

Lesson Guidance 4.2	
Grade	Kindergarten
Unit	3
Selected Text(s)	Tuki and Moka: A tale of Two Tamarins by Judy Young (Epic)
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?

- Ask and answer questions about key details in a fictional text.
 - Identify character's thinking and actions in a story

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.4](#)

Ask and answer questions about unknown words in a text.

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

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*)

[CCSS.ELA-LITERACY.W.K.7](#)

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)

[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.L.K.6](#)

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

Supporting Standards

RL.K.5, RL.K.6



WIDA Alignment

ELD-LA.K.K.Narrate.Interpretive Interpret language arts narratives (with prompting and support) by identifying characters, settings, and major events through verbs.



End of lesson task

Formative assessment

- With teacher support, create a two-column chart that lists the main characters actions and feelings at different points of the story.
- With teacher support, have students write an opinion stating whether or not they think it is important to save animals from the rainforest. Students should provide at least 2 reasons to support their thinking.

Background knowledge

- Activate students' prior knowledge about rainforests.
- Discuss with students how pictures in stories are connected to the words on the page.

Key concepts *(domain-specific terms to analyze the text)*

- Key details
- Story structure
- Story Elements

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:, Tamarins, machete, thief, agouti, repetitive, intruded
- While reading: castaneros, cheeps, animal traffickers, caiman



ELD Instructional Practices for Vocabulary: Use the [Frayer Model strategy \(Frayer Model\)](#)

“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 [Vocabulary Tracker](#), [notebook configuration](#), [vocabulary log](#) or [Frayer Model](#) activity to increase understanding

Knowledge Check

What do students need to know in order to access the text?



Core Instruction

Text-centered questions and ways students will engage with the text
Enduring Understanding: The rainforest supports humans along with the many animals

Opening Activity:

On chart paper the teacher will divide the paper in four sections, emergent layer, canopy layer, understory layer and forest floor. Teacher will show students pictures of flowers and animals on each layer of the rainforest and paste them on chart paper. [Layers of the Rainforest](#)

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

- Students will understand how animals and people survive in the rainforest.

ELD

[ELD Scaffolds](#)

When reading a text and/or applying what has been learned, students benefit from being able to listen to their classmates' thoughts/reasoning via a structured, collaborative discussion about the text, concept or ideas.

- [Deep Reading of an Image](#) enables students to collaborate as they analyze details related to the theme / ideas / concepts. Students also benefit from scaffolded formulaic expressions (sentence starters).
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.
- During the formative assessment, students will use the story map responses to give them the language they need to orally rehearse the story elements. Have children practice in pairs prior to sharing with the class to give sufficient oral practice on academically relevant and challenging content.

Shared Reading: I

- Call attention to rhyming words and patterns throughout the text.
- Set a Purpose:
 - Why are trees and plants important to the environment?
 - Who are the characters in the text?
 - Where does the story take place?
 - What is happening to the jungle?
- Text-dependent questions:
 - What happens to _____?
 - What decisions do the characters make?

Discourse:

- Use turn and talk while reading the text to check for understanding of key details over the course of the story.

ELD

[ELD Scaffolds](#)

- Heavy Support:** Create an illustrated chart with students identifying the characters and what each animal or character does in the story. Add a word choice bank for reference.
- Moderate/Light Support:** Use sentence frames, (e.g) I can see _____ in the rainforest. _____ and _____ are _____ (verb) in the rainforest.

Small Group Reading Instruction:

Use formative classroom data to strategically support students and groups with concepts of print, a retelling of

the text, and writing.

- Teacher reads the text to/with students. Pause and ask questions about the characters and events in the story. Set a purpose: Today we will learn about the habitat of the rainforest.
- Craft and Structure:
 - Identify the parts of a book, the author, the illustrator, and their role in telling each story, using these text protocols.
- Read text aloud; Sample text dependent questions:
- Who are Educardo's forest friends?
- What was Educardo collecting?
What did Tuki do?
What was the flash of red that Educardo saw?
What happened when Educardo woke up?
What happened at the market?
- Practice and apply skills; Students will:
 - Draw/Write a retelling of key details from the text.
 - ask and answer questions about the story
 - identify key vocabulary words that connect to
- Practice and apply skills. Students will:
 - Identify the main topic and key details in a text.

Formative Assessment:

- With teacher support, create a two-column chart that lists the main characters actions and feelings at different points of the story.
- With teacher support, have students write an opinion stating whether or not they think it is important to save animals from the rainforest. Students should provide at least 2 reasons to support their thinking.

ELD

ELD Scaffolds

- Use of visual of main characters in the text
- Use of academic language for understanding
- Use of vocabulary matching with photos

Optional Extension Activity:

Each student chooses one animal that lives in the rain forest and writes a paragraph describing it and explaining the layer of the rain forest in which it lives. A picture or drawing of the animal should be included.

Fluency, Comprehension and Writing Supports

Foundational Skills

[Saxon Alignment](#)

[Foundations Alignment](#)

[Foundational Skills Integration Resource](#)


[Sounds First: Phonemic Awareness Weeks 1-10](#)

[Sounds First: Phonemic Awareness Weeks 11-24](#)

[Sounds First: Assessments](#)



	<p>Sounds First: K-2 Video Demonstrations</p> <p>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.</p>
Sentence Comprehension	<p>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>)</p> <ul style="list-style-type: none">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
Writing	<p>Pattan Writing Scope and Sequence</p>

Additional Supports	
 ELD Practices	<ul style="list-style-type: none">English Language Development Instructional GuideStrategies for English LearnersArgumentative Student Language Support Sheet(ELD)Narrative Student Language Support Sheet(ELD)Informational Student Language Support Sheet(ELD)Sample Linguistic Frames
SpEd Practice	<ul style="list-style-type: none">Pre teach new and unfamiliar vocabulary<ul style="list-style-type: none">When possible, pair new vocabulary with visuals and post somewhere easily accessible for students to review as needed throughout the lessonClick here to see an explicit instruction vocabulary routine.Before engaging with the text, review habitats as previously taught to activate prior knowledge<ul style="list-style-type: none">Allow students opportunities to discuss what they have previously learnedBefore engaging with the text, review rhyming words and patterns<ul style="list-style-type: none">Allow students to give examples of rhymesProvide students with rhyme sets and allow them to respond by giving thumbs up or thumbs down to check for understandingDuring reading, pause and ask students questions to check for understanding<ul style="list-style-type: none">Sample questions:<ul style="list-style-type: none">Who is in the story?What happened after/ before/ when ___?Where did the story take place?Why did ___ say/ do ___?What do you wonder about___?What do you think ___ means?



	<ul style="list-style-type: none">■ What questions do you have about this word?■ What word(s) from the story make you feel ___?■ What word(s) from the story helps you experience the story through your senses?■ What word(s) in the story let you know the character feels ___?■ Describe the main character in each story.■ How is ___'s experience like/ different from ___'s? <ul style="list-style-type: none">● After reading the text, create a story map to identify major events in the story<ul style="list-style-type: none">○ Utilize a first, then, next, last model to teach sequencing/ order of events to identify major events in the story● Before engaging in discourse, model for students how to use the text to answer questions about the story<ul style="list-style-type: none">○ Use text excerpts and illustrations to justify answers to prompts● During discourse, provide students with sentence frames/ starters to guide academic conversation and focus content related material<ul style="list-style-type: none">○ Allow students think time to gather and organize information○ Allow students access to the text to gather information○ For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content● Before engaging in the assessment, review emotion/feeling words● Before engaging in the assessment, provide students with an exemplar● Break task down in the smaller steps<ul style="list-style-type: none">○ Consider creating a visual checklist of information that needs to be included in the task● Before engaging in the assessment, brainstorm ideas in whole group or small groups with the students● Before engaging in the formative assessment, review opinion words and reteach as needed● During formative assessment, allow students to use graphic organizer (see Core Instruction) to help visualize information● During the formative assessment, provide students with sentence frames/ starters to support their writing● During the formative assessment, allow students to use pictures to represent their writing● During the formative assessment, allow students, who may have difficulty writing/ drawing, to dictate their response● To further modify the assessment, provide students with pre filled outline in which they have to name a limited number of items<ul style="list-style-type: none">○ Allow students to complete the modified assessment with any of the accommodations listed above
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access

