

Lesson Guidance 3.4	
Grade	Kindergarten
Unit	1
Selected Text(s)	• Review and Reteach Period + End of Module Task • Dairy by Allison Lassieur • Optional additional materials for enrichment: • Virtual Field Trip to a Dairy Farm • Tour a Dairy Farm in American Sign Language • Go and Grow with Calcium Activity
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?

- Students should be able to sequence the steps taken by the farmer
- Students should be able to construct sentences using frames to organize thoughts

CCSS Alignment

Priority Standards

[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.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 RI.K.5, RI.K.6, W.K.5, W.K.8 SL.K.2, SLK.5
 WIDA Alignment	ELD-LA.K.Inform.Expressive: Construct informational texts in language arts (with prompting and support) that describe details and facts through nouns to label visuals.
End of lesson task <i>Formative assessment</i>	Task 3: Think about the work of a dairy farmer. Students will create a story about “A Farmer’s Day”. Students will write sentences using sentence stems and draw pictures to sequence the events in a farmer’s day (first, next, last/finally). “First, the farmer _____.” (wakes up) “Next, the farmer _____.” (milks the cow) “Finally, the farmer sends the milk _____.” (to the store)
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background knowledge <i>Based on formative assessment, review, and reteach using selected text.</i> Students will write a sequence of events about the day of a farmer by completing Performance Task 3. Key concepts <i>(domain specific terms to analyze the text)</i> • Key details • Retell • 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 <i>(words found in the text)</i> <i>Based on formative assessment, review and reteach using selected text</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: **Farms and animals produce healthy food for us.**

Opening Activity: Brainstorm a list of products that are made from milk. Have pictures available to include with the words (e.g. cheese, yogurt, butter, ice cream). Make a list on chart paper. The teacher will then read [Dairy](#).

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

- Students should understand farming and the many different types of farms.
- Students should understand cows and how to milk a cow. .

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:

- Using thumbs up or down or turn and talk, discuss if anyone has ever been to a farm and what they may have seen while there.
- Students will identify a sequence of events from their own lives. Example: First, we [enter the classroom]. Next, we [find our seat]. Finally, we [show we are ready to learn]. *Point out to students that there are many sequences throughout the day.*

ELD

[ELD Scaffolds](#)

- **Heavy/Moderate Support:** Review content, text, and any anchor charts as necessary covered throughout the Module. Model labeling healthy food that makes bones strong.

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: The teacher will describe dairy foods. Such as where animals are raised, why dairy foods are healthy for us, and how other parts of the world eat them.
- Read aloud; sample text-dependent questions:
What is Dairy? What is calcium? What animal makes dairy? What other animals may make dairy?
- 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:

Performance Task 3: Think about the work of a dairy farmer. Students will create a story about “A Farmer’s Day”. Students will write sentences using sentence stems and draw pictures to sequence the events in a farmer’s day (first, next, last/finally).

“First, the farmer _____.” (wakes up)

“Next, the farmer _____.” (milks the cow)

“Finally, the farmer sends the milk _____.” (to the store)

ELD

[ELD Scaffolds](#)

- Provide students ample opportunity to think-pair-share about the topic before writing
- Provide a visual word bank

Optional Extension Activity:



Students can learn more about dairy and how it arrives in supermarkets. Provide students with a long strip of paper and have them work as a group to show milk starting with the cow and each step until it arrives in the supermarket. (sequencing)

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	Focus on Syntax Structures. (Example: Drinking milk helps make our bones grow strong.) Practice using the structure to discuss other habits that make bodies grow strong: [verb+ing] helps make _____. (<i>exercising, our bones grow strong; eating vegetables, our teeth grow strong</i>)
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.
- Prior to engaging with the text, review and reteach story elements based on students' needs.
 - Refer to the graphic organizer to guide instruction. (see Engaging with Text)
- Prior to read aloud, assign students questions that will be asked of them throughout the reading (see Read the Text) to increase student focus and encourage participation.
 - Ensure that students understand that these questions will be asked of them throughout the reading of the text.
- During read-aloud, highlight the main idea and key details in the text to help students visualize information.
 - ie: Main idea highlighted in green, key detail 1 highlighted in yellow, key detail 2 highlighted in blue, etc.
- During the read-aloud, pause and complete quick checks for understanding, focusing on information that will be needed to complete the formative assessment.
 - Reteach or reinforce information based on students' needs.
- After reading aloud, complete the graphic organizer (see Practice and Apply Skills) in whole or small groups.
 - Guide students as needed to find the information in the text.
- Prior to leading a classroom discussion about characters, review and reteach, as necessary, the word unique.
 - Allow students to give examples and non-examples of things that make them unique.
- During discussion about the character, use a random calling method (ie: equity sticks) to encourage participation from all students.
- During think, pair, share, provide students with sentence starters/ frames to guide the academic conversation and focus on content-related material.
 - For students who may need additional help/ support, it may be necessary to pair them with a student who understands the task at hand and grasps the content.
- Prior to completing the formative assessment, review and reteach elements of a story based on students' needs.
- Prior to completing the formative assessment, review the graphic organizer. (see Core Instruction and SPED accommodations)
- During the completion of the formative assessment, allow students to represent their writing by using pictures.
- During the completion of the formative assessment, allow students to dictate their responses.
- To further modify the assessment, it may be necessary to provide students with a pre-filled outline in which they are asked to identify a limited number of items using the above-mentioned accommodations.
- To further modify the assessment, provide students with pre-printed text or visuals and allow them to cut and paste in order to sequence the story.
- During the class discussion, provide students with sentence starters to guide their speaking.



	● Prior to completing the formative assessment, discuss the diverse cultures found here in the US. ● Prior to completing the formative assessment, provide students with an exemplar. ○ Ensure students have access to this throughout the course of the assessment. ● During the formative assessment, break tasks into smaller steps. ○ It may be useful to create a checklist of items that students will include in their assessment. ● During the formative assessment, provide students with a graphic organizer to help visualize the information that must be included in the task. ● During the formative assessment, provide frequent check-ins with students. ● During the formative assessment, allow students to dictate their responses.
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access