

Lesson Guidance 1.4	
Grade	Kindergarten
Unit	2
Selected Text(s)	• Review and Reteach Period + End of Module Task • You Can't Taste a Pickle With Your Ear! by Harriet Ziefert • human body outline
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?

- Provide information about the five senses.

CCSS Alignment

Priority Standards

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

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

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

With prompting and support, identify the main topic and retell key details of a text.

[CCSS.ELA-LITERACY.RI.K.3](#)

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text

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

With prompting and support, ask and answer questions about unknown words in a text.

[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.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.4](#)



	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts Supporting Standards SL.K.2
 WIDA Alignment	ELD-LA.K.Inform.Expressive: Construct informational texts in language arts (with prompting and support) that describe details and facts through verbs to label actions.
End of lesson task <i>Formative assessment</i>	Our 5 senses are how we experience the world around us and each sense is directly connected to specific parts of the body. As students are learning to identify their 5 senses, they will also learn to connect them to the body parts used for each sense. Using the information they learned by reading the texts in Module 1, students will work with a partner to trace the outlines of each other's bodies. (If there is a need for social distancing, students can use a human body outline to trace and label.) They will then write their name inside their own body tracing and labeling the following body parts and its corresponding sense (vocabulary development): eyes-see, ears-hear, mouth/tongue-taste, nose-smell, hands/feet-touch. Students will then write a sentence identifying their favorite sense and why.
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background knowledge • Ensure students will need to have general knowledge of the five senses and the body parts, particularly those body parts that are explicitly connected to the five senses. Key concepts <i>(domain-specific terms to analyze the text)</i> • Key Details • Retell • Main Idea 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: senses, touch, taste, smell, hear, sight • Define while reading: appetite, sniff, grand, squishiest, sound waves, near, far, chameleon, chigger, receptors  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

Core Instruction

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

Enduring Understanding: There are five senses that help people experience the world.

Opening Activity:

Teacher will distribute the [5 Senses Sort](#) to each table group and explain to students that they will be sorting some picture cards. Students will sort the cards by which sense you would experience the item. There might be more than one, but I want you to think about what is the main sense that you would use. For example, there might be a picture of some grapes. I can see the grapes or feel the grapes or smell the grapes, but to really experience the grapes, I would probably use my sense of taste the most. I want you to go around the table, take a card and tell what is on the card. Then tell what sense helps you experience it the most. Then put that picture under the correct structure for that sense.

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

- Students should understand what body parts are involved in each of these senses and experience how the senses interpret their surrounding environment.
- Using our five senses strengthens our everyday experiences.

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:

Based on formative assessment, review and reteach using selected text.

Discourse:

Have a conversation with the students sharing some questions from the text such as: what is the saltiest thing you've ever eaten?, what kinds of things can you see through?, how do you sound when you're sad?, have you ever touched anything you will never touch again, why? Does everything have a smell?

Small Group Reading Instruction:

Based on formative assessment, review and reteach using selected text.

ELD

[ELD Scaffolds](#)

- Review key concepts and vocabulary as necessary in preparation for formative assessment. Focus on verbs illustrating and acting out verbs associated with the senses (e.g. *smell, taste, touch*)

Formative Assessment:

Our 5 senses are how we experience the world around us and each sense is directly connected to specific parts of the body. As students are learning to identify their 5 senses, they will also learn to connect them to the body parts used for each sense. Using the information they learned by reading the texts in Module 1, students will work with a partner to trace the outlines of each other's bodies. (If there is a need for social distancing, students can use a [human body outline](#) to trace and label.) They will then write their name inside their own body tracing and labeling the following body parts and its corresponding sense (vocabulary development): eyes-see, ears-hear, mouth/tongue-taste, nose-smell, hands/feet-touch. Students will then write a sentence identifying their favorite sense and why.

Optional Extension Activity:

Students can use their five senses to describe some popcorn. Students can draw or write their answers in the graphic organizer. ([Popcorn](#))

Fluency, Comprehension and Writing Supports

Foundational Skills

[Saxon](#)

[Foundations](#)

[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	Sample Sentence: <i>If you smell food cooking, it might make you want to eat something.</i> • Guiding Question: <i>How can sentences show something that might happen?</i> • What does it mean when a sentence starts with <i>if</i>? (it hasn't happened yet but it might) • What does the sentence say might happen if you smell food cooking? (you might want to eat) • How are the two parts of the sentence related to each other? (the second part might happen if the first part happens) • Speaking and writing connection: If you _____(verb), it might make you _____(verb). (Ex: If you hear a funny story, it might make you laugh.)
Writing	Pattan Writing Scope and Sequence

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, provide visuals to aid with student understanding • Prior to engaging with the text, review emotions (ie: happy, sad, angry, afraid, etc) ◦ When possible, provide visuals to aid with student understanding • Prior to reading the text, review five sense as previously taught in Modules 1.1 - 1.3 • During reading, pause and asked standards based questions to check for student understanding ◦ What happened after/before/when ___? ◦ What is an important detail from the text? ◦ What do you wonder about ___? ◦ What is the text mainly about? ◦ What details help you understand what the text is mainly about? ◦ What caused ___ to happen? ◦ What do you think ___ means? ◦ What questions do you have about this word? ◦ What words do you not understand? • After reading the text, create a list of different tasting foods (ie: salty, sweet, ect)

	○ When possible, provide visuals to aid with student understanding ● After reading the text, use color coding system to highlight main idea and key details ● During the discourse, provide students with sentence stems for talking ○ I can see through ____. ○ I sound ____ when I am sad. ■ For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content ● Prior to completing the formative assessment, review senses through whole group or small group discussion ○ Ask students to call out specific examples by making text to text, text to self, or text to world connections ● Prior to completing the formative assessment, provide students with an exemplar for writing ○ Post exemplar and allow students to have access to it for the duration of the task ○ Consider creating a visual checklist to aid students during the task ● During the completion of the formative assessment, allow students to use visuals to aid in filling in their outline ● During the formative assessment, allow students to dictate their responses ● To further modify the assessment, provide students will pre filled outline in which they have to provide a limited number of items using any of the above listed accommodations
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access