

Lesson Guidance 1.2	
Grade	Kindergarten
Unit	1
Selected Text(s)	• Virtual Field Trip to a Supermarket • The Supermarket in American Sign Language • Amazing Fruits of Asia
Duration	Approximately 3 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

- Ask and answer questions about a text in order to sort foods
- Label foods as “always” and “sometimes” foods
- Demonstrate speaking and listening skills during group discussion about food choices

CCSS Alignment

Priority Standards

[CCSS.ELA-LITERACY.RL.K.1](#)

With prompting and support, ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RL.K.2](#)

With prompting and support, retell familiar stories, including key details.

[CCSS.ELA-LITERACY.RL.K.2](#)

Recognize common types of texts (e.g., storybooks, poems)

[CCSS.ELA-LITERACY.SL.1.1](#)

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

[CCSS.ELA-LITERACY.SL.K.4](#)

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail

[CCSS.ELA-LITERACY.W.K.2](#)

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

[CCSS.ELA-LITERACY.L.K.6](#)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



	Supporting Standards RI.K.5, RI.K.6 SL.K.2, W.K.8
 WIDA Alignment	ELD-SI.K-3.Inform: Define and classify objects or concepts by using adverbs of frequency (e.g, <i>always</i> , <i>sometimes</i> , <i>never</i>)
End of lesson task <i>Formative assessment</i>	• Create a T-Chart (Always Foods/ Sometimes Foods T Chart) that lists “always” foods and “sometimes” foods discussed in the virtual text. • Participate in a collaborative conversation about why and when foods are considered “always” or “sometimes.” • Post the T-Chart in the Classroom and add to it as needed over the course of the Unit
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background knowledge • Provide background on the five food groups and examples of healthy fruits and vegetables in different cultures/countries. • Provide background knowledge of a supermarket and the different types of jobs found at a supermarket. Key concepts (<i>domain specific terms to analyze the text</i>) • Key details • Retell Foundational Skills Connections Look for ways throughout the text to apply and transfer the learning from your phonics lesson into shared reading. The foundational skills integration document will call out sample teacher moves to incorporate during instruction and add the link to the foundational skills integration document. Vocabulary Words (<i>words found in the text</i>) Identify vocabulary based on selected text. Example from <i>The Very Hungry Caterpillar</i> • Pre-teach: food group, protein • Define while reading: (as needed) <i>durian</i>, <i>snake fruit</i>, <i>pomelo</i>, <i>mangosteen</i>, <i>soursop</i>, <i>kumquat</i>, <i>santol</i>, <i>noni</i>, <i>wood apple</i>  ELD Instructional Practices for Vocabulary: Use the Vocabulary In Context strategy (see example) “Vocabulary instruction is throughout the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include illustrations/gifs/photographs. Utilizing hand signals when targeted vocabulary is heard, cements learning, • Effective vocabulary instruction for ELs includes: ○ (1) “multiple exposures to target words over several days and



across reading, writing, and speaking opportunities” with a variety of instructional activities,

- (2) “student-friendly” definitions
- (3) ensuring students can use the terms for “communication and future learning.” (Baker, Lesaux, et al)
- (4) teaching affixes/words that can be altered by adding prefixes and or suffixes,
- (5) pointing out cross-language similarities (e.g., cognates),
- (6) noting multiple meanings across domains (e.g., the definition of “volume” in math and science vs. ELA).
- Students can complete a [notebook configuration](#), [vocabulary log](#), or [Frayer Model](#) activity to increase understanding
- Invite students to dictate their ideas in their home language, if helpful. If you do not understand their home language, use a translation tool or ask a bilingual adult to check accuracy. This may make students more comfortable sharing their ideas, while the teacher can assess content knowledge.
- To assess vocabulary, facilitate interaction, and engage prior knowledge, prompt students to identify key nouns and verbs in their drawings with a teacher or partner in preparation for the formative assessment. (Example: “What is the caterpillar doing?” *He is _____ (eating; growing)*)

Core Instruction

Text-centered questions and ways students will engage with the text

Enduring Understanding: Healthy food choices help us grow.

Opening Activity: Teacher will read [Shopping with Dad](#). Students will think-pair-share their favorite items on the grocery list.

Content Knowledge: (how does this connect to the theme) Students should understand caterpillars and healthy foods. Students should understand that different foods are sold in different parts of the world.

ELD

[ELD Scaffolds](#)

When introducing a new concept, students need time to think about the concept and the academic or technical language associated with it.

- [Think / Write / Pair / Share](#) provides time for students to share ideas about the topic/concept and build a sense of empowerment.
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.

Shared Reading: Virtual Field Trip to a Supermarket

- [The Supermarket in American Sign Language](#)
- [Amazing Fruits of Asia](#)



Watch the video or read the text with students. Pause and ask questions to promote understanding of healthy foods. Have students use the text (book or video) to answer the question of how food affects growth. Highlight information students will need to complete the formative assessment.

- Craft and Structure:
 - Identify the parts of a book, the author, the illustrator, and their role in telling each story, using [these text protocols](#).
- Share the purpose:
 - Think about what kind of foods you see in the supermarket
- Read text aloud; Sample text-dependent questions:
 - What are some of the healthy foods you see in the supermarket?
 - What was your favorite?
 - What colors did you see?
- Practice and apply skills; Students will:
 - Ask and answer questions about the story.
 - Discuss a time they had a stomach ache

Discourse:

- Using think, pair, share, ask students to name examples of foods in each food group
- Use language frames to support discourse. Example:
 - _____ (spinach, milk, chicken) is part of the _____ (vegetable, dairy, protein) food group
- Discuss the different jobs people do at supermarkets.

ELD

[ELD Scaffolds](#)

- **Heavy Support:** Before or after reading, guide students through a picture sort of activities they do sometimes, always, never (e.g., hold hands to cross the street, go art class); Model and provide examples (e.g., refer to calendars, daily schedule), according to the needs and understanding of students. Invite students to share simple sentences based on the picture sort (e.g., I always brush my teeth); make the connection to foods by having them share foods they sometimes/always eat. Practicing authentic uses of the adverbs *sometimes* and *always* in familiar situations may prepare students to use them successfully in an academic context.
- **Moderate/Light Support:** Model using *sometimes*, *always*, and *never* with relevant examples. Share a sentence frame (e.g., I [sometimes/always/never] _____.) Invite students to think-pair-share using the sentence frame; make the connection to foods by having them share foods they sometimes/always eat.

Small Group Reading Instruction: Use formative classroom data to strategically support students and groups with concepts of print, retelling of the text, and writing.

Formative Assessment:

- Create a T-Chart ([Always Foods/ Sometimes Foods T Chart](#)) that lists “always” foods and “sometimes” foods discussed in the virtual text.
- Participate in a collaborative conversation about why and when foods are considered “always” or “sometimes.”
- Post the T-Chart in the Classroom and add to it as needed over the course of the Unit

ELD

[ELD Scaffolds](#)

- Use a total participation technique such as drawing popsicle sticks to ensure that less verbally confident students contribute to the shared writing

- Use visual manipulatives (e.g., a cut-out of a banana) students can add to elicit speech and participation (e.g., “Fiona, can you put this banana on the chart where it belongs? What kind of food is a banana? Why?”)

Optional Extension Activity:

Students can make their own list of items they want to buy in the supermarket

Fluency, Comprehension and Writing Supports

Foundational Skills	Saxon (Alignment to the core resource) Foundations (Alignment to the core resource) Foundational Skills Integration Resource Sounds First: Phonemic Awareness Weeks 1-10 Sounds First: Phonemic Awareness Weeks 11-24 Sounds First: Assessments Sounds First: K-2 Video Demonstrations
Sentence Comprehension	Focus on Syntax Structures. (Example: <i>Then he nibbled a small hole in the cocoon, pushed his way out, and ... he was a beautiful butterfly.</i>) • Students should understand that the sentence is describing a sequence of events. Students can practice holding up a finger each time a new event takes place in the sentence Look for ways throughout the text to apply and transfer the learning from your phonics lesson into shared reading. The foundational skills integration document will call out sample teacher moves to incorporate during instruction and add the link to the foundational skills integration document.
Writing	Pattan Writing Scope and Sequence ELD Narrative Student Language Support Sheet(ELD)

Additional Supports

ELD ELD Practices	• English Language Development Instructional Guide • Strategies for English Learners • Argumentative Student Language Support Sheet(ELD) • Narrative Student Language Support Sheet(ELD)
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	• Informational Student Language Support Sheet(ELD) • Sample Linguistic Frames
SpEd Practice	• Establish a purpose for reading- To build interest, do a picture walk, a dramatic read, maybe display art related to the text to encourage students to ask questions before reading the text. • Pre-teach new and unfamiliar vocabulary to aid in student understanding ○ When possible, pair vocabulary with visuals ○ Introduce vocabulary relevant to understanding this lesson, implement a vocabulary routine (see vocabulary instructional routine under Sped Strategies). • Prior to reading the text, assign students a question to think about while listening to the story to increase engagement. Remind each student that they will be responsible for coming up with an answer to their question during the read-aloud. (Group students based on strengths/needs; allow students to pair with partners with different questions to answer). • Before or during reading, create a word bank with key vocabulary and/or pictures to aid in students' understanding. • After reading the text, allow students to answer their pre-assigned questions. ○ Provide students with sentence frames for discussion to help promote academic language and text-relevant conversation ■ _____ (spinach, milk, chicken) is part of the _____ (vegetable, dairy, protein) food group • During read-aloud, discuss thoroughly unhealthy & healthy foods • During read aloud, stop and call attention to the images/emphasize the text that describes a healthy & unhealthy caterpillar • Use a graphic organizer, after reading the text, to help students visually see the healthy & unhealthy food-Graphic organizer can be categorized into two sections: healthy vs unhealthy foods. (Healthy vs Unhealthy Foods T Chart) • Make sure to discuss why food is healthy or unhealthy during and after reading in order to reinforce Big Idea and Essential Question • Introduce vocabulary relevant to understanding this lesson, and implement a vocabulary routine (see vocabulary instructional routine under Sped Strategies). • Before completing the assessment, use information from a graphic organizer (see Core Instruction) to help students visualize information and identify a food the caterpillar eats and how it affects the caterpillar's growth. • Provide students with sentence frames to support with writing and dictation assignments ○ The very hungry caterpillar ate _____. ○ When the caterpillar ate _____, (X) happens. • Use picture cards/ visuals from the story to encourage sentence writing and to build an understanding between the food and the caterpillar • Before completing the assessment, ensure students have an opportunity to listen to the text multiple times (2-3 is preferable). This will be increasingly beneficial for auditory learners.



	• After reading, allow students to choose one to two food groups to complete the task (based on student's ability level/ needs) • Before completing the assessment, provide opportunities for students to show what they know by sorting foods into sometimes and always categories ◦ When possible, use images from the text to support this activity • During the formative assessment, provide students' access to word bank with key vocabulary and/or pictures (see Core Instruction SPED accommodations) • Allow students to dictate responses • Allow students to represent their writing using pictures
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access