

Lesson Guidance 2.2	
Grade	Kindergarten
Unit	2
Selected Text(s)	Hurry Up, Irua! By Nola Hicks (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?

- Connect illustrations to a text in order to understand the sense of touch.
- Identify things they can feel within their school by participating in a five senses walking tour.

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.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.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



	<p>CCSS.ELA-LITERACY.L.K.6</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>Supporting Standards</p> <p>RL.K.7, W.K.8</p>
 WIDA Alignment	<p>ELD-LA.K.Narrate.Interpretive: Interpret language arts narratives (with prompting and support) by asking and answering questions about unknown words in a text through using question words (e.g., <i>what? why? how?</i>) </p>
<p>End of lesson task</p> <p><i>Formative assessment</i></p>	<ul style="list-style-type: none">● Complete a story map depicting events that happened at the beginning, middle, and end of the story.● Teacher will provide a sensory experience where an unknown object will be placed inside a bag for the students to touch. The students will use sensory words to orally describe what they feel and then draw a picture of the object inside with a label.● Day 2: Students take a touch tour of school and complete the first journal page on touch, identifying what they touched and where they touched it. (see Five Senses Journal)
<p>Knowledge Check</p> <p><i>What do students need to know in order to access the text?</i></p>	<p>Background knowledge</p> <ul style="list-style-type: none">● Ensure students are aware of their body parts, especially which parts they use for touch. <p>Key concepts (<i>domain-specific terms to analyze the text</i>)</p> <ul style="list-style-type: none">● Key details● Retell sequencing● Story Elements <p>Foundational Skills Connections</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> <p>Vocabulary Words (<i>words found in the text</i>)</p> <ul style="list-style-type: none">● Pre-teach: siksiks, arctic, den, hibernation <p> ELD Instructional Practices for Vocabulary: Use the Frayer Model strategy (Frayer Model)</p> <p>“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,</p>

- 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

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:

Students will think- pair-share about what they know about hibernation and about the Arctic.


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.
- Understand the sense of touch
- Using our five senses strengthens our everyday experiences.

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.

- [Clarifying Bookmark](#) supports metacognitive development and monitors their comprehension skills.
 [Clarifying Bookmark Chart](#)
- 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 the story aloud to students. Ilua cannot use her sense of touch throughout the text. Highlight what objects Ilua feels and how they feel to her.

Discourse:

How does Ilua use her sense of touch throughout the story?

- Students will engage in active participation during this story to identify objects she can feel and how they are described.



- Teachers will provide students with the opportunity to *see what they can feel* by letting the students take turns touching an unknown object placed in a bag. Students will be able to describe what they felt, then draw and label what they *saw by touch*.
- This discourse can be extended into Day 2 on the touch tour of the school when students will be required to write in their 5 senses journals about some things they touched on the tour. Their writings can be connected to this story by asking them how they were able to *see what they touched*.

ELD

ELD Scaffolds

- **Heavy Support:** Invite students to sort cards, illustrations, or cut-outs of Ilua and what she can feel from the text; prompt them to use question words to ask questions about Ilua.
- **Moderate/Light Support:** As students sort and discuss Ilua and what she was feeling; prompt them to use a more complex sentence frame ____ (Ilua) can feel _____.)

Small Group Reading Instruction:

Read the text with students. Pause and ask questions to promote understanding of how the main character uses their five senses.

- Have students use the text (book or video) to answer the question: What is the problem in the story?
- How does the main character use their five senses to solve the problem, and which senses are used?
- What vocabulary words from the text connect to each of the five senses? 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:
 - Think about how the main character uses their sense of sight during the text and which vocabulary words connect to each sense.
- Read text aloud; Sample text dependent questions:
 - What is the problem in the story?
 - What do the characters do about the problem in the story?
- Practice and apply skills; Students will:
 - ask and answer questions about the story
 - identify key vocabulary words that connect to their five senses

Formative Assessment:


Complete a [story map](#) depicting events that happened at the beginning, middle, and end of the story.

Teacher will provide a sensory experience where an unknown object will be placed inside a bag for the students to touch. The students will use sensory words to orally describe what they feel and then draw a picture of the object inside with a label.

- Day 2: Students take a touch tour of school and complete the first journal page on touch, identifying what they touched and where they touched it. ([see Five Senses Journal](#))

ELD


ELD Scaffolds

- Visual supports(e.g. sample anchor chart )
- Personal realia
- Include sentence stems and an illustrated word bank or story map.

Optional Extension Activity:

Students can learn more about squirrels and how they prepare for the winter.

Fluency, Comprehension and Writing Supports	
Foundational Skills	<p> 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 </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>Sample Sentence: Sentence: <i>Now the duck is wading through the swamp.</i></p> <ul style="list-style-type: none"> • Guiding Question: <i>How can sentences establish a sense of time?</i> • What is the sentence about? (a duck doing something at the present moment) • When does the sentence say that the duck is wading? (now) • Speaking and writing connection: Now I am _____. (Ex: Now I am writing a sentence.)
Writing	<p>Pattan Writing Scope and Sequence</p>

Additional Supports	
<p>  ELD Practices </p>	<ul style="list-style-type: none"> • 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
<p>SpEd Practice</p>	<ul style="list-style-type: none"> • Pre teach new and unfamiliar vocabulary <ul style="list-style-type: none"> ◦ When possible, use visuals to help aid in student understanding ◦ Click here to see an explicit instruction vocabulary routine. • Prior to engaging with the text, review sense of touch as previously taught to activate students' background knowledge



- During and after engaging with the text, provide students with varying touch experiences
 - Discuss sensation of touch to help build understanding and multisensory connections
- During reading, pause and ask standards based questions to check for student understanding
 - Who is in the story?
 - Where did the story take place?
 - What do you wonder about?
 - What problem is the character facing?
 - How does the character resolve or solve the problem?
 - When/Where does the story take place?
 - What do you think __ means?
 - What questions do you have about this word?
 - What word(s) in the story helps you to experience the story through your senses?
 - What in the illustration helped you understand the word __?
 - What words helped you understand the illustration?
 - What did you learn from the illustrations and words?
- After reading the text, use a color coding system to identify the main idea and key details in text (ie: main idea highlighted in green, key detail 1 highlighted in yellow, key detail 2 highlighted in pink, etc.)
- After reading the text, create story map or other [graphic organizer](#) to help create a visual representation of important information from the text
- During discourse, provide students with sentence frames/ starters to help 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
- **Day 1:** Before engaging in the story map, host small group discussion to order the events in the story
 - Review concepts of beginning, middle and end
 - In some cases it may be necessary to reread the text to help students remember the order of the events
- Prior to completing the assessment, provide students with an exemplar for work
 - Post exemplar for students to access throughout the completion of the task
 - Consider creating a visual checklist for students
- During the formative assessment, allow students to have access to anchor charts for reference
- During the formative assessment, allow students to use pictures to represent their writing
- During the formative assessment. allow students to dictate their responses
- To further modify the assessment, provide students with a pre filled outline in which they have to provide a limited amount of information using any of the above listed accommodations
- Before engaging in the formative assessment, review and reteach sensory words (ie: soft, smooth, rough, bumpy, etc)



	<ul style="list-style-type: none">○ Provide visuals to pair with words when possible○ Create an anchor chart for students to use to complete the assessment● During the formative assessment, provide students with pre printed pictures or stencils to aid in drawing● During the formative assessment, allow students to dictate their responses● Day 2: Provide students a purpose for tour before engaging in formative assessment● Before engaging in the assessment, review sight and what body parts are associated with this sense● After taking tour, create list of words that can be used to describe things that are seen on the tour● Prior to completing the assessment, provide students with an exemplar for completion<ul style="list-style-type: none">○ Post exemplar for students to access during assessment○ Consider creating a visual checklist for students● During formative assessment, use visuals with labels to aid in student writing● During the formative assessment, create sentence stem for students “I touched/ felt ____ when I went to ____.”● 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