

Lesson Guidance 4.3	
Grade	Kindergarten
Unit	1
Selected Text(s)	Review and Reteach Period + End of Unit Task
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?

- Create narrative stories using sentence frames about the following topics: healthy snacks, the food groups, sometimes and always foods, and exercise.

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.4](#)

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

[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

CCSS Alignment

Supporting Standards:

RI.K.5, RI.K.6
W.K.5



 WIDA Alignment	Review ELD focus areas as needed based on content retaught/reviewed and student needs.
End of lesson task <i>Formative assessment</i>	End of the Unit Performance Task: At the end of this unit, our class will be sharing the information they have learned about healthy foods. Students will work in groups to create a narrative story book entitled: <i>A Healthy You.</i> Students will use sentence frames to help them write about the following topics: Healthy Snacks, The Food Groups, Sometimes Foods, and Anytime Foods, and Exercise. Each group will draw pictures and add captions about themselves living a healthy lifestyle. Performance Task
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background knowledge: • Review previous learning of nutrition, healthy foods, always and sometimes snacks, and exercise learned throughout the unit • Discuss the purpose of narrative writing • Provide examples of narrative writing Key concepts (<i>domain specific terms to analyze the text</i>) • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Demonstrate understanding of the organization and basic features of print 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: Healthy foods power your body.

Opening Activity:

Make a cube. Use a fairly large cube that is durable and will roll. (One option is to use an old milk carton.) On each side, place a picture of an activity that children do, such as running, playing ball, drawing, riding a bicycle, etc. ([Activity Cube](#)) Have the children sit in a circle. Tell the children you will all be playing a game. Roll the cube to one child and have that child identify the activity on the picture facing “up” on the cube. Next, have the child name a body part that is used for that activity. If the answer is correct, the child gets to roll it to another child. If it is incorrect, the teacher takes the cube and rolls it again. Ask: “What parts of the body are these?” (These are parts of the body we can see.) Ask: “Can we see all the parts of the body?” (No.)

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

Students should understand the importance of exercise and the parts of the body that it affects.

ELD

[ELD Scaffolds](#)

When introducing a new concept, students need time to think about the concept and the 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: (Read Aloud)

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

Discourse: Students will share and discuss their stories with their classmates.

ELD

[ELD Scaffolds](#)

- Review ELD focus areas as needed based on content retaught/reviewed and student needs

Small Group Reading Instruction:

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

Formative Assessment: End of the Unit Performance Task

At the end of this unit, our class will be sharing the information they have learned about healthy foods. Students will work in groups to create a narrative story book entitled: ***A Healthy You***. They will use sentence frames to help them write about the following topics: Healthy Snacks, The Food Groups, Sometime Foods, and Anytime Foods, and Exercise. Each group will draw pictures and add captions about themselves living a healthy lifestyle. [Performance Task](#)

ELD

[ELD Scaffolds](#)

- When identifying content or concepts to review, determine whether it is the content or the language with which students may struggle

Optional Extension Activity: Students can learn about the different body systems.

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	<i>Based on formative assessment, review, and reteach using selected text.</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	• Prior to reading the text, assign students specific questions that they will need to answer to increase student focus and encourage engagement / participation • During read aloud, draw students' attention to specific illustrations that evoke emotions ◦ Allow students to make text to self connections, or text to text connections • During read, based on student need, review emotions and emotion words • After read aloud, review concepts of main idea and key detail ◦ Allow students to give examples and non examples; be explicit about each • After read aloud, use a sequence map to outline the events in the story ◦ When necessary use pictures and/ or words • During discourse, provide students with sentence frames/ starters to guide academic conversation and focus content related material ◦ For some students, it may be necessary to pair with a students who understands the task at hand and grasps the content • During discourse, allow students to write their ideas on a class anchor chart, or designate a class scribe • During discourse, allow students to have access to materials that have been previously created as a class or individually in order to participate in discussion about cultures and countries that have been previously taught • Before completing formative assessment, allow students to have access to any material that has been created in the Unit that will help in the completion of this task • Before completing the formative assessment, brainstorm ideas with students ◦ Countries that have been taught, customs/ traditions, things that can be done, important facts • Based on student need, review and discuss similarities- (Speak/illustrations/eat ect.)



	• Based on student need, Review and discuss differences-(Speak different language/Draw using different drawing utensils/kind of food) • During formative assessment, make sure to check in to redirect, guide and give constructive feedback • During formative assessment, provide a bank of headings for each graphic novel section to help students narrow down what they will draw in each frame. • 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