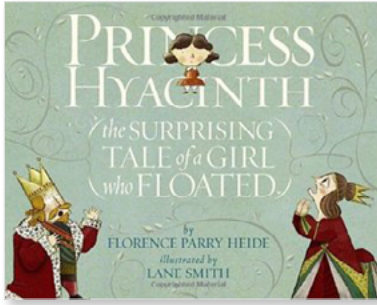
Writing Prompt

Have students write a sentence based on the following prompts. Encourage students to answer questions in complete sentences, if possible. Students may illustrate their sentences.

- One thing I learned about Native Americans is...
- My favorite letter in the alphabet book is _____ because...
- Write a sentence about your favorite Native American craft, piece of art (e.g., jewelry, pottery, masks, etc.), or activity (e.g., playing music, dancing, etc.).

Kindergarten: Domain 7

Princess Hyacinth (The Surprising Tale of a Girl Who Floated)



by Florence Parry Heide
Illustrated by Lane Smith



●●● QT: 600L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: In this fanciful, fictional story, Princess Hyacinth has a problem—she floats! The story details her dilemma and the various people in the kingdom who try to solve it. While her floating issue is not completely fixed, the book offers a resolution that works well for all. Throughout, the story features various aspects of royal life, such as a king, a queen, crowns, palace guards, and Princess Hyacinth getting her way because “she was the Princess.” This story helps to set the stage for Knowledge Domain 7, Kings and Queens, which uses informational and fictional text to outline the roles and responsibilities of various members of a monarchy.

Essential Question

What does it mean to be royal?

Use the graphic organizer below as a guide for a discussion about the book, with a focus on royal vs. non-royal characters. Discuss each character's role or action during the story to determine whether he or she is royal or non-royal.

	Royal	Non-Royal
Princess Hyacinth	X	
King	X	
Queen	X	
Balloon Man		X
Boy		X

Vocabulary Routine

Tier 2 Vocabulary Words

unusual
dreadfully
swooshed
caroomed
rescued

Tier 3 Vocabulary Words

kingdom
palace
castle

Performance Task

Provide each student with a sheet of paper that has been folded in half lengthwise to create two columns. Have students draw and label pictures from the story, depicting royalty in the right column and non-royalty in the left column.

Students should be able to

- draw and label at least two characters/objects that represent royalty.
- draw and label at least two characters/objects that represent non-royalty.

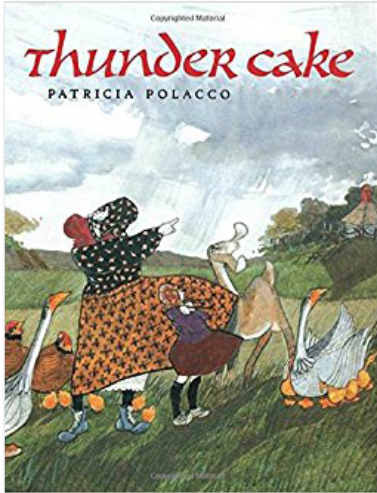
Writing Prompt

Have students write a sentence based on the following prompts. Encourage students to write in complete sentences if possible. Students may illustrate their sentences.

- I would/would not like to be royal because...
- The king gave Boy a bag of gold because...
- My solution to Princess Hyacinth's problem is...

Kindergarten: Domain 8

Thunder Cake



by Patricia Polacco



●●● QT: 630L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: Summer is the season for thunderstorms in Michigan. In this story, Patricia Polacco describes how her grandmother helped her to overcome her fear of thunderstorms by baking a Thunder Cake. The grandmother explains information about thunder and lightning as she gathers ingredients for the Thunder Cake.

Essential Question

How does weather affect our daily lives?

After reading the story, reread and ask students to identify words that describe how the weather before and during the storm looks, sounds, and feels. You may wish to create a chart for each category, as illustrated below.

Looks	Sounds	Feels
storm clouds cracking light lightning flash jagged	roaring/roared tumbling barooooooooom/boom/ baboom crackle	hot damp heavy shudder rattled

Vocabulary Routine

Tier 2 Vocabulary Words

crackling
roaring
shudder

Tier 3 Vocabulary Words

lightning
thunder
thunderstorm

Performance Task

Have students draw a scene depicting a thunderstorm that includes labels describing the sounds that can be heard.

Students should be able to

- draw at least one item that can be seen, such as a dark cloud or jagged lightning.
- label at least one sound that can be heard, such as a roar or boom.

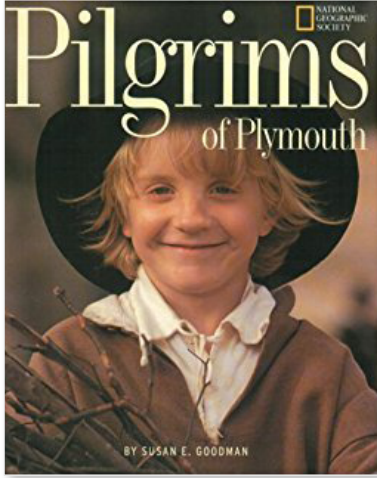
Writing Prompt

Have students write a sentence based on the following prompts. Encourage students to write in complete sentences if possible. Students may illustrate their sentences.

- The author got over her fear of thunderstorms because...
- Why was the cake called a Thunder Cake?
- Why did the characters count aloud between the flash of lightning and the sound of the thunder?

Kindergarten: Domain 9

Pilgrims of Plymouth



by Susan E. Goodman



●●● QT: 510L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●○○ QL: 1

These Read-Alouds typically have a clear structure and purpose. The language is similarly clear and straightforward.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: The history of the Pilgrims' arrival and settlement in America is explained through text and reenactment photographs to help young students visualize the Pilgrims' lives so very long ago. Students learn about how the Pilgrims came to America and what new freedoms they had, including religion and land ownership. The text emphasizes the Pilgrims' everyday lives, such as how they grew or hunted food, built houses, and interacted with indigenous people. The concepts are fairly straightforward, and students will connect to the focus on how families worked and played.

Essential Question

What was life like for America's earliest European settlers?

Use a KWL chart in discussions before and after reading the book. Ask students what they know and want to know about the Pilgrims of Plymouth before reading the book; record this on the chart. After reading the book, discuss what they learned and if questions from the chart's What I Want to Know column were answered. Record responses.

KWL		
What I Know	What I Want to Know	What I Learned

Vocabulary Routine

Tier 2 Vocabulary Words

grateful
soldiers
traded
settlement

Performance Task

Have students draw a picture showing what they learned about Pilgrim life from the book. Encourage them to draw as many details as they can and to label their drawings.

Students should be able to

- depict at least three details from the text in categories such as housing, food, clothing, and activities.
- label at least three details in the drawing.

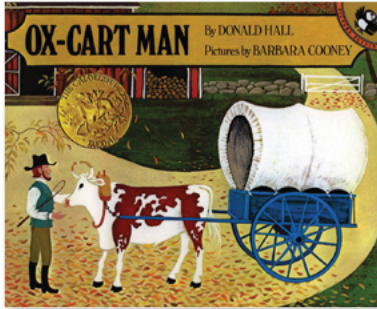
Writing Prompt

Have students write a sentence based on the following prompts. Encourage students to write in complete sentences if possible. Students may illustrate their sentences.

- My life is like/not like a Pilgrim child's because...
- I would/would not like to live like a Pilgrim child because...
- Why does the author say that the Pilgrims are real people, just like us?

Kindergarten: Domain 10

Ox-Cart Man



by Donald Hall
Pictures by Barbara Cooney



●●●● QT: 1130L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: All the goods a family harvests, gathers, and creates during the course of the seasons are collected by the ox-cart man to take to market to sell. His journey to Portsmouth Market and back again illustrates the cycle of farm life in colonial times. Students learn about where various farm products come from, how they are made, and how farmers sold their products to buy necessary items for their families.

Essential Question

What was life like during colonial times?

Use a T-chart to help students categorize the items the ox-cart man takes to market. Categorize each item based on whether it was harvested from plants or animals or whether it was made by someone in the family.

Harvested from plants or animals	Made by the family
wool potatoes apples honey honeycombs turnips cabbages goose feathers ox	shawl mittens candles linen shingles birch brooms maple sugar ox-cart

Vocabulary Routine

Tier 2 Vocabulary Words

sheared
borrowed
yarn

Tier 3 Vocabulary Words

weave
loom
spinning wheel

Performance Task

Have students write down three things the ox-cart man took to the market and three things he brought back from the market.

Students should be able to

- list three things taken to the market (see T-chart above).
- list three things brought back from the market (needle, knife, wintergreen peppermint candies, kettle, coins).

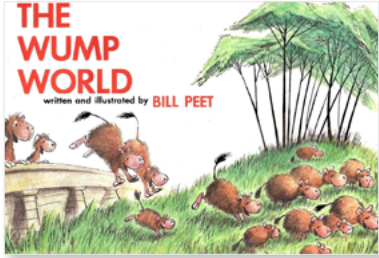
Writing Prompt

Have students write a sentence based on the following prompts. Encourage students to write in complete sentences if possible. Students may illustrate their sentences.

- One job I would like to do on a colonial farm is...
- One thing that is different about life on the farm from my life is...
- Life on a colonial farm is...

Kindergarten: Domain 11

The Wump World



by Bill Peet



●●● QT: 1000L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: In an imaginary world, the peaceful Wumps live in an environment that is perfect for them: plenty of green grass, clear water, and clean air. Soon, their world is transformed by the arrival of the Pollutians, alien beings forced to find a new planet after they could no longer live in their own polluted world. It's not long until the Pollutians repeat their destructive cycle by tearing up the land, building tall buildings and factories, dumping garbage in the water, and paving over the green grass and forests of Wump World. The Wumps are driven into making a new home underground, away from the noise and confusion. Once the Pollutians can no longer live on Wump World, they leave for yet another new planet. The Wumps emerge to a changed world, but there is hope. Green grass and bumbershoot trees begin to thrive again.

Essential Question

Why is it important to take care of the environment?

Use a Before and After T-chart to discuss how Wump World changed after the arrival of the Pollutians. Have students focus on changes that occurred to the land, air, and water in Wump World; record their responses.

	Before	After
Land		
Air		
Water		

Vocabulary Routine

Tier 2 Vocabulary Words

frenzy
turmoil
prattling

Tier 3 Vocabulary Words

pollution
exhaust

Performance Task

Have students draw a picture and write a sentence describing one thing that changed about how the Wumps lived after the Pollutians arrived.

Students should be able to depict and write a sentence describing at least one of the following ways that the Wumps' lives changed.

- They moved underground because of the noise.
- They had to eat moss and mushrooms instead of grass.
- They drank from underground spings instead of rivers and lakes.
- They only had a little patch of green grass and tress left to live on when they came out of the cave.

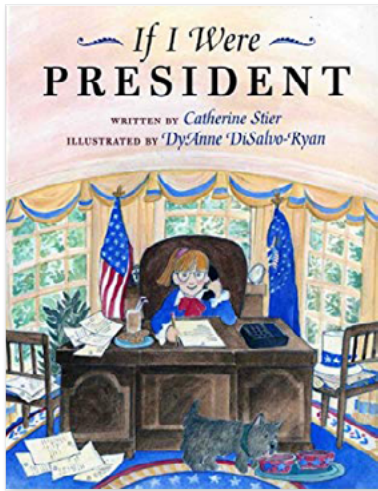
Writing Prompt

Have students write a sentence based on the following prompts. Encourage students to write in complete sentences if possible. Students may illustrate their sentences.

- Why did the Pollutians leave Wump World?
- What made the Wumps finally come back to the surface?
- What happened at the end of the story?

Kindergarten: Domain 12

If I Were President



by Catherine Stier
Illustrated by
DyAnne DiSalvo-Ryan



●●● QT: 860L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity, requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Summary: After a brief informational overview of the presidency, fictional children describe what they would do if they were president of the United States of America. Students learn about the responsibilities and privileges of the presidency as well as how the U.S. government functions. The illustrations add depth and diversity, ensuring that students see characters like themselves and demonstrating that citizens of many backgrounds may be elected president.

Essential Question

What makes a good leader?

Use this graphic organizer to help students distinguish between the tasks of being president and the benefits of being president. For each item listed, review the relevant page and ask students whether the item is a job or task that the president must perform or a perk, something special the president gets to do or have. After students have classified each item, use the identified tasks to guide them in discussion around the qualities of a good leader.

	Task or Responsibility	Benefit or Perk	Leadership Qualities Connected to Item
"Preserve, protect, and defend the Constitution"	X		Leaders protect and defend their people and what they stand for.
Travel in Air Force One		X	
"Have two desserts every night"		X	
"Be in charge of the armed forces"	X		Leaders advise or guide other people.
Help Congress make laws	X		Leaders work together with other people.
Live in the White House		X	

Vocabulary Routine

Tier 2 Vocabulary Words

president
judge
nation
carved

Tier 3 Vocabulary Words

Congress
bill
Constitution
cabinet
veto

Performance Task

Have students draw a three-picture comic strip to show what they would do if they were president.

Students should be able to

- depict at least one job or task they would have as president.
- depict at least one perk or benefit they would enjoy as president.

Writing Prompt

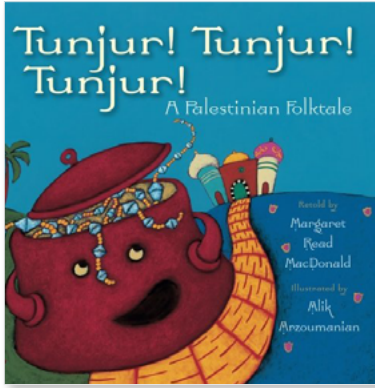
Have students use the following sentence starters to explain what they would do as president. These prompts may be used as captions for their comic strips if desired.

- One job I would do as president is _____.
- One benefit I would enjoy as president is _____.
- I would like to be president, because _____.

GRADE 1

Grade 1: Domain 1

Tunjur! Tunjur! Tunjur! A Palestinian Folktale



Retold by Margaret Read
MacDonald
Illustrated by
Alik Arzoumanian



●●● QT: 420L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity, requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Summary: Fables and folktales have entertained children all over the world for generations. In this retelling of a Palestinian folktale, a woman prays for a child and gets one in the form of a little talking pot. Full of curiosity, the pot begs her mother to let her go to the market by herself. Her mother lets her go but worries she does not yet know right from wrong. The little pot gets into trouble by taking things that do not belong to her. She finally learns her lesson when she is captured and filled with smelly yuck as punishment. Students learn about the elements of a folktale by analyzing the characters, setting, plot, and the lesson learned in the story.

Essential Question

What are the elements of a folktale or fable?

Explain that folktales have the same elements as other stories, such as characters, setting, and plot, but they also have some special elements. Use the chart below to discuss and record student responses about each element of the folktale.

Elements of a Folktale	<i>Tunjur! Tunjur! Tunjur!</i>
Story from long ago	"There once was a woman..."
Magical events	The child appears as a little pot.
Talking animals or objects	the little pot
Events in sets of three	The pot is filled with honey. The pot is filled with jewels. The pot is filled with yuck.
Lesson	Do not take things that do not belong to you.

Vocabulary Routine

Tier 2 Vocabulary Words

behave
reward
deserves

Performance Task

Have students write a list of elements of a folktale that are different from regular stories.

Students should be able to list at least three of the following folktale elements:

- from long ago
- has magic
- talking animals or objects
- has a set of three events
- teaches a lesson

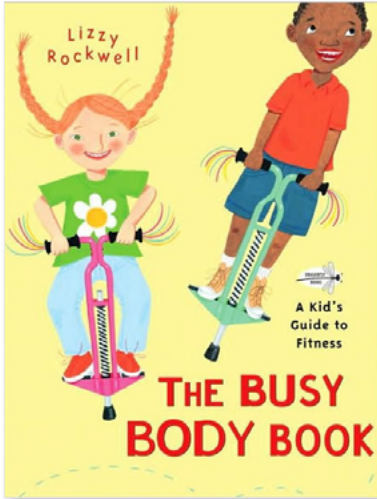
Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- My favorite part of the story is...
- Explain why the little pot's mother was so sad after sending the pot to bed.
- Write a new event to add to the story's plot.

Grade 1: Domain 2

The Busy Body Book: A Kid's Guide to Fitness



by Lizzy Rockwell



●●● QT: 680L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 1

This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.

Summary: Students learn how key body parts work within the human body in this colorfully illustrated informational text, which features a diverse group of children engaging in various physical activities. Detailed diagrams of the human body focus on important body systems, providing the names and functions of key body parts. Students learn that while each body part plays a role, they must all work together to keep us strong and healthy.

Essential Question

How does the human body work?

Use the chart below to review key body parts and their functions with students. Refer to the diagrams and text in the book during the discussion.

Body Part	What does it do?
Skeleton	<ul style="list-style-type: none">• supports and protects the body• helps us move
Muscles	<ul style="list-style-type: none">• help you move, lift, and stretch
Brain and Nerves	<ul style="list-style-type: none">• control every move• get information from the world
Lungs	<ul style="list-style-type: none">• inhale oxygen, exhale waste• send oxygen to brain and muscles
Heart and Blood Vessels	<ul style="list-style-type: none">• move oxygen to other parts of the body• pump blood through the body
Stomach and Intestines	<ul style="list-style-type: none">• provide food and water to the body• provide materials to build bone and muscle

Vocabulary Routine

Tier 2 Vocabulary Words

build
controls
pumps

Tier 3 Vocabulary Words

skeleton
muscles
brain
oxygen
heart
lung
intestines

Performance Task

Read each sentence aloud and have students provide the missing word.

1. Without my _____, oxygen could not get to my brain and muscles. (lungs)
2. My stomach and intestines provide _____ and _____ to my body. (food, water)
3. My brain _____ every move I make. (controls)
4. My body is protected and supported by my _____. (skeleton)
5. Blood is pumped to my body by my _____. (heart)

Students should be able to

- provide the correct missing words for each sentence.

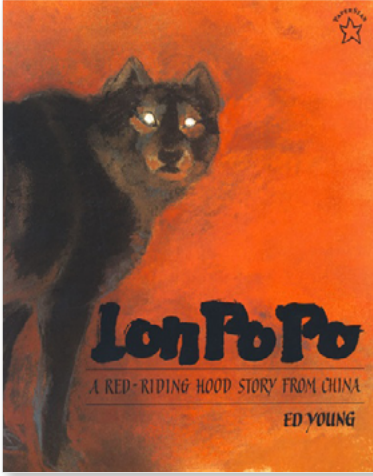
Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- What is your favorite body part? Why?
- What was the most interesting thing you learned from the book?
- Write about one activity you do that helps your body stay strong and healthy.

Grade 1: Domain 3

Lon Po Po: A Red-Riding Hood Story from China



by Ed Young



●●● QT: 670L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: The art of storytelling is not unique to any one culture or geographic region, but rather is an art form practiced across the world. These stories entertain, teach, and often provide a brief history of time and place. *Lon Po Po* is a Chinese variation of the well-known Little Red Riding Hood story. Themes include an animal who tries to trick humans and a lesson about the dangers of talking to strangers. If students are familiar with *Little Red Riding Hood*, discuss the similarities and differences between the two stories after reading *Lon Po Po*.

Essential Question

What are the common elements of folktales and fables from all over the world?

Remind students that folktales have the same elements as other stories, such as characters, setting, and plot, but they also have some special elements. Use the chart below to discuss and record student responses about each element of *Lon Po Po*.

Elements of a Folktale	<i>Lon Po Po</i>
Story from long ago	"Once, long ago, there was a woman..."
Magical events	none
Talking animals or objects	the wolf
Events in sets of three	"Po Po," she said, "why is your voice so low?" "Po Po, Po Po, your foot has a bush on it." "Po Po, Po Po, your hand has thorns on it."
Lesson	Do not talk to strangers; listen to your parents.

Vocabulary Routine

Tier 2 Vocabulary Words

embraced

disguised

clever

latch

cunning

Performance Task

Have students list the elements of a folktale that are different from regular stories.

Students should be able to list all of the following elements:

- from long ago
- has magic
- talking animals or objects
- has a set of three events
- teaches a lesson

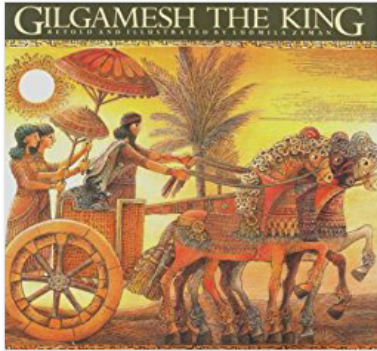
Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- My favorite part of the story is...
- Write about a time your parent or another adult gave you some advice.
- Write a different ending to the story.

Grade 1: Domain 4

Gilgamesh The King



Retold and Illustrated by
Ludmila Zeman



●●● QT: 660L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: The story of Gilgamesh was first carved into clay tablets in Mesopotamia over 5,000 years ago. The story is based on a real person, but the events of his life were fictionalized into a series of myths and legends written as epic poems. In this story, Gilgamesh is a cruel ruler of his people. He forces them to build a gigantic wall to show his greatness and drives his people to exhaustion. The people of the city appeal to the Sun God for help, and a man named Enkidu is sent to live among the animals to learn kindness. Enkidu, described as “wild,” falls in love with a young woman sent by Gilgamesh to lure him into the city. A fierce battle between Gilgamesh and Enkidu takes place, but when Gilgamesh falls over the wall, Enkidu saves his life. Through the kindness of Enkidu, Gilgamesh learns what it means to be human and becomes a benevolent ruler.

Essential Question

What are the key features of a civilization?

Explain that stories from ancient times can tell us much about the civilizations from which they came. Tell students that the story of Gilgamesh was written over 5,000 years ago in a real place called Mesopotamia. Use the chart below to discuss the key features of a civilization and review the book to find evidence of each.

Civilization Features	Evidence from <i>Gilgamesh the King</i>
Farming	Farming is not specifically mentioned in the story, but it does reference food. Farming is addressed in the back of the book under “The Story of Gilgamesh.” It is a key component of civilization.
Cities	Uruk
Writing	Writing is not specifically mentioned in the book, but it is addressed in the back under “The Story of Gilgamesh.” Without the cuneiform writing invented by Mesopotamians, we would not have the story of Gilgamesh today.
Leaders	Gilgamesh the King
Religion	Sun God

Vocabulary Routine

Tier 2 Vocabulary Words

mercy

furious

lure

amazement

Tier 3 Vocabulary Words

god

chariot

Performance Task

Have students write a list of examples of the key features of a civilization that can be found in our world today.

Students should be able to provide one example for each of the following features:

- farming
- cities
- writing
- leaders
- religion

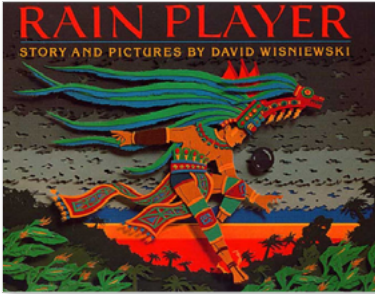
Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- My favorite part of the story is...
- How is the city of Uruk the same as where you live?
- How is the city of Uruk different from where you live?

Grade 1: Domain 5

Rain Player



Story and Pictures by David Wisniewski



●●● QT: 690L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: Civilizations across the world developed over many thousands of years, each with their own beliefs, customs, rules, and ways of life. Still, these civilizations all had the same common features or elements. In *Rain Player*, the features of the ancient Maya civilization in what is now Mexico and Central America are illustrated in an original story based on Mayan history and legend. In the story, a young pok-a-tok player named Pik must earn forgiveness for insulting the rain god Chac. Pik challenges Chac to a game of pok-a-tok both to earn his forgiveness and to gain rain to end the drought. Pik uses his skill and the special gifts given to him at birth to win the challenge.

Essential Question

What are the key features of a civilization?

Remind students that stories from ancient times can tell us much about the civilizations from which they came. Use the chart below to discuss the key features of a civilization and review the book to find evidence of each.

Civilization Features	Evidence from <i>Rain Player</i>
Farming	corn
Cities	"The city lay in darkness..."
Writing	charts and calendars
Leaders	Ah Kin Mai (priest), supreme ruler, royalty
Religion	Lord Sun; Chac, the god of rain

Vocabulary Routine

Tier 2 Vocabulary Words

fate

torment

forgiveness

insulting

magnificent

Tier 3 Vocabulary Words

drought

cenote

whirlwind

temples

Performance Task

Write a brief paragraph describing the similarities and differences between a feature of Maya civilization and the same feature in today's world.

Students should be able to provide at least one similarity and one difference for one category below:

- farming
- cities
- writing
- leaders
- religion

Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- My favorite part of the story is...
- Why did Pik become known as Rain Player?
- What would have happened if Pik had lost the game to Chac?

Grade 1: Domain 6

Once Upon a Starry Night: A Book of Constellations



by Jacqueline Mitton
and Christina Balit



●●● QT: 990L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: When people in ancient times began to study the night sky, they noticed that some stars seem to be clustered together, moving in groups through the night and seasons. These star clusters are called constellations. To some, the constellations formed the shapes or outlines of the gods, goddesses, kings, queens, heroes, and creatures found in stories and myths. This book traces the origin stories of several major constellations from Greek mythology. The stories are richly illustrated with characters and creatures from the myths.

Essential Question

What objects can be found in space?

Read aloud the first two sections in the back of the book, “Stars, Nebulae, and Galaxies” and “Constellations.” Have students recall as much information about constellations as they can from the reading and record their responses on the board or chart paper. Reread sections as needed. Information may include the following facts.

- Stars are huge balls of glowing gas.
- Nebulae are bright clouds of gas or clusters of stars.
- A galaxy is made up of thousands of millions of stars.
- Earth is in the Milky Way Galaxy.
- There are billions of galaxies in the universe.
- There are eighty-eight constellations in the whole sky.
- Stars in constellations look close to each other, but they are not.
- Every star, cluster, nebula, or galaxy belongs to one of the constellations.

Vocabulary Routine

Tier 2 Vocabulary Words

ancient
star
dazzling
honored
adorned

Tier 3 Vocabulary Words

celestial
constellations
spiral galaxy
lyre

Performance Task

Have students list three space objects discussed in the book and write a sentence describing each object.

Students should be able to

- list at least three space objects: stars, gas, nebulae, galaxies, or constellations.
- write a sentence describing each object.

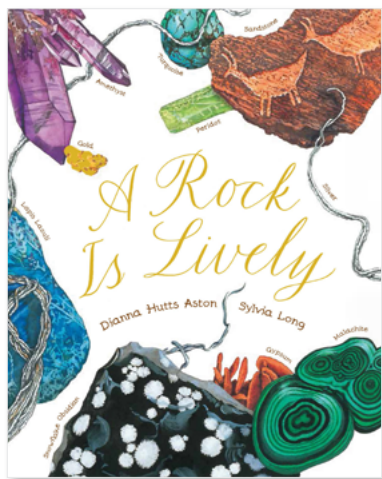
Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- My favorite constellation story is...
- If I found a new constellation, I would call it _____ because...
- Write a new myth for one of the constellations in the book.

Grade 1: Domain 7

A Rock is Lively



by Dianna Hutts Aston and Sylvia Long



●●● QT: 1110L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: *A Rock is Lively* is an illustrated guide to rocks that make up the earth's crust. It features a wide range of rocks in engaging and imaginative ways, such as "mixed up" rocks made from combined ingredients (minerals) like a cookie recipe, or "surprising" rocks that have crystals inside. Other topics include the size, age, and formation of different types of rocks, as well as how animals and humans use rocks.

Essential Question

What makes up the earth?

Use the chart below to guide discussion about the three types of rock: sedimentary, metamorphic, and igneous.

	Made from	How formed
Sedimentary	sand, pebbles, gravel, fossils, seashells, decaying plants	layers pressed together over time
Metamorphic	metamorphic or igneous rocks	heat or pressure
Igneous	magma	volcanic eruptions

Vocabulary Routine

Tier 2 Vocabulary Words

lively
liquid
creative

Tier 3 Vocabulary Words

crust
molten
minerals
lava
magma
volcanoes
erosion

Performance Task

Have students complete a graphic organizer for the word *rock* that includes these categories: a definition, characteristics, examples, and non-examples.

Students should be able to

- write a definition for rock that includes that it is made from minerals.
- list at least two characteristics of a rock (e.g. hard, solid, different colors, shiny, dull, big, small, etc.).
- list at least two examples (e.g., sedimentary, igneous, metamorphic).
- list at least two non-examples.

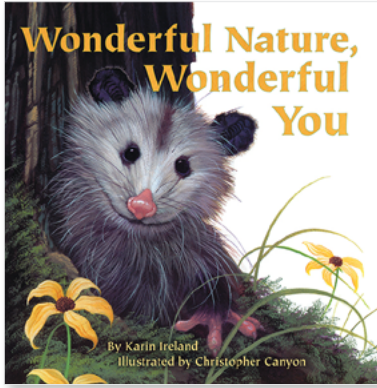
Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- The most surprising thing I learned about rocks is...
- Describe the rock cycle.
- Why do the authors say that a rock is lively?

Grade 1: Domain 8

Wonderful Nature, Wonderful You



by Karin Ireland
Illustrated by
Christopher Canyon



●●●● QT: 620L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: In this book, the author applies the survival qualities of plants and animals in nature to reinforce positive messages for children, such as doing your best or understanding that sometimes things don't turn out the way you would like. Social-emotional themes are integrated throughout this book, which showcases a variety of animals and their habitats.

Essential Question

How do plants and animals survive and thrive in their habitats?

Explain that a habitat is where an animal or plant lives and that it provides food, water, and shelter. Review the story and have students identify places in the book where food, water, and shelter appear. Some examples include:

- nuts for squirrels to eat
- water from the air for moss
- a beach for the turtle to make a nest for her eggs
- fish, fruit, seeds, worms and snails as food for birds
- food from the water for otters
- grass for zebras
- a lake for food and water for hippos
- a home for beavers made of mud and branches

Vocabulary Routine

Tier 2 Vocabulary Words

fierce
instincts
float

Performance Task

Read the paragraph about elephants under “More Wonder About Animals” in the back of the book aloud. Have students write a paragraph about how an elephant uses its trunk to survive in its habitat.

Students should be able to

- list at least two ways elephants use their trunks to survive (e.g., trumpet information, grab food, breathe while underwater).

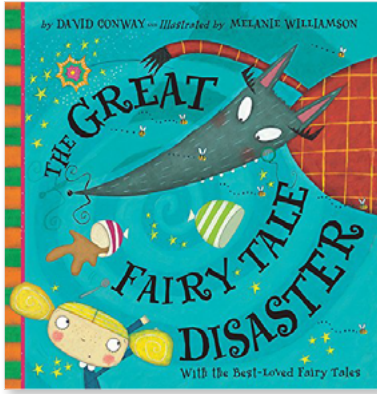
Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- Write a short paragraph that describes your own habitat.
- How is your habitat the same as the habitat of one of the animals in the book?
- How is your habitat different from the habitat of one of the animals in the book?

Grade 1: Domain 9

The Great Fairy Tale Disaster



by David Conway
Illustrated by
Melanie Williamson



●●● QT: 560L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity, requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Summary: The Big Bad Wolf of *Three Little Pigs* fame decides he's had enough of that storyline and wants to visit other fairy tales for a relaxing change. This mash-up of characters and stories from well-known fairy tales does not go as well as the wolf had hoped, as evidenced by his various misadventures in each tale's key plot points. Students gain knowledge about the elements of fairy tales from this twisted tale.

Essential Question

What are the elements of a fairy tale?

Use the chart below to guide students in a discussion about the elements of a fairy tale. Explain each category in the chart. You may wish to recreate this chart and leave it on display for students.

Elements of Fairy Tales		
Setting(s)	Where it takes place	When: usually once upon a time, meaning long ago
Characters	Real <ul style="list-style-type: none"> • people • normal animals • royalty 	Magical <ul style="list-style-type: none"> • talking animals • fairies • witches • trolls • giants
Fantasy (events): events that couldn't happen in real life		
Problems: a problem a character must solve		Solutions: how a character's problem is solved
Ending: Fairy tales always have a happy ending.		

Vocabulary Routine

Tier 2 Vocabulary Words

stammered

stormed

demanded

chaos

Performance Task

Have students provide one example of each fairy tale element found in *The Great Fairy Tale Disaster*.

Students should be able to

- list one example of setting.
- list one example of a real character.
- list one example of a fantasy event.
- list one problem and one solution.
- list the ending of the story.

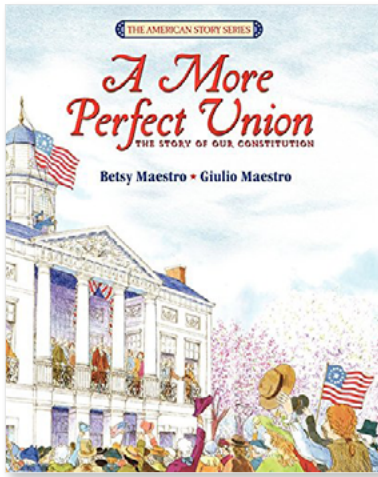
Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- Do you think the *Great Fairy Tale Disaster* had a happy ending? Why or why not?
- Why did the Big Bad Wolf cry “What a mess”?
- Write a new ending for the story.

Grade 1: Domain 10

A More Perfect Union: The Story of Our Constitution



by Betsy and
Giulio Maestro



●●●● QT: 920L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: *A More Perfect Union* uses student-friendly language to explain how and why the U.S. Constitution was created. Students learn important concepts about cooperation, compromise, rights, and the idea that the power of government should come from the people of the new nation.

Essential Question

How did the U.S. Constitution help shape a new nation?

Guide students in discussing the three branches of government set up in the U.S. Constitution and their roles. It is not important to use the terms Executive, Legislative, and Judicial at this point. In the book, the terms used are:

- president
- a congress
- a law court

Vocabulary Routine

Tier 2 Vocabulary Words

compromise
draft
rights
protects

Tier 3 Vocabulary Words

Declaration of Independence
colonies
Constitution
Bill of Rights
amendments

Performance Task

Have students write a paragraph explaining the purpose of the U.S. Constitution.

Students should be able to

- explain that it set up the U.S. government.
- explain that it contains rules for the three branches of government: a president, a congress, and a law court.

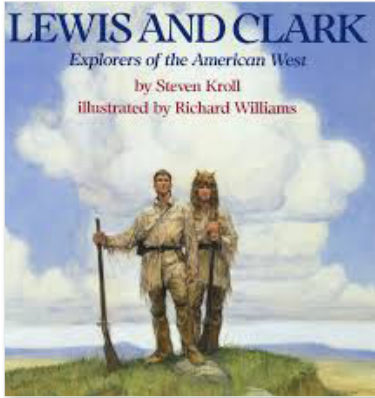
Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- Why was the Bill of Rights added to the Constitution?
- How are your classroom rules like the Constitution?
- The most interesting thing I learned is...

Grade 1: Domain 11

Lewis and Clark: Explorers of the American West



by Steven Kroll
Illustrated by
Richard Williams



●●● QT: 920L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: The story of Lewis and Clark's famous expedition west after the Louisiana Purchase is detailed in words and pictures, describing the difficulties and discoveries of their journey in the unexplored land. At President Thomas Jefferson's request, the two explorers and their team traveled from the Mississippi to the Pacific Ocean in order to accomplish four main tasks that the President felt were important to the future of the United States.

Note: The book uses the terms *Indian* and *slave*. You may wish to replace these terms while you are reading with the terms *Native American* and *enslaved person*.

Essential Question

How did frontier explorers play a role in the westward expansion of the United States?

Use the chart below to review the four main tasks of the expedition, details around each task, and whether or not Lewis and Clark were successful in completing these tasks. Reread sections of the book, if needed.

	Details from the book	Success
Open up fur trade	found animals they had never seen before	yes
Water route across the west	discovered no rivers could cross the Rocky Mountains	no
Study the land and animals	sent to Jefferson: magpies, a prairie dog, boxes of skins and horns, Native American items, samples of soil and plants, charts, maps	yes
Learn about Native Americans	met with many Native American tribes, gave them gifts, traded items	yes

Vocabulary Routine

Tier 2 Vocabulary Words

explore
interpreter
chasm
game

Tier 3 Vocabulary Words

expedition
frontier
territory
pirogues

Performance Task

Have students list three tasks Lewis and Clark wanted to accomplish on their journey west.

Students should be able to list at least three tasks:

- explore ways to open up the fur trade
- find a water route across the country to make travel easier
- study the land and animals
- learn more about Native Americans living in the west

Writing Prompt

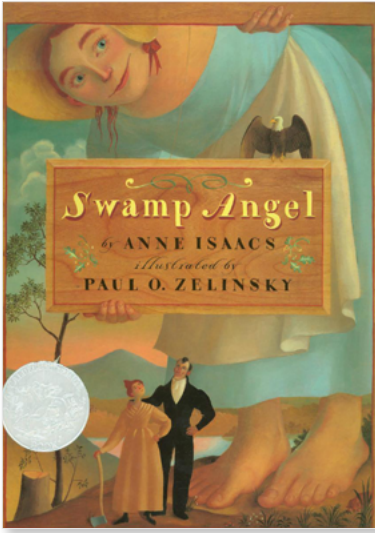
Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- Imagine you are with Lewis and Clark on their journey west.
- Write a diary entry describing things you saw or did on one day of the journey.
- Write about a place you'd like to explore and explain your reasons.

GRADE 2

Grade 2: Domain 1

Swamp Angel



by Anne Isaacs
Illustrated by
Paul O. Zelinsky



●●● QT: 960L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: In this 1995 Caldecott Honor Book, Angelica Longrider, the greatest woodswoman in Tennessee, demonstrates both wit and strength. Born in 1815, she is already taller than her mother and builds her first log cabin at age two. At age twelve, she earns the nickname Swamp Angel when she saves the settlers' covered wagons from sinking in Dejection Swamp. One summer, the settlers organize a competition to get rid of a large, pesky bear called Thundering Tarnation. After no one else is able to stop Thundering Tarnation, Swamp Angel enters the competition and single-handedly saves the day.

Essential Question

What are the elements of fictional stories?

Create the following chart on the board. Explain that fictional stories all have common elements—character(s), setting, and plot. Remind students that the plot of a story includes a beginning, middle, and end. Complete the chart together, referencing the text as needed.

Title: Swamp Angel	
Main Character: Angelica Longrider (Swamp Angel)	Setting: Tennessee
Plot	Beginning Angelica Longrider, who was born in Tennessee, earns the nickname Swamp Angel by saving the settlers' covered wagons.
	Middle One summer, a huge bear causes the settlers a lot of problems, and nobody can stop him. Swamp Angel joins the competition to defeat the bear.
	End In a long, hard fight, Swamp Angel defeats the bear, feeding the settlers and spreading the bear's pelt across Montana to form Shortgrass Prairie.

Vocabulary Routine

Tier 2 Vocabulary Words

settlers
prowled
wily
reputation
taunt
muck
commenced

Performance Task

Have students list the key elements of a fictional story without referencing the above chart.

Students should be able to list three of the following elements:

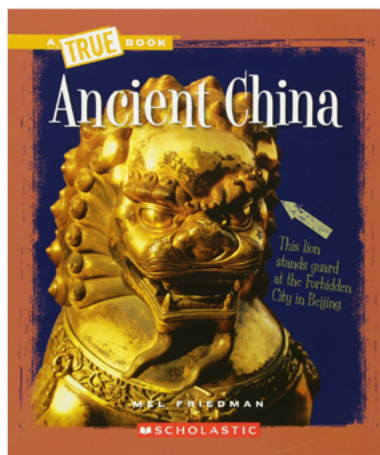
- character
- setting
- beginning
- middle
- end
- plot

Writing Prompt

Have students write a series of sentences to describe the plot of the story. The sentences should include what happened in the beginning, middle, and end of the story. Encourage students to write in complete sentences.

Grade 2: Domain 2

Ancient China



by Mel Friedman



●●● QT: 890L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: This book is part of Scholastic's True Book: *Ancient Civilizations* series. Ancient China helps readers understand what is unique and distinctive about ancient China as well as its influence on some of the practices of the modern world. Topics covered include its history and rulers, art, music, entertainment, and everyday life.

Essential Question

What was life like in ancient Asian civilizations?

Note: You may choose to read this text over a series of several days.

Before Reading: Create the following chart on the board before reading. Review the table of contents with students, pointing out that it matches the chart you created. Tell students that together you will take notes on each chapter, recording interesting and important information.

During Reading: Stop after each chapter and ask students to recall interesting and important information to add to the chart.

Chapter Title	Notes
Central Kingdom	
Heroes and History	
The Golden Age of Thought	
The Creative Spirit	
Everyday Life	
Strangers at the Gates	

Vocabulary Routine

Tier 2 Vocabulary Words

ancestors
traditions

Tier 3 Vocabulary Words

civilization
dynasty
calligraphy

Performance Task

Have students refer to the chart you created together. Ask them to list the three most interesting ideas from the book, writing in complete sentences.

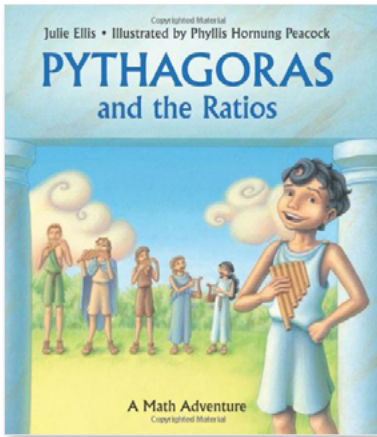
Writing Prompt

Have students write a short paragraph using the following prompt. Encourage students to write in complete sentences.

- Ancient China was an important civilization because...

Grade 2: Domain 3

Pythagoras and the Ratios



by Julie Ellis
Illustrated by Phyllis
Hornung Peacock



●●● QT: 740L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity, requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Summary: Pythagoras's cousin Octavius wants to win the music contest, but his pipes are out of tune. Pythagoras compares the faulty pipes to his own perfect set. Together the cousins find a relationship between the longest and shortest of Pythagoras's pipes, which gives them an idea about how to fix Octavius's set. But when cousins Reyna and Amara ask Pythagoras to fix their lyres so that they can join in the contest, too, the solution is not quite so easy. Set in Ancient Greece, this fun tale introduces the mathematical concept of ratio and its relationship to sound.

Essential Question

What were some important contributions of the Ancient Greek civilization?

Tell students that *Pythagoras and the Ratios* is a fictional story set in Ancient Greece. Turn to the inside back cover first and read students the first paragraph of the "Historical Note" section. Before you begin reading the story itself, remind students that what they are about to read is not true; rather, it is just based on the life and contribution of Pythagoras.

Draw the following chart on the board and recount details of the text by completing the chart together.

What is the main problem? Pythagoras's cousins wanted to enter a music contest and needed help.		
Who needed help?	What was the problem?	How did Pythagoras help?
Octavius	His new pipes didn't sound very good.	He compared the length of his pipes to Octavius's pipes and cut them to the right length.
Amara and Reyna	When they played their lyres together, they sounded awful.	He tied different weights of rocks onto the strings of the lyre.

Then ask students the following:

- How did the story end? The cousins all played together and the crowd cheered.
- Why did the crowd cheer? They had never heard a group of people play in unison.

Vocabulary Routine

Tier 2 Vocabulary Words

relationship
unison

Tier 3 Vocabulary Words

length
weight

Performance Task

Read the second paragraph of the “Historical Note” section on the book’s inside back cover. Ask students to think about what information in this paragraph differs from the story. Have them turn and talk with a partner, then share together as a group. Students should identify that the real Pythagoras probably never tried to tie weights to the strings of the lyre. Next, ask students what important discovery Pythagoras made. Students should understand that he discovered the relationship between math and music.

Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- Pythagoras is an important figure because...
- The thing I like most about Pythagoras is...

Grade 2: Domain 4

King Midas and the Golden Touch



by Charlotte Craft
Illustrated by K.Y. Craft



●●● QT: 860L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: When a mysterious stranger offers to reward King Midas for a kindness, the king does not hesitate: he wishes that all he touches will turn to gold. To his delight, his wish is granted, and he transforms his ordinary palace into gold. But when he accidentally turns his beloved daughter into a golden statue, he learns that sometimes a blessing can also be a curse.

Essential Question

What can we learn about the Greeks from their myths?

Tell students that myths are a type of fictional story. Myths explain mysteries of nature and humankind, include supernatural beings or events, and give insight into the ancient cultures.

Before Reading

- Show students the book's front cover and ask if anyone knows the story of King Midas and the Golden Touch.
- Ask students to look closely at the illustration and make a prediction about story elements (character, setting, plot).
- Read the book's back cover and ask students to think about how their predictions may have changed.
- Before reading the story, tell students to pay close attention to the illustrations and how they might help students understand the story's details.

During Reading

- Pause frequently to connect illustrations to the Read-Aloud text. Ask students to identify details from the text in the illustrations. See chart below for examples:

Text Detail	Illustration
page 6: "Ah, I do love it so," he sighed, gazing at his riches.	page 7
page 12: ...he found his bedchamber bathed in golden light.	page 9
page 12: Without wasting another moment, Midas rushed out of the room, through the palace, and into the garden.	pages 14-15
page 16: "How happy Aurelia will be when she seeds these roses of gold!"	page 17
page 22: He couldn't bear to look at the statue, but neither could he bear to leave her side.	pages 24-25
page 26: "Then make your way to the river that flows past the borders of your kingdom."	pages 28-29

After Reading

- Ask students to identify any supernatural events in the story. Prompt them with some illustrations above.
- Ask students what Midas learned in the story.
- Ask students if they think the golden touch was a blessing or a curse; have them provide reasons to support their opinion.

Vocabulary Routine

Tier 2 Vocabulary Words

exquisite
wealth
enchantment
recoiled

Tier 3 Vocabulary Words

dungeon
chamber

Performance Task

Turn to various illustrations in the text and ask students to explain the details of the text the illustrations support. (See chart above.)

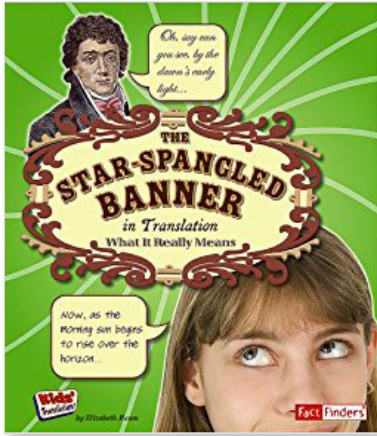
Writing Prompt

Have students write a sentence or sentences using one of the following prompts. Encourage students to write in complete sentences.

- Having a golden touch is a blessing because...
- Having a golden touch is a curse because...
- King Midas learned...

Grade 2: Domain 5

The Star-Spangled Banner in Translation



by Elizabeth Raum



●●● QT: 790L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity, requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Summary: Our country's national anthem is more than a song we sing at the start of a baseball game. "The Star-Spangled Banner" is an important historical, primary source document that celebrates an American victory against Great Britain during the War of 1812. The book helps students understand the context and development of this document and translates its meaning into language they can understand.

Essential Question

How did the War of 1812 shape our country?

Create the following chart on the board. As you read each chapter, stop and ask students to add details about what they've learned in the appropriate row. Refer to the text as needed for details.

Chapter	What We Learned
Chapter 1: America's Song	(ex. It celebrates a victory against Great Britain; it was a poem first.)
Chapter 2: What It Means	(ex. The first verse is after the battle; the battle was fought at Fort McHenry; rockets left a red trail of light.)
Chapter 3: The History	(ex. The War of 1812 was also called the Second War of Independence; there were two flags at Fort McHenry sewn by Mary Pickersgill—one small, one huge.)

Vocabulary Routine

Tier 2 Vocabulary Words

commander
horizon
independence
patriotic

Tier 3 Vocabulary Words

anthem
lyrics
verse

Performance Task

Have each student identify the most important thing they learned in each chapter and explain why. Refer to the chart you made together. You may have students record individually or work in pairs. Allow students time to share with the whole class.

Writing Prompt

Have students write a sentence or sentences using one of the following prompts. Encourage students to write in complete sentences.

- “The Star-Spangled Banner” is important because...
- The most interesting thing I learned is...
- I wish I could ask Francis Scott Key...

Grade 2: Domain 6

The Snowflake: A Water Cycle Story



Written and Illustrated
by Neil Waldman



●●● QT: 660L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity, requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Summary: *The Snowflake* shows the water cycle in a totally unique way. Instead of a simple chart, the author/illustrator depicts the cycle in the form of beautiful illustrations. The typical line-drawn arrows showing how water goes from earth to cloud and back again are replaced by a narrative that traces a single snowflake through an entire year. Each month's transformation is illustrated with an exquisite watercolor painting.

Essential Question

How do natural cycles make life on Earth possible?

Read the story aloud, stopping at the month of December, without discussing the water cycle or what it is. As you read each page, encourage students to notice the descriptive language the author chooses and how the illustrations support it. Examples:

- January: great gray cloud, jagged peak
- February: wind whistled, twisted and spun
- March: rocky pond bottom
- June: heavy blanket of fog

After reading the book:

- Ask students to identify the main character of the book—the snowflake.
- Ask students to describe how the snowflake changes during the year. Refer to specific months as needed.
- Refer to the cover and tell students this story represents the water cycle. Remind them that water can exist in three different states—frozen, liquid, or gas.
- Read the book's last two pages and explain that the water cycle represents how water can change from one state to another by freezing, melting, evaporating, and condensing.

Vocabulary Routine

Tier 2 Vocabulary Words

state
cycle

Tier 3 Vocabulary Words

freeze
melt
evaporate
condense

Performance Task

Have students follow the directions below to fold a piece of paper into twelve sections.

- Fold paper in half one direction
- Fold paper in half the other direction
- Fold paper into thirds

Jan	Feb	March
April	May	June
July	Aug	Sept
Oct	Nov	Dec

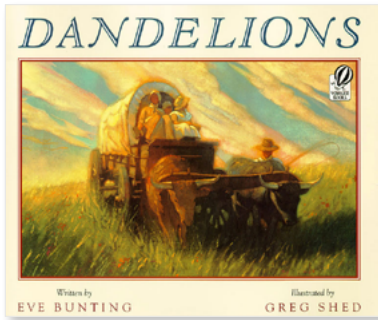
Reread the book and have students draw an illustration of the snowflake's journey, change, and location during each month (e.g., snowflake on mountain, droplet that froze in pond, water in hose, fog over farm, etc).

Writing Prompt

Ask students to pick one month from the chart they created and describe what happens to the snowflake during that month. Encourage students to use descriptive words and complete sentences.

Grade 2: Domain 7

Dandelions



by Eve Bunting
Illustrated by Greg Shed



●●● QT: 650L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: Eager to start a new life in a new land, Zoe and her family journey west to the Nebraska Territory in the 1800s. When they arrive at their claim, nothing distinguishes it from the miles and miles of surrounding prairie. Even after they build their new soddie, the home can't be seen from any distance. Zoe has never seen Papa so happy or Mama so sad. But when she takes a trip to a small prairie town with Papa, Zoe sees something that might make a difference to their new soddie—and to Mama's life too.

Essential Question

How did Westward Expansion impact people in the United States?

Prior to reading the text, tell students that Westward Expansion was an important period in the history of the United States. Explain that many people experienced both exciting change and devastating hardships. Introduce *Dandelion* by telling students this story is about a family who moved west and is narrated by Zoe, the oldest daughter. Read the book summary located on the back cover.

After reading the book, read each statement from the chart below and ask students to decide which claim it supports: Papa is happy or Mama is sad. Ask students to explain the choice they made.

Evidence	Papa is happy	Mama is sad
"Look at it, Emma," he said to Mama. "Miles and miles of free land."	X	
"But it's so lonely..." Mama said		X
"See how the grass closes behind us?" Mama asked. "It's as if we've never been."		X
Papa jumped down from the wagon and shouted, "We're here!"	X	
I will never forget the way Mama looked as she got down from the wagon and stood in the knee-high grass. She shaded her eyes.		X

Vocabulary Routine

Tier 2 Vocabulary Words

territory
trundled
claim
well

Tier 3 Vocabulary Words

settlers
burrow

Performance Task

Reread the page that begins with “Papa said the first thing we must do...” and the two pages following. Ask students to listen for and note evidence from the text that supports Zoe’s statement: “I’d never seen Papa so happy or Mama so sad.”

Students should be able to

- list at least two ideas that support either statement.

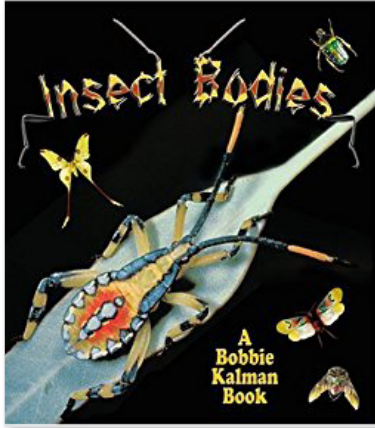
Writing Prompt

Have students write a short paragraph based on one of the following prompts using evidence from the text to support their choice.

- Zoe believed her Papa was very happy to move west because...
- Zoe believed her Mama was sad to move west because...

Grade 2: Domain 8

Insect Bodies



by Molly Aloian and
Bobbie Kalman



●●● QT: 570L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: *Insect Bodies* is an illustrated guide to insects, the largest group of animals on earth. Students will learn about insect body parts and their functions, life cycles, and the ways insects survive in their habitats. The book can also be used to demonstrate the features of informational text, such as a table of contents, headings, labels, captions, diagrams, and sidebars.

Essential Question

What are the characteristics of insects?

Use the chart below to review some of the main characteristics of insects. For each characteristic, have students identify whether the characteristic is shared by all insects or just some.

	All	Some
Animal	X	
Wings		X
Arthropods	X	
Invertebrates/Exoskeletons	X	
Three body sections	X	
Compound eyes		X
Six legs	X	
Complete metamorphosis		X
Eat plants		X
Camouflage		X

Vocabulary Routine

Tier 2 Vocabulary Words

predators
scavengers

Tier 3 Vocabulary Words

arthropods
invertebrates
exoskeletons
abdomen
thorax
antennae

Performance Task

Have students write a paragraph describing the main characteristics of all insects.

Students should be able to explain at least four main characteristics of insects:

- Insects are animals.
- Insects are arthropods.
- Insects are invertebrates (no backbone).
- Insects have an exoskeleton.
- Insects have three body sections: head, thorax, and abdomen.
- Insects have six legs.

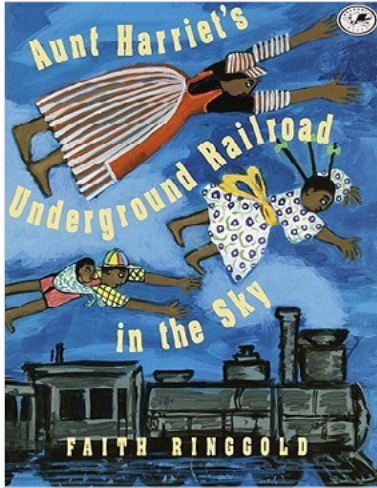
Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- What was the most surprising thing you learned about insects?
- What is the difference between an insect and a bug?
- What is your favorite insect and why?

Grade 2: Domain 9

Aunt Harriet's Underground Railroad in the Sky



by Faith Ringgold



●●● QT: 850L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: Fictional character Cassie Louise Lightfoot, introduced in the book *Tar Beach*, narrates this story about how she and her brother Be Be flew among the stars and found an old train in the sky. The conductor is Harriet Tubman, and the train is a metaphor for the Underground Railroad. During the course of the story, “Aunt Harriet” explains the history of the Underground Railroad and what enslaved people had to do to reach freedom. By weaving train imagery with actual facts, the author helps students better conceptualize the Underground Railroad.

Essential Question

How did the issue of slavery lead to the U.S. Civil War?

Create a chart on the board or chart paper and review Cassie's trip on the Underground Railroad. Discuss the following key points about the journey:

- Enslaved people tried to reach freedom by escaping to the North, where slavery was outlawed.
- The Underground Railroad was not a real train. It was a process of moving people to the North by having them travel secretly and hide in different places along the way.
- Many people helped the travelers, called passengers, at each stop on the Railroad.
- Passengers received secret directions and clues to help them move from one place to the next.
- Travel was very dangerous because it was illegal for enslaved people to run away, and bounty hunters tried to capture them for money. Also, if they were captured, the punishment would be severe.

Vocabulary Routine

Tier 2 Vocabulary Words

conductor
passenger
secret
funeral
resounding

Tier 3 Vocabulary Words

plantations
slavery
Canada

Performance Task

Write a paragraph describing the what the Underground Railroad was and how it worked.

Students should be able to

- explain that the Underground Railroad was the way enslaved people traveled to the North for freedom.
- explain that people traveled by foot, wagon, and sometimes real trains on their way north.
- explain that many people helped by offering passengers a place to eat, sleep, and hide before they moved to the next stop.

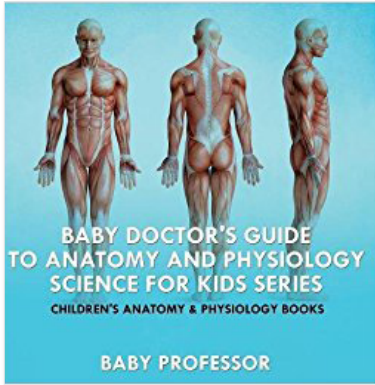
Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- Why did Aunt Harriet tell Cassie to “Follow the North Star?”
- Why was Cassie able to fly again after she reached Canada?
- What was the most surprising thing that you learned?

Grade 2: Domain 10

Baby Doctor's Guide to Anatomy and Physiology



by Baby Professor



●●● QT: 760L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Summary: From the Baby Professor book series, *Baby Doctor's Guide to Anatomy and Physiology* introduces students to the body's systems and organs within each system, along with a simple description of each organ's function. The accompanying illustrations help students gain a better understanding of what each organ does for their bodies.

Essential Question

How does the human body work?

Draw the chart below on the board. As you read, complete this chart by placing the organ with its associated body system.

Body System	Organs
Cardiovascular	
Urinary	
Nervous	
Respiratory	
Digestive	
Skeletal	
Muscular	
Endocrine	
Reproductive	
Lymphatic	

Vocabulary Routine

Tier 2 Vocabulary Words

structure
system
organ

Tier 3 Vocabulary Words

kidney
lungs
stomach
cartilage
tendons

Performance Task

Name the organ by listening to the clues below:

1. I remove waste from your body and filter your blood. What am I? (kidney)
2. My main job is to bring oxygen into your body. What am I? (lungs)
3. I store food temporarily. What am I? (stomach)
4. I'm made of a gel-like filling and protect your joints. What am I? (cartilage)
5. My main job is to connect your muscles to your bones. What am I? (tendon)

Students should be able to

- name the organ.

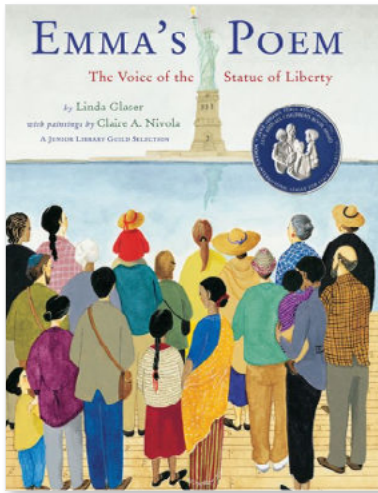
Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- Describe the difference between a body system and an organ.

Grade 2: Domain 11

Emma's Poem: The Voice of the Statue of Liberty



by Linda Glaser
Paintings by
Claire A. Nivola



●●● QT: 720L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●○○ QL: 1

These Read-Alouds typically have a clear structure and purpose. The language is similarly clear and straightforward.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity, requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Summary: The story of how Emma Lazarus's poem became the voice of the Statue of Liberty is told through the events of her life in the 1800s, beginning with her family life, her work as a writer, and her growing concern for immigrants who struggled to live and were treated badly once they reached the United States. Lazarus started helping new immigrants in New York City by teaching them English getting them training for jobs. She wrote articles for newspapers, trying to convince people that it was important to help immigrants. When the Statue of Liberty was given as a gift to the United States by France, writers across the country were asked to contribute writing pieces that would be sold to raise money for the statue's pedestal. Lazarus's poem "The New Colossus" not only helped to raise money for the pedestal, but also became the "voice" of the Statue of Liberty, welcoming immigrants to America.

Essential Question

Why is the United States often referred to a country of immigrants?

Review the story and discuss each of the following questions:

- What was Emma's early life like?
- What event made Emma begin to be concerned about the struggles of the newly-arrived immigrants?
- Why did Emma write "The New Colossus" about immigrants?
- What was Emma thinking when she started writing the poem?
- How did "The New Colossus" come to represent the voice of the Statue of Liberty?

Vocabulary Routine

Tier 2 Vocabulary Words

ragged
poor
pedestal
yearning
plaque

Tier 3 Vocabulary Words

immigrants
liberty

Performance Task

Have students write a paragraph explaining why and how Emma wrote “The New Colossus.”

Students should be able to

- explain that it was to raise money for the pedestal for the Statue of Liberty.
- explain that she cared about immigrants and wanted to help them.
- explain that she thought about how immigrants would see the Statue of Liberty in New York Harbor when they first arrived.
- explain that she wondered what the Statue of Liberty would say to the immigrants if she were a real person.

Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- How was Emma’s life different from the lives of the immigrants she helped?
- What does the book mean when it says that Emma’s poem “stirred the hearts and minds” of people?

Grade 2: Domain 12

For the Right to Learn: Malala Yousafzai's Story



by Rebecca
Langston-George
Illustrated by Jann Bock



●●● QT: 720L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity, requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Summary: Malala grew up in a world that believed girls were supposed to be silent and their education was not important. But she refused to stay silent and fought for equal educational rights. She defied the Taliban's rules, spoke out for education for every girl, and was almost killed for her beliefs. This powerful true story of how a courageous girl changes the world demonstrates that one person really can make a difference.

Essential Question

How can one person make a difference?

Introduce students to the story by reading page 2. Tell students that this book is the first story in the *Fighting for a Cause* unit, where they will learn about people who courageously stood up for something important. Courageous people face danger or difficult situations with brave actions. Ask students to listen for Malala's actions that demonstrate her courage.

After reading, ask students to recall some of Malala's courageous actions and make a list on the board. As students provide examples, encourage them to explain why each example represents a courageous action.

Vocabulary Routine

Tier 2 Vocabulary Words

courage
equal
native
intimidate
preach
blog
activist

Tier 3 Vocabulary Words

burqas

Performance Task

Reread pages 16-18 and have students list Malala's brave actions from the text.

Students should be able to

- list one courageous action specifically from the pages read.

Writing Prompt

Have students write a short paragraph using the following prompt. Encourage students to write in complete sentences and use specific examples from the text.

- How did Malala display courage?

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