

# TEACHING LITERACY IN TENNESSEE: UNIT STARTER

## GRADE: KINDERGARTEN

DRAFT 3/26/18

**Important Note:** The unit starter provides the foundation for unit planning. In addition to thoughtful preparation from these resources, there are additional components of the literacy block for which educators will need to plan and prepare. See page 5 for more guidance on planning for other components of the literacy block.

This unit starter is being released in draft form to be pilot tested in classrooms across Tennessee. The Tennessee Department of Education is committed to improving this resource to meet the needs of Tennessee educators and students and welcomes feedback on the design and usability of the unit starter. Please share your feedback through our online feedback form [here](#). The department will use this feedback to improve this resource and inform the development of future resources.

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## GUIDANCE FOR EDUCATORS

### 1. WHY IS THE DEPARTMENT PROVIDING UNIT STARTERS?

The research is clear: reading proficiently—especially reading proficiently early—prepares students for life-long success. To support greater reading proficiency among all students in Tennessee, Governor Haslam, the First Lady, and Commissioner McQueen kicked off the Read to be Ready campaign in February 2016 with a goal of having 75 percent of Tennessee third graders reading on grade level by 2025. Together, we are making progress. High-quality texts that meet grade-level expectations are increasingly making their way into classrooms. Students are spending more time reading, listening, and responding to texts that have the potential to build both skill-based and knowledge-based competencies. However, the first year of the initiative has revealed a need for strong resources to support the growing teacher expertise in Tennessee.

Earlier this year, the Tennessee Department of Education released [Teaching Literacy in Tennessee](#). This document outlines the types of opportunities students need to become proficient readers, writers, and thinkers and includes a literacy unit design framework describing the ways that teachers can create these opportunities. This includes building rich learning opportunities around meaningful concepts within the English language arts block where students listen to, read, speak, and write about sets of texts that are worthy of students' time and attention. The department is committed to providing continued support to teachers and leaders in implementing this vision for literacy, which is why we are excited to release our [Teaching Literacy in Tennessee: Unit Starters](#) for grades K-3.

The resources found in the [Teaching Literacy in Tennessee: Unit Starters](#) are intended to support planning for one full unit aligned to the vision for Teaching Literacy in Tennessee. They are intended to serve as a model to reference as educators continue to design units and compare the alignment of lessons to the vision for [Teaching Literacy in Tennessee](#).

### 2. WHAT RESOURCES ARE INCLUDED IN A UNIT STARTER?

The unit starters include several of the key components in the framework for [Teaching Literacy in Tennessee](#). These components serve as the foundation for strong unit planning and preparation.

**Content Goals:** Each unit starter begins with content goals that articulate the desired results for learners.

Universal Concept: A concept that bridges all disciplinary and grade-level boundaries. This concept provides educators and students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world.

Universal Concept Example: Interdependence

Unit Concept: The application of the universal concept to one or more disciplines. This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning.

Unit Concept Example: Interdependence of living things

Enduring Understandings and Essential Questions: The ideas we want students to understand, not just recall, from deep exploration of our unit concept and the corresponding open-ended questions that will guide students' exploration of these ideas. The enduring understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline. They answer questions like "Why?" "So what?" and "How does this apply beyond the classroom?" to support deep levels of thinking. These questions spark genuine and relevant inquiry and provoke deep thought and lively discussion that will lead students to new understandings. [Adapted from McTighe, J. & Seif, E. (2011), Wiggins, G. & McTighe (2013).]

Enduring Understanding Example: People, plants, and animals depend on each other to survive.  
Essential Question Example: Why do humans need to preserve trees?

Disciplinary Understandings and Guiding Questions: Disciplinary understandings are the specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these content-related ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the enduring understandings. Guiding questions are open ended and guide students' exploration of the disciplinary understanding. These questions prompt ways of thinking and support knowledge building within the content areas.

Disciplinary Understanding Example: The structure of plants and the function of each part  
Guiding Question Example: Why are roots important to plants?

**Texts for Interactive Read Aloud & Shared Reading:** Each unit starter includes a collection of 10-12 complex texts to support strong interactive read aloud and shared reading experiences. These texts have been selected to regularly expose students to rich academic language and build the desired understandings for the unit. Given the complexity of these texts, teachers should revisit them with students after the initial read(s) to deepen knowledge. Teachers also may analyze and select additional suitable texts based on instructional goals and student needs. *See page 38 in [Teaching Literacy in Tennessee](#) for the three-part model for determining text complexity: **quantitative** dimensions of text complexity; **qualitative** dimensions of text complexity; and **reader and task** considerations.*

The concepts for the first set of unit starters were derived from the vertical progression of Tennessee's Earth Science Standards and focus on Earth's place in the universe:

Kindergarten: There are common, predictable weather patterns associated with each season, and people, animals, and plants respond to these changing weather patterns.

Grade 1: Celestial bodies in the solar system are in motion, resulting in patterns like day and night, the seasons, and the moon's phases.

Grade 2: Some changes in the Earth's surface happen slowly, due to natural processes on the Earth's surface. Others happen suddenly due to incredible forces deep inside the Earth.

Grade 3: Each of the planets in the solar system has its own special path—or orbit—around the sun, resulting in specific characteristics.

**Suggested Resources for Small Group & Independent Reading:** The unit starters include a list of suggested resources (texts, videos, online resources) to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs.

**End-of-Unit Task:** Each unit starter includes an end-of-unit task that provides an opportunity for students to demonstrate their understanding of the unit concept and to answer the essential questions for the unit in an authentic and meaningful context.

**Daily Tasks & Question Sequences:** Each unit starter includes a daily task and question sequence for approximately three weeks of instruction. The question sequences support students in accessing the complex texts during interactive read aloud or shared reading by drawing students' attention to the challenging elements in the text and guiding students toward the desired understandings.

The daily tasks provide a discussion or writing opportunity for students to demonstrate their new understandings using

details from the texts read across the daily literacy block. The texts and tasks have been carefully sequenced to support students in building disciplinary understandings over the course of the unit, so they are able to successfully engage in the end-of-unit task.

### 3. WHAT RESOURCES ARE NOT INCLUDED IN A UNIT STARTER?

These resources provide the foundation for unit planning but are not intended to be a comprehensive curriculum resource. Instead, educators must thoughtfully prepare from the resources that are included in the unit starter and plan for other components of the English language arts block. The unit starters **do not include** instructional guidance to meet the diverse and unique needs of your students, including:

- Instructional guidance for small group and independent reading and writing
  - Students should be grouped flexibly and resources selected to meet specific and unique needs of students, which may change over time.
- Instructional guidance and resources for explicit foundational skills instruction and foundational skills practice in and out of context
  - Reading foundational skills instruction should follow a year-long scope and sequence and be responsive to the unique needs of your students.

Please refer to [Teaching Literacy in Tennessee](#) for definitions of new or unfamiliar terms used in this document.

### 4. HOW SHOULD I USE THE RESOURCES IN THE UNIT STARTER TO PLAN MY UNIT?

The unit starter provides the foundation for unit planning. In addition to thoughtful preparation from these resources, there are additional components of your literacy block for which you will need to plan and prepare.

#### **Interactive Read Aloud and Shared Reading Experiences**

To prepare for the unit, start by thoroughly reviewing the resources that are included in the unit starter. These resources are designed to support students in thinking deeply about complex text through interactive read aloud and shared reading experiences and in expressing their understanding through speaking and writing. To support this step, a preparation protocol is included in Appendix A.

#### **Small Group Reading and Writing**

In addition to interactive read aloud and shared reading experiences, plan small group instruction to support the diverse needs of students in your classroom. Group students flexibly and select texts to meet your students' specific needs, which may change over time, so they can meet grade-level expectations:

Accuracy/word analysis: Some students may need additional practice with foundational reading skills that have already been taught and now are applied to reading authentic texts.

Fluency: Some students may be strong decoders but still struggle to read fluently, which holds them back from successful comprehension.

Comprehension: Some students may lack the knowledge and vocabulary needed to make sense of what they are reading, struggle to navigate complex sentence structure, or struggle with a particular comprehension strategy.

The unit starters include a list of suggested resources (texts, videos, online resources) that can be used to support small group instruction.

#### **Modeled, Shared and Interactive Writing**

To prepare students for success on the daily and end-of-unit tasks in the unit starter, plan for modeled, shared and interactive writing opportunities. Modeled writing is an instructional strategy where the teacher explicitly demonstrates the writing process for different forms and purposes. Shared writing is an instructional strategy where the teacher and students compose a text together with the teacher acting as the scribe. Interactive writing is an extension of shared writing

in which the teacher and students compose a text together with the teacher strategically sharing the pen during the process.

### Independent Reading and Writing

The Tennessee English Language Arts Standards call for students to read a range of literary and informational texts and engage in a high volume of reading independently. Plan for how you will use the suggested resources for small group and independent reading to engage students in a volume of reading. Consider setting up systems for accountability during independent work time such as one-on-one conferences, center assignments, and/or accountable independent reading structures.

See pages 41-43 in [Teaching Literacy in Tennessee](#) for a description of these instructional strategies and their purpose within the literacy block.

### Explicit Foundational Skills Instruction

It is recommended that educators consult the Foundational Literacy Standards and use a systematic phonics sequence (often found within a phonics program) for foundational skills instruction in conjunction with the resources in the unit starter. Strong foundational skills instruction follows an intentional, research-based progression of foundational skills that incorporates phonological awareness, phonics, and word recognition.

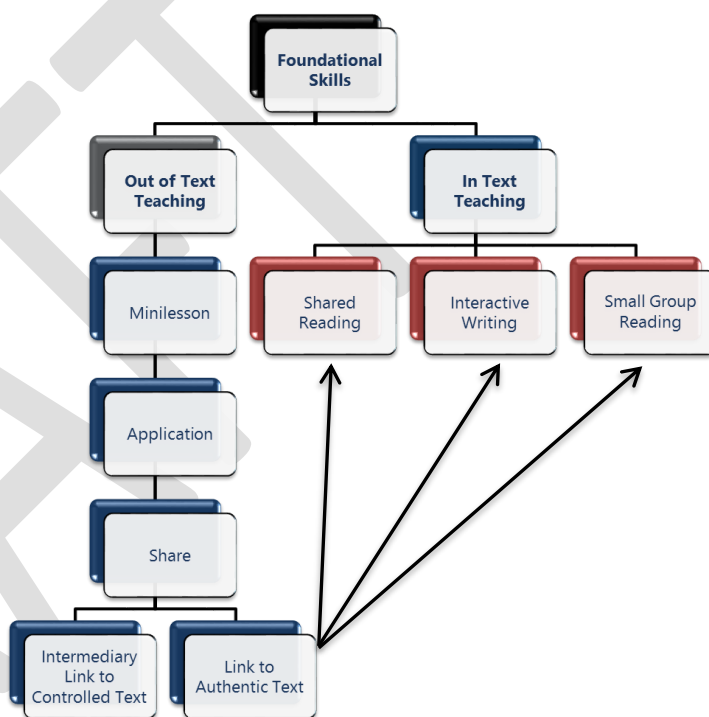
#### Foundational Skills Practice Out of Text and In Text

Strong foundational skills instruction includes opportunities for students to practice their newly acquired skills out of text and in text.

Out-of-text instruction may take the form of minilessons and hands-on application through activities, such as word sorts or the use of manipulatives.

In-text instruction provides opportunities across the literacy block for students to further apply their new learning in authentic reading and writing texts. Foundational skills assessments should be ongoing and should be used to determine when students have mastered the skill and are ready to move on to the next skill.

See pages 78-79 in [Teaching Foundational Skills Through Reading and Writing Coach Training Manual](#) for more information about the relationship between out of text and in-text teaching.



### Structures for Academic Talk & Collaboration

The unit starters include suggestions for questions and daily tasks, but they do not include guidance on how to structure sharing/discussion time. Consider planning how your students will engage with you and each other when responding to complex text orally or in writing by incorporating things like expectations for talk time, sentence starters, hand signals, etc.

## 5. WHAT MATERIALS DO I NEED TO ORDER AND PRINT?

### Texts for Interactive Read Aloud & Shared Reading

Each of the texts included in the unit starters can be purchased or accessed online. A list of these texts is included in the unit starter materials. Educators will need to purchase or print one copy of each text selected to support interactive read aloud experiences and one copy per student of each text selected to support shared reading experiences (Note: unless

you plan to project the text for students to read or purchase a big book option).

### **Suggested Texts for Small Group & Independent Reading**

Additionally, each of the texts suggested for small group and independent reading can be purchased or accessed online.

### **Materials to Be Printed**

The unit starters can be accessed digitally [here](#). Student handouts are included in the appendices for printing.

Educators may also consider printing:

- **Question Sequence** – Teachers may want to print question sequences or write the questions on sticky notes to have them available during interactive read aloud and shared reading experiences. Even where page numbers are not indicated in the question sequence, questions are intended to be asked throughout the reading of the text, during the relevant portions of the text.
- **Daily Task** – Teachers may want to print the teacher directions for the daily task.
- **End-of-Unit Task** – Teachers may want to print the teacher directions for the end-of-unit task.

### **6. WHERE CAN I SHARE MY FEEDBACK ON THE UNIT STARTER?**

The Tennessee Department of Education welcomes any feedback you have on the design and usability of the Teaching Literacy in Tennessee: Unit Starters. Please share your feedback through our online feedback from [here](#).

## UNIT OVERVIEW

This unit starter is organized around three questions: (1) What are the desired results for learners? (2) How will students demonstrate these desired results? (3) What learning experiences will students need to achieve the desired results?

The diagram on the next page provides a high-level overview of the unit.

Guidance for the central text and lead strategy for each day of instruction has been provided in the unit starter. It is important to note that this guidance does not reflect a comprehensive literacy block. Educators should support students in developing their expertise as readers and writers by flexibly utilizing a variety of instructional strategies throughout the literacy block.

Educators are also encouraged to use the guidance from this unit starter flexibly based on the needs, interests, and prior knowledge of students. For example, teachers may decide to re-read a text, pull in supplementary texts, or provide additional scaffolding based on their knowledge of their students. Teachers are encouraged to be strategic about how many instructional days to spend on this unit.



## UNIT OVERVIEW

### WHAT ARE THE DESIRED RESULTS FOR LEARNERS?

*By the end of this unit students will understand ...*

**Universal Concept:** Observed patterns can predict change.

**Unit Concept:** Observed patterns predict changes in the weather.

**Enduring Understandings:** Weather conditions recur throughout the day and the year. The seasons and the associated weather patterns impact living things.

**Essential Questions:** How can patterns in the weather be used to make predictions? How do living things respond to changes in weather patterns that occur over time?

**Disciplinary Understandings:** Meteorologists use tools to identify patterns and predict changes in the weather.

There are common, predictable weather patterns associated with different times of the year that help us think about the year in terms of four seasons.

Living things respond to weather in different ways.

**Guiding Questions:** How and why do we identify patterns in the weather? What recurring patterns in the weather exist? How do recurring weather patterns help us think about the world?

### HOW WILL STUDENTS DEMONSTRATE THESE DESIRED RESULTS?

*Students will synthesize their learning from the unit texts and demonstrate understanding in the following authentic and meaningful context ...*

#### End-of-Unit Task:

With prompting and support, students will use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts about the weather in one of the seasons.

Instructions: Using details from the texts we have read, tell what the weather is like in that season. Explain how weather patterns affect people, animals, and plants.

Each students' writing will be added to a class book on weather in the seasons which will include a table of contents created through shared writing.

### WHAT LEARNING EXPERIENCES WILL STUDENTS NEED TO ACHIEVE THE DESIRED RESULTS?

*Students will build the desired understandings with deep exploration of complex texts through interactive read aloud (IRA) and shared reading (SR) experiences ...*

**Day 1 (IRA, SR):** *What's the Weather Like?*; "Looking Out the Window"

**Day 2-4 (IRA):** *Four Seasons Make a Year*

**Day 5-9 (IRA, SR):** *The Year at Maple Hill Farm*; "Something Told the Wild Geese"

**Day 10 (IRA, SR):** *The Seasons of Arnold's Apple Tree*; "The March Wind"

**Day 11-12 (IRA):** *Frog and Toad All Year*

**Day 13 (IRA, SR):** *What Will the Weather Be?*; "Weather Together"

**Day 14 (IRA):** *Meteorology*

**Day 15 (IRA):** *Weather Forecasting*

**Day 16:** End-of-Unit Task

Note that even though days and instructional strategies are listed above to lead the day's instruction, teachers will normally couple multiple instructional strategies in concert (see page 13 of *Teaching Literacy in Tennessee*). It is also assumed that teachers will re-read a text on subsequent days as needed, pull in supplementary texts, or provide additional scaffolding based on their knowledge of their students. Teachers are encouraged to be strategic about how many instructional days to spend on this unit.

## UNIT CONTENT GOALS

This unit starter was created with several levels of conceptual understanding in mind. Each conceptual level serves an instructional purpose - ranging from a universal concept that bridges disciplinary boundaries, to concrete disciplinary understandings that focus instruction around specific schema. The diagram below shows the conceptual levels and questions that were considered during the development of all of the unit starters. The diagram on the following page outlines the specific concepts and questions for the Kindergarten unit starter.

**Universal Concept:** A concept that bridges all disciplinary and grade-level boundaries (i.e. super-superordinate concept). This concept provides students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world. Example: Interdependence



**Unit Concept:** The application of the crosscutting concept to one or more disciplines (i.e. superordinate concept). This concept provides students with an organizational framework for connecting knowledge within the disciplines into coherent view of the world and provides educators with a focus for unit planning. Example: Interdependence of living things.



**Enduring Understandings:** The ideas we want students to understand, not just recall, from deep exploration of our unit concept. The Enduring Understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline. They answer questions like "Why?" "So what?" and "How does this apply beyond the classroom?" to support deep levels of thinking. Example: People, plants, and animals depend on each other to survive.

**Essential Questions:** Open-ended questions that guide students' exploration of the Enduring Understandings or "big" ideas of the discipline. These questions spark genuine and relevant inquiry and provoke deep thought and lively discussion that will lead students to new understandings. Example: Why do human's need to preserve trees?

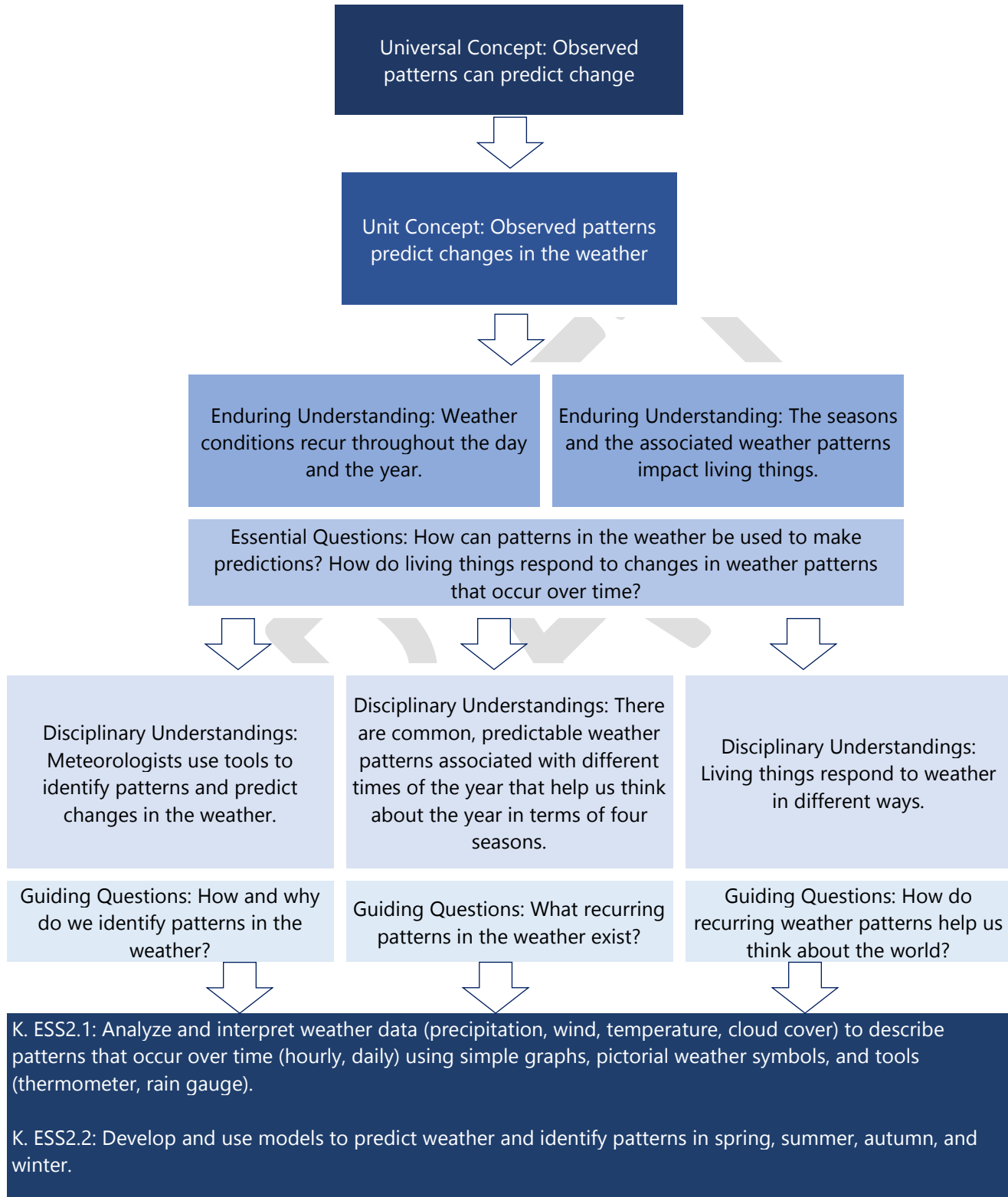


**Disciplinary Understandings:** The specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these key ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the Enduring Understandings. Example: The structure of plants and the function of each part.

**Guiding Questions:** Open-ended questions that guide students' exploration of the Disciplinary Understandings in the unit and refer specifically to the domain (e.g. ecosystems). These questions prompt ways of thinking and perceiving that are the province of the expert. Example: Why are roots important to plants?

## UNIT CONTENT GOALS

By the end of this unit, students will have achieved the desired understandings outlined below.



## UNIT STANDARDS

The questions and tasks outlined in this unit starter are aligned with the following Tennessee English language arts and science standards.

### ALIGNED STANDARDS: INFORMATIONAL TEXT

- K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text.
- K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.
- K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.
- K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.
- K.RI.CS.5 Know various text features.
- K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.
- K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.
- K.RI.IKI.8 With prompting and support, identify the reasons an author provides to support points in a text.
- K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.
- K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.

### ALIGNED STANDARDS: LITERATURE

- K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.
- K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.
- K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.
- K.RL.CS.5 Recognize common types of texts.
- K.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.
- K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.
- K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.
- K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

### ALIGNED STANDARDS: WRITING

K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.

K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.

K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

### ALIGNED STANDARDS: SPEAKING & LISTENING

K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

K.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.

K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.

K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.

### ALIGNED STANDARDS: SCIENCE

K. ESS2.1: Analyze and interpret weather data (precipitation, wind, temperature, cloud cover) to describe patterns that occur over time (hourly, daily) using simple graphs, pictorial weather symbols, and tools (thermometer, rain gauge).

K. ESS2.2: Develop and use models to predict weather and identify patterns in spring, summer, autumn, and winter.

## TEXTS FOR INTERACTIVE READ ALOUD & SHARED READING

These texts have been selected to regularly expose students to rich academic language and build the desired understandings for the unit. They have been vetted for quality and complexity to support strong interactive read aloud and shared reading experiences.

While preparing for instruction, educators are urged to carefully consider the needs and interests of the readers and to be strategic about the types of tasks that will support readers in deeply engaging with these rich texts. Teachers should also consider how they will make connections to students' prior knowledge and students' cultural and previous academic experiences. Teachers need to consider the vocabulary demands of the text and the level of support readers will need to deeply understand the text. As teachers consider the reader and tasks, additional texts related to the unit concepts, or re-reads of unit texts, will likely need to be added. Some texts are suggested for one read, while others are recommended for multiple or subsequent reads. It is assumed that teachers will make connections across texts as they work through the unit, including during the production of tasks.

TITLE	AUTHOR
<a href="#"><i>What's the Weather Like?</i></a>	Core Knowledge Language Arts Curriculum (Kindergarten, Domain 8, Lesson 1)
<i>Four Seasons Make a Year</i>	Anne Rockwell
<i>The Year at Maple Hill Farm</i>	Alice and Martin Provensen
<i>The Seasons of Arnold's Apple Tree</i>	Gail Gibbons
<i>Frog and Toad All Year</i>	Arnold Lobel
<i>What Will the Weather Be?</i>	Lynda Dewitt
<a href="#"><i>Meteorology</i></a>	Core Knowledge Language Arts Curriculum (Kindergarten, Domain 8, Lesson 8)
<i>Weather Forecasting</i>	Gail Gibbons
<i>Weather: Poems for All Seasons</i>	Lee Bennett Hopkins
<i>Something Told the Wild Geese</i>	Rachel Field

## SUGGESTED RESOURCES FOR SMALL GROUP & INDEPENDENT READING

These resources can be used to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs.

TITLE (TEXTS, VIDEOS & ELECTRONIC RESOURCES)	AUTHOR
<i>Best in Snow</i>	April Pulley Sayre
<i>Why Do Leaves Change Colors?</i>	Betsy Maestro
<i>Thunder Boomer</i>	Shutta Crum
<i>When Spring Comes</i>	Kevin Henkes
<i>What is a Forecast?</i>	Jennifer Boothroyd
<i>Seasons: A Book of Poems</i>	Charlotte Zolotow
<i>What's the Weather Today?</i>	Allan Fowler
<i>How Do You Know It's Summer?</i>	Allan Fowler
<i>How Do You Know It's Fall?</i>	Allan Fowler
<i>The Seasons</i>	Ian Smith
<i>How is the Weather Today?</i>	Cheryl Ryan
<i>Changing Seasons</i>	Cheryl Ryan
<i>What Season is it?</i>	Sarah Ghusson
<i>Spring and Fall</i>	Gabriel Harper
<i>April Rain Song</i>	Langston Hughes
<a href="#">Four Seasons</a> (video)	PBS Learning Media
<i>Seasons</i>	Meish Goldish
<i>Freddy the Frogcaster</i>	Janice Dean
<i>Why Do Leaves Change Color?</i>	Betsy Maestro
<i>Fall Weather: Cooler Temperatures</i>	Martha Rustad
<i>I know It's Autumn</i>	Eileen Spinelli
<i>Fall Leaves: Colorful and crunchy</i>	Martha Rustad
<i>Animals in Fall: Preparing for Winter</i>	Martha Rustad
<i>Time to Sleep</i>	Denise Flemings
<i>Animals in Winter</i>	Henrietta Bancroft
<i>Snow is Falling</i>	Franklyn M. Branley
<i>Everything Spring</i>	Jill Esbaum
<i>Weather in Spring</i>	Martha Rustad
<i>People in Spring</i>	Martha Rustad
<i>Plants in Spring</i>	Martha Rustad
<i>When Spring Comes</i>	Kevin Henkes and Laura Dronzek
<i>Fredrick</i>	Leo Lionni

## UNIT VOCABULARY

The following list contains vocabulary words from the interactive read aloud and shared reading texts that warrant instructional time and attention. Teachers should attend to these words **as they are encountered in the texts** to build students' vocabulary and to deepen their understanding of the unit concepts. Educators are encouraged to identify vocabulary that might be unfamiliar to students and to determine how they will teach those words (implicit, embedded, or explicit instruction) based on knowledge of their students. See Appendix B for an example routine for explicit vocabulary instruction.

Educators are also encouraged to dedicate a space in their classrooms to record unit vocabulary. This will provide a reference point for the students as they read, write, and talk about the unit topics. Through repeated exposure throughout the unit, students will develop their understanding of these words and will begin to use them in speaking and writing activities.

Anemometer	Lawn	Splendid
Bare	Lively	Sprout
Barometer	Melt	Started
Blossom	Meteorologist	Steady
Breeze	Meteorology	Stirring
Bright	Migrate	Stir-up
Characteristics	Moisture	Strew
Crinkle	Molt	Temperature
Cycle	Overflowing	Thermometer
Divided	Patches	Warning
Droops	Patterns	Weather
Evergreen	Peeks	Weather airplane
Flowerbed	Record	Weather balloon
Frantically	Sagging	Weather buoy
Front	Satellite	Weather map
Frost	Scraps	Weather satellite
Grain	Season	Weather vane
Hardly wait	Shorn	Whirl
Hygrometer	Shrivel	



## DAY 1: QUESTION SEQUENCE AND DAILY TASK (1/2)

### TEXT

**Text:** *What's the Weather Like?* from Core Knowledge Language Arts Curriculum (Kindergarten, Domain 8, Lesson 1)

**Iteration:** First Read

**Instructional Strategy:** Interactive Read Aloud

### TEXT COMPLEXITY ANALYSIS:

#### QUANTITATIVE COMPLEXITY MEASURES

650L

#### QUALITATIVE COMPLEXITY MEASURES

##### TEXT STRUCTURE

The text structure is moderately complex. The text is written as a letter from a pen pal. Maps, photographs, and diagrams directly enhance the reader's understanding of the text. The connections between ideas are explicit and clear.

##### LANGUAGE FEATURES

The language features of this text are moderately complex. Most of the language used is easy to understand, though there are some words and phrases with which students may be unfamiliar (changing hour by hour and day by day, weather patterns). Many of the new or unfamiliar words are defined in the text or by the teacher.

##### MEANING/PURPOSE

The purpose of the text is slightly complex. The purpose of the text is to introduce students to weather patterns during different seasons. This purpose is easy to identify and is clearly stated by the author of the letter. The focus of the letter is narrow and easy to follow.

##### KNOWLEDGE DEMANDS

The knowledge demands of the text are moderately complex. To fully understand the text, students will need to understand a pen pal. Students will also need to be familiar with weather features such as ice, snow, wind, and the sun. Students will need to draw on their previous understanding of continents as they interpret the color-coded world map.

### DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH

Understand the following units of time and their relationship to one another: day, week, month, and year.  
Name the four seasons in cyclical order.  
Begin to understand the common weather patterns associated with each season.

## DAILY TASK

### Before the Read Aloud - Calendar Review:

Using a large monthly calendar, point to the current date and explain that today is one day. Then point to the entire week, explaining this time period is called one week. Ask students to count the number of days in a week. Explain that all weeks shown on this single page of the calendar represent a time period called a month. Ask students to count the number of weeks in a month. Explain that about four weeks make up a month, and twelve months make up a year. Explain that in the twelve months there are four different seasons. Tell students that the seasons occur at different times of year and follow a pattern. Explain that a pattern is something that repeats itself.

### During the Read Aloud - Anchor Chart 1:

Tell students that over the next couple of weeks they are going to learn about the different seasons. Tell students to listen during the read-aloud today for the names of the four seasons.

Tell them you will write the names of the four seasons on an anchor chart, and throughout the unit you will record what they learn about the characteristics of the four seasons.

Add descriptive weather words to the four squares on the anchor chart as you read.

### After the Read Aloud – Writing Task:

Discuss the current season where you live. Talk about what the weather has been like in your area over the last few days. Tell students you would like for them to keep a weather observation log in which they will track the weather each day.

Take the class outside the same time each day to discuss the day's weather and to make recordings in the weather observation log.

Have students draw pictures of the weather in their weather observation log. If you have an outside thermometer, you may also wish to have students write down the outside temperature and/or have them draw a picture of the thermometer.

Reinforce the concept of yesterday, today, and tomorrow by asking questions. (e.g., How is the weather today different from the weather yesterday?)

Bring students back inside to label the pictures in their weather logs. Provide support by (1) referencing the sound-spelling correspondences they have learned to date, (2) facilitating dictation activities, (3) or encouraging students to use the words from the anchor chart.

## EXEMPLAR STUDENT RESPONSE

It is cloudy and cool today. It is 60 degrees outside. I feel raindrops on my hands.

(The students will draw a picture and label it to match the sentence.)

QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
<p>When something happens over and over again, it is called a cycle. The cycle of the seasons happens every year. What are the names of the four seasons?</p> <p>Chart responses in four quadrants on Anchor Chart #1.</p>	<p>The four seasons are winter, spring, summer and autumn.</p>
<p>Name some different types of weather. Remember, weather means the outside conditions at a particular time and place.</p>	<p>The weather can be sunny, cloudy, windy, stormy, snowy or rainy.</p>
<p>What are some characteristics of, or ways to describe, the weather in winter?</p> <p>Chart responses on Anchor Chart #1.</p>	<p>It is cold in the winter. You can sometimes see snow and ice during the winter.</p>
<p>What are some characteristics of, or ways to describe, the weather in spring?</p> <p>Chart responses on Anchor Chart #1.</p>	<p>In spring, the weather begins to get warmer. The sun shines longer and it melts the snow. It also rains a lot in the spring.</p>
<p>What are some characteristics of, or ways to describe, the weather in summer?</p> <p>Chart responses on Anchor Chart #1.</p>	<p>The sun shines during the summer, and it is the hottest time of the year.</p>
<p>What are some characteristics of, or ways to describe, the weather in autumn?</p> <p>Chart responses on Anchor Chart #1.</p>	<p>In autumn, the air starts to get cooler and the sun shines a little less each day.</p>

#### ADDITIONAL SUPPORTS

Introduce "Looking Out The Window" by Aileen Fisher from *Weather: Poems for All Seasons*.

## DAY 1: QUESTION SEQUENCE AND DAILY TASK (2/2)

### TEXT

**Text:** "Looking Out the Window" by Aileen Fisher from *Weather: Poems for All Seasons* by Lee Bennett Hopkins

**Iteration:** First Read

**Instructional Strategy:** Shared Reading

### TEXT COMPLEXITY ANALYSIS

#### QUANTITATIVE COMPLEXITY MEASURES

Not Applicable

#### QUALITATIVE COMPLEXITY MEASURES

##### TEXT STRUCTURE

The text structure is slightly complex. There are three stanzas, and each contains one sentence. The capitalization and punctuation assist the reader in understanding the structure of the text. There is an illustration which directly supports the meaning of the text.

##### LANGUAGE FEATURES

The language features are slightly complex. There are a few sets of rhyming words (shines/pines, snows/blows, tinkles/sprinkles/crinkle). There are a few words students may not know (oak, windowpane) and a few instances of figurative language (white wind, the face of the windowpane). Most of the other words in the poem are easy to understand and to decode.

##### MEANING/PURPOSE

The meaning of the poem is slightly complex. The poem describes different weather including sunshine, snow, and rain. The meaning is clearly laid out for readers.

##### KNOWLEDGE DEMANDS

The knowledge demands are slightly complex. Most students will have experienced the type of weather described in the poem. To understand the final stanza, students will need to draw on prior understanding of what rain on a window looks like.

### DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH

Weather conditions recur throughout the day and the year.

### DAILY TASK

Echo read the poem.  
Identify the sight words: I, like, it, when.

#### Writing Task:

Draw a picture of yourself in your favorite type of weather, and write a sentence to match your picture.  
I like it when it \_\_\_\_\_.

#### Speaking Task:

Share your picture and sentence with the class.

### EXEMPLAR STUDENT RESPONSE

#### Writing Task:

I like it when it rains.  
I like it when it is sunny.  
I like it when it snows.  
I like it when it is cloudy.  
I like it when it is windy.

QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
What type of text is this? How do you know?	It is a poem. It uses rhyming words at the end of sentences, and it has stanzas.
What is the author describing in the poem? What specific types of weather does she mention?	The author is describing different types of weather. The author mentions sunshine, snow, and rain.
What does it mean to "crinkle the face of the windowpane?"	It means that the rain will make the paint on the windowpane wrinkle because it gets wet.
In what ways does the illustration help us understand the poem?	It shows the kids looking out the window at the different types of weather.

## DAY 2: QUESTION SEQUENCE AND DAILY TASK

### TEXT

**Text:** *Four Seasons Make a Year* by Anne Rockwell

**Iteration:** First Read

**Instructional Strategy:** Interactive Read Aloud

### TEXT COMPLEXITY ANALYSIS

#### QUANTITATIVE COMPLEXITY MEASURES

570L

#### QUALITATIVE COMPLEXITY MEASURES

##### TEXT STRUCTURE

The text structure is slightly complex. There is simple narration and no shifts in perspectives. Events in the text are chronological and follow the four seasons. The graphics used in the book directly support understanding the text.

##### LANGUAGE FEATURES

The language features are moderately complex. Conventions are easy to understand, but at times, have more complex meanings. Most vocabulary is familiar and conversational, but some pages require understanding of academic language. Most sentences are simple or compound.

##### MEANING/PURPOSE

The purpose of this text is slightly complex. The theme is obvious (four seasons) and is revealed at the beginning of the text.

##### KNOWLEDGE DEMANDS

The knowledge demands for this text are moderately complex. This book does not explore multiple themes, and the experiences within the book may be common for many readers. This book requires some prior content knowledge to understand the changes of plants and animals throughout the seasons.

### DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH

This is the first read of this text. For this read, the desired understandings are:

- The common weather conditions associated with spring are: the wind blows, snow melts, the earth is dark and wet, there are showers, breezes blow, and there is warm air.
- The common weather conditions associated with fall are: cold wind, grey skies, and cold air.
- The common weather conditions associated with winter are: snow falls, snowflakes, darkness, and blankets of snow.
- When describing the weather, we can describe differences in temperature, moisture, and wind.

### DAILY TASK

#### Speaking Task:

There are turn and talk opportunities as the teacher poses questions for spring, summer, fall and winter. The teacher will keep anecdotal notes recording how students are using the new vocabulary words during their turn and talk opportunities.

#### Writing Task:

Take the class outside at the same time each day to discuss the day's weather and to make recordings in the weather observation log. Have students draw and label pictures of the weather in their weather observation log.

### EXEMPLAR STUDENT RESPONSE

See Day 1

QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Why do you think the author and illustrator put the calendar and the beginning and end of the book? How are the seasons connected to our calendar?	The calendar was included in the book to show which months are in spring, summer, fall and winter. There are three months in each season. I can use the calendar to help me figure out what season it is.
Why does the little girl say, "when spring comes again?" When will spring come? How does she know?	She knows that the seasons repeat each year. Spring will come after winter. She knows because it is a cycle, and it is getting warmer and time for spring.

### ADDITIONAL SUPPORTS

Continue using "Looking Out the Window" for shared reading.

### DAY 3: QUESTION SEQUENCE AND DAILY TASK

#### TEXT

**Text:** *Four Seasons Make a Year* by Anne Rockwell

**Iteration:** Second Read

**Instructional Strategy:** Interactive Read Aloud

#### DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH

There are common predictable weather patterns for each of the four seasons. This book describes the changing seasons through the changes of plants and animals that occur on a farm.

#### DAILY TASK

##### Anchor Chart 1:

Today the teacher will read only the pages related to the seasons spring and summer. The teacher will provide turn and talk opportunities as questions are asked about spring and summer. The students will answer questions to help the teacher add to two (spring, summer) of the four squares on Anchor Chart 1 by listing weather patterns within each season. *Note: Anchor Chart 1 was created on Day 1 of the unit.*

<u>Spring</u>	<u>Summer</u>
<u>Fall</u>	<u>Winter</u>

##### Writing Task:

Take the class outside at the same time each day to discuss the day's weather and to make recordings in the weather observation log. Have students draw and label pictures of the weather in their weather observation log.



## EXEMPLAR STUDENT RESPONSE

### Anchor Chart 1:

During spring, the sun is out and the trees are beginning to sprout. The birds are singing. They are plowing the field to plant crops. In the summer, the weather is hot and you can go swimming. The plants are sprouting up in the fields, the trees are covered with leaves, and the flowers are blooming. There are insects like bees and butterflies flying around.

QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
(Focus on spring and summer) Look at the illustrations in spring and summer; how does the outside look differently in each picture?	During spring, the sun is out and the trees are beginning to sprout. The birds are singing. They are plowing the field to plant crops. In the summer, the weather is hot and you can go swimming. The plants are sprouting up in the fields, the trees are covered with leaves, and the flowers are blooming. There are insects like bees and butterflies flying around.
What are some characteristics of, or ways to describe, the weather in spring? Chart responses on Anchor Chart #1.	The sun is out and it can feel warm outside. There can be a lot of rain sometimes, and it can be cool.
How do the weather conditions in the spring affect living things?	The birds sing, daffodils bloom, leaves sprout, people plow the fields, trees blossom, people plant seeds, and birds build nests.
Why is spring an important time on the farm?	The plants are sprouting leaves because the weather is getting warmer, and it is time for the plants to begin growing. Farmers plow the fields in the spring so they can begin planting their crops.
How do we know when it is time to pick the vegetables?	The vegetables are bigger, and they have changed colors because they are ripe.
What are some characteristics of, or ways to describe, the weather in summer? Chart responses on Anchor Chart #1.	The sun is out, and it is usually very hot outside.

How do the weather conditions in the summer affect living things?

The flowers bloom, butterflies flutter, people swim outside, and people pick corn from the field.

#### **ADDITIONAL SUPPORTS**

Continue reading "Looking Out the Window" for shared reading.

DRAFT

## DAY 4: QUESTION SEQUENCE AND DAILY TASK

### TEXT

**Text:** *Four Seasons Make a Year* by Anne Rockwell

**Iteration:** Third Read

**Instructional Strategy:** Interactive Read Aloud

### DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH

There are common predictable weather patterns for each of the four seasons. This book describes the changing seasons through the changes of plants and animals that occur on a farm.

### DAILY TASK

#### Anchor Chart 1:

Today the teacher will read only the pages related to the seasons fall and winter. The teacher will provide turn and talk opportunities as questions are asked about fall and winter. The students will answer questions to help the teacher add to two (fall and winter) of the four squares on Anchor Chart 1 by listing events and weather patterns within each season.

*Note: Anchor Chart 1 was created on Day 1 of the unit.*

<u>Spring</u>	<u>Summer</u>
<u>Fall</u>	<u>Winter</u>

#### Writing Task:

Students will use the knowledge from the past three days of lessons, as well as their daily weather observations, to decide which season we are in and draw and illustrate a picture of themselves participating in an outdoor activity during that season, making sure to include details of the weather and living things within their drawing. The students should identify the season in writing, label items within their picture, and write a sentence about their drawing.

#### Writing Task:

Take the class outside at the same time each day to discuss the day's weather and to make recordings in the weather observation log. Have students draw and label pictures of the weather in their weather observation log.

## EXEMPLAR STUDENT RESPONSE

### Writing Task:

In the fall, the wind is cool, and leaves are red and gold and falling off the trees. The birds are flying away. The pumpkins are orange and ready to pick and sell. Squirrels are collecting nuts for winter. In the winter, it is cold and snow is falling.

The students' picture should have the appropriate season written on their paper according to when this lesson is delivered. This lesson is intended to be delivered sometime at the beginning of the school year (summer or fall). Their picture should include a picture of themselves participating in an activity appropriate to that season (e.g., jumping in leaves in the fall, playing in the pool during the summer). Students should attempt to label items within their picture by beginning, medial, and or ending sound according to their current ability level. Students should also attempt to write a sentence about their picture with high frequency words spelled correctly and other words spelled with appropriate beginning, medial, and/or ending sounds according to their ability.

QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
(Focus on fall and winter) Look at the illustrations in fall and winter; how does the outside look differently in each picture?	In the fall, the wind is cool and leaves are red and gold and falling off the trees. The birds are flying away. The pumpkins are orange and ready to pick and sell. Squirrels are collecting nuts for winter. In the winter, the trees are bare and it is snowing.
What are some characteristics of, or ways to describe, the weather in fall?  Chart responses on Anchor Chart #1.	In the fall, the air outside feels cooler.
How do the weather conditions in the fall affect living things?	The pumpkins change color; children go back to school; leaves turn red and gold; people wear warmer clothes; bees, butterflies, and birds fly away; and squirrels hide acorns.
What were the leaves on the trees doing in the fall? What caused this to happen? What does it mean when the leaves "dance through the air?"	The leaves are changing from green to red and gold. The cool air is causing this to happen. The leaves are falling off the trees and blowing in through the air.
Why is fall an important time on the farm?	It is a time when we pick vegetables.

Why are there no insects? Why are the birds flying away? Where do you think they are going?	The weather is turning colder, and the insects are beginning to die or hibernate. The birds are flying south to warmer weather.
Why are the squirrels gathering and hiding nuts?	The squirrels are gathering nuts and storing them for the winter, so they have enough food when the weather gets colder.
What are some characteristics of, or ways to describe, the weather in winter?  Chart responses on Anchor Chart #1.	It is very cold outside, and it can snow.
How do the weather conditions in the winter affect living things?	People try to keep warm, everything that grows rests, there might be snow days from school, and people build snowmen.
What do you think it means when the author says, "under a blanket of snow everything is taking a long winter's rest?"	The plants are covered with a large amount of snow and have stopped growing until the weather warms up again in the spring.

#### ADDITIONAL SUPPORTS

Continue reading "Looking Out the Window" for shared reading.

## DAY 5: QUESTION SEQUENCE AND DAILY TASK (1/2)

### TEXT

**Text:** *The Year at Maple Hill Farm* by Alice and Martin Provensen

**Iteration:** First Read

**Instructional Strategy:** Interactive Read Aloud

### TEXT COMPLEXITY ANALYSIS

#### QUANTITATIVE COMPLEXITY MEASURES

630L

#### QUALITATIVE COMPLEXITY MEASURES

##### TEXT STRUCTURE

The text structure is slightly complex. The text follows a chronological sequence, moving from January-December. The use of illustrations directly supports the text understanding.

##### LANGUAGE FEATURES

The language features in this text are very complex. There is a mix of concrete and abstract words that may have multiple meanings. The text contains figurative language that may be difficult for students to understand without support. Sentence structure is a mix of simple and compound, with occasional complex sentences.

##### MEANING/PURPOSE

The purpose of this text is moderately complex. There is one level of meaning that will be obvious to students.

##### KNOWLEDGE DEMANDS

The knowledge demands of this text are moderately complex. Experiences in the text may be familiar to some readers and unfamiliar to others. There are no references to other texts or cultural elements.

### DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH

This informational text goes through one year at Maple Hill Farm, and students will build understanding of the common, predictable weather patterns in the four seasons and how people and animals respond to these winter weather patterns.

## DAILY TASK

### Anchor Chart 2:

Tell students that now that they know a lot about the common weather conditions associated with the four seasons, they are going to think about how they impact people, animals and plants. Tell them that they are going to read *The Year at Maple Hill Farm* but this time they are listening for something new—what people, animals, and plants are doing in each season.

Create a new anchor chart with four squares labeled Spring, Summer, Fall, Winter, and add descriptions of what people, animals, and plants are doing during each season as you read the text. Remember to add any new words to Anchor Chart #1 that describe the weather in the four seasons.

### Writing Task:

Take the class outside at the same time each day to discuss the day's weather and to make recordings in the weather observation log. Have students draw and label pictures of the weather in their weather observation log.

## EXEMPLAR STUDENT RESPONSE

See Day 1

QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
What season did the story begin in? What season did the story end in? Why do you think the author chose to begin and end the story in winter? (Think, Pair, Share)	The story began and ended in winter. This happened because the story ended in December, which is a winter month, and began in January, which is also a winter month.
How were the seasons different in the story? How did the animals respond to the seasons in different ways? How did the people respond to the seasons in different ways?	The seasons were different because winter was very cold, spring was warm, summer was hot, and fall was cool. In the winter, animals and people stayed inside, but were outside in the summer. A lot of flowers bloomed in the spring and animals had their babies, and in the fall the leaves changed colors.

## DAY 5: QUESTION SEQUENCE AND DAILY TASK (2/2)

### TEXT

**Text:** *Something Told the Wild Geese* by Rachel Field

**Iteration:** First Read

**Instructional Strategy:** Shared Reading

### TEXT COMPLEXITY ANALYSIS

#### QUANTITATIVE COMPLEXITY MEASURES

Not Applicable

#### QUALITATIVE COMPLEXITY MEASURES

##### TEXT STRUCTURE

The structure of this poem is moderately complex. The punctuation in the poem supports the reader in understanding the structure of the poem. There are no illustrations or graphics to support the meaning of the poem.

##### LANGUAGE FEATURES

The language features of this poem are very complex. The repetition of the word 'something' draws readers into the meaning of the poem. Some of the vocabulary in this text is contemporary, and there is some challenging vocabulary (luster-glossed, amber-spice). There are some instances of figurative language and words that are used in unfamiliar contexts (fields lay golden, leaves were green and stirring, all the sagging orchards steamed, sun was on their wings).

##### MEANING/PURPOSE

The meaning of the poem is moderately complex. The meaning of the poem (there is an unseen force urging the wild geese to fly away from the golden fields and the summer sun) is subtle and not explicitly stated. Students will unlock the meaning of the poem through digging into the language features of the poem and their prior knowledge of migration.

##### KNOWLEDGE DEMANDS

The knowledge demands of the poem are moderately complex. To fully understand the poem, students will need to draw on their understanding of seasons to determine that the poem takes place in autumn. Students will also need to understand that geese migrate for the winter, a phenomenon with which students may be unfamiliar.

### DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH

How animals respond to changes in fall weather.



## DAILY TASK

Highlight and work on rhyming words in the poem.

### Writing Task:

Students can illustrate the phrases in the poem on their own copy of the poem. They can visualize and then illustrate "golden fields," "sagging orchards," "leaves stirring," and the geese flying. They can use this visual as an aid to help tell where the geese are going, what that action is called (migration), and why the geese need to migrate.

## EXEMPLAR STUDENT RESPONSE

### Writing Task:

When the leaves begin to stir and fall, when the apples are ready to be picked from the orchards, when the fields turn from green to gold, and when the geese start migrating, those are all signs of fall. The geese have to migrate somewhere warmer. Otherwise, it will be too cold for them to live.

QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
What season is the poem describing? What words tell you? Have students describe how "fields lay golden" and "sagging orchards" are signs of fall.	This poem is about fall. I know because orchards have apples, and we pick those in the fall. When the grass turns from green to yellow, that is another sign of fall. Also, the birds are moving.
Where are the wild geese going? What is that called?	The birds are going to somewhere warm, like Florida. That is called migrating. We saw this in our book, <i>A Year at Maple Hill Farm</i> .
What does "frost" signal to the wild geese?	Frost means winter is coming. In the book, <i>A Year at Maple Hill Farm</i> , they talked about frost and how it happens during winter months.
What does the phrase "leaves were green and stirring" mean? How is this a sign of a new season?	Stirring might mean they are moving around. When the leaves are green, I know it is summer. But when they change colors and fall, it tells me it is fall.

What does the author mean when she says, "Something told the wild geese it was time to go?"	The geese had to fly away because it is getting colder, and they want to fly to where it is warm.
What similarities do we see in this book and the book, <i>A Year at Maple Hill Farm</i> ? Are there any differences?	In this poem and in the story, the birds migrate in the winter. In the book, they come back in the spring when it gets warmer.

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## DAY 6: QUESTION SEQUENCE AND DAILY TASK

### TEXT

**Text:** *The Year at Maple Hill Farm* by Alice and Martin Provensen

**Iteration:** Second Read

**Instructional Strategy:** Interactive Read Aloud

### DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH

This informational text goes through one year at Maple Hill Farm, and students will build understanding of the common, predictable weather patterns in winter and how people and animals respond to these winter weather patterns.

How the common weather conditions in winter affect living things: animals stay in the barn, birds don't lay eggs, children skate and try to stay warm, branches are bare, some animals nap.

How common weather conditions associated with winter are: snow, frozen ground, frozen ponds, icy, dark days.

### DAILY TASK

#### **Anchor Chart 2:**

Add information to the winter portion of the four-square Anchor Chart #2 with descriptions of what people, animals, and plants are doing. Remember to add any new words to Anchor Chart #1 that describe the weather in winter.

#### **Writing Task:**

Take the class outside at the same time each day to discuss the day's weather and to make recordings in the weather observation log. Have students draw and label pictures of the weather in their weather observation log.

### EXEMPLAR STUDENT RESPONSE

#### **Anchor Chart 2:**

The first month is January. January is in winter. The people are wearing winter clothes, like jackets and gloves. The animals are staying close to the barn so they will have food. Details could include: frozen ground, snow, sheep are close together with heavy coats, bare trees, and grey skies.

QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
<p>What is the first month in the story? What season is that month in?</p> <p>What are the people doing?</p> <p>What are the animals doing?</p> <p>What words from the story and illustrations describe this season? Think, pair, share (The teacher will add this information to the anchor chart.)</p>	<p>The first month is January. January is in winter. The people are wearing winter clothes, like jackets and gloves. The animals are staying close to the barn so they will have food. Details could include: frozen ground, snow, sheep are close together with heavy coats, bare trees, and grey skies.</p>
<p>The next month is February. It is still winter. Why do the animals stay close to the barn?</p> <p>Listen to these sentences from the story again: "It is a cold, grey time of year and night falls early." And "the days are too short and dark." What do you think it means that "night falls early?" (Think, pair, share)- (The teacher will add this information to the anchor chart.)</p>	<p>They stay close to the barn to keep warm. If it's too cold outside, they can go inside of the barn to warm up and get food.</p> <p>The winter weather is cold and it snows in the winter. When it snows, sometimes the sky looks grey instead of blue. I also notice that it gets dark very early in the winter. When they say, "night falls," maybe that really means "night comes early."</p>
<p>What word did the author use to tell you February comes after January?</p>	<p>The story says, "February <b>follows</b> January." Follows means it comes behind or after, like when I follow someone in line.</p>
<p>What details from the story can we add to our chart that tell us it is still winter in February?</p> <p>(The teacher will add these words to the anchor chart.)</p>	<p>Frozen pond, kids wearing hats and long sleeves, ice skating, icy water, snow on the ground</p>
<p>What are the animals doing?</p> <p>What is this called when animals take long naps in the winter?</p> <p>(The teacher will add hibernating animals to the anchor chart.)</p>	<p>The water rat is napping.</p> <p>It is called hibernation.</p>

#### ADDITIONAL SUPPORTS

Continue reading "Something Told the Wild Geese" for shared reading.

## DAY 7: QUESTION SEQUENCE AND DAILY TASK

### TEXT

**Text:** *The Year at Maple Hill Farm* by Alice and Martin Provensen

**Iteration:** Third Read

**Instructional Strategy:** Interactive Read Aloud

### DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH

This informational text goes through one year at Maple Hill Farm, and students will build understanding of the common, predictable weather patterns in spring and how people and animals respond to these spring weather patterns.

How the common weather conditions in spring affect living things: animal babies are born, birds build nests and lay eggs, chicks hatch.

The common weather conditions associated with spring are: windy, rainy, brighter sun, ice melts.

### DAILY TASK

**Anchor Chart 2:**

Add information to the spring portion of the four-square Anchor Chart #2 with descriptions of what people, animals, and plants are doing. Remember to add any new words to Anchor Chart #1 that describe the weather in spring.

**Writing Task:**

Take the class outside at the same time each day to discuss the day's weather and to make recordings in the weather observation log. Have students draw and label pictures of the weather in their weather observation log.

### EXEMPLAR STUDENT RESPONSE

**Anchor Chart 2:**

The next month is March. It comes after February. It is changing from winter to spring. I know that because baby animals are being born, the ice on the pond is melting, grass is starting to grow, the sunshine is out, and the people aren't wearing gloves.

QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
<p>What season is it changing to?</p> <p>How can we describe the month of March using weather words from the story?</p> <p>What are the people doing?</p> <p>What are the animals doing?</p> <p>What words from the story and illustrations describe this season? (The teacher will add these words to the anchor chart.)</p> <p>What does the author mean when he says, "The mad March hare is hurrying in all directions?"</p>	<p>The next month is March. It comes after February. It is changing from winter to spring. I know that because baby animals are being born, the ice on the pond is melting, grass is starting to grow, the sunshine is out, and the people aren't wearing gloves. We can say March is a cold, windy, and rainy month.</p> <p>Maybe mad doesn't mean angry, but maybe mad means he is busy, since he's in a hurry.</p>
<p>The next month is April. April is a spring month.</p> <p>What does the phrase "The robins are already hatching eggs in their business-like way" mean?</p>	<p>A business is where you work, so the robin's job is to hatch eggs in the spring.</p>
<p>What details from the story and illustrations can we add to our chart that tell us its spring? (The teacher will add these words to the anchor chart.)</p>	<p>There are lots of eggs, chicks are hatching, Easter eggs are hidden, and the people are wearing less clothes.</p>
<p>May follows April, and it is still spring.</p> <p>Look at the illustrations. What does it mean when it says, "The wooly sheep are shorn?"</p> <p>What does the word "molt" mean? Use the illustrations.</p> <p>Why are the animals losing their heavy coats?</p>	<p>The animals are losing their heavy winter coats because they are too hot. The book says they will be cooler without their heavy coats.</p>

#### ADDITIONAL SUPPORTS

Continue reading *Something Told the Wild Geese* for shared reading.

## DAY 8: QUESTION SEQUENCE AND DAILY TASK

### TEXT

**Text:** *The Year at Maple Hill Farm* by Alice and Martin Provensen

**Iteration:** Fourth Read

**Instructional Strategy:** Interactive Read Aloud

### DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH

This informational text goes through one year at Maple Hill Farm, and students will build understanding of the common, predictable weather patterns in summer (warm) and how people and animals respond to these summer weather patterns (animals get haircuts and eat lots of grass, there are lots of insects, the pasture is green, and flowers bloom).

How the common weather conditions in summer affect living things: animals get haircuts and eat lots of grass, there are lots of insects, the pasture is green, and flowers bloom.

The common weather conditions associated with summer are: warm

### DAILY TASK

**Anchor Chart 2:**

Add information to the summer portion of the four-square Anchor Chart #2 with descriptions of what people, animals, and plants are doing. Remember to add any new words to Anchor Chart #1 that describe the weather in summer.

**Writing Task:**

Take the class outside at the same time each day to discuss the day's weather and to make recordings in the weather observation log. Have students draw and label pictures of the weather in their weather observation log.

### EXEMPLAR STUDENT RESPONSE

**Anchor Chart 2:**

June, July, and August are in the summer. The people are wearing summer clothes, like shorts and short-sleeve shirts. The animals are out in the fields, taking naps under trees, and trying to cool off. Details could include: sun, hot weather, a lot of insects, flowers blooming, and people watering flowers.

QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
<p>The next month is June.</p> <p>What does the phrase, "The horses stir up insects with their feet" mean?</p> <p>What does the author mean by, "In June there are enough insects to go around?"</p>	<p>I know horses can't stir like we do with our hands, so maybe when they walk with their four legs, the insects move all around and get up off of the grass.</p> <p>It means that there are insects everywhere in the summer. I can see insects bothering all of the animals in these pictures.</p>
<p>What are the people and animals doing? (The teacher will add this information to the anchor chart.)</p>	<p>The insects are hopping around, flowers are blooming, goats are eating the flowers, bumble bees are buzzing and a dog is outside scratching.</p>
<p>July comes after June, and it is summer.</p> <p>What are the people and animals doing?</p> <p>What reasons does the author give that it might be hard to sleep on a night in July?</p>	<p>The people are sitting outside talking, men are unloading hay. Animals are making a lot of sounds at night, like owls hooting and crickets chirping. Sometimes, you can even hear horses eating grass.</p> <p>The author says it can be hard to sleep if the moon is full and bright and all of the stars are out. It also might be hard to sleep with all of the noises, like crickets and owls. It is also very hot, so that can make it hard to sleep.</p>
<p>What other words or illustrations describe July and summer? (The teacher will add this information to the anchor chart.)</p>	<p>The moon can be full and we can see shining stars. The goose is on her nest and the dog is laying outside.</p>
<p>August comes after July.</p> <p>What are the people and animals doing?</p> <p>What kind of attention do flowers need? Why do they need this kind of attention?</p> <p>Why is the pig laying in the cool mud?</p> <p>Why does the cat come out for a breath of air?</p>	<p>The people are wearing shorts, watering flowers, and laying in the grass. The animals are all outside sleeping and eating or playing.</p> <p>I can see a girl watering flowers. They need to be watered a lot in the summer because it's so hot. If they don't get water, they will die.</p> <p>He is laying in the mud to cool off. He comes out for a breath of air to help him cool off.</p>
<p>What other words tell us that it's summer? What reasons does the author give us to support our answers? (The teacher will add this information to the anchor chart.)</p>	<p>The sun shines, the days are hot and lazy. The pig is sleeping in a cooler puddle of mud. The flowers need water because it is so hot outside.</p>



#### ADDITIONAL SUPPORTS

Continue reading of "Something Told the Wild Geese" for shared reading.

DRAFT

## DAY 9: QUESTION SEQUENCE AND DAILY TASK

### TEXT

**Text:** *The Year at Maple Hill Farm* by Alice and Martin Provensen

**Iteration:** Fifth Read

**Instructional Strategy:** Interactive Read Aloud

### DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH

This informational text goes through one year at Maple Hill Farm, and students will build understanding of the common, predictable weather patterns in fall/autumn and how people and animals respond to these fall weather patterns.

How the common weather conditions in fall affect living things: horses are shod, children collect pumpkins, squirrels collect nuts, there are no more insects, not so many eggs, animals stay closer to the barn, birds migrate.

The common weather conditions associated with fall are: fresh wind, cooler, splendid, frost.

### DAILY TASK

#### **Anchor Chart 2:**

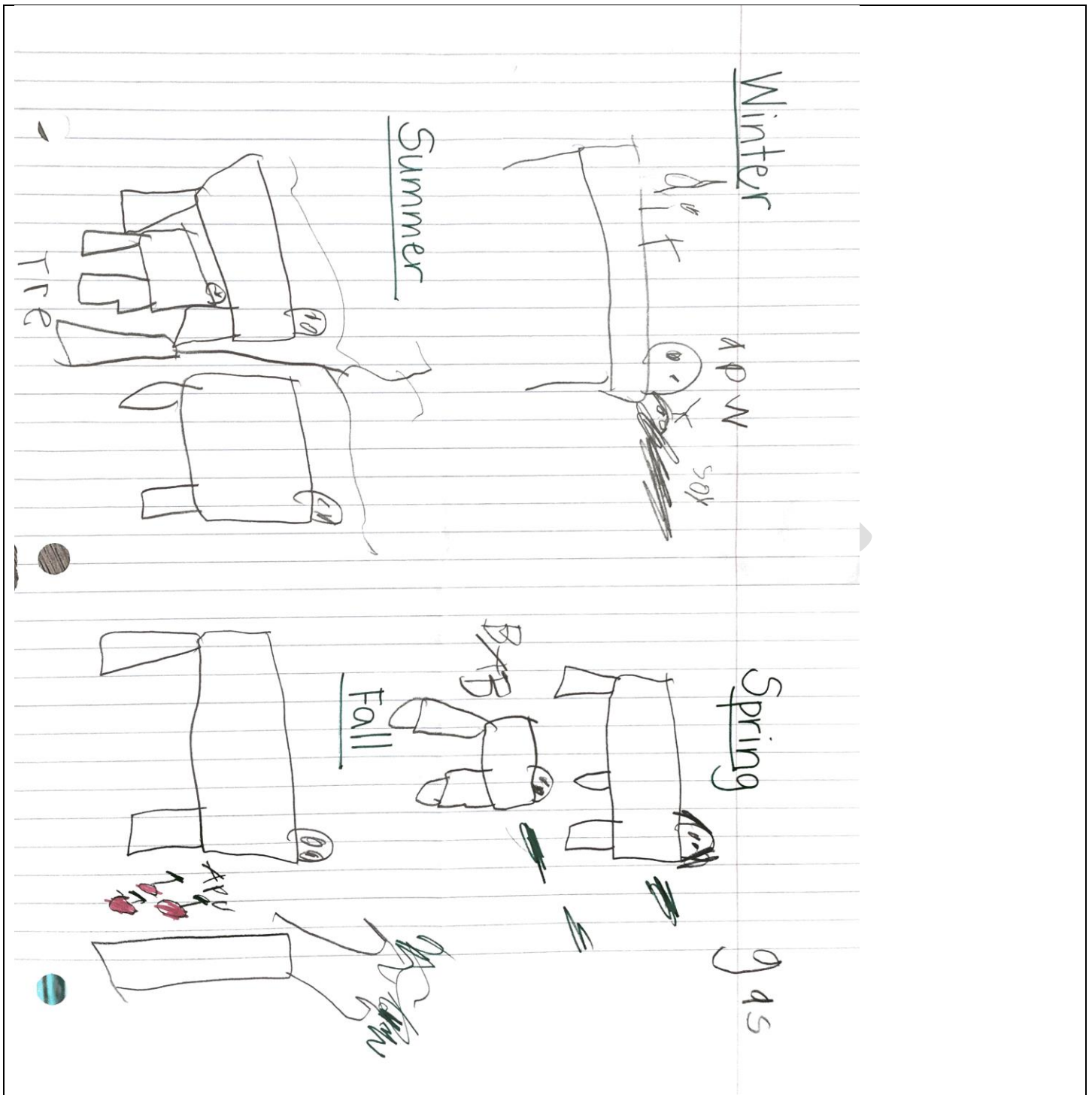
Add information to fall portion of the four-square Anchor Chart #2 with descriptions of what people, animals, and plants are doing. Remember to add any new words to Anchor Chart #1 that describe the weather in fall.

#### **Writing Task:**

After all seasons of the year have been re-read and discussed, have students pick one animal from the story. In a four-square organizer labeled Winter, Spring, Summer, and Fall, they will draw what their animal is doing during each season. They will label their animal, as well as other items in their picture to help describe what the animal is doing. (See example below)

#### **Writing Task:**

Take the class outside at the same time each day to discuss the day's weather and to make recordings in the weather observation log. Have students draw and label pictures of the weather in their weather observation log.



**Writing Task:**

In the winter, the deer come close to the barn to look for apples on the ground. In the spring, deer have babies. In the summer, the deer sleep under the trees, and in the fall, the deer eat apples off of the trees.

QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
<p>The book says September is the first month of autumn, or fall.</p> <p>What are the people and animals doing? Why are they responding this way?</p>	<p>The people are giving the horses new shoes and riding animals.</p>
<p>What other things are happening in September that help us understand what autumn is like?</p>	<p>The wind blows, the days are shorter, and the days are cooler.</p>
<p>The month after September is October, and it is still fall.</p> <p>Why did the author describe October as splendid?</p> <p>What does the word "harvest" mean?</p>	<p>There are a lot of beautiful colors in October, so the author described the way those colors look as splendid.</p> <p>It means it is time to pick pumpkins and other fruits that are ripe.</p>
<p>What are the people and animals doing? (The teacher will add this information to the anchor chart)</p> <p>Why are the animals staying close to the barn?</p>	<p>The people are picking pumpkins. The animals aren't laying as many eggs. They stay close to the barn since there's not a lot of food left outside. The squirrels gather nuts, and the birds are getting ready to fly south, or migrate.</p> <p>The animals are staying close to the barn because that is where the food is. It might also be warmer in the barn than outside if there was a frost early.</p>
<p>What other words or illustrations describe October and autumn? (The teacher will add this information to the anchor chart.)</p> <p>How are these words that we used to describe autumn different than the words we used to describe spring?</p> <p>How are the people and animals responding to the weather patterns in autumn differently than they do in the summer?</p>	<p>The leaves on the trees are orange and yellow, it is harvest time, and the people are wearing warmer clothes since it's getting colder outside.</p> <p>We said that autumn is colder and the leaves on the trees are orange and yellow. In the spring, the weather is warm and the leaves on the trees are green.</p> <p>The people are wearing different clothes in the autumn (long sleeves), and in the summer, they wear shorts. In the autumn, we have to feed animals if there is no food, but there is a lot of food, like grass, for animals to eat in the summer. In the autumn, the animals start to grow their coats back, but we take their coats off in spring to get them ready</p>

	for the hot weather in summer.
After October comes November, and it is the last month of autumn.  What are the people and animals doing?	The people are cutting wood for fires to help them stay warm. The animals are flying south to stay warm.
What other words tell us that it's autumn but getting close to winter again?	There are no leaves on the trees, it is frosting at night, the air smells like snow and winter, and ice is forming on the pond.
What is the last month of the year? What season is the last month of the year in?	The last month of the year is December. December is the first month of winter.
What are the people and animals doing? (The teacher will add this information to the anchor chart.)	The people are in the barn feeding the animals, because there is no food outside. The animals are staying in the barn where it is warm and where there is food to eat.
What other words or illustrations tell us it's winter? (The teacher will add this information to the anchor chart.)	There is snow on the ground, the days are dark and cold. Night falls early. The people are wearing warm clothes, like scarves and hats. The animals are snuggling together to stay warm.

#### ADDITIONAL SUPPORTS

Finish reading of "Something Told the Wild Geese" for shared reading.

**DAY 10: QUESTION SEQUENCE AND DAILY TASK (1/2)**

**TEXT**

**Text:** *The Seasons of Arnold's Apple Tree* by Gail Gibbons

**Iteration:** First Read

**Instructional Strategy:** Interactive Read Aloud

**TEXT COMPLEXITY ANALYSIS**

**QUANTITATIVE COMPLEXITY MEASURES**

580L

**QUALITATIVE COMPLEXITY MEASURES**

**TEXT STRUCTURE**

The text structure is moderately complex. Although the organization is in chronological order and easy to predict, the use of multiple graphics is needed to support the text.

**LANGUAGE FEATURES**

The language features are moderately complex. The conventionality is straightforward and easy for students to understand; however, it requires some domains of specific knowledge. The vocabulary is mostly familiar with some academic language. Sentence structure has some complex constructions.

**MEANING/PURPOSE**

The purpose of this text is moderately complex. Levels of meaning are clearly distinguished from one another. There are multiple themes, including changing of the seasons and how Arnold has many uses of the tree as the seasons change.

**KNOWLEDGE DEMANDS**

The knowledge demands are moderately complex. Themes are clear and easy to identify. Experiences portrayed are common to most readers. There are no references to other texts.

**DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH**

The seasons and the associated weather patterns impact living things.  
How do living things respond to changes in weather patterns that occur over time?

## DAILY TASK

### Writing Task:

Through drawing, dictating, and or writing, tell what you think Arnold's apple tree will look like now that spring is back. Include something you and Arnold could do with the tree in the spring.

## EXEMPLAR STUDENT RESPONSE

### Writing Task:

Arnold's apple tree will have small, green leaves and blossoms on it. Arnold and I will climb the tree and smell the blossoms.

QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
How does the illustration help us understand what the word rustic means?	The illustration shows the wind blowing and how it makes the leaves move.
How does Arnold's apple tree change in the summer?	The apple blossoms fall off the tree and small apples begin to grow. The leaves also grow bigger.
How does Arnold's apple tree change in the fall?	The tree has big red apples on it. The leaves turn to a golden color and begin to fall off the tree.
Describe Arnold's apple tree in the winter. What is the weather like in the winter?	The branches of the tree are bare. It is cold and snowy in the winter.
What were some of the things Arnold and his family did with the apples?	Arnold and his family made apple pies and apple cider with the apples. Arnold decorated the apples for Halloween.

What did Arnold do with his tree in the winter?	Arnold strung popcorn and berries on the branches of the tree for the birds to eat. Arnold built a fort and a snowman in the winter.
How did you think the weather made the tree change in each season?	When the weather was warm and sunny, the tree had green leaves and apples. When the weather turned cold and snowy, the leaves fell off the tree and it was bare.

#### ADDITIONAL SUPPORTS

Read poem: "The March Wind"



**DAY 10: QUESTION SEQUENCE AND DAILY TASK (2/2)**

**TEXT**

**Text:** "The March Wind" from *Weather: Poems for All Seasons* by Lee Bennett Hopkins

**Iteration:** First Read

**Instructional Strategy:** Shared Reading

**TEXT COMPLEXITY ANALYSIS**

**QUANTITATIVE COMPLEXITY MEASURES**

Not Applicable

**QUALITATIVE COMPLEXITY MEASURES**

**TEXT STRUCTURE**

The text structure is slightly complex. The poem is made up of three stanzas. The punctuation supports the reader in identifying the structure of the poem. The illustration provides some support for understanding the poem.

**LANGUAGE FEATURES**

The language features are slightly complex. Most of the words are conventional and familiar. There are a few words students may have a hard time decoding (whistle, fro) and some words with which students may be unfamiliar (livelong day, flocks, strew). The poem includes multiple examples of the personification (I toss the branches, I whirl the leaves, wake the flowers from sleep).

**MEANING/PURPOSE**

The meaning is slightly complex. The poem describes things the wind does. As the poem unfolds, it becomes clearer the poem is written from the perspective of the wind. The title "The March Wind" support students in understanding the meaning of the poem.

**KNOWLEDGE DEMANDS**

The knowledge demands are slightly complex. To fully understand the text, students will need to know what types of things the wind does. For example, students would need to be able to understand what it might mean for the wind to 'work' or 'whistle.'

**DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH**

This poem describes different things the wind does and its impact on living and non-living things.

**DAILY TASK**

This poem provides opportunities for students to practice foundational literacy skills, including identifying capitalization, punctuation, verbs, rhyming words, sight words, and fluency. These skills can be broken down and practiced throughout the week, with a different focus each day during shared reading.

**Writing Task:**

Draw and write a sentence telling one thing the wind does. Use a verb you have learned from the poem in your sentence. Make sure to include who the wind is impacting in your sentence and illustration.

**EXEMPLAR STUDENT RESPONSE**

**Writing Task:**

The wind shakes the branches on the trees.

QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Who is speaking in this poem? How do you know?	The wind is the one speaking. The word "wind" is in the title and the wind is telling us different things he does. I know it can't be the little boy or girl because they don't toss branches or whirl leaves around.
Why is the wind calling himself "I?"	It is like the wind is telling us a story about himself, so he is calling himself "I."
What does the phrase, "And shake them to and fro," mean?	It means he shakes the branches back and forth.
How do the illustrations help us understand the impacts of the wind?	In the illustrations, we can see the tree branches moving in the wind, a little girl holding on so she doesn't get blown away, the leaves and flowers flying in the sky, and a little boy who lost his hat in the wind. This shows us that the wind makes a lot of things move.
What does the phrase "I strew the twigs upon the ground" mean?	It means that all of the twigs fall off of the trees and the wind moves them everywhere, covering up the ground.

What does the author mean when he says the wind sweeps the ground?	It means that the wind whooshes across the ground like a broom would sweep the floor.
How does the wind wake the flowers from sleep?	The flowers aren't really asleep, but the wind can cause them to stand up and be pulled from the ground if it blows hard enough, like we see in the illustration.
What words from this poem describe all of the different ways the wind moves? (Think, Pair, Share)	The wind moves by tossing, whirling, strewing, blowing, and shaking.

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## DAY 11: QUESTION SEQUENCE AND DAILY TASK

### TEXT

**Text:** *Frog and Toad All Year* by Arnold Lobel

**Iteration:** First Read

**Instructional Strategy:** Interactive Read Aloud

### TEXT COMPLEXITY ANALYSIS

#### QUANTITATIVE COMPLEXITY MEASURES

300L

#### QUALITATIVE COMPLEXITY MEASURES

##### TEXT STRUCTURE

The text structure is very complex. Illustrations support the meaning. It's organized into "chapters," making it a longer text, which may be difficult. One of the chapters has a time shift, so students may struggle to understand that Frog is telling a story about when he was younger. Within the chapter, it shifts back and forth between the present and past. Toad is grumpy, making him a more complex character.

##### LANGUAGE FEATURES

The language features are moderately complex. One chapter talks about looking for spring "around the corner." Students will likely struggle with the abstract nature of this. All chapters are full of dialogue which may make it challenging for students to follow the story. It's not just simple sentences. Most of the vocabulary should be familiar to students. There isn't really any other figurative language.

##### MEANING/PURPOSE

The purpose of the text is slightly complex. The theme of friendship is fairly easy to identify.

##### KNOWLEDGE DEMANDS

The knowledge demands of the text are slightly complex. Most students have probably done many of the same activities as Frog and Toad.

### DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH

The seasons and associated weather patterns impact living things.

Chapter 1: Students need to understand that Toad is grumpy and Frog tries to help Toad have fun. Students need to understand that Frog is the one that helped Toad's mood change. Ask: How might the weather have impacted Toad's mood?

Chapter 2: Students need to understand that Toad is still grumpy. Students will need to understand that this chapter shifts back and forth in time. Toad tells a story about when he was small. Students may struggle to understand figurative language, "just around the corner."

If needed, these two chapters could be split over two days, or one chapter read earlier in the day and one chapter later in the day.

Help students to understand that even though Frog and Toad are animals, they are acting, and therefore responding to the seasons, as humans would.

## DAILY TASK

### Writing Task:

Have students divide a piece of paper into three parts. Have students complete all three parts for each chapter.

#### Chapter One: "Down the Hill"

1. Top: Draw what Frog and Toad did in the winter.
2. Middle: Draw what Arnold did in the winter at his apple tree.
3. Bottom: Draw and label similarities in both books.

#### Chapter Two: "The Corner"

1. Top: Draw what he did and what he saw in the spring as a young pollywog.
2. Middle: Draw what Arnold did and what he saw in the spring at his apple tree.
3. Bottom: Draw and label similarities in both books.

### Writing Task:

Take the class outside at the same time each day to discuss the day's weather and to make recordings in the weather observation log. Have students draw and label pictures of the weather in their weather observation log.

## EXEMPLAR STUDENT RESPONSE

### Writing Task:

Students draw Frog and Toad dressed in warm, winter clothes going sledding. Students draw Arnold in warm winter clothes decorating the apple tree and building snow forts and a snowman. Students write or dictate that winter clothes are what is similar. Both characters are doing something fun in the snow.

Students draw Toad walking and looking for spring. Students draw flowers in the garden. They draw Arnold sitting in the apple tree full of blossoms with a swing hanging from a branch. Students write or dictate that the similarity is that things are starting to grow.

QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
The author writes that it is winter. Use the illustrations to explain how you know it is winter.	We see snow and icicles in the illustrations. We see they are wearing warm clothes.
Why doesn't Toad want to go outside? How do you know?	He is warm in his bed. It's cold outside. He says he doesn't have any winter clothes.
What does Frog do to show Toad that winter can be fun?	He takes him sledding.
Describe how Toad feels about sledding? How do you know?	In the illustration, we see Toad is smiling. Toad also says, "You are right. Winter is fun!"
Did he always think winter was fun? How do you know? How did Frog help Toad change his mind about winter?	Toad does change his feelings about winter. He started with not wanting to go outside. Then, he says winter is fun. Since Frog made him go sledding, he was able to see that he could have fun.
How might winter have impacted Toad's mood? Group share using "agree" and "disagree" stems.	Toad probably doesn't like cold weather.
What did Arnold do in the winter?	Arnold decorated his tree. He built a snow fort and a snowman.
Page 18 and 19 give us more clues that Toad is grumpy. What are those clues? How was this similar to his mood in the winter? How does the word "spoiled" help us understand how Toad is feeling?	Toad says, "The day is spoiled." It is raining, so he thinks the day is ruined because we know that the word spoiled means ruined. He doesn't like weather that is cold or wet.

What is Frog looking for around each corner? What are some things he finds? The teacher will need to explicitly teach the word pollywog so students will understand that it means when he was younger.	He is looking for spring. He finds pebbles and mud.
Arnold saw bees in the spring. What are some creatures Frog finds? Why might Arnold and Frog see these creatures in the spring?	He finds a worm, lizard, and birds. All of these things start to come out in the spring.
Can we find spring? Why or why not? What did Frog's father mean? The teacher will need to explicitly teach this to students. Teach students that it is just a saying, like "it's raining cats and dogs."	We can find spring, because we can find things that live and grow in the spring.  We can't find spring, because it's not a thing we can touch.  His father means that soon spring will be here.
When the rain stopped and Frog and Toad went around the corner, how do we know they found spring?	There are flowers in the illustration. When Toad says, "You found it!" it lets us know that spring had arrived.
How does this chapter help us to see that each year the same things occur in spring?	We know that spring is always similar because it was the same when Frog was a pollywog and when he is older.
What are some things that are happening in <i>The Seasons of Arnold's Apple Tree</i> ?	Buds are growing on his tree. Bees are visiting the buds.

## ADDITIONAL SUPPORTS

Read chapter 1 all the way through once. Then, go back and reread sections if needed for the questions. Model thinking for how to determine who is speaking in a story when there is so much dialogue. Model thinking for why Toad wrecked the sled after he realized he was alone. Why did having a friend there help him do well and have fun? Guide students through adding to the anchor chart of what Frog and Toad are doing in winter. Read the winter and spring section of *The Seasons of Arnold's Apple Tree*.

Read chapter 2 all the way through once. Then, go back and reread sections if needed for the questions. Think aloud about the top and bottom illustrations on page 22. One is the present, and one is the past. Talk about how you knew using illustrations and the words. Then, ask students to turn and talk on page 24 about when each picture is happening and how they know. Walk students through adding what Frog and Toad did to the anchor chart.

Revisit "The March Wind" focusing on the last line, "I wake the flowers from sleep." Ask students what happened in chapter 2 of Frog and Toad that is similar to this line. Students should be able to say that the flowers are blooming.

## DAY 12: QUESTION SEQUENCE AND DAILY TASK

### TEXT

**Text:** *Frog and Toad All Year* by Arnold Lobel

**Iteration:** Second Read

**Instructional Strategy:** Interactive Read Aloud

### DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH

The seasons and associated weather patterns impact living things.

Chapter 3: Students will need to understand that Toad's attitude changes in this chapter. It may be challenging for students to find the humor and irony in a once grumpy Toad doing something nice, and it ending up in disaster. Students will need to infer the acts of kindness between friends.

Chapter 4: Students may struggle to understand that Frog and Toad never realized their friend had raked their leaves. Frog and Toad go to bed thinking that their friend must have been surprised. They don't know there was never a surprise.

If needed, these two chapters could be split over two days, or one chapter read earlier in the day and one chapter later in the day.

Help students to understand that even though Frog and Toad are animals, they are acting, and are therefore responding to the seasons as humans would.

### DAILY TASK

#### Writing Task:

Have students divide a piece of paper into three parts. Have students complete all three parts for each chapter.

#### Chapter Three: "Ice Cream"

1. Top: Draw what Frog and Toad are doing in the summer.
2. Middle: Draw what Arnold did in the summer at his apple tree.
3. Bottom: Draw and label similarities in both books.

#### Chapter Four: "The Surprise"

1. Top: Draw what Frog and Toad are doing in the fall.
2. Middle: Draw what Arnold did in the fall at his apple tree.
3. Bottom: Draw and label similarities in both books.



**Writing Task:**

Take the class outside at the same time each day to discuss the day's weather and to make recordings in the weather observation log. Have students draw and label pictures of the weather in their weather observation log.

**EXEMPLAR STUDENT RESPONSE**

**Writing Task:**

Students draw Toad walking back with ice cream melted all over him, then Frog and Toad sitting under a tree eating ice cream. Students draw Arnold sitting in the shade of his apple tree. Students write or dictate that characters in both stories are using the shade of a tree full of leaves.

Students draw Frog and Toad raking each other's leaves. Students draw Arnold gathering the leaves to make a cushion in his tree and gathering apples to make things. Students write or dictate that in both stories the characters are raking leaves.

QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
What do the words tell us about summer? Why might this cause Frog and Toad to want ice cream?	The words say that it was a hot summer day, and when it's hot, we want something cold like ice cream to make us cooler.
Who went to the store? Why is this odd for this character? How is Toad changing?	Toad went to the store. This is odd, because normally Toad is grumpy and doesn't want to do anything. Toad appears to be happier. Maybe it's because the weather is better.
Why do you think Toad is so worried about getting back to Frog?	He is trying to be a good friend. He is hurrying to get Frog his ice cream before it melts.
Describe the problem Toad has while walking back. Why is this a problem?	The ice cream is melting. This is a problem, because it might make Toad grumpy again.
Explain how the season impacted where Frog and Toad decided to sit.	They sat in the shade, so their ice cream wouldn't melt in the hot, summer sun.

Describe the connection between Toad's mood changing and Frog being kind.	Frog has been a good friend and is being a good example to Toad. This has caused Toad to be less grumpy.
What does Arnold do in the summer?	He finds shade under the tree. He picks apples off the tree.
Why did Frog decide to rake Toad's leaves? Why did Toad decide to rake Frog's leaves? How is this similar to what Arnold did in the fall? What did we learn in <i>Four Seasons Make a Year</i> about why Frog and Toad needed to rake leaves?	They both saw that the leaves were messy and wanted to do something nice for their friend. Arnold also raked leaves. We learned that in the fall leaves change colors and fall off the trees.
Did Frog want Toad to know? Did Toad want Frog to know? How do you know?	No. They both said, "Good, he will never know or guess." They went through the tall grass and the woods so the other wouldn't see them.
What happened when the wind blew across the land?	It blew the leaves back over Frog and Toad's lawn.
Where were Frog and Toad when the wind blew? How do you know?	They were headed home, because the text said they started home after raking the leaves.
Do Frog and Toad know that the other person raked their leaves? How do you know? Let's talk about that together as a group. What do we think? What makes us think that? Do we agree? Disagree?	They don't know because they both said, "How surprised he must be!"
How has Toad changed in this story?	He isn't grumpy. He tries to be a good friend and not complain about the weather.

#### ADDITIONAL SUPPORTS

If time permits, read chapter 5 of *Frog and Toad All Year*, Christmas Eve. Ask question like the following: Why did the book end with Frog and Toad sitting by the fire? What does this tell you about the seasons?

Guide students through adding to the anchor chart what Frog and Toad do in the fall.

Another option for chapter 5 would be to record yourself reading it and put it in a listening center. This text could also be made available in an independent station for some students to read chapter 5 on their own.

Revisit the poem, "The March Wind," for fluency practice. Another poem that could be read on this day is "August." Ask students what is meant by, 'One tree is my oasis,' and how that is similar to chapter 3 of Frog and Toad.

DRAFT

**DAY 13: QUESTION SEQUENCE AND DAILY TASK (1/2)**

**TEXT**

**Text:** *What Will the Weather Be?* By Lynda Dewitt

**Iteration:** First Read

**Instructional Strategy:** Interactive Read Aloud

**TEXT COMPLEXITY ANALYSIS**

**QUANTITATIVE COMPLEXITY MEASURES**

500L

**QUALITATIVE COMPLEXITY MEASURES**

**TEXT STRUCTURE**

The text structure is very complex. Organization is not sequential or chronological and instead moves through the different features of weather patterns and the tools meteorologists use to predict the weather. Text features and graphics are essential to understanding the text such as labels, colors, and arrows to represent cold and warm fronts.

**LANGUAGE FEATURES**

The language features of this text are very complex. While conventionality isn't very complex (no figurative or abstract language), there are several subject-specific vocabulary words, such as names of weather tools and several Tier 2 words, such as collapses and drizzle. There are also many complex sentences.

**MEANING/PURPOSE**

The purpose of this text is moderately complex. The purpose is mostly explicit but may be hard for kindergarten students to determine.

**KNOWLEDGE DEMANDS**

The knowledge demands of this text are very complex. Although there aren't allusions to other texts, the text relies on discipline-specific knowledge and abstract ideas.

**DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH**

Meteorologists use indoor and outdoor tools: thermometers, anemometers, hygrometers, barometers, weather satellites, weather balloons, weather airplanes, weather buoys, weather maps, and weather vanes.

There are recurring patterns in the weather that meteorologists use to make predictions/weather forecasts. We use terms/terminology to talk about the weather.

The direction that air (warm, cold, new, and old) moves can impact the weather.

## DAILY TASK

### Anchor Chart 3:

Tell students that for the next couple of lessons they are going to learn about the study of weather and predicting, or figuring out what the weather will be like before it happens. Tell students that the words meteorology and meteorologist deal with weather and predicting weather.

Have students say the word meteorology. Then, have them say meteorologist. Explain to students that meteorology is the study of weather and weather prediction, and a meteorologist is a person who studies weather and predicts what the weather will be like before it happens. Tell students to listen during the read aloud for the different tools that meteorologists use to predict what the weather will be like before it happens.

Introduce Anchor Chart 3: Record the names of tools meteorologists use. Print out pictures to post next to the associated names.

### Writing Task:

Take the class outside at the same time each day to discuss the day's weather and to make recordings in the weather observation log. Have students draw and label pictures of the weather in their weather observation log.

## EXEMPLAR STUDENT RESPONSE

**Anchor Chart 3:** Students place the pictures next to the words on the anchor chart.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Page 5	<p>What are the children in the illustration watching on TV? What does the weather look like outside of their window?</p> <p>So, why do you think they would be watching the weather forecast on this particular day?</p> <p>How much snow did the weather forecast call for in Washington, D.C.?</p>	<p>They are watching the weather forecast. It is snowing outside. They are watching the weather forecast to see how much it is going to snow.</p> <p>Two inches</p>
Page 6-7	<p>What did we just learn happened with the weather forecast for two inches? Did it snow more or less than the meteorologist predicted? How did this affect the people?</p> <p>Look at the people's faces in the illustration on pages 6-7. Can you tell how they feel about the</p>	<p>The weather forecast was wrong. It snowed more than predicted...it snowed eight inches. They were not prepared for the huge storm.</p> <p>Some people look unhappy, maybe because the snow is making it harder to get</p>

	<p>snow? Why do you think they feel the way they do?</p>	<p>around. Two people look happy. Maybe they like snow.</p>
Page 9	<p>What do weather forecasts do?</p> <p>What is it called when we make a guess about what might happen?</p> <p>The story tells us that predicting the weather is hard to do. Why do you think it might be hard to predict the weather?</p> <p>Reread the last sentence on page 9: <i>Whatever the weather is like, it often stays that way for days at a time.</i></p> <p>Think about the weather in our area. Can you remember a time where the weather stayed the same for while? Do you remember when it changed? Have you ever wondered what it is that makes the weather change? Let's find out!</p>	<p>They tell us what kind of weather is coming.</p> <p>Predicting/prediction</p> <p>Because the weather we have now might not be what the weather is later.</p>
Page 10-11	<p>What did we find out makes the weather change?</p> <p>What is special about the temperature of the new air? What does the old air do to the new air? What is this "pushing" called?</p> <p>So, when weather changes like it did at the beginning of our story, we know it was because something interesting happens with the air. What happens?</p>	<p>The wind blows and brings in air from somewhere else.</p> <p>It is warmer or cooler than the old air. It pushes against it. The pushing is called a front.</p> <p>New air pushes against old air.</p>
Pag 12-13	<p>As we can see in this illustration, cold air is pushing against warm air. We learned that pushing between warm and cool air is called a front. So, this pushing of cold air is called a cold front. This makes something form high in the sky. What?</p>	<p>Clouds.</p>
Page 14-15	<p>We just read that clouds form high in the sky because _____. And this is called a cold front.</p> <p>What do we know can happen when clouds grow big and dark? What change can happen in clouds if the weather gets cold enough?</p>	<p>Cold air pushes against warm air.</p> <p>It can rain and there may be thunder and lightning. It can snow.</p> <p>It was snowing; the clouds in their sky dropped snow because it was cold.</p>

	Think back to the children watching the weather forecast at the beginning of our book. What do you now know about the weather change in Washington, D.C.?	
Page 16	<p>What is different from the clouds we see on this page compared to the ones we have just read about?</p> <p>What word does the author use to describe these clouds? What do you think wispy means? (Assist students in forming an accurate working definition).</p> <p>How does the text say these clouds form? How is this different that the “push” we discussed earlier with a cold front? So, this opposite push is called a warm front.</p> <p>Does the weather caused by a warm front happen fast or slow? How is this different than the weather caused by a COLD front?</p>	<p>They are small.</p> <p>Wispy - thin, little, light</p> <p>Warm air pushes against cold air.</p> <p>Cold air was pushing against warm air; it’s the opposite.</p> <p>Slow. Weather caused by a cold front happens fast.</p>
Page 18	<p>What do we call people who study the weather?</p> <p>What is one thing we’ve been reading about that they try to predict?</p>	<p>Meteorologists.</p> <p>Where fronts will form.</p>
Page 19-21	<p>We just read about many different ways meteorologists predict where fronts will form all over the world. What tools from these few pages help meteorologists use?</p> <p>So, we now know that meteorologists use tools to help them make predictions about both cold fronts and warm fronts. They are really interested in a few important things: the temperature of the air, which way the air is moving, and how fast or slow it is moving.</p> <p>Do you think meteorologists would be able to make good predictions about fronts if they didn’t have these tools? Why not?</p>	<p>They measure the temperature and find out where warm air and cold air. (Students can point to illustrations and/or may need help pronouncing the names of tools.)</p> <p>Meteorologists use:</p> <ul style="list-style-type: none"> <li>• thermometers to measure the temperature of the air.</li> <li>• wind vanes to see what direction the wind blows.</li> <li>• anemometers to measure how fast air is going (speed).</li> <li>• hygrometers to measure how much water is in the air.</li> </ul> <p>No, they wouldn’t be able to make very good predictions about fronts. They wouldn’t know as much about the air without these tools.</p>

Page 22-23	<p>What is in the air around us that you cannot feel or even tell it exists?</p> <p>What happens to the weather when the air pressure changes?</p> <p>How do meteorologists measure air pressure?</p>	<p>Pressure.</p> <p>The weather changes.</p> <p>They use a tool called a barometer.</p>
Page 24-25	<p>What happens to the weather when the air pressure is low?</p> <p>What happens to the weather when the air pressure is high?</p>	<p>Lots of rain and snow might fall.</p> <p>The weather is dry and sunny.</p>
Page 26-27	<p>Why do you think meteorologists make their measurements all over the world?</p> <p>Look at the illustrations on these two pages. We can see that meteorologists have many ways of collecting information about the weather: weather airplanes, weather satellites, weather balloons, weather stations, and even something called a weather buoy. Why do you think meteorologists need so many ways to collect information about the weather?</p>	<p>Because weather changes in one place can change weather in another place, no matter where it happens in the world.</p> <p>They might need airplanes to go up in the sky high and buoys to collect out in the oceans. These all are made to measure weather in different places.</p>
Page 28-29	<p>The text tells us that weather measurements from all over the world are sent to one place. This is called the National Weather Service.</p> <p>What happens to these measurements when they come into the National Weather Service?</p> <p>When the meteorologists look at the maps, what do the "arrows" tell them?</p> <p>We read how meteorologists collect information about the weather from all over the world. Why do meteorologists need this information as they try to predict the weather near them?</p>	<p>The measurements come into huge computers that put all the information onto maps.</p> <p>The arrows on the maps show the direction of the winds/air.</p> <p>They need to know what is happening hundreds and hundreds of miles away. This helps them know what kind of air is coming their way and what might change in the weather near them.</p>
Page 30-31	<p>In what ways can people find out about weather forecasts?</p> <p>Why do people want to know what kind of weather is coming and what to expect?</p>	<p>They can find out on the radio, TV, online, and/or in newspapers.</p> <p>People want to know: so, they can wear the right clothes, so they can carry an umbrella, if their schools are closed, if they need to prepare for bad weather/storms, if it is going to be sunny and hot, if they can do an activity outside (swimming, hiking, building a snowman), etc.</p>



<p>Page 32</p>	<p>Are changes in the weather always easy to predict? How does this affect meteorologists' weather forecasts? What are some examples the text gives us?</p> <p>We just read that meteorologists know more about weather today than they ever have before. What have we learned from reading this book that helps us understand this idea?</p> <p>Although we know that meteorologists don't always get the weather forecast right, we can usually depend on them to tell us what the weather is going to be. Based on what we just read, do you feel that meteorologists are important to us?</p>	<p>No. Sometimes their forecasts are not right. One example of this is when a meteorologist's forecast causes us to take our umbrellas with us when we don't need them. Another example is when we might wear a jacket when we didn't need to.</p> <p>The book tells us about the tools meteorologists use to measure the weather and collect weather information. Meteorologists watch the weather all over the world and use computers to make weather maps. They probably didn't have these tools a long time ago. Their old maps might not have had as much information as they do today.</p> <p>Yes, meteorologists help us to know what the weather is going to be tomorrow, and even next week. This helps us know what to wear. They are important to people that need to prepare for dangerous storms that are coming their way.</p>
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**DAY 13: QUESTION SEQUENCE AND DAILY TASK (2/2)**

**TEXT**

**Text:** "Weather Together" from *Weather: Poems for All Seasons* by Lee Bennett Hopkins

**Iteration:** First Read

**Instructional Strategy:** Shared Reading

**TEXT COMPLEXITY ANALYSIS**

**QUANTITATIVE COMPLEXITY MEASURES**

Not Applicable

**QUALITATIVE COMPLEXITY MEASURES**

**TEXT STRUCTURE**

The text structure is slightly complex. The punctuation, capitalization, and spacing of the poem on the page support students in understanding the structure of the poem. The illustration for this poem assists in interpreting the text, but is not necessary for understanding the meaning of the poem.

**LANGUAGE FEATURES**

The language features of this poem are slightly complex. Most of the words will be familiar to students, and easy to decode. There are a few rhyming words (through/blue, ice/rice, minute/in it) and some figurative language (sun peeks through, patches of sky, scraps of blue).

**MEANING/PURPOSE**

The meaning of the poem is slightly complex. The poem describes the different types of weather occurring at the same time (sun, rain, ice). This meaning is clear and is made explicit by the title of the poem: "Weather Together."

**KNOWLEDGE DEMANDS**

The knowledge demands are slightly complex. To fully understand the poem, students will need to be familiar with what "tiny grains of rice" are. Experiencing a change in weather is something most readers will be familiar with.

**DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH**

Different types of weather occur at the same time.

### DAILY TASK

**Writing Task:**

What season is it, and how do you know? Draw or write to show what they might do when they go out in the weather.

### EXEMPLAR STUDENT RESPONSE

**Writing Task:**

It is winter, because they are putting on snow boots and scarves. I know that it's winter because it says that it's raining bits of ice. They will catch snowflakes on their tongues. Spell consonant-vowel-consonant (CVC) and high-frequency words correctly (i.e., in, the, of, it, sun, bits, and, are, to).

QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Read and practice high-frequency words: in, the, of, it, and, are, to. Read and practice CVC words: sun and bits.	
What does peeks mean? How do you know?	It means come through because the sun is shining through.
What would tiny grains of rice feel like? What is in the poem that helps you know what it would feel like?	It might sting because rice is hard and the poem says that it's raining bits of ice.

**DAY 14: QUESTION SEQUENCE AND DAILY TASK**

**TEXT**

**Text:** *Meteorology* from the Core Knowledge Language Arts Curriculum (Kindergarten, Domain 8, Lesson 8)

**Iteration:** First Read

**Instructional Strategy:** Interactive Read Aloud

**TEXT COMPLEXITY ANALYSIS**

**QUANTITATIVE COMPLEXITY MEASURES**

1010L

**QUALITATIVE COMPLEXITY MEASURES**

**TEXT STRUCTURE**

The text structure is moderately complex. The text is written as a letter from a pen pal. The illustrations, diagrams, and photographs enhance the reader's understanding of the content, but are generally not necessary for determining the meaning of the text.

**LANGUAGE FEATURES**

The language features are moderately complex. Most of the language used is conversational, though there are some domain-specific words used throughout (meteorologist, meteorology, satellites, hurricane, antennas, severe weather). There are also some words that may be unfamiliar to students or used in an unfamiliar way (spoiled, record, picnickers, diary, beam, clear, wispy, drizzle, safer ground). Many of the domain-specific words or new words are defined within the text. There is a mixture of simple, complex, and compound sentences.

**MEANING/PURPOSE**

The purpose of this text is moderately complex. The purpose of the letter is to introduce students to the role of a meteorologist and to the importance of being able to predict weather. Later in the text, the purpose shifts to describing types of clouds. This shift is not explicitly stated, but is not difficult to follow.

**KNOWLEDGE DEMANDS**

The knowledge demands of the text are moderately complex. To fully understand the text, students will need to draw on their previous understanding of and experiences with different types of weather. Students will also need to be able to make connections between weather and occupations such as construction workers, garbage collectors, and airline pilots. Additional knowledge students will need is embedded in the text.

## DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH

People need meteorologists to predict the weather in order to plan for outdoor activities.

Ask: Why do people need meteorologists?

Meteorologists use tools, specifically satellites, to predict the weather.

Ask: What tools, such as satellites, do meteorologists use to predict the weather?

## DAILY TASK

### Writing Tasks:

Option A: Draw a picture of something you like to do outside.

Draw or write the best weather for this activity.

Draw or write the worst weather for this activity.

Write two questions you would want to know from the meteorologist:

- Will the weather be \_\_\_\_\_?
- Will the weather be \_\_\_\_\_?

Answer the question: Why do people need meteorologists? People need meteorologists because \_\_\_\_\_.

Option B: Place students in small groups and give each group an outdoor activity: swimming, walking, football game, building a snowman.

On chart paper, students write the best weather for their activity as well as the worst weather for their activity.

Students create two questions for the meteorologist:

- Will the weather be \_\_\_\_\_?
- Will the weather be \_\_\_\_\_?

Children answer the question: Why do people need meteorologists?

People need meteorologists because \_\_\_\_\_.

Option C: We have read about some tools, such as satellites and computers, that meteorologists use to predict the weather. Choose one tool, and draw or build the tool, and then tell how meteorologists use that tool to predict the weather.

Meteorologists use \_\_\_\_\_ to predict the weather. This tool is important because it \_\_\_\_\_.

Take the class outside at the same time each day to discuss the day's weather and to make recordings in the weather observation log. Have students draw and label pictures of the weather in their weather observation log.

## EXEMPLAR STUDENT RESPONSE

### Writing Tasks:

Option A: Drawing of a soccer game

Best weather: sunny, warm

Worst weather: thunderstorms, snowing

Will the weather be sunny?

Will the weather be snowing?  
People need meteorologists because we need to know if we can play soccer outside.

Option B: Building a snowman  
Best weather: cold, snow  
Worst weather: hot, rain  
Will the weather be cold?  
Will the weather be rainy?  
People need meteorologists, because they need to know if they can go outside and build a snowman.

Option C: Meteorologists use satellites to predict the weather. This tool is important, because it sends pictures of the earth to computers which help meteorologists predict the weather.

QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
<p>Read the text up to the section titled, "Show image 8A-5: Weather Report" (stop there).</p> <p>Go back and look at the first photo of the meteorologist: What does a meteorologist do? How do you know? What in this photo helps us know this is a meteorologist?</p>	<p>A meteorologist tells us about the weather. I know because the man is standing in front of a map. There are arrows on the map that look like the weatherman on the news.</p>
<p>Show the picture of the family picnicking outside. What do you see in the picture? Where are these people? What are they doing? What is the weather like? How do you know? Why is the weather best for picnicking? What weather would not be good for picnicking?</p>	<p>I see two people sitting on a blanket eating lunch or dinner. The people are outside near a tree. They are eating. The weather is sunny and looks warm, because the people are not wearing coats or big jackets. Rain is bad weather for a picnic. A snowstorm is bad weather for a picnic.</p>

<p>Reread the section, talking about different types of people who need meteorologists.</p> <p>Can you name types of people that depend on meteorologists? Why is it important to them?</p> <p>If a meteorologist says that it is going to rain today, how might this affect the types of people we just named?</p> <p>How might this affect you? What will you wear?</p>	<p>People who need meteorologists are farmers, airline pilots, garbage workers, astronauts, baseball players, and construction workers. The weather is important to them because a farmer needs to know if it is going to rain for his crops to grow. An airline pilot wants to know if it is going to be sunny, cloudy, or rainy. Baseball players need to know if it is going to be sunny, cold, or hot.</p> <p>If it rains, the farmer might be happy. The airline pilot might fly the plane differently. The baseball player would be sad because the game might get cancelled.</p> <p>If it rains, I wear my rain jacket. If it rains, I need an umbrella.</p>
<p>If I am a baseball player and I have a game tomorrow, what might I want to know about the weather from the meteorologist?</p> <ul style="list-style-type: none"> <li>• What is the best weather for playing baseball?</li> <li>• What is the worst weather for playing baseball?</li> </ul> <p>What would an airplane pilot want to know about the weather for tomorrow? Will the airplane pilot want to know about the weather a week from now? A month from now?</p> <ul style="list-style-type: none"> <li>• What is the best weather for flying an airplane?</li> <li>• What is the worst weather for flying an airplane?</li> </ul>	<p>If I am a baseball player, I would want to know if the weather will be sunny and warm.</p> <ul style="list-style-type: none"> <li>• The best weather for playing baseball is sunny and warm.</li> <li>• The worst weather for playing baseball is snowing or thunder storming.</li> </ul> <p>An airline pilot wants to know if there will be clouds or rain or sunshine. A pilot would want to know the weather for a whole week if he can.</p> <ul style="list-style-type: none"> <li>• The best weather for flying an airplane is sunny and warm, but not too hot.</li> <li>• The worst weather for flying an airplane is severe thunderstorms.</li> </ul>
<p>Why are meteorologists important to so many types of people?</p> <p>Add responses to a chart as you read.</p>	<p>Meteorologists are important to so many people, because the weather outside changes what we do that day. If it rains, we might stay inside. If it is pretty and sunny, we would go outside and play. We need to know if we need to wear coats, hats, or mittens.</p>

<p>Re-read the section on weather reports and satellites. Show the photo of a satellite. How does this photo help us understand satellites?</p> <p>When a satellite is launched, where do you think it goes? How do you know?</p> <p>What does a satellite do? How do you know? What tools are on a satellite? How do you know?</p> <p>How do meteorologists get the pictures from the satellite? How do you know? How do satellites help meteorologists predict the weather? How do you know?</p>	<p>The photo shows a satellite out in space. It looks like a spaceship.</p> <p>It goes into space. It says so in the text.</p> <p>A satellite takes pictures of the earth and sends them to a computer. The letter says so.</p> <p>The satellite sends pictures to a computer. The text tells me.</p> <p>The satellite pictures show clouds and weather. The text tells me.</p>
<p>Skip to the section on hurricanes. Read that section. If needed, explore the word, "warning." What is a hurricane and where does a hurricane form?</p> <p>How is a hurricane dangerous for people? How do you know?</p> <p>Why would people who live near the ocean need to listen to weather/hurricane warnings?</p> <p>How do meteorologists find out about hurricanes before they happen? What tools do they use? How do you know?</p>	<p>A hurricane is a huge storm that forms out over the ocean.</p> <p>A hurricane can be very dangerous and has a lot of wind and rain. People can get hurt in a hurricane if they are not prepared and in a safe place.</p> <p>People who live near the ocean experience the most dangerous parts of a hurricane when the wind and rain are the strongest. An early hurricane warning can help them prepare and get to safety before the hurricane strikes land.</p> <p>Meteorologists use satellites and computers (sometimes even airplanes) to predict when a hurricane will strike land.</p>
<p>Read to the end. What have you/we learned about meteorologists?</p> <p>What are some ways that meteorologists help people?</p> <p>What are tools that meteorologists use to help them predict the weather? How do you know?</p> <p>Explain to your partner why meteorologists use tools to help them predict the weather.</p>	<p>Meteorologists study the weather. They use tools, like satellites and computers to predict the weather. They warn people about dangerous weather, like hurricanes.</p> <p>They warn people about dangerous weather. They help them know what the weather will be like so people will know what to wear or what they can and can't do outside.</p> <p>They use satellites and computers to predict the weather. I know by looking at the photo and from the letter.</p> <p>They can't always predict the weather just by looking outside. They need help from tools, like satellites and computers, to predict the weather.</p>

#### ADDITIONAL SUPPORTS

Revisit the "Weather Together" poem for shared reading.



**DAY 15: QUESTION SEQUENCE AND DAILY TASK**

**TEXT**

**Text:** *Weather Forecasting* by Gail Gibbons

**Iteration:** First Read

**Instructional Strategy:** Interactive Read Aloud

**TEXT COMPLEXITY ANALYSIS**

**QUANTITATIVE COMPLEXITY MEASURES**

640L

**QUALITATIVE COMPLEXITY MEASURES**

**TEXT STRUCTURE**

The text structure is moderately complex. The illustrations include thought/speech bubbles and captions. The illustrations and captions supplement the text, but are generally unnecessary. The text is structured into four parts, showing the weather in different seasons. The connections between ideas are clearly stated.

**LANGUAGE FEATURES**

The language features of this text are moderately complex. There are academic and domain-specific vocabulary words students may not be familiar with (conditions, weather station, moisture, pressure, prediction, indicators, humidity, registers, readings, visibility, console, gauges, figures, broadcasting, locally, mild, taper). Some, but not all, definitions of new words are provided. Most of the sentences are simple sentences.

**MEANING/PURPOSE**

The purpose of the text is moderately complex. The purpose of the text (to understand the role different weather forecasters play in predicting and reporting the weather) is clear and revealed to readers early on. Other layers of meaning (understanding that the weather is always changing, and understanding how the weather impacts people) are implied.

**KNOWLEDGE DEMANDS**

The knowledge demands of the text are moderately complex. Much of the knowledge students will need to access the text is provided. To fully understand the texts, students will need to draw on their previous understanding of weather. Some of the procedures and tools used to predict the weather are outdated. To navigate this, students will benefit from knowledge about more current technology.

**DESIRED UNDERSTANDINGS FOR THIS READ-THROUGH**

Meteorologists use tools to identify patterns and predict (forecast) changes in the weather. Clouds can tell us a lot about the weather. People need meteorologists to predict the weather in order to plan for outdoor activities.

## DAILY TASK

### Speaking Task:

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.")

Divide the class into pairs. Have the pairs select a season from the anchor chart 1. Ensure that across all the pairs, each season is represented.

Have students work in pairs to orally prepare 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!")

Ask the pairs to create an illustration of their weather report based on their oral description. Then, have each group present their various forecasts to the class. Ensure students use illustrations to support their forecast.

### Writing Task:

Take the class outside at the same time each day to discuss the day's weather and to make recordings in the weather observation log. Have students draw and label pictures of the weather in their weather observation log.

## EXEMPLAR STUDENT RESPONSE

### Speaking Task:

It is going to be rainy this spring. Make sure to have an umbrella and rain boots!

## QUESTION SEQUENCE

It is important for the teacher to have read this book a few times on his or her own. The book begins with spring, and then tells what is happening at the weather station during spring. It then moves to summer, and so forth. Also worth noting is that there are indoor and outdoor tools.

Read page 1: Spring...and the weather changes.

How can you tell that it is spring? (If the teacher wants, *The Seasons of Arnold's Apple Tree* can provide some hints). (Any information the students come up with from the text can be added to Anchor Chart #2.)

How are the clouds on the page a sign of spring weather? (Students can use prior information from previous texts to help answer this question.)

## EXEMPLAR STUDENT RESPONSE

The trees have green leaves and flowers; there are flowers on the ground.

They are dark and gray and here is rain coming out of them. In our other books, we learned it rains a lot in spring.

<p>Think Aloud: I'm wondering what the sentence, "During the day at the weather station, two weather forecasters and a meteorologist are on duty" means? How are a forecaster and meteorologist similar or different?</p>	<p>A forecaster is someone who predicts the weather is going to be like, but a meteorologist knows all about the weather and is in charge of the weather station.</p>
<p>Read page 3: Point out the thermometer, the wind vane, and the rain gauge. (Add these tools to Anchor Chart #3-Weather Tools.)</p> <p>What do you think the forecaster is doing in this picture? What makes you think that? Why is what he is doing an important job?</p>	<p>He is writing. He is looking at the tools. He is checking the weather. I can see him writing. I can see the other tools. He is using the tools to help predict the right weather.</p>
<p>Before you read this page, say/ask the following: There is a lot going on in this illustration. What are some things you notice? What is something interesting in the illustration that you want to know about?</p> <p>How does the illustrator help us understand what a forecaster does?</p> <p>Point out that this is <i>inside</i> the weather station.</p>	<p>(Accept all answers. Follow up with questions probing for students to explain their thinking. Also, be prepared to answer any questions about the tools in the illustration.)</p> <p>We can see inside the weather station. It shows books and clipboards and tools. A forecaster uses the tools to predict the weather.</p>
<p>Read page 10.</p> <p>What are some tools that forecasters use? Share out. (Add any additional weather tools to Anchor Chart #3.)</p>	<p>Weather satellites, thermometer, rain gauge, computers, phones, etc.</p>
<p>Read page 11.</p> <p>How can we tell that this illustration is in the summer? (New information can be added to Anchor Chart #2.)</p>	<p>Beach, sand, sunny, warm, swimsuits, sandcastles, swimming</p>
<p>Read page 13: Point out two or three types of clouds and what they mean. If you can, provide real-life photos of clouds.</p> <p>How can the shape and color of clouds help us know what the weather is?</p> <p>Read Page 17: How do you know this is fall? (Add any additional information to Anchor Chart #2.)</p> <p>Read pages 18-19: What weather tools do you see on these pages? (Add any additional weather tools to Anchor Chart #3.)</p> <p>Read page 23: How do we know this illustration shows</p>	<p>White clouds mean good weather. Dark or gray clouds mean rain or snow.</p> <p>Leaves fall off the tree. It is windy. There is a rake. Smoke is coming out of the chimney.</p> <p>computer, rain gauge, wind vane, balloon</p> <p>snow, dark clouds, people shoveling snow, people</p>

<p>winter? How does this weather impact people? (Add any additional information to Anchor Chart #2/)</p> <p>How did the broadcasts help people before the winter storm?</p> <p>Why is predicting the weather an important job?</p>	<p>wearing warm clothes, mittens</p> <p>Since the forecaster and meteorologists used their tools to predict the weather ahead of time, people were ready. They stayed home or got home from work before it got too bad.</p> <p>If we didn't have a meteorologist or forecaster, we would not know what the weather was going to be like each day. We wouldn't know what to wear, what the temperature would be, or how to prepare for bad weather.</p>
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#### ADDITIONAL SUPPORTS

Refer back to the previous two books.

Use Anchor Chart #2 and #3.

Revisit the "Weather Together" poem for shared reading.

## DAY 16: END-OF-UNIT TASK

### END-OF-UNIT TASK

With prompting and support, students will use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts about the weather in one of the seasons.

**Instructions:** Using details from the texts we have read, tell what the weather is like in that season. Explain how weather patterns affect people, animals, and plants.

Draw a picture of your chosen season, including people, animals, and plants.

- When you draw your person, be sure to include what they are wearing and what they might be doing.
- When you draw the animals, be sure to include where the animals might be and what they might be doing.
- When you draw your picture, be sure to include what the weather looks like in your season.
- When you draw the plants, be sure to include what they might look like in that season.
- Write and/or dictate a complete sentence underneath your picture, including vocabulary words from the word bank.

Vocabulary Words: fall, spring, winter, summer, plant, animal names, and weather words discussed in text (Generate this word list as you read texts.)

Each student's writing will be added to a class book on weather in the seasons, which will include a table of contents created through shared writing.

### STUDENT RESPONSE

*An exemplar will include pictures with labels. Students will be beginning to letter string or write initial sounds. Students will orally tell the teacher about their drawings, and the teacher will dictate their responses.*

In the fall the birds are flying south, because it's about to get cold. People are harvesting pumpkins, apples, and other crops. The setting will include trees with leaves changing colors and on the ground.

In the winter, animals like bears and mice are hibernating because it is cold outside. People are wearing warm clothes, like hats and mittens. They are ice skating or playing in the snow. The setting will include bare trees, a frozen pond, grey skies, and snow on the ground.

In the spring, animals are having their babies, laying eggs, and coming out of hibernation. Trees have buds and flowers start to sprout. The setting will include rain, wind, or sun, as well as flowers and green grass.

In the summer, animals are playing in the hot weather. People are wearing shorts, t-shirts, and bathing suits. They are watering their flowers, because it is so hot outside. The setting will include sun, plants, and trees with green leaves.

## APPENDIX A: UNIT PREPARATION PROTOCOL

### Question 1: What will students learn during my unit?

Review the content goals for the unit, and identify the desired results for learners.	
<ul style="list-style-type: none"> <li>What are the concepts around which I will organize my unit (<i>universal concept, unit concept</i>)?</li> <li>What will students come to understand through deep exploration of these concepts (<i>essential questions, enduring understandings</i>)?</li> <li>What disciplinary knowledge will focus instruction and provide the schema for students to organize and anchor new words (<i>guiding questions, disciplinary understandings</i>)?</li> <li>Why is this content important for students to know?</li> </ul> <p>*Adapted from McTighe, J. &amp; Seif, E. (2011), Wiggins, G. &amp; McTighe (2013).</p>	

### Question 2: How will students demonstrate their learning at the end of my unit?

Review the end-of-unit task and the exemplar response to determine how students will demonstrate their learning.	
<ul style="list-style-type: none"> <li>How does the task integrate the grade-level standards for reading, writing, speaking and listening, and/or foundational literacy in service of deep understanding of the unit texts and concepts?</li> <li>How does the task call for students to synthesize their learning across texts to demonstrate their understanding of the unit concept?</li> <li>How does the task call for students to use appropriate details and elaborate on their thinking sufficiently?</li> <li>How does the task prompt student thinking and writing that reflects the grade-level expectations?</li> <li>What is the criteria for success on this task? What does an excellent response look/sound like?</li> </ul>	

**Question 3: How will students build knowledge and vocabulary over the course of the unit?**

Read each of the texts for the unit, and consider how the texts are thoughtfully sequenced to build world and word knowledge.

- How are the texts sequenced to build knowledge around the unit concepts?
- How are the texts sequenced to support students in developing academic and domain-specific vocabulary?
- Which instructional strategies are suggested for each text? How will I sequence them within the literacy block?

**Question 4: What makes the text complex?**

You are now ready to prepare at the lesson level. To do this, revisit the individual text. Review the text complexity analysis and read the desired understandings for the read-through.

- What aspects of this text (structure, features, meaning/purpose, knowledge) are the most complex?
- What aspects of the text are most critical for students to comprehend to ensure they arrive at the desired understandings?
- Where might you need to spend time and focus students' attention to ensure they comprehend the text?

**Question 5: How will I help students access complex texts?**

Review the question sequence, and reflect on how the questions support students in accessing the text.	
<ul style="list-style-type: none"> <li>• How does the question sequence support students in accessing the text and developing the desired understandings?</li> <li>• How does the question sequence attend to words, phrases, and sentences that will support students in building vocabulary and knowledge?</li> <li>• How are the questions skillfully sequenced to guide students to the desired understandings?</li> <li>• How will you ensure all students engage with the questions that are most essential to the objectives of the lesson? (Consider structures such as turn and talk, stop and jot, etc.)</li> <li>• How will you consider additional texts, or additional reads of the text, to ensure students fully access and deeply understand the text?</li> </ul>	

**Question 6: How will students demonstrate their learning at the daily level?**

Review the daily task for the lesson to determine what students will be able to do at the end of the lesson.	
<ul style="list-style-type: none"> <li>• How does the task require students to demonstrate their new or refined understanding?</li> <li>• How does the task call for students to use appropriate details and elaborate on their thinking sufficiently?</li> <li>• How does the task prompt student thinking and writing that reflects the grade-level expectations?</li> <li>• How does this task build on prior learning in the unit/prepare students for success on the end-of-unit task?</li> <li>• What is the criteria for success on this task? What does an excellent response look/sound like?</li> </ul>	



**Question 7: What do my students already know and what are they already able to do?**

Consider what your students already know and what they are already able to do to support productive engagement with the resources in the unit starter.

- What knowledge do my students need to have prior to this unit?
- What do my students already know? What are they already able to do?
- Given this, which/what components of these texts might be challenging? Which/what components of these tasks might be challenging?
- What supports will I plan for my for students (e.g., shifting to a different level of cognitive demand, adding or adjusting talking structures, adding or adjusting accountable talk stems into student discussions, providing specific academic feedback, or adding or adjusting scaffolded support)?
- How can the questions and tasks provided in the unit starter inform adjustments to upcoming lessons?

**Question 8: What content do I need to brush up on before teaching this unit?**

Determine what knowledge you as the teacher need to build before having students engaged with these resources.

- What knowledge and understandings about the content do I need to build?
- What action steps can I take to develop my knowledge?
- What resources and support will I seek out?

## APPENDIX B: USEFUL PROCEDURAL EXAMPLES FOR EXPLICIT VOCABULARY INSTRUCTION

Example 1:

- Contextualize the word for its role in the text.
- Provide a student friendly definition, description, explanation, or example of the new term along with a nonlinguistic representation and a gesture.
- Provide additional examples, and ask students to provide their own examples of the word.
- Construct a picture, symbol, or graphic to represent the word.
- Engage students in lively ways to utilize the new word immediately.
- Provide multiple exposures to the word over time.

-Beck et al., 2002; Marzano, 2004

For a specific example, see the shared reading webinar presentation found [here](#).

Example 2:

- Say the word; teach pronunciation.
- Class repeats the word.
- Display the word with a visual, read the word, and say the definition using a complete sentence.
- Have the class say the word and repeat the definition.
- Use the word in a sentence: the context of the sentence should be something students know and can connect with.
- Add a gesture to the definition, and repeat the definition with the gesture.
- Students repeat the definition with the gesture.
- Have student partners take turns teaching the word to each other and using the word in a sentence they create.
- Explain how the word will be used in the text, either by reading the sentence in which it appears or explaining the context in which it appears.

- Adapted from *50 Nifty Speaking and Listening Activities* by Judi Dodson