UNIT: *WEATHER*

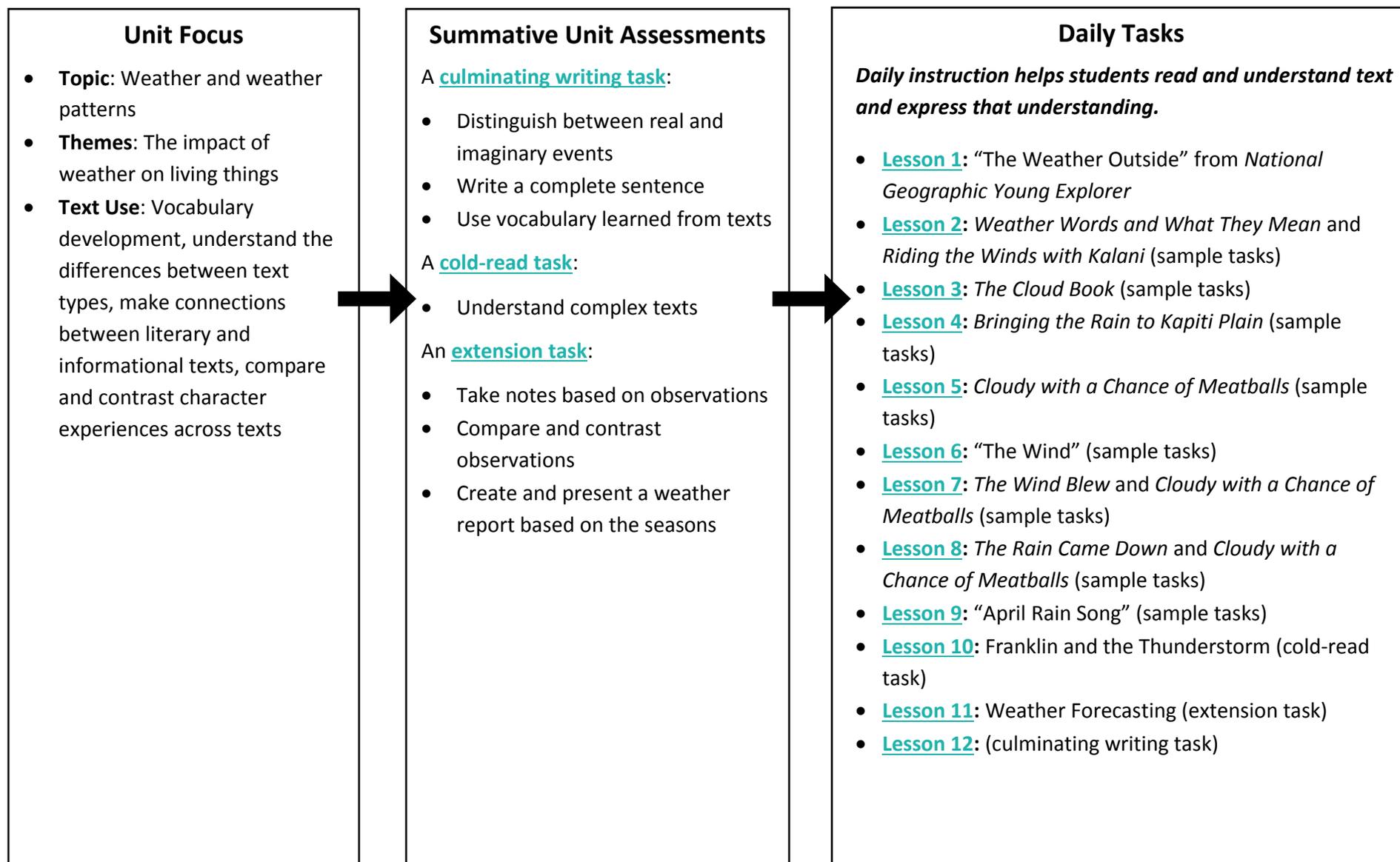| ANCHOR TEXT	UNIT FOCUS
Cloudy with a Chance of Meatballs, Judi Barrett (Literary) **RELATED TEXTS** *Literary Texts (Fiction)* • *Bringing the Rain to Kapiti Plain*, Verna Aardema • *The Wind Blew*, Pat Hutchins • "**The Wind**," James Reeves • "**April Rain Song**," Langston Hughes • *The Rain Came Down*, David Shannon • *Franklin and the Thunderstorm*, Paulette Bourgeois *Informational Texts (Nonfiction)* • "**The Weather Outside**" from *National Geographic Young Explorer*, September 2011, pages 18-23 • *Weather Words*, Gail Gibbons • *The Cloud Book*, Tomie dePaola • *Weather Forecasting*, Gail Gibbons *Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)* • *Riding the Winds with Kalani*,[1] University of Illinois Extension	Students learn about real and imaginary situations by connecting knowledge from nonfiction texts and media sources to events in literary texts. Students develop an awareness of weather and its patterns, how weather affects living things, and its relationship to the seasons. Students are introduced to using descriptive words for weather and investigating patterns through observations. This unit connects to science. **Text Use**: Vocabulary development, understand the differences between text types, make connections between literary and informational texts, compare and contrast character experiences across texts **Reading: RL.K.1**, **RL.K.2**, **RL.K.3**, **RL.K.4**, **RL.K.5**, **RL.K.6**, **RL.K.7**, **RL.K.9**, **RL.K.10**, **RI.K.1**, **RI.K.3**, **RI.K.4**, **RI.K.7**, **RI.K.9**, **RI.K.10** **Reading Foundational Skills:**[2] **RF.K.1a-d**, **RF.K.2a-d**, **RF.K.3a-c**, **RF.K.4** **Writing: W.K.1**, **W.K.2**, **W.K.3**, **W.K.5**, **W.K.6**, **W.K.7**, **W.K.8** **Speaking and Listening: SL.K.1a-b**, **SL.K.2**, **SL.K.3**, **SL.K.4**, **SL.K.5**, **SL.K.6** **Language: L.K.1a-f**, **L.K.2.a-d**, **L.K.4b**, **L.K.5.b-d**, **L.K.6**
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[1] **http://urbanext.illinois.edu/kalani/index2.cfm**
[2] The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a **progression of skills** that are formally assessed at various points throughout the year.

WEATHER Unit Overview

Unit Focus	Summative Unit Assessments	Daily Tasks

Unit Focus

- **Topic**: Weather and weather patterns
- **Themes**: The impact of weather on living things
- **Text Use**: Vocabulary development, understand the differences between text types, make connections between literary and informational texts, compare and contrast character experiences across texts

Summative Unit Assessments

A **culminating writing task**:

- Distinguish between real and imaginary events
- Write a complete sentence
- Use vocabulary learned from texts

A **cold-read task**:

- Understand complex texts

An **extension task**:

- Take notes based on observations
- Compare and contrast observations
- Create and present a weather report based on the seasons

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- **Lesson 1:** "The Weather Outside" from *National Geographic Young Explorer*
- **Lesson 2:** *Weather Words and What They Mean* and *Riding the Winds with Kalani* (sample tasks)
- **Lesson 3:** *The Cloud Book* (sample tasks)
- **Lesson 4:** *Bringing the Rain to Kapiti Plain* (sample tasks)
- **Lesson 5:** *Cloudy with a Chance of Meatballs* (sample tasks)
- **Lesson 6:** "The Wind" (sample tasks)
- **Lesson 7:** *The Wind Blew* and *Cloudy with a Chance of Meatballs* (sample tasks)
- **Lesson 8:** *The Rain Came Down* and *Cloudy with a Chance of Meatballs* (sample tasks)
- **Lesson 9:** "April Rain Song" (sample tasks)
- **Lesson 10:** Franklin and the Thunderstorm (cold-read task)
- **Lesson 11:** Weather Forecasting (extension task)
- **Lesson 12:** (culminating writing task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[3]

Have students respond to the following prompt: "Select two events from the texts: one that is real and one that is imaginary. Draw the events and title one 'Real' and the other 'Imaginary.' Then, write a sentence that explains why each event is real or imaginary. Include weather words from the vocabulary display."

Teacher Note:

- *Students are asked to apply knowledge learned about weather from read-aloud texts to illustrate two events and determine what is real and what is imaginary. (**RL.K.3, RL.K.7, W.K.8, SL.K.5**)*

- *Students should print many upper- and lowercase letters; use frequently occurring nouns, verbs, and prepositions; and spell simple words phonetically. (**L.K.1a, b, c, e, f; L.K.2c, d**) Students should also write complete sentences. Provide **sentence frames**[4] for students who need help writing complete sentences (e.g., "This drawing is _____ because _____."). The sentences should also be capitalized and punctuated correctly. (**L.K.2a, b**)*

- *The completed writing should use words from the word displays. (**L.K.6**)*

- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (i.e., correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (**W.K.5**)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
Topic: Weather and weather patterns **Themes**: The impact of weather on living things **Text Use**: Vocabulary development, understand the differences between text types, make connections between literary and informational texts, compare and contrast character experiences across texts	This task assesses: - Distinguishing between real and imaginary events - Writing a complete sentence - Using vocabulary learned from texts	- Lesson 3 (sample tasks included) - Lesson 4 (sample tasks included) - Lesson 5 (sample tasks included) - Lesson 7 (sample tasks included)

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[3] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

[4] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

COLD-READ TASK[5]

Read aloud[6] *Franklin and the Thunderstorm* by Paulette Bourgeois to all students. Then ask each student independently to answer a combination of orally read multiple-choice and constructed-response questions about the text.[7] Support students by rereading portions of the text as needed. Sample questions:

1. Ask the student: "What is Franklin's problem in the story?" (**RL.K.1**, **RL.K.3**, **RL.K.7**, **SL.K.2**, **SL.K.6**, **L.K.1d**)
2. Provide students with five to six cards of the images from the text and simple statements, such as "Franklin walks to Fox's house" and "The rain begins to fall." Ask students to place the events in order and retell what happens in the text. (**RL.K.1**, **RL.K.2**, **RL.K.7**, **SL.K.2**, **SL.K.4**, **SL.K.6**)
3. Ask the student: "Describe the weather at the beginning of the story. What weather words can you use to describe the weather?" (**RL.K.3**, **RL.K.7**, **W.K.8**, **SL.K.2**, **SL.K.6**, **L.K.6**)
4. Ask the student: "How does the weather change from the beginning of the story to the end of the story?" (**RL.K.1**, **RL.K.2**, **RL.K.7**, **W.K.8**, **SL.K.2**, **SL.K.6**, **L.K.1d**)
5. Ask the student: "What is one reason the animals give for why it rains? Is this reason real or imaginary?" (**RL.K.1**, **RL.K.3**, **W.K.8**, **SL.K.2**, **SL.K.6**, **L.K.1d**)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
Topic: Weather and weather patterns **Themes**: The impact of weather on living things **Text Use**: Vocabulary development, understand the differences between text types, make connections between literary and informational texts, compare and contrast character experiences across texts	This task focuses on: Understanding complex texts	**Read and understand text:** **Lesson 2** (sample tasks included) **Express understanding of text:** **Lesson 8** (sample tasks included) **Lesson 9** (sample tasks included)

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[5] Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[6] If students are already reading, allow them to read the text. This should be based on individual student ability.

[7] Ensure students have access to the printed text while testing.

EXTENSION TASK[8]

Part One: Weather Observation Log

1. At the beginning of the unit, have each student create a Weather Observation Log with a cover and blank white pages inside the log.

2. Ask students to observe the weather each day and tell them to create an entry for their weather observations. (**W.K.8**)

3. Each entry should contain the following:

    • The date of the observation (this can be prewritten on the pages as needed)

    • A labeled illustration of the weather (**SL.K.5**, **L.K.1a-c**, **L.K.2c**)

    • The labels should identify the weather words that can be used to describe the weather that day (e.g., rainy, sunny, hot, humid, etc.) (**L.K.1a**-c, **L.K.2c-d**, **L.K.5c**, **L.K.6**)

4. Once the observation log is finished, ask students to review their logs with a partner and discuss similarities and differences between the weather observations (e.g., Did the partners see the same weather? Was weather different depending on where they live? Were there several days in a row with the same weather? How many days did it rain?). Provide students with prompting questions as necessary. (**RI.K.1**, **RI.K.7**, **RI.K.9**, **SL.K.1a-b**, **SL.K.3**, **L.K.1d**)

5. Ask the pairs to write at least one sentence explaining the similarities and differences between their weather observations. (**W.K.2**; **L.K.1a-c**, **e-f**; **L.K.1a-d**; **L.K.6**)

Part Two: Weather Report

1. Read aloud *Weather Forecasting* by Gail Gibbons. Discuss the role of the weather service and a meteorologist. (**RI.K.1**, **RI.K.2**, **SL.K.2**)

2. Create a class chart of the seasons. (**Teacher Note:** Review the seasons with students based on information gained from *The Year at Maple Hill Farm* unit.) For each season, ask students to identify typical weather, such as sunny, hot, rainy, cold, windy, cloudy, etc. (**W.K.7**, **W.K.8**, **L.K.5a**)

3. Demonstrate how to describe a weather word in writing using sensory language (e.g., "It is raining outside. The sky has dark clouds, and rain is falling from them. The wind is blowing. I feel the cool air from the wind. I hear the rain splash in the puddles.").

4. Divide the class into pairs. Have the pairs select a weather word from the seasons chart. Ensure that across all the pairs, each season's weather is represented.

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[8] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

5. Have students work in pairs to orally describe what their word looks like, feels like, etc. (e.g., "It is <u>snowing</u> outside. The air is cold. I feel wet snowflakes. I see a lot of white on the ground. People are wearing jackets.") (**SL.K.1a-b**)

6. Ask the pairs to create an illustration of their weather word based on their oral description. (**SL.K.5**)

7. Then split the pairs apart to create new groups. Ask the newly formed group to write a weather report similar to that given by a meteorologist that tells the audience what the weather will be and how best to prepare for the weather during each season (e.g., "It is going to be rainy this spring. Make sure to have an umbrella and rain boots!"). (**W.K.3**, **W.K.7**, **L.K.1a-c**, **e-f**; **L.K.1a-d**; **L.K.6**)

Winter	Spring
Summer	**Fall**

8. Then have each group present their various forecasts to the class. (**SL.K.4**, **SL.K.6**) Ensure students use illustrations to support their forecast. (**SL.K.5**)

9. Following the presentations, discuss the antonyms used to describe weather in the seasons. (**L.K.5b**)

Teacher Note:

- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (i.e., correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (**W.K.5**)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
Topic: Weather and weather patterns **Themes**: The impact of weather on living things **Text Use**: Vocabulary development, understand the differences between text types, make connections between literary and informational texts, compare and contrast character experiences across texts	This task focuses on: - Taking notes based on observations - Comparing and contrasting observations - Creating and presenting a weather report based on the seasons	**Read and understand text:** **Lesson 1** **Express understanding of text:** **Lesson 10** (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click **here**[9] to locate additional information about this interactive framework.

Whole-Class Instruction
This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports the language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading
This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level,
2. instruction for different learners using grade-level texts to support whole-class instruction, and
3. extension for proficient readers using challenging texts.

Small-Group Writing
Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs,
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards, and
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

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[9] **http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources**

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
LESSON 1:[10] "**The Weather Outside**" from *National Geographic Young Explorer*, September 2011, pages 18-23	**TEXT DESCRIPTION:** This text introduces the unit by describing different weather conditions using various adjectives. **TEXT FOCUS:** This text introduces the concept of weather; students can read along as an expert reader reads it aloud. On subsequent readings of the text, students can join in the reading and/or take turns reading different portions of the text out loud independently. (**RF.K.4**) Students can describe the relationship between photographs and the text to understand the weather adjectives (e.g., *sunny, rainy, windy, cloudy,* and *snowy*) (**RI.K.7**, **L.K.5c**). Use this text to begin a list of "weather words." This display will be added to throughout the unit for use in students' speaking and writing. (**W.K.8**, **L.K.6**) Beginning the unit with a nonfiction text can help students when they are asked to explain what is real and what is imaginary in the anchor text.
LESSON 2: *Weather Words and What They Mean,* Gail Gibbons *Riding the Winds with Kalani*, University of Illinois Extension	**TEXT DESCRIPTION:** *Weather Words and What They Mean* uses illustrations and text features to introduce weather concepts such as *temperature, air pressure, moisture,* and *wind*. These terms are broken down further with drawings that closely match the textual information. The anchor text pages have illustrations that show imaginary weather events. Together, the texts show real and imaginary weather events. **TEXT FOCUS:** *Weather Words* expands on students' knowledge gained from "The Weather Outside" by building student understanding of temperature, wind, air pressure, and moisture. By using the illustrations to support understanding of complex vocabulary, students will continue to build a vocabulary display to be used throughout the unit of weather words. These vocabulary words will be used in the cold-read assessment and the writing assessment. Students will apply facts and vocabulary learned from *Weather Words* to describe the weather in *Cloudy with a Chance of Meatballs*. Students will discover that even though the story has a lot of imaginary events, there are connections to real weather. **MODEL TASKS** **LESSON OVERVIEW:** Read the text aloud—discussing in terms of the weather concepts presented in the words and the illustrations. Then, create a Weather Words chart. Encourage students to show their understanding of the weather in the anchor and the vocabulary from the informational text through a writing activity about a weather-related event. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read the book *Weather Words* aloud, stopping along the way to note weather terminology and allow students to analyze the illustrations that accompany each description. (**RI.K.10**)

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[10] **Note:** One lesson <u>does not</u> equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE

	• Second Reading: Turn to page 6 and find the word TEMPERATURE in the box at the top. Model for students the kinds of strategies a skilled reader uses to construct meaning and cope with comprehension problems. For example, read pages 6-7 aloud. Project the text for students to follow along. Point to the words as you read them, showing students how to track print with an informational text. (**RF.K.1a**, **c**) Demonstrate for students how to construct meaning and think through trouble spots. Possible examples:
	
	    o "This word must be temp-er-a-ture and not ther-mo-meter because it doesn't begin with /th/."
	
	    o Describe visual images formed while reading and connect to prior knowledge: "It says that the temperature goes up and down. What does that look like on a thermometer? Let's act out the following: How does it feel when the temperature goes up outside? How does it feel when the temperature goes down outside?" (**L.K.5c**)
	
	    o Show how you monitor your ongoing comprehension and become aware of problems: "I wonder what the word 'mild' means? Have I heard that word before? (**RI.K.4**, **L.K.5c**) Let's look at the illustration and read the text. What time of day does 'mild' describe? How does the temperature feel at that time of day? What might 'mild' mean?")
	
	• Word Work: Create a categorized vocabulary chart for students to use throughout the unit.
	
	Weather Words
	
	<table><tr><td>TEMPERATURE</td><td>AIR PRESSURE</td></tr><tr><td>MOISTURE</td><td>WIND</td></tr></table>
	
	    o Review the list created in Lesson 1. Work with students to categorize those words. Add a definition and/or illustration for students to remember the meaning of the word. (**SL.K.5**, **L.K.5a**)
	
	    o Then project the following words from *Weather Words and What They Mean*: *fair, humid, temperature, moisture, mild, chilly, dew, frost, cloud, drizzle, shower, flood, thunder, lightning, flurries, sleet, blizzard, hail, gusty, gale, hurricane, tornado,* and *front.* For each, ask students what consonant and sound is at the beginning of the words. (**RF.K.1d**, **RF.K.3a**)Then discuss the meaning of each word, encouraging students to support their understanding by referring to the illustrations. (**RI.K.4**, **RI.K.7**, **SL.K.2**, **L.K.1d**, **L.K.5c**)

TEXT SEQUENCE	TEXT USE
	o Divide the class into pairs. Provide each pair a set of cards with each word written on a single card. Then, have the pairs create a picture to represent what the weather looks like for that word. Work with students to add the completed cards to the appropriate category on the Weather Words chart. (**SL.K.5**, **L.K.5a**)
	o Display the chart, and tell the students that a construction paper star or a sticker will be placed by the word when someone uses it during the week. (**L.K.6**)
	o To further support student understanding of the weather terms, project the computer screen to allow students to see and hear **Riding the Winds with Kalani**. As you work through the website with students, encourage them to add additional weather words to the class anchor chart. Additional activities to accompany this website are available **here**.[11]
LESSON 3: *The Cloud Book*, Tomie dePaola	**TEXT DESCRIPTION:** This text introduces the 10 most common types of clouds, as well as myths that have been inspired by clouds and what these clouds can tell about the coming weather. **TEXT FOCUS:** *The Cloud Book* connects to the other texts in the unit by providing more information regarding clouds and how clouds impact the weather. Using illustrations to support understandings, students will learn about the different types of clouds. Students will add to the vocabulary display by adding the different types of clouds. Students will be able to understand the connection between clouds and weather. **MODEL TASKS**[12] **LESSON OVERVIEW:** Students listen to the text read aloud. They work together to identify headings for each section in the text based on the main topic. Then students engage in a class discussion about the text before identifying what is real and imaginary about clouds in the text. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read aloud the entire book. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage with the text. Display or project the book while reading the story. This way, students can look at the illustrations, which enhance the story. (**RI.K.10**) • Second Reading: Reread each section of the text. As a class, name the headings for each section of the text. Place the heading names on the board.

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[11] **http://urbanext.illinois.edu/kalani/activities.cfm**
[12] This lesson is adapted from a lesson produced for the Read-Aloud Project.

TEXT SEQUENCE	TEXT USE
	o Work as a whole class to determine appropriate headings for each section of the text:
	▪ "What is the main idea of this section? (**RI.K.1**, **RI.K.2**) I would say _____. We call that a *heading*. Headings help the reader understand what they will read about. Do you think _____ is a good heading to help readers understand what they will read about? How do you know?"
	• Class Discussion: Lead a discussion in which students identify and describe the knowledge they gained about clouds from reading the text. As necessary, reread portions of the text for help answering a specific question. Ask students to pair up with a shoulder partner to discuss answers to various questions. (**SL.K.1a-b**, **SL.K.2**, **SL.K.4**, **SL.K.6**) Sample questions for students:
	o Ask students: "What is this book about? Give an example of one thing you've learned about clouds." (**RI.K.1**, **RI.K.2**)
	o Ask students: "Identify an illustration in the text that helped you understand the text. What do you see in the illustration? How does it help you know more about clouds?" (**RI.K.1**, **RI.K.7**)
	o Ask students: "Identify the three main types of clouds." Show pictures of the clouds and ask students to match the picture with the cloud name. Then say, "Let's add these cloud names to our Weather Words chart." Use a process similar to Word Work in Lesson 2. (**RI.K.4**)
	o Ask students: "What kind of weather is associated with each cloud type? How do you know?" (Reread the various sections as necessary.) (**RI.K.1**, **RI.K.3**, **RI.K.7**)
	o Ask students: "What do you notice about the names of the other seven types of clouds (cirrocumulus, cirrostratus, altostratus, altocumulus, nimbostratus, nimbocumulus, and cumulonimbus)?"
	EXPRESS UNDERSTANDING:
	• Student Practice: Reread pages 1-19. Ask students: "What is real and imaginary about clouds?" Sort the ideas from the pages using a **two-column chart**[13] labeled "Real" and "Imaginary." (**RI.K.1**, **RI.K.2**)

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[13] **http://freeology.com/wp-content/files/twocolumnchart.pdf**

TEXT SEQUENCE	TEXT USE

LESSON 4:
 	
Bringing the Rain to Kapiti Plain, Verna Aardema
	TEXT DESCRIPTION: This text is a tale from Kenya that is written to the rhythm of the popular English nursery rhyme "The House That Jack Built." It tells the story of how a Kenyan man shoots a large thunder cloud to end a drought on Kapiti Plain.
	
	TEXT FOCUS: This text, similar to the anchor, presents an imaginary situation involving the weather. The rhythm and rhyme of the text make it engaging for students to listen to. Students should be able to make connections between *The Cloud Book* and the solution that Ki-Pat comes up with to solve the problem of the drought in *Bringing the Rain to the Kapiti Plain*. Students can apply facts and vocabulary learned from *The Cloud Book* to describe the clouds and weather in *Bringing the Rain to Kapiti Plain* and how the weather changes from the beginning until the end.
	
	MODEL TASKS
	
	LESSON OVERVIEW: Students engage in multiple readings of the text to study the setting, characters, and major events. Students use vocabulary to understand the meaning of the text. Finally, students identify what is real and imaginary in the text, as compared to information from *The Cloud Book*.
	
	READ AND UNDERSTAND THE TEXT:
	
	• Pre-reading: Ask students to recall information they learned about Africa from *Here Is the African Savanna* and *Mama Panya's Pancakes*. Prompt them to remember what was important to the African savanna (i.e., grass). (**Teacher Note:** Use the illustration created when reading *Here Is the African Savanna* to support students' recall of information from the *Mama Panya's Pancakes* unit.) After students identify grass, ask them to recall what plants need to survive (i.e., water, sunlight) by drawing on the *From Seed to Plant* unit.
	
	• First Reading: Read pages 1-4. Project the illustrations for students to see. Then engage students in various tasks to demonstrate understanding of the text.
	
	    o Ask students: "Why are the grasses green in the illustrations? Listen as I reread the first four lines of the text: 'This is the great/Kapiti Plain,/All fresh and green/from the African rains—.' Consider the word *from*. If something is *from* something else, that means it starts there or is the result of it. So why are the grasses on the Kapiti Plain fresh and green?" (**RL.K.1, RL.K.4, RL.K.7, L.K.1e**)
	
	    o Ask students: "What happened one year? (**RL.K.3**) Consider the word *belated*. Let's break *belated* into its syllables. (**RF.K.2b**) Now listen as I say three syllables. What do you think *belated* means? (**L.K.4b**) Now listen as I reread the sentence with *belated* in it: 'But one year the rains/were so very belated,/That all of the big wild/creatures migrated.' What happened to the rain? (**RL.K.4**) What does that mean happened to the grass? Why did the animals *migrate* or leave the plain? When there is no rain and the ground dries up, that is called a *drought*. Let's add *drought* to our Weather Words chart."

TEXT SEQUENCE	TEXT USE
	o Ask students: "Describe what has happened at the beginning of *Bringing the Rain to Kapiti Plain*." (**RL.K.1**, **RL.K.2**, **SL.K.2**, **SL.K.4**, **SL.K.6**) • Second Reading: Read the entire text. Project the illustrations for students to see. Then engage students in various tasks to demonstrate understanding of the text. (**RL.K.10**) o Ask students: "What kind of cloud shadows the Kapiti Plain? Based on *The Cloud Book*, what kind of weather comes from that kind of cloud?" (**RL.K.1, RL.K.7**) o Ask students: "How did the feather help change the weather on Kapiti Plain? How did Ki-Pat use the feather? What happened when Ki-Pat shot the cloud? Could this really happen?" (**RL.K.1, RL.K.2, RL.K.7**) • **Note for Small-Group Reading:** Reinforce rhyme recognition and production using *Bringing the Rain to Kapiti Plain.* For example: o Display rhyming lines from *Bringing the Rain to Kapiti Plain* and use sticky notes to cover the second word in a rhyming pattern. Read the lines and have students guess what rhyming word may be underneath the sticky note. (**RF.K.2a**) o Write their guesses (or have them write or dictate their guesses, depending on student ability) on top of the sticky note. Then read the sentences together, each time changing the last word to one of the guesses. Have students decide which word(s) makes sense in the sentence. Finally, reveal the "secret" word to the students. (**RF.K.1b**, **RF.K.3c**, **L.K.2c**, **L.K.2d**) o Use Wikki sticks or highlighters to find words that rhyme (e.g., *rain/plain, dead/overhead, dry/sky, herd/bird, feather/weather*). (**RF.K.2a**, **RF.K.2d**) o Students can also count the words, spaces, or letters in a line. (**RF.K.1b**, **RF.K.1c**) **EXPRESS UNDERSTANDING:** • Student Practice: Ask students: "What is real and imaginary about the events of *Bringing the Rain to Kapiti Plain*?" As a class, sort the main events of the text using a **two-column chart**[14] labeled "Real" and "Imaginary." (**RL.K.1**, **RL.K.2**, **RL.K.3**, **RL.K.5**, **RI.K.9**)
LESSON 5: *Cloudy with a Chance of*	**TEXT DESCRIPTION:** The little town of Chewandswallow does not have weather like any other place: the weather comes three times a day as the town's breakfast, lunch, and dinner. When extreme weather makes the town unlivable, the residents

[14] http://freeology.com/wp-content/files/twocolumnchart.pdf

TEXT SEQUENCE	TEXT USE

Meatballs, Judi Barrett	must find a way to leave the town to go to a place with normal weather.
	
	TEXT FOCUS: This story provides students with an imaginary situation involving weather. Students can begin taking note of what is imaginary in the anchor by retelling the major events in the story and identifying the characters and setting. (**RL.K.1**, **RL.K.2**, **RL.K.3**)
	
	MODEL TASKS[15]
	
	LESSON OVERVIEW: As the first reading of the text, students will retell the major events in the story by identifying the characters and setting. After students have retold the events of the text, they will then answer the question, "How did the weather change from the beginning to the end of the story?" Students will revisit specific events in later reads.
	
	• Pre-Reading: Prior to reading the text, share with students the name of the author and illustrator and ask them the role of each in the text. (**RL.K.6**)
	
	• First Reading: Read aloud the entire book. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage with the text. Display or project the book while reading the story. This way, students can look at the illustrations, which enhance the story. (**RL.K.10**)
	
	• Second Reading: Reread pages 5-11. Stop at various points in the story for students to engage in a discussion about the book to demonstrate understanding. (**SL.K.1a-b**, **SL.K.2**) Sample questions for discussion:
	
	    o "Listen to me say the name of the town. What words do you hear in the name? Why do you think the author named the town Chewandswallow?" (**RF.K.2b**)
	
	    o "The book says that Chewandswallow was 'very much like any other tiny (or small) town,' except for the weather. How is the weather different in Chewandswallow?"
	
	    o "The citizens of Chewandswallow watch the weather report on the television. We listen to the weather report for a prediction of whether it will be hot or cold or rainy. This helps us to dress properly or plan appropriate activities. Why did the people in Chewandswallow listen to the weather report? How did they prepare for their weather? What do they do if they are hungry between meals? Turn and tell your partner one way the people of Chewandswallow handle the weather."
	
	• Third Reading: Reread pages 5-15. Stop at various points in the story for students to engage in a discussion about the

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[15] This lesson is adapted from a lesson produced for the Read-Aloud Project.

TEXT SEQUENCE	TEXT USE
	book to demonstrate understanding. (**SL.K.1a-b**, **SL.K.2**)
	o Divide the class into groups of three or four students.
	■ Ask each group to discuss some examples of breakfast, lunch, and dinner in the town of Chewandswallow.
	■ Project each illustration on page 12, 13, and 14. For each illustration, ask groups to look at the details of the illustration: "What is happening in this picture?" (**RL.K.1**, **RL.K.3**, **RL.K.7**) Then reread the text on the page. Ask groups, "How does the illustration connect to the written description on the page? How does the illustration add details that are not in the written description on the page?" (**RL.K.1**, **RL.K.7**)
	■ Project the illustration on page 16. Ask groups, "How is this garbage truck similar to or different from our garbage trucks? Why are there differences? What is one question you have about this illustration?" (**RL.K.1**, **RL.K.7**)
	■ Ask groups: "Is eating food from the sky good or bad in Chewandswallow?"
	■ Ask groups: "What happens in Chewandswallow that couldn't actually happen in real life? What happens that does happen in real life?" Record answers on a **class chart**[16] labeled "Real" and "Imaginary."
	o Discuss the same questions as a whole class. Call on each group to share out their ideas and responses to the questions as discussed in their group. (**SL.K.3**, **SL.K.4**, **SL.K.6**)
	• Word Work: Continue to work with the language of the text for students to understand the meaning of the academic vocabulary that relates to weather.
	o Discuss how even though the weather is imaginary, the words used to describe the weather in Chewandswallow can be used to describe real weather conditions (e.g., *wind blew in storms, varied, coming down, brief shower, low clouds moved in, sprinkled, rained, blew in from the northwest at about five miles an hour, wind shifted east, drizzle, becoming heavy at times, occasional, gradual clearing*).
	o Have students add the terminology to the appropriate box on the Weather Words chart from Lesson 2. Use a process similar to the one described in Lesson 2. (**RL.K.1**, **RL.K.4**, **RL.K.7**, **SL.K.2**, **L.K.5c**)
	• Fourth Reading: Reread pages 16-22. Stop at various points in the story for students to engage in a discussion about

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[16] http://freeology.com/wp-content/files/twocolumnchart.pdf

TEXT SEQUENCE	TEXT USE
	the book to demonstrate understanding. (**SL.K.1a-b**, **SL.K.2**) o Create a class chart with one column labeled "Cause" and the other one labeled "Effect."

Cause	Effect
Too much spaghetti fell on the town.	There was a traffic jam.
Pea soup fog settled on the town.	
A big pancake fell on the school.	
The townspeople ate too many cream cheese and jelly sandwiches.	
There was a pepper storm.	

   o Ask students to identify the effect of each cause. They should write or dictate the effects.

   o Model the first example for students.

- Fifth Reading: Reread the entire text.

- Class Discussion: Lead a discussion in which students identify and describe the setting and retell major events of the text, using key details and illustrations. (**RL.K.1**, **RL.K.2**, **RL.K.3**, **RL.K.7**) As necessary, reread portions of the text for help answering a specific question. Ask students to pair up with a shoulder partner to discuss answers to various questions. (**SL.K.1a-b**, **SL.K.2**, **SL.K.4**, **SL.K.6**)

- Student Practice: Have students work in pairs or small groups to draw and label an event from the story. (**RL.K.3**; **RL.K.7**; **SL.K.1a-b**; **SL.K.5**; **L.K.1a-c**, **e**; **L.K.2a-d**) Each drawing should include accurate labels for the setting and the weather event, using words from the vocabulary display created in Lesson 2 (e.g., "raining soup" or "storms of hamburgers"). (**W.K.7**, **W.K.8**, **L.K.6**)

EXPRESS UNDERSTANDING:

- Shared Writing: Conduct a **shared writing**[17] task in which the class answers the question, "How is weather at Chewandswallow the same as real weather?" (**RL.K.1**, **RI.K.9**, **W.K.2**, **W.K.8**)

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[17] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

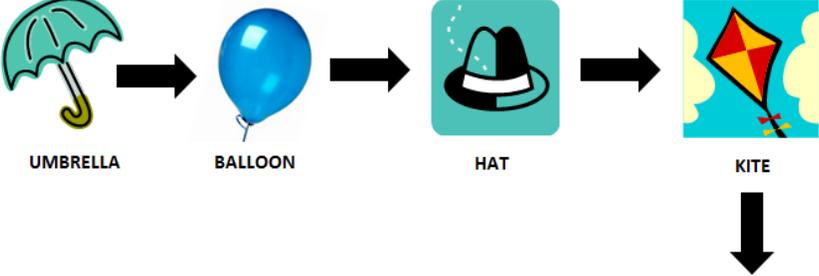| TEXT SEQUENCE	TEXT USE
	o Have the class identify the topic and supply some information.
	o Guide the writing process while students write the parts they know using a "shared pen" technique (or a "shared keyboard" technique by modeling composition on a computer). (**W.K.6**) Demonstrate how to write the unknown parts of words. (As students learn letters and their sounds, they can take a more active role in writing the response.) For example**,** the first sentence may be: "The weather at Chewandswallow is the same as real weather because there are different types of weather." Have students dictate the sentence, identifying the starting place, using initial capitalization, spelling the words aloud, using fingers to make spaces, and placing a period while saying "Period." (**RF.K.1b**, **c**; **RF.K.3a**, **b**; **L.K.1a**, **b**; **L.K.2a**, **c**, **d**)
	o Read the first sentence with the students, and then have students dictate the next sentence. (**SL.K.1a-b**) Provide guidance to make a complete sentence, add details to expand the sentence, and decide on the appropriate punctuation. (**W.K.5**, **L.K.1f**, **L.K.2b**) Write the second sentence, modeling the writing process.
	o During the shared writing activity, model the use of the vocabulary charts. (**L.K.6**)
	o Ask students to find capital or lowercase letters, identify the letters that relate to the students' names, count the words, and identify punctuation. (**SL.K.1a**, **b**) Place the text where the students can read it. (**RF.K.4**)
	• Independent Writing: Have students write independently, using a combination of drawing, dictating, and writing.
	o Ask students to compose a response to the following prompt: "Select one of the weather events discussed during the shared writing (rain, thunderstorm, wind, flood, etc.). Draw an illustration of the weather and label the illustration using words from the vocabulary chart." (**SL.K.5**)
	o Ensure students use at least two words from the vocabulary display and print many upper- and lowercase letters, use frequently occurring nouns and verbs, and spell simple words phonetically. (**L.K.1a**, **b**, **c**; **L.K.2c**, **d**)
	• **Note for Small-Group Writing:** If a selected group of students needs additional targeted writing or grammar support, provide this support during small-group writing. (**W.K.5**)
LESSON 6: "The Wind," James Reeves	**TEXT DESCRIPTION:** This poem is a riddle that describes wind. **TEXT FOCUS:** Use this text for students to understand more about the actions of wind. Students can also better understand the difference between a story, an informational text, and a poem. (**RL.K.5**) **MODEL TASKS**[18]

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[18] This lesson is adapted from a lesson produced for the Read-Aloud Project.

TEXT SEQUENCE	TEXT USE

	LESSON OVERVIEW: In this lesson sequence, the teacher uses a variety of strategies to actively engage students in searching for meaning in the figurative language and rich vocabulary of a poem. Students learn to test inferences against specific details of the text, to take three-dimensional "notes," and to use those notes to more deeply understand the meaning of the poem. Discussion and a short writing exercise help students to synthesize what they have learned.
	
	READ AND UNDERSTAND THE TEXT:
	
	• First Reading: Read the poem aloud without reading the title. This way it becomes a riddle.
	
	    o Ask students to listen to the poem and try to guess the title, which tells the reader what the poem is about.
	
	    o Read the poem straight through, with expression. Use tone and volume to help students understand each line and to provide some context for inferring unknown words (e.g., use a soft voice when the wind is gentle and a loud voice when the wind is strong).
	
	    o Then asks students, "What do you think the title might be? What is this poem about?" Record student responses on the board without comment or judgment. (**RL.K.10**)
	
	• Second Reading: Guide students through a second reading, evaluating the list of student guesses against specific lines in the text.
	
	    o Stop after reading each line to discuss its meaning and consider the list of student guesses (e.g., "Are there any guesses on the list that should be eliminated? Why? [Erase these.] Are there some that now seem more likely than others? [Put a star next to these.] Are there any new possibilities we should add?") (**SL.K.1a-b**, **SL.K.2**, **SL.K.3**) Introduce vocabulary words as needed during this discussion, drawing meaning from context wherever possible. (**RL.K.4**, **L.K.6**)
	
	    o Say, "Now that you have looked at the poem more carefully, what do you think this poem is about?" Call on a few students to make a final "guess" about the title, asking them to explain their choices by pointing out what, in the poem, supports their thinking.
	
	• Third Reading: Uncover the title to see if any guesses are correct. Then guide the class in determining the things that wind can do. (**RL.K.2**) Discuss what makes this a poem rather than a storybook. (**RL.K.5**)
	
	• Fourth Reading: Project the text and read it aloud. Point to each word as it is read so students can practice tracking print. Depending on student ability, ask for student volunteers to point to the words as they are read. (**RF.K.1a**, **c**) Ask students to join in the reading of the poem as they are comfortable.
	
	• Word Work: Have students add words to describe wind on the Weather Words chart using a process similar to the one described in Lesson 2 (e.g., *drive* (*driving*), *storm-clouds*).

TEXT SEQUENCE	TEXT USE

	• <u>Class Discussion</u>: Gather a set of objects or pictures to represent each line in the poem. Engage students in using these objects or pictures to further understand the poem.
	
	    o Show students the objects (or pictures). Ask them to help you locate the line or phrase in the poem that each item represents. Reread each line as it is identified and have the class repeat the line aloud.
	
	    o Give each student one of the props (be sure everyone has an object or picture, even if they are repeated). Reread the poem aloud and instruct students to hold up their object when it is mentioned in the poem.
	
	    o Create two class sorting mats using two different colored pieces of poster paper. Label one "Rave and Riot" and the other "Quiet as Quiet." Lead the class in sorting their objects into these two categories.
	
	        ▪ Ask students to bring their objects to the front of the room.
	
	        ▪ Have the class recall the part of the poem the item represents; discuss whether the example shows that the wind can "rave and riot" or that the wind can lie "quiet as quiet."
	
	        ▪ Then, place the object on the correct mat. When all items have been sorted, guide the students in using the concrete details of the poem to understand the author's personification of the wind.
	
	        ▪ Save these three-dimensional "notes" for the next day's writing.
	
	EXPRESS UNDERSTANDING:
	
	• <u>Student Writing</u>: Reread the poem together. Take out the three-dimensional notes and review them.
	
	    o Create a class writing template with the heading "Sometimes the wind is strong." Ask students to use the notes taken during the class discussion to fill in some examples of when the wind is strong. Write the examples as students identify them in a color that matches the sorting mat color for "Rave and Riot." Ensure students are providing examples from the notes, not their personal experiences.
	
	    o Then divide the class into pairs. Provide each pair with a similar writing template with the heading "Sometimes the wind is gentle." Discuss how *strong* and *gentle* are opposites, or antonyms. (**L.K.5b**) Ask pairs to repeat the process done , using the class notes and a combination of drawing, dictating, or writing to identify one way the wind is gentle. (**W.K.2**, **L.K.1a-c, e-f**; **L.K.2a-d**; **L.K.6**)
	
	• <u>Independent Writing</u>: Have students complete the following frame: "I like the wind when it is＿＿＿＿＿＿." (**W.K.1**, **L.K.1a-c, e-f**; **L.K.2a-d**; **L.K.6**)

TEXT SEQUENCE	TEXT USE

LESSON 7:
 	
The Wind Blew, Pat Hutchins
 	
Cloudy with a Chance of Meatballs, Judi Barrett
	TEXT DESCRIPTION: *The Wind Blew* uses simple rhyming verse and colorful illustrations to tell the story of a playful wind that blows through town to show students how the forces of nature can impact the people's lives.
	
	TEXT FOCUS: Use these texts to establish how weather impacts people and events. (**RL.K.9**)
	
	MODEL TASKS
	
	LESSON OVERVIEW: After listening to the text read aloud, students retell the events in the story by identifying the characters, settings, and major events. Then students answer the question, "How did the weather change from the beginning to the end of the story?" using weather words from the vocabulary display. Finally, students compare and contrast how weather impacts people in *The Wind Blew* and *Cloudy with a Chance of Meatballs*.
	
	READ AND UNDERSTAND THE TEXT:
	
	• Pre-Reading: Introduce the title, author, and illustrator of *The Wind Blew* to students. Ask students if they think the book is real or an imaginary story. (**RL.K.5**, **RL.K.6**)
	
	• First Reading: Read aloud the entire story with minimal interruptions.
	
	• Second Reading: Reread the story and create a class chart of the sequence of events based on the items that are affected by the wind.
	
	    o Provide students with a picture or object to add to the sequence. Have students add the pictures to the chart and verify the order by rereading portions of the text aloud.
	
	    o Prompt students to name each object/picture. Ask them to count the syllables in multisyllabic words (i.e., *umbrella* and *balloon*), orally segment the phonemes CVC words (i.e., *hat*), and segment and then blend the onset and rhyme in single-syllable words (i.e., *kite*) in each word and then blend the names of each object/picture. (**RF.K.2b**, **c**, **d**)
	
	    o Then work with students to label the pictures using a shared pen technique. Ask students to orally spell the words as they are written. (**RF.K.1b-d**, **RF.K.3a**-**b**, **L.K.1a**-**b**, **L.K.2c**-**d**) Then have students read the words as a class and retell the story in pairs. (**RL.K.2**)

TEXT SEQUENCE	TEXT USE
UMBRELLA → BALLOON → HAT → KITE ↓
 • **Note for Small-Group Reading:** Reinforce rhyme and letter recognition using *The Wind Blew.* For example: o Display rhyming lines from *The Wind Blew* and use sticky notes to cover the second word in a rhyming pattern. Read the line and have students guess what rhyming word may be underneath the sticky note. (**RF.K.2a**) o Write their guesses (or have them write or dictate their guesses, depending on student ability) on top of the sticky note. Then read the sentences together, each time changing the last word to one of the guesses. Have students decide which word(s) make sense in the sentence. Finally, reveal the "secret" word to the students. (**RF.K.1b**, **RF.K.3c**, **L.K.2c**, **L.K.2d**) o Use Wikki sticks or highlighters to find words that rhyme (e.g., *go/snow, glossed/frost, spice/ice, fly/cry*) or words that have the same beginning or ending sounds. (**RF.K.2a**, **RF.K.2d**) o Students can also count the words, spaces, or letters in a stanza. (**RF.K.1b**, **RF.K.1c**) **EXPRESS UNDERSTANDING:** • <u>Class Discussion:</u> Lead a discussion in which students compare and contrast the experiences of people in *The Wind Blew* with the experiences of people in *Cloudy with a Chance of Meatballs*. Create a class Venn diagram or H-chart to record the comparisons. Ask students which events could actually happen in each text and which events are imaginary. (**RL.K.1**, **RL.K.2**, **RL.K.3**, **RL.K.7**, **RL.K.9**, **SL.K.1a-b**, **SL.K.2**, **SL.K.4**, **SL.K.6**)
LESSON 8: *The Rain Came Down*, David Shannon *Cloudy with a Chance of Meatballs*, Judi Barrett	<u>**TEXT DESCRIPTION:**</u> This text describes a chain of events when it rains and the reverse events when the rain stops. The rain is depicted as something problematic in the text. <u>**TEXT FOCUS:**</u> This text is similar to the anchor as it presents students with a narrative where the characters are affected by the weather. Students can work to sequence the text. Provide them with a frame that leaves off the verbs and ask students to fill in the appropriate words. Provide students with a set of the illustrations from the text. Read sentences from the text and ask students to locate the illustration that depicts the text and to sequence the events. (**RL.K.2**, **RL.K.7**) Have students identify the problem in the story and how characters respond to the problem. (**RL.K.3**) Students can also compare the characters' actions in *The Rain Came Down* to the characters' actions in *Cloudy with a Chance of Meatballs*. (**RL.K.9**, **W.K.8**)

TEXT SEQUENCE	TEXT USE

LESSON 9:
 	
"**April Rain Song**," Langston Hughes
	TEXT DESCRIPTION: This poem uses figurative language and imagery to describe rain and the speaker's feelings about rain.
	
	TEXT FOCUS: This poem connects to the anchor and literary texts by describing rain.
	
	MODEL TASKS
	
	LESSON OVERVIEW: Prompt students to recognize the differences between stories and poems. (**RL.K.5**) Ask students to describe how the poet feels about rain. Using personal experiences, compare the poet's experiences to their own experiences.
	
	READ THE TEXT:
	• First Reading: Read and discuss "April Rain Song" by Langston Hughes. Work with students to identify the differences between a poem and a story. (**RL.K.5**)
	
	• Second Reading: Review the five senses as needed. Divide the class into pairs. Assign each pair a sense. Reread the poem. During this reading, ask the pairs to listen for a descriptive word or phrase that the poet uses to appeal to their assigned sense.
	
	UNDERSTAND THE TEXT:
	• Class Discussion: Discuss the examples the pairs identified. Then discuss the meaning of the poem.
	    o Ask students: "How does the speaker of the poem feel about the rain? How do you know?" (**RL.K.1**, **RL.K.3**)
	    o Ask students: "How are the feelings about rain in this poem similar to or different from the characters' feelings about rain in *The Rain Came Down*?" (**RL.K.1**, **RL.K.3**, **RL.K.9**, **L.K.1d**) Divide the class into pairs. Assign each pair a sense. Reread the poem. Working in pairs, have students write or draw in the graphic organizer to show examples for each of the senses.
	
	EXPRESS UNDERSTANDING:
	• Independent Writing: Have students select a type of weather (e.g., rainy, snowy, sunny, etc.) and write their own story about what they do in the weather. (**W.K.3**) Ask students to add an illustration to enhance their story. (**SL.K.5**) Ensure students explain what the weather means to them by drawing, dictating, or writing a few sentences about what they do during that weather. Have students name themselves as author and illustrator.

LESSON 10: *Franklin and the Thunderstorm*, Paulette Bourgeois	**TEXT DESCRIPTION:** This book tells the story of Franklin, who worries about an approaching thunderstorm. While at a play date at Fox's house, his friends help him be less afraid of the storm by telling some silly stories about what causes thunder and lightning. **MODEL TASK** **SAMPLE SUMMATIVE TASK: Cold-Read Task**

TEXT SEQUENCE	TEXT USE
LESSON 11: *Weather Forecasting*, Gail Gibbons	**TEXT DESCRIPTION:** This text explains the job of meteorologists. Throughout the text, there is forecasting language, accompanied by illustrations that support the text. **TEXT FOCUS:** Students continue to build their knowledge of weather by seeing how specific weather is connected to seasons. Students are introduced to a new purpose of language by learning how forecasters use words and phrases to predict and describe the weather. **MODEL TASKS** **SAMPLE SUMMATIVE TASK: Extension Task**
LESSON 12: Various texts from the unit	**MODEL TASKS** **SAMPLE SUMMATIVE TASK: Culminating Writing Task**