

Lesson Guidance 1.4	
Grade	Kindergarten
Unit	3
Selected Text(s)	<i>We Are Water Protectors</i> by Carole Lindstrom
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?

- Make connections to the ocean and water in our daily life. Ask and answer questions that connect students as *stewards of the earth (ocean)*
- Draw, dictate, write to demonstrate an opinion about a topic
- Participate in collaborative conversations that describe character traits

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.3](#)

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

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

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

[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

ELD

WIDA Alignment

ELD-LA.K.Inform.Interpretive: Interpret informational texts in language arts (with prompting and support) by asking and answering questions about descriptions of familiar attributes and characteristics about water to form an opinion through writing.

End of lesson task

Formative assessment

- As a group, students will discuss various reasons that water is important in our daily lives and why it is so important to take care of the water on earth.



	Students will draw, write or dictate an opinion piece about <i>How can I become a steward of the earth?</i>
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background knowledge - Activate prior knowledge of the ocean, focusing on what animals live in the ocean. - Discuss why the ocean is important to people and what students can do to keep it clean and safe for animals. Key concepts (<i>domain-specific terms to analyze the text</i>) - Key Details - Story Structure - Making Connections 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>) - Pre Teach: Idea that “<i>We are all related, stewards of the earth</i>” - While reading: medicine, nourished, sacred  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

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

Enduring Understanding: Animals live in a variety of habitats. Ocean habitats are home to many different creatures.

Opening Activity:

What does it mean to be a steward of the Earth? When you think of taking care of our planet, what actions do you think you can take? The Ojibwe people are known for the beauty of their floral beadwork. As you look at the images throughout the book, look for ways the illustrator incorporated indigenous art and symbols in her illustrations. Water is an important resource in our lives. What are all the ways you use water? What would it be like if your water was polluted?

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

- Students will understand why the oceans are so diverse and important.

ELD

[ELD Scaffolds](#)

When introducing a new concept, students need time to think about the concept and 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:

Teacher reads the text to/with students Pause and ask questions about the story. Before completing the read aloud, work as a whole group to create a list of character traits on chart paper. After reading, students think of four character traits to describe the water protectors. Students add text evidence to support this evidence on a [graphic organizer](#).

Discourse: Frame book questions around the real-life application of how protecting our water helps us all.

- Turn and talk with partner
- Provide sentence starters for writing as needed:
"I can be a good steward of the earth by _____."

ELD

[ELD Scaffolds](#)

- Heavy Support:** Preselect key adjectives (e.g., helpful, organize, necessary) to describe why water is important to help the earth. Create picture cards for each word and invite students to act out their chosen word when it emerges in the text. Prompt them to use it in a simple sentence. Invite students to place picture cards on the shared graphic organizer above -where appropriate, to facilitate their opinion writing on how to be a "steward of the earth".
- Moderate Support:** While reading the text, Invite students to act out what they might do or how they might feel as a steward of the earth. Students could act out different ways they can help the earth. Prompt them to share and act out their opinions of ways to be a steward of the earth in order to help them with their opinion writing piece. Use sentence frames to assist with writing (e.g. I think... One fact is _____).

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.

Read the text with students. Pause and ask questions to promote understanding of what is a habitat?.

- Have students use the text (book or video) to answer the question: What is the problem in the story?
- What vocabulary words from the text connect to teach about habitat? Highlight information students will need to complete the formative assessment.
- Expression should change when repeating the phrase, based on the events of the story.
- Share the purpose: Our purpose today is to find out about what it means to be a water steward?

Read text aloud; Sample text dependent questions:

- How is water important to you and your daily life?
- How can we fight for the oceans?
- How can we fight for things that can't?
- Look at the picture of the pipe or "black snake" that has a leak. What do you notice about the plants and animals near the pipe?
- Practice and apply skills; Students will:
 - ask and answer questions about the story
 - identify key vocabulary words that connect to habitats

Formative Assessment:

- As a group, students will discuss various reasons that water is important in our daily lives and why it is so important to take care of the water on earth.
- Students will draw, write or dictate an opinion piece about *How can I become a steward of the earth?*

ELD

[ELD Scaffolds](#)

- Word and picture banks
- Use of home language/cognates

Optional Extension Activity:

Ask students to start keeping a journal of what they take notice of outside—the growth of plants and trees, the antics of a squirrel, the sounds of a stream—and how those things connect. As awareness of nature builds, encourage students to share observations and open up discussion about investigating what the Earth needs in your community and environmental issues your students are passionate about.

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](#)



	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: <i>We are stewards of the Earth.</i> Guiding Question: <i>How can sentences define what something is?</i> • What is the sentence about? We are responsible for what we do to the Earth • How does the sentence define the role of people? • Speaking and writing connection: We are all <u>(something that defines our role.)</u> (Ex. We are all learners.)
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	• Pre teach new and unfamiliar vocabulary ◦ When possible, pair vocabulary with visuals to aid in student understanding ◦ Click here to see an explicit instruction vocabulary routine. • Before engaging with the text, take students on a picture walk through the book ◦ Draw students' attention to illustrations that are important for completing the formative assessment ◦ Engage in brief discussion about the use of imagery and its symbolism in the text • During the read aloud, pause throughout the text and ask standards based questions to check for student understanding ◦ Use the following question stems throughout questioning: • What do you think ____ means? • What questions do you have about this word? • What words do you not understand?

	• After completing the read aloud, work in as a whole group or in small groups, to complete this graphic organizer that identified character traits and cites text evidence ○ Model for students using the strategy Think Aloud how to access information from the text to support their thinking ○ Review character traits and discuss terms as needed to find which apply to the characters in the story ○ For some students, it may be appropriate to allow them to dictate their responses ○ To further modify this activity, provide students with a pre filled graphic organizer in which they have to supply a limited amount of information • During discourse, provide students with sentence starters to guide academic conversation and focus content related material ○ For students who need additional support, pair with a peer mentor who understands the task at hand and grasps the content • Prior to engaging in the group discussion, review the events in the story ○ Complete a story map with the students to help visualize information • During group discussion, encourage students who may not want to share out to give thumbs up or thumbs down to show their thinking when other students are sharing • Before completing the opinion writing, brainstorm in whole group or small groups ideas that students have about protecting the water ○ Allow students to make connections to the text by sharing something they have done or have seen to protect the water • Before completing the opinion writing, review opinion words with students • During the formative assessment, provide students with sentence frames • During the formative assessment, allow students to dictate responses • During the formative assessment, allow students to use drawing to represent their writing • To further modify the assessment, provide students with pre printed pictures that depict protecting/caring for the water ○ Allow students to elaborate on the illustrations / pictures using the accommodations mentioned above
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access