

Lesson Guidance 4.3	
Grade	Kindergarten
Unit	2
Selected Text(s)	Superhero Sciences: Super Senses by Paige V. Polinsky **suggested reading is pages 4-15**
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?

- Identify why senses are important
- State an opinion

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.RL.K.4](#)

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.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.

[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, SL.K.5, SL.K.6
 WIDA Alignment	ELD-LA.K.Narrate.Interpretive: Interpret language arts narratives (with prompting and support) by identifying key details through verbs to describe the senses. (e.g I see _____, I smell, I taste, etc)
End of lesson task <i>Formative assessment</i>	• Create an informational writing piece on one superhero. Identify that superhero's super sense. • Explain how that super sense helps the chosen superhero. • Use illustrations along with writing and or dictation to complete the assessment. Make sure to use key details from the text in the explanation
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background knowledge • Students should understand the five senses Key concepts (<i>domain-specific terms to analyze the text</i>) • Key details • Opinion 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: sensory, overload, engineers, mechanical, prostheses • While reading: enhanced, surroundings, cone  ELD Instructional Practices for Vocabulary: Use the Act It Out! Total Physical Response (TPR) strategy "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

Core Instruction

Text-centered questions and ways students will engage with the text
Enduring Understanding: We use our bodies and our senses to learn about the world around us.

Opening Activity:

Teacher will say, "What kinds of things can superheroes do that we regular people cannot do? What are your five senses? (seeing, hearing, touching, smelling, tasting) Superheroes can often do amazing things and have super abilities, even super senses! Can superheroes have super senses? What are some of their super senses and how are they different from our senses? (e.g. X-ray vision, supersonic hearing, touching objects that turn to fire, etc.). Even though we may not have super-duper senses like some superheroes, our senses are pretty amazing and allow us to explore our world in a variety of ways. Let's read about Superheroes who have some super senses.

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

- The five senses are important.
- We all have super senses

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.

Shared Reading:

Prior to reading the story, display the book for students to view. Ask students if they know any super heroes. Ask students to think about what these super hero super senses would be and why. Read the book Superhero Sciences: Super Senses. Ask questions to elicit key details that convey what super sense each superhero has and how people use their senses.

- Set a purpose for reading
 - What super sense do the superheroes have?
 - How do they use these super senses?

Discourse:

Use think, pair, share to have students discuss what they have learned about the five senses. Students should also identify what super senses the superheroes discussed in the text possess and how they use these super senses.

Provide sentence starters for students

"(Super hero) has (super sense)"

"(Super hero) uses their super sense to ____."

ELD

[ELD Scaffolds](#)

- **Heavy Support:** Invite students to sort cards, illustrations, or cut-outs of the five senses from the text; prompt them to match them to the sentence frame, (I use my nose to ____, I use my hands to ____.)
- **Moderate/Light Support:** As students sort and discuss the senses, prompt them to use a more complex sentence frame and write the correct sense that matches the sentence frame ____ (e.g. My eyes can ____ [verb + noun, e.g., *see flowers*]. My hands can ____ [verb + noun]

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.

Prior to reading the story, take students on a picture walk through the texts. Draw students' attention to varying pictures throughout the text.

Formative Assessment:

Create an informational writing piece on one superhero. Identify that superhero's super sense.

- Explain how that super sense helps the chosen superhero.
- Use illustrations along with writing and or dictation to complete the assessment. Make sure to use key details from the text in the explanation

ELD

[ELD Scaffolds](#)

- Provide visuals from text of SuperHeroes and senses
- Give students time to match the senses mentioned with the body parts via google slides or cards
- Fill out a I see ____ I think ____ I wonder chart

Optional Extension Activity:

Would you like the power to fly, to take off from your chair anytime you wanted? WOW! What about using your strength to support a wobbly bridge just before the passenger train arrives? YIKES! Maybe you could use your powers to transform yourself into a tiger or a butterfly. Your skills may help you save rainforests or speak to ghosts. Whoopee! Or perhaps you'd use your special abilities to make someone smile, stop an elderly friend from being lonely, help clean the world by saving electricity or water, or climb a tree to rescue a cat? ZIP-A-DEE-DOO-DAH

Even if you don't have your superhero powers yet, we are all capable of extraordinary things. Whether it's an amazing act of kindness, unstoppable determination to complete a task or a mindboggling catch during the ball game. Heroes in stories often face challenges and find incredible ways to overcome difficult situations.

This activity will help you develop a brand new hero and tell their heroic story in your very own handmade comic! Swoosh! Bosh! [Superhero Senses](#)

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	Sentence: <i>Our eyes allow us to see the shapes and colors of our world.</i> • Guiding Question: <i>How can sentences show the purpose of something?</i> • What is the sentence about? (our eyes) • What does the sentence say that our eyes help us do? (see shapes and colors) • Speaking and writing connection: Our _____ (body part) allows us to _____(purpose). (Ex: Our feet allow us to move from place to place.)
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 with student understanding • Before engaging with the text, review senses and associated body parts as previously taught to activate prior knowledge ◦ Encourage students to “show what they know” by acting out senses to crete a multisensory learning experience • During reading, pause and ask standards based questions to check for student understanding ◦ Who is in the story? ◦ What happened after/before/when ___? ◦ Where does the story take place?



	○ Why did __ say/ do __? ○ What do you wonder about __? ○ What do you wonder about __? ○ How does the character resolve or solve the problem? ○ What important events happened in the beginning?the middle?the end? ○ What do you think __ means? ○ What questions do you have about this word? ○ What word(s) from the story helps you experience the text through your senses? ○ What word(s) from the story let you know that the character feels __? ● After reading the text, create graphic organizer to pair superheroes with their super sense ● During discourse, provide students with sentence starters/ frames to guide academic conversation and focus content related material ○ For students who may need additional support, pair with a peer mentor who understands the task and grasps the content ● Before completing the formative assessment, use graphic organizer (see Core Instruction) to review superheroes and their super sense ● Before completing the formative assessment, review characteristics of informational text ○ Create or reference an anchor chart for students ■ When possible, use visuals ● Before completing the formative assessment, provide students with an exemplar for completion ○ Post exemplar for students to access during completion of the assessment ○ Consider creating a visual checklist ● During formative assessment, provide students with sentence starters ○ “(Superhero) has the super sense of ____.” ○ “This super sense is helpful because ____.” ● During the formative assessment, allow students to use pictures to represent their writing ● During the formative assessment, allow students to dictate their responses if they have difficulty writing/ drawing ● To further modify the assessment, provide students with pre filled out sentence starters who may have difficulty copying or creating full sentences ○ Allow students to complete the modified assessment with any of the above listed accommodations
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access