

Lesson Guidance 4.1	
Grade	Kindergarten
Unit	1
Selected Text(s)	• <u>Identifying and Naming Healthy Snacks</u> (Slide Deck) • Text: <u>I Will Never Not Ever Eat a Tomato</u> by Lauren Child
Duration	Approximately 2 days

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

Learning Goal(s)

What should students understand about today's selected text?

- Identify the importance of healthy eating.
- Identify healthy versus unhealthy food choices.
- Provide an opinion about how students could make healthy food options more fun to eat.

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.3](#)

With prompting and support, identify characters, settings, and major events in a story

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

Participate in collaborative conversations with diverse partners about *kindergarten 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.3](#)



	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts Supporting Standards: RL.K.3, RL.K.4
 WIDA Alignment	 ELD-LA.K.Narrate.I interpretive: Interpret language arts narratives (with prompting and support) by retelling major events through sequencing words and phrases (e.g., <i>First, Next, Then, After that, afterward, during, later</i>)
End of lesson task <i>Formative assessment</i>	• Create a class chart that identifies the healthy foods the children find at the supermarket. Write the names of the food on one side and an explanation from the captions in the story that explain why that food is healthy. • Choose something from each food group at the end of the story to create an “energy lunch.” Explain how you could put your choices together to make one of these lunches more fun to eat, the same way that Charlie makes lunch more fun for Lola(<i>rolls turkey and cheese into a tortilla, adding popcorn for more crunch. Students can extend by thinking of another way to make lunch more fun</i>). Possible template: https://docs.google.com/document/d/1BFvt4l_HCmTm_MhKPRyQldv5_G-kzuE6aD4YA_Ndxlg/copy
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background knowledge • Discuss the meaning of making food more fun or more <i>appetizing</i> • Discuss the meaning of fussy eater • Discuss the concept of making food look <i>better, more fun, or appetizing</i> Key concepts (<i>domain specific terms to analyze the text</i>) • Key Details • Story Elements • 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 (*words found in the text*)

- Pre Teach: meaning of *making food more appetizing*
- Define while Reading: healthful, vitamins, minerals, nutrients, proteins, carbohydrates, energy, dairy, grain, kale, tortilla

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 [Fray 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 foods power your body.

Opening Activity:

Sing "Healthy Choices" to the tune of "Where is Thumbkin?" and encourage the students to hold up matching cards when the food group is called. [Healthy Food Song](#)

Content Knowledge: (how does this connect to the theme)

Students should understand healthy eating. Students should understand that food gives our bodies energy.

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: (Read Aloud)

Read the story with the students. Pause and ask questions to promote understanding about the side captions, how they are used, and why they are included in the story. 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 why we might try certain foods if they look better on the plate. Read text aloud; Sample text-dependent questions:
 - What are some foods that Lola does not like? What are some foods that Lola likes?
- Practice and apply skills; Students will:
 - Ask and answer questions about the story.
 - Discuss healthy vs. unhealthy foods
 - Provide an opinion using explanation

Discourse: Have the students turn and talk:

- How would you feel if someone presented a food you do not like in a different, more interesting way?
- Use language frames to support discourse. Example:
 - I think Lola (liked/did not like) the (blank) because...
 - I (would/would not) like it if someone made a food I do not like in a different, more appetizing way because...

ELD

[ELD Scaffolds](#)

- **Heavy Support:** Prompt students to repeat key phrases of your retelling of story events as they use *first, then, and last*; use gestures to support understanding
- **Moderate Support:** Provide students a word bank or sentence strip segments of sequencing words/phrases; during think-pair-share, students can work together to use them in the appropriate sequences as they act out story events
- **Moderate Support:** Practice retelling by having students sequence and describe picture cards of illustrations in the story

Small Group Reading Instruction:

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: We are going to read this book about eating healthy.
- Read aloud; sample text-dependent questions:
 - What is a picky eater?
 - What does healthy food give us?
 - What is energy?
- Practice and apply skills; Students will:
 - As a class, create a graphic organizer comparing then and now.
 - Draw/Write a retelling of key details from the text.

Formative Assessment:

- Create a class chart that identifies healthy foods. Write the name of the food on one side and an explanation that explains why that food is healthy.

ELD

ELD Scaffolds

- Provide an illustrated word bank to support labeling
- Invite students to describe and discuss each snack using English and/or home languages to support writing and practice oral language

Optional Extension Activity:

Have kids imagine they are going to launch their own health food restaurant. Begin by having them think through where their restaurant would be, what food they would serve, and how many staff they would need to hire. What decisions would they make to ensure their food is healthy?

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](#)

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.

Sentence Comprehension

Sentence: *This is a hard job because she is a very fussy eater.*



	• Guiding Question: <i>How can sentences explain why something is true?</i> • What does the sentence say about the job? (that it is hard) • Why does the sentence say the job is hard? (she is a very fussy eater) • Who is <i>she</i> in the sentence? (the little sister) • Speaking and writing connection: _____ is a hard job because _____(reason). (Ex: Going to school is a hard job because there's so much to learn.
Writing	Pattan Writing Scope and Sequence  Narrative Student Language Support Sheet(ELD)

Additional Supports	
 ELD Practices	• English Language Development Instructional Guide • Strategies for English Learners • Argumentative Student Language Support Sheet(ELD) • Narrative Student Language Support Sheet(ELD) • Informational Student Language Support Sheet(ELD) • Sample Linguistic Frames
SpEd Practice	• Prior to introducing the text, use a direct instruction vocabulary routine to pre-teach selected vocabulary words. (see vocabulary instructional routine under Sped Strategies). Click here to see a routine. • During read-aloud, discuss thoroughly differences in cultures, as displayed throughout the text. ◦ Allow students to make text-to-self connections and encourage students to share their connections • During read-aloud, stop and call attention to the images/emphasize the text that describes aspects of culture. • After reading the text, make sure to discuss why classroom communities are important ◦ Allow students to share specific examples from the text by describing something they have seen/ read or by pointing out illustrations • Before engaging students in discourse, provide student expectations for using turn and talk ◦ Set an establish rules for talking and listening to partners • During the discourse, pair students who may need additional help with students who show a strong understanding of the task at hand • During the discourse, provide students with sentence frames/ starters to guide the academic conversation and focus content related material • Prior to beginning the task, review information from your graphic organizer (see Core Instruction) • Before completing the task, brainstorm ideas with students ◦ Identify characters from the text ◦ Identify different character traits



	• To complete the formative assessment, allow students to dictate their responses • Use sentence frames and word banks when appropriate to assist students with writing ideas. • Provide students who may need additional support completing the task, with a pre-filled outline • During the discourse, provide students with sentence frames/ starters to guide the academic conversation and focus content related material
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access