

TEACHING LITERACY IN TENNESSEE: UNIT STARTER GRADE K ELA UNIT CONNECTED TO EARTH SCIENCE

Important Note: *The Unit Starter provides the foundation for English language arts unit planning in connection with Earth science. 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 6 for more guidance on planning for other components of the literacy block.*

TABLE OF CONTENTS

Guidance for Educators	3
Unit Overview and Content Goals	9
Standards	13
Texts for Interactive Read Aloud & Shared Reading	15
Suggested Resources for Small Group & Independent Reading	17
Unit Vocabulary	18
Daily Tasks & Question Sequences	
<i>What's the Weather Like?</i> (IRA) Reading 1, Question Sequence 1, Daily Task 1A.....	20
<i>"Looking Out the Window"</i> (SR) Reading 1, Question Sequence 2, Daily Task 1B	26
<i>Four Seasons Make a Year</i> (IRA) Reading 1, Question Sequence 3, Daily Task 2.....	31
<i>Four Seasons Make a Year</i> (IRA) Reading 2, Question Sequence 4, Daily Task 3.....	36
<i>"The Four Seasons"</i> (SR) Reading 1, Question Sequence 5, Daily Task 3	41
<i>Four Seasons Make a Year</i> (IRA) Reading 3, Question Sequence 6, Daily Task 4.....	44
<i>The Seasons of Arnold's Apple Tree</i> (IRA) Reading 1, Question Sequence 7, Daily Task 5	48
<i>The Seasons of Arnold's Apple Tree</i> (IRA) Reading 2, Question Sequence 8, Daily Task 6	54
<i>The Year at Maple Hill Farm</i> (IRA) Reading 1, Question Sequence 9, Daily Task 7	58
<i>The Year at Maple Hill Farm</i> (IRA) Reading 2, Question Sequence 10, Daily Task 8	63
<i>"Something Told the Wild Geese"</i> (SR) Reading 1, Question Sequence 11, Daily Task 8	67
<i>What Will the Weather Be?</i> (IRA) Reading 1, Question Sequence 12, Daily Task 9	70
<i>"Weather Together"</i> (SR) Reading 1, Question Sequence 13, Daily Task 10	74
<i>What Will the Weather Be?</i> (IRA) Reading 2, Question Sequence 14, Daily Task 11	78
<i>Freddy the Frogcaster</i> (IRA) Reading 1, Questions Sequence 15, Daily Task 12.....	82
<i>Weather Forecasting</i> (IRA) Reading 1, Question Sequence 16, Daily Task 13.....	86
<i>"A Week of Weather"</i> (SR) Reading 1, Questions Sequence 17, Daily Task 13	90
End-of-Unit Task	92
Appendix A: Unit Preparation Protocol	95
Appendix B: Lesson Preparation Protocol	100
Appendix C: Example for Explicit Vocabulary Instruction	102

Note: A student packet with all daily tasks included can be accessed in a separate document entitled: "Grade K Student Packet."

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 skills-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.

In May of 2017, 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 resources found in each of 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. [Adapted from McTighe, J. & Seif, E. (2011) and Wiggins, G. & McTighe, J. (2013)]

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 unit concept is 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: Enduring understandings are the ideas we want students to understand, not just recall, from deep exploration of our unit concept; and essential questions are 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.

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?

The concepts for this set of Unit Starters were derived from the vertical progression of Tennessee's Earth Science Standards and focus on plant and animal life. These standards are represented below. **Though strong connections are made to the science standards within the unit, it is critical to note that this Unit Starter does not encompass the totality of the identified science standards. The unit is not intended to replace instruction and hands-on application of the science standards and practices.**

Kindergarten

- 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
- K.ESS3.2: Explain the purpose of weather forecasting to prepare for, and respond to, severe weather in Tennessee.

Grade 1

- 1.ESS1.1: Use observations or models of the sun, moon, and stars to describe patterns that can be predicted.
- 1.ESS1.2: Observe natural objects in the sky that can be seen from Earth with the naked eye and recognize that a telescope, used as a tool, can provide greater detail of objects in the sky.
- 1.ESS1.3: Analyze data to predict patterns between sunrise and sunset, and the change of seasons.

Grade 2

- 2.ESS1.1: Recognize that some of Earth's natural processes are cyclical, while others have a beginning and an end. Some events happen quickly, while others occur slowly over time.

Grade 3

- 3.ESS1.1: Use data to categorize the planets in the solar system as inner or outer planets according to their physical properties.

Texts for Interactive Read Aloud & Shared Reading: Each Unit Starter includes a collection of complex texts to support strong interactive read aloud and shared reading experiences. These texts have been selected to provide

regular opportunities for students to engage with rich academic language and build the disciplinary and enduring understandings for the unit. Given the complexity of these texts, teachers should revisit them with students after the initial read(s) to deepen knowledge. Multiple question sequences and tasks are included in the Unit Starter for most texts; however, teachers are encouraged to add additional readings, questions, and tasks as needed to meet the needs of their students. Teachers may also analyze and select additional suitable texts to extend and/or support the development of the unit concepts. *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.*

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. In addition, teachers are encouraged to select additional resources to extend and/or support the development of the unit concepts.

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 two weeks of instruction. The question sequences integrate the literacy standards to support students in accessing the complex texts during interactive read aloud and shared reading by drawing students' attention to complex features in the text and guiding students toward the disciplinary and/or enduring understandings of the unit.

The daily tasks provide an opportunity for students to demonstrate their new understandings by applying what they have learned from the texts they read daily across the literacy block. The texts and tasks have been carefully sequenced to support students in building disciplinary understandings over the course of the unit, so students are able to successfully engage in the end-of-unit task.

Sidebar Notes: As you navigate this document, you will also see that sidebar notes have been included throughout. These notes are intended to: 1) highlight additional rationale that may be of interest to educators; and 2) point out specific changes that have been made to the second iteration of Unit Starters based on feedback from the first set.

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 by adding additional resources as appropriate to meet instructional goals and student needs.

In addition, teachers will need to plan for other components of the English language arts block. The Unit Starters **do not include** the following:

- 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?

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 the unit concepts and the enduring understandings embedded in complex text through interactive read aloud and shared reading experiences. To support this step, a unit preparation protocol and a lesson preparation protocol are included in Appendices A and B.

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 that address students' strengths (e.g., prior knowledge) and meet their specific needs:

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 require support for their use of comprehension skills and strategies for building knowledge and acquiring academic vocabulary.

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

While important for a teacher to use modeled, shared, and interactive writing in order to support student independence with the tasks, please note that the units include few call-outs, if any, for modeled, shared, and interactive writing in the unit. To prepare students for success on the daily and end-of-unit tasks in the Unit Starter, teachers should 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 to engage in a high volume of reading independently. The standards also call for students to have aligned writing experiences that develop their skills as writers and support their comprehension of rich, complex texts. Plan for how you will use the suggested resources to engage students in a variety of reading and writing experiences. 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.

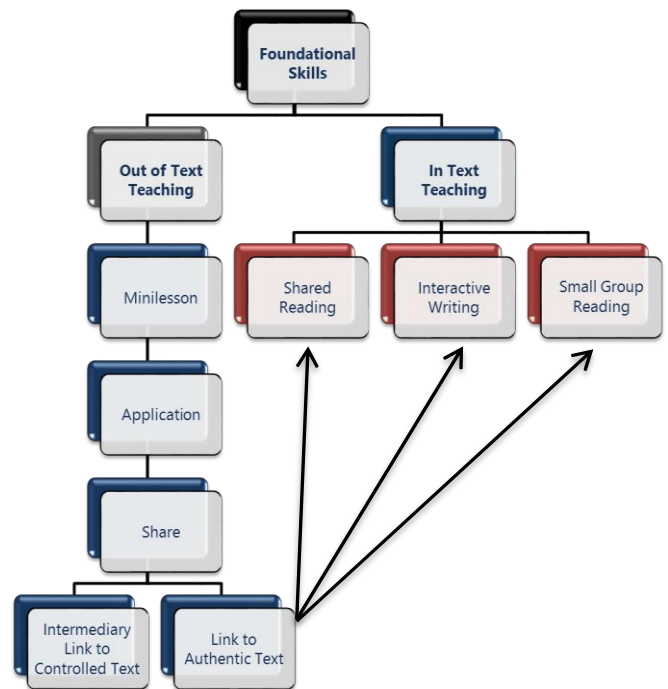
Foundational Skills Practice Out of Text and In Text

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 mini-lessons 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 and 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 and Shared Reading

Each of the texts included in the Unit Starters can be purchased or accessed online or through a local library. A list of these texts is included in the Unit Starter materials. Educators will need to secure, purchase, or print one copy of each text selected to support interactive read aloud experiences. Each student will need a copy of the selected text for the shared reading experiences, unless the text is projected or displayed large enough for all students to read.

Suggested Texts for Small Group and Independent Reading

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

Materials to Be Printed

The Unit Starters can be accessed digitally [here](#).

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.
- **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.

UNIT OVERVIEW

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

Guidance for the central text and suggested 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.

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?

UNIT OVERVIEW

WHAT ARE THE DESIRED RESULTS FOR LEARNERS?

By the end of this unit, students will have developed an understanding of the following concepts and will be able to answer the following questions...

Universal Concept:

Patterns

Unit Concept:

Patterns in Weather Changes

Enduring Understandings:

Weather changes each day and throughout the year in predictable patterns.

Patterns in weather changes impact living things in similar and different ways.

Essential Questions:

How and when does the weather change?
How do patterns in weather changes effect living things?

Disciplinary Understandings:

Meteorologists use different tools and models to observe, measure, identify and predict current and future weather conditions and patterns.

Seasons are a recurring pattern in changing weather conditions at different times of the year.

There are patterns in how plants, animals, and people respond to weather conditions in each season.

Predicting/forecasting the weather helps people plan and prepare for weather conditions and changes.

Guiding Questions:

How do we know what the weather is and how it will change? What patterns in weather changes are there? How do plants, animals, and people respond to seasonal changes? Why predict the weather? (We can't control the weather, so why try to predict it, especially when we're wrong sometimes?)

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:

You just heard a commercial for a contest allowing the winner to be the author and illustrator of a book about weather patterns and the seasons. You are excited and want to enter! Using the books we have read, you must write your book and a short explanation of the pattern you see in the seasons for the publishing company. In your sample, please use a combination of drawing, dictating, and writing to describe the changes in each season.

Please make sure to include:

- what the weather is like in each season;
- what people would wear and possibly be doing in each season;
- where animals might be found and possibly be doing in each season;
- what plants might look like in each season;
- why people, animals, and plants behave as they do in each season;
- at least three words from our unit's vocabulary word wall;
- a short explanation of the pattern you see in the seasons; and
- use capital letters and punctuation if you need them.

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

Students will achieve the desired results as a result of deep exploration of complex texts through interactive read-aloud (IRA) and shared reading (SR) experiences ...

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

Four Seasons Make a Year Day 2 IRA

Four Seasons Make a Year (IRA)

Four Seasons Make a Year, "The Four Seasons" (IRA, SR):

The Seasons of Arnold's Apple Tree (IRA)

The Year at Maple Hill Farm (IRA)

The Year at Maple Hill Farm; "Something Told the Wild Geese" (IRA, SR)

What Will the Weather Be? (IRA)

"Weather Together" (SR)

What Will the Weather Be? (IRA)

Freddy the Frogcaster (IRA)

Weather Forecasting; "A Week of Weather" (IRA, SR)

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 this 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 a 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 humans need to preserve trees?)

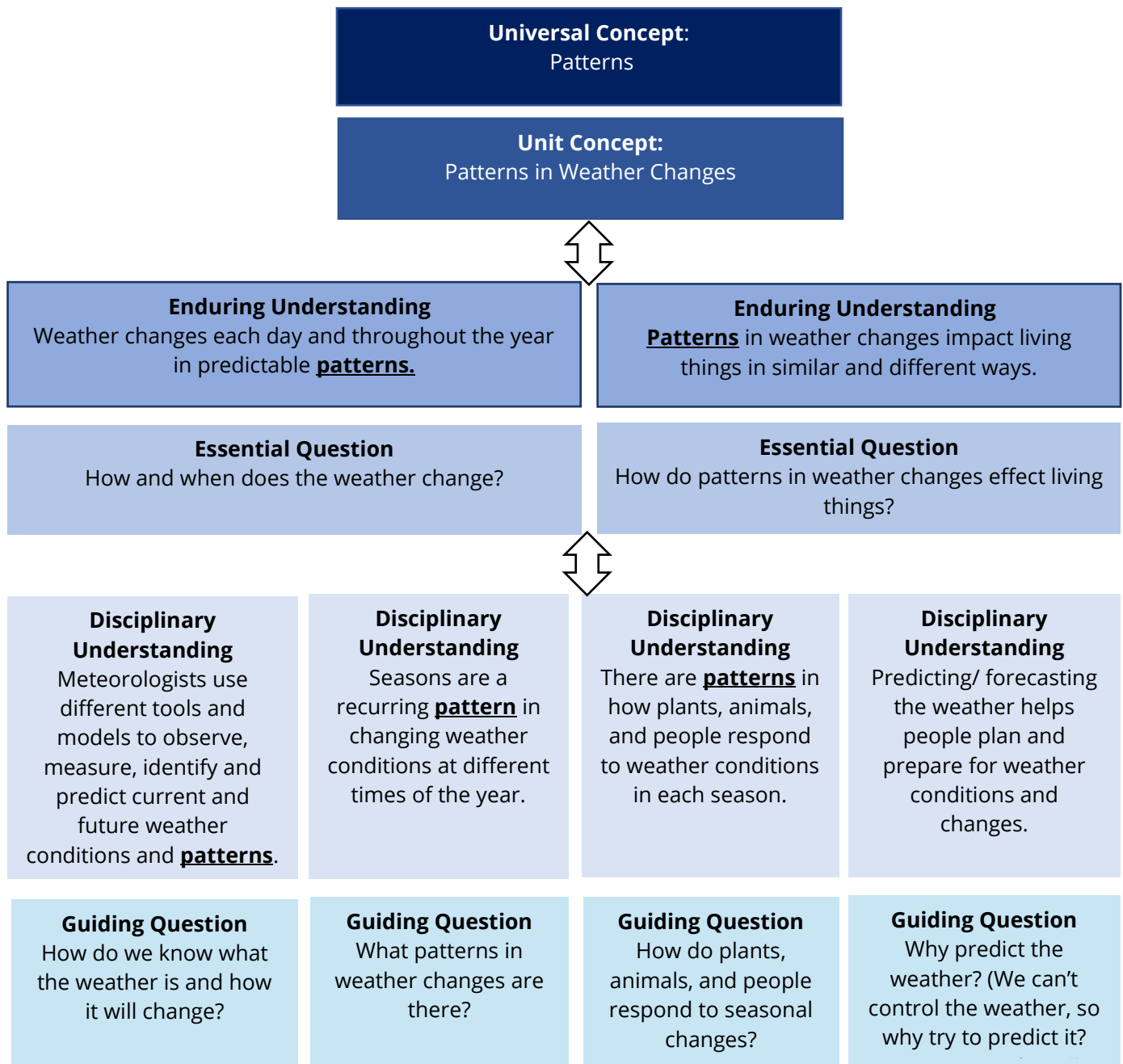


Disciplinary Understandings: The specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these key ideas is critical to investigation and understanding 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

The diagram below outlines the specific concepts and questions for the Kindergarten Unit Starter.



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

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.ESS3.2: Explain the purpose of weather forecasting to prepare for, and respond to, severe weather in Tennessee.

UNIT STANDARDS

The questions and tasks outlined in this Unit Starter are connected to the following Tennessee English Language Arts and Science Standards. As you will see later in the Unit Starter, the question sequences and tasks for each text integrate multiple literacy standards to support students in accessing the rich content contained in the texts.

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.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.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.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.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.

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

K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.

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.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.

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

K.ESS3.2: Explain the purpose of weather forecasting to prepare for, and respond to, severe weather in Tennessee.

TEXTS FOR INTERACTIVE READ ALOUD & SHARED READING

These texts have been selected to provide regular opportunities for students to engage with rich academic language and to build the disciplinary and enduring understandings for the unit. They have been vetted for quality and complexity to support strong interactive read aloud and shared reading experiences.

The texts selected for interactive read aloud are intended to build students' comprehension of vocabulary, rich characters, engaging plots, and deep concepts and ideas across a variety of genres. These texts will typically be 1-3 grade levels above what students can read on their own.

The texts selected for shared reading are intended to provide opportunities for students to practice newly acquired foundational skills, develop reading fluency, and build knowledge across a variety of genres. Shared reading texts should be appropriately complex text so that students can read with teacher guidance and support. Teachers will need to take the grade level and time of year into account when deciding if the shared reading texts are appropriate for their students. Teachers will also need to consider students' current abilities and the pace at which students need to grow to meet or exceed grade-level expectations by the end of the year. If the shared reading texts included in the Unit Starter are not appropriate for the specific group of students and time of year, educators are encouraged to make an informed decision about selecting a different text for shared reading. The shared reading texts in this Unit Starter are appropriate for instruction closer to the end of the academic school year. Later in the Unit Starter, you will see an example of different texts that may be more appropriate for different times of the year.

While preparing for instruction, educators are urged to carefully consider the needs and interests of the readers, including how to foster and sustain new interests, 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.

TITLE	AUTHOR
<i>What's the Weather Like?</i>	Core Knowledge Language Arts Curriculum (Kindergarten, Domain 8, Lesson 1)
<i>Four Seasons Make a Year</i>	Anne Rockwell
"The Four Seasons"	Readworks.org
<i>The Year at Maple Hill Farm</i>	Alice and Martin Provensen
<i>The Seasons of Arnold's Apple Tree</i>	Gail Gibbons
<i>What Will the Weather Be?</i>	Lynda Dewitt
<i>Weather Forecasting</i>	Gail Gibbons
<i>Weather: Poems for All Seasons</i> <ul style="list-style-type: none"> "Looking Out the Window" "A Week of Weather" "Weather Together" 	Lee Bennett Hopkins Aileen Fisher Lee Bennett Hopkins Lillian Fisher

<i>Something Told the Wild Geese</i>	Rachel Field
<i>Freddy the Frogcaster</i>	Janice Dean

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>Frog and Toad All Year</i>	Arnold Lobel
<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
<u>Four Seasons</u> (video)	PBS Learning Media
<i>Seasons</i>	Meish Goldish
<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
<i>Storms</i>	Mirian Goin

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 C for an example routine for explicit vocabulary instruction.

Note: In addition to this comprehensive list, each question sequence lists the newly introduced vocabulary words that warrant instructional time and attention during the specific reading. These lists also provide guidance as to how the specific words could be taught.

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 attention to these words over the course of the unit, students will develop their understanding of these words and will begin to use them in speaking and writing activities.

Day 1	Day 2	Day 3	Day 4	Day 5
seasons weather patterns characteristics cycles winter spring summer autumn crinkle tinkle	sprout	fall born coldest	shrivel	blossom rustle summer shower bare
Day 6	Day 7	Day 8	Day 9	Day10
	protective cranky wonder marshy hatching eaves shorn molt shed	chatting temperamental pasture conveyor graze shod grudges migrate whispered sagging cautioned soar flee	forecast predicting front thermometer vapor humidity meteorologist	peeks

Day 11	Day 12	Day 13	
	be prepared rechecked	drizzle weather forecaster immediate extended foggy blizzard sleet hurricane flood tornado soggy muggy	

WHAT'S THE WEATHER LIKE? – READING 1, QUESTION SEQUENCE 1, DAILY TASK 1

TEXT	
<p>Text: “What's the Weather Like?” 1A-1 through 1A-13 from the Core Knowledge Language Arts Curriculum, Grade K Domain 8: Seasons and Weather This text is paired with the poem, “Looking Out the Window” from, <i>Weather Poems for all Seasons</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>	<p>Note: In many cases, multiple question sequences are included for one text. These sequences intentionally build on each other in service of deepening students’ analysis of the text and understanding of the unit’s disciplinary and enduring understandings. Teachers may also decide to read the text in its entirety prior to asking questions.</p> <p>Note: Each instructional strategy has a different purpose. Interactive read aloud is a time for students to actively listen and respond to above grade level complex text. The texts selected for interactive read aloud are intended to build students’ comprehension of vocabulary, rich characters, engaging plots, and deep concepts and ideas across a variety of genres. These texts will typically be 1-3 grade levels above what students can read on their own. Shared reading is an interactive experience in which students join in the reading of an appropriately complex text with teacher support. Texts used for shared reading are texts that students can read with teacher support. The purpose of shared reading is to provide opportunities for students to practice their newly acquired foundational skills, develop reading fluency, and build knowledge. These texts should be chosen by considering students’ current abilities and the pace at which they need to grow to end the year meeting or exceeding grade-level expectations.</p>
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
650L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
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.	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	KNOWLEDGE DEMANDS
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.	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.

Note: The lesson objectives for each reading articulate the integrated understandings, including ELA, disciplinary, and enduring understandings, students will grasp and/or build on as a result of engaging with the text. The question sequence for each reading will draw students' attention to complex features of the text that will support or challenge students. Over the course of the unit, the learning objectives for each reading build intentionally on one another to provide a coherent learning experience for students. This coherence is also supported through the intentional sequence of texts.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that the four seasons follow a consistent order and occur every year, and that each season has weather patterns that we can observe and predict.

In today's reading, students will:

- identify key details from the text about seasons and their weather conditions in order to draw conclusions that our seasons have predictable weather patterns; and
- use details learned in our text to describe the weather conditions in one season.

VOCABULARY WORDS

The following words are introduced during this reading. Suggested instructional methods are included in parentheses.

- seasons (embedded)
- weather (embedded)
- patterns – (embedded)
- characteristics – (embedded)
- cycles – (embedded)
- winter- (embedded)
- spring- (embedded)
- summer – (embedded)
- autumn – (embedded)

Note: The daily tasks build over the course of the unit to support students in developing the knowledge, vocabulary, and skills they will need in order to complete the end-of-unit task. Expectations for students' performance on the daily tasks are aligned with the disciplinary standards and the grade-level literacy standards for writing and speaking & listening.

DAILY TASK

Before the Read Aloud - Calendar Review:

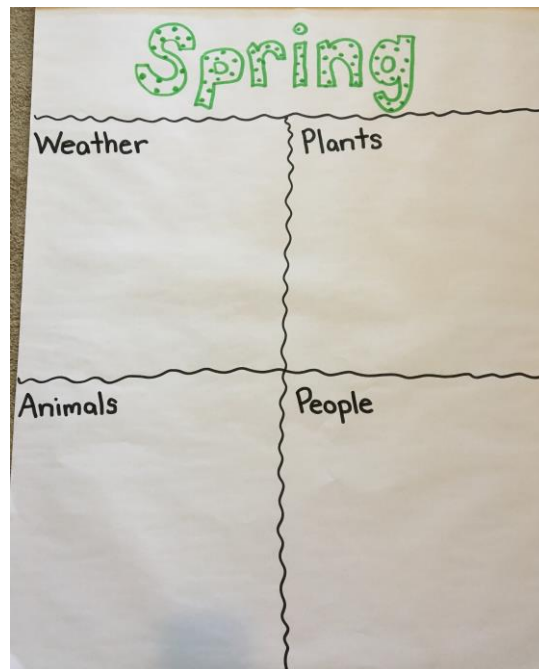
Using a large monthly calendar, point to the current date and explain that today is one day. Then point to the entire week, explaining this time period is called one week. Ask students to count the number of days in a week. Explain that seven days make up one week. Explain that all weeks shown on this 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.

Teacher's Note: Depending on time of year taught, the teacher might want to elicit these answers from students. For example: This is today's date. This is one day. What is this called (pointing to a week)? How many days are in a week? What is this called (pointing to the entire month)? How many days are in a month?

During the Read Aloud - Anchor Chart Series 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 four charts, and throughout the unit you will record what they learn about the characteristics of the four seasons. (Note: See sample below.) Add descriptive weather words to the weather square on the anchor chart as you read.



Weather Inquiry Task: (The Weather Inquiry Task is a recurring piece throughout the unit. The purpose is for students to interpret weather data as listed in standard K.ESS2.1. This task can take place at any point during the instructional day.)

Discuss the current season and 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.

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?). Have students 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. ***This task should only take about 10 minutes of instructional time.***

Writing Task 1A (Completed after the interactive read aloud): Annie told us about weather and seasons in her letter. We will share with her what we have learned by drawing and labeling the four seasons in order.

Writing Task 1B Then, we will choose one season and write a letter to Annie about the weather in that season. (NOTE: students will add to this letter after the shared reading to complete the daily task.) In your writing, be sure to include:

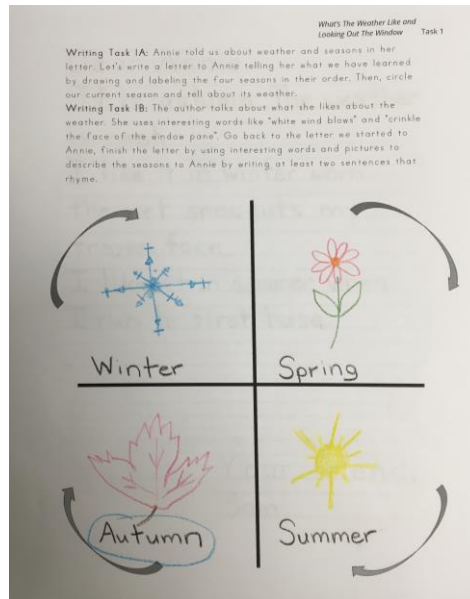
- illustrations of each of the seasons;
- labels; and
- one sentence to describe the weather in one season.

Note: Tasks throughout the unit are considered to be independent and autonomous writing opportunities where students express their learning through their own writing. Teachers are encouraged to integrate strategies, such as modeled, shared, and interactive writing, in order to equip students with the skills and strategies needed to complete the tasks. The use of these other writing strategies should not demonstrate a carbon copy of the task before students complete it. It is important for students to capture their own thinking as they complete each task.

POSSIBLE STUDENT RESPONSE



Dear Annie,



(At this point, students will draw and label pictures about the four seasons in order. Then, students will write about one season's weather. Possible response: It is Autumn. The weather is cooler.)



Note: You will not see one specific skill indicated as the focus for the reading. Educators are encouraged to support students in arriving at the objectives for the reading by integrating multiple literacy standards. To that end, the question sequences integrate multiple literacy standards. The literacy standards will come into play as students access the rich texts included in the Unit Starter. In this way, multiple literacy standards naturally support students in accessing and making meaning of the text.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
After image 1A-2	<p>What is weather?</p> <p>Looking at the illustration, name some different types of weather.</p>	<p>Weather is what is it like outside.</p> <p>The weather can be sunny, cloudy, windy, stormy, snowy or rainy.</p>
After image 1A-8	<p>When something happens over and over again, it is called a cycle. The cycle of the seasons happens every year. Using what you learned from Annie, what are the names of the four seasons?</p> <p><i>Teacher's Note: Refer students to pre-created seasons posters.</i></p>	<p>The four seasons are winter, spring, summer and autumn.</p>

	Looking at the photographs on page 1A-8, describe how the weather changes in each season.	In the first picture, the ground has snow and no leaves are on the trees. In the second picture, flowers are growing and leaves are starting to grow on the trees. In the third picture, the leaves are green. In the fourth picture, the leaves have changed colors.
After image 1A-9	<p>Using what you learned from Annie, what are some characteristics of, or ways to describe, the weather in winter?</p> <p><i>Teacher's Note: Chart responses on Anchor Chart Series #1 - Winter.</i></p> <p>What season comes before winter? What season comes after winter?</p> <p>Why might we not see animals in this picture?</p>  (This is an opportunity for a collaborative talk structure.)	<p>It is cold in the winter. You can sometimes see snow and ice during the winter.</p> <p>Autumn comes before winter. Spring comes after winter.</p> <p>We might not see animals in the picture because it is very cold. The animals might be sleeping.</p>
After image 1A-10	<p>Using what you learned from Annie, what are some characteristics of, or ways to describe, the weather in spring?</p> <p><i>Teacher's Note: Chart responses on Anchor Chart Series #1 -Spring.</i></p> <p>What season comes before spring? What season comes after spring?</p> <p>How are spring and winter different?</p> <p>Using what you learned about animals in winter, how might the animals act differently in spring weather? How do you know?</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>Winter comes before spring. Summer comes after spring.</p> <p>The weather is warmer in spring than it is in winter.</p> <p>Because the weather is warmer, animals might be moving around more. They might not be sleeping like in winter.</p>
After image 1A-11	<p>Using what you learned from Annie, what are some characteristics of, or ways to describe, the weather in summer?</p> <p><i>Teacher's Note: Chart responses on Anchor Chart Series #1 - Summer.</i></p> <p>What season comes before summer? What season comes after spring?</p>	<p>The sun shines during the summer, and it is the hottest time of the year.</p> <p>Spring comes before summer. Autumn comes after summer.</p>

	<p>Why is it important to know what season comes before or after another season?</p> 	<p>Knowing what season comes before or after another season helps us know what to expect of the weather.</p>
<p>After image 1A-12</p>	<p>Using what you learned from Annie, What are some characteristics of, or ways to describe, the weather in autumn?</p> <p><i>Teacher's Note: Chart responses on Anchor Chart Series #1 - Autumn.</i></p> <p>What season comes before autumn? What season comes after autumn?</p> <p>Will it be hotter or colder in winter? How do you know?</p>	<p>In autumn, the air starts to get cooler and the sun shines a little less each day.</p> <p>Summer comes before autumn. Winter comes after autumn.</p> <p>It will be colder in winter because the seasons follow a pattern.</p>
<p>After image 1A-13</p>	<p><i>Teacher's Note: Place arrows between the four season charts to demonstrate the cycle of the seasons. Start at different points on the charts (or use image on 1A-13) and have students say the seasons in order with you. (e.g., Spring, summer, autumn, and winter; autumn, winter, spring, summer)</i></p> <p>What do you notice about the pattern of the seasons?</p> 	<p>The seasons follow the same pattern over and over.</p>
<p>After image 1A-13</p>	<p>Think about what Annie has told us about the seasons and weather. How is the weather in each season different? Give an example.</p> <p>Using what you have learned from Annie, if the leaves have changed colors, what would you expect to happen next to the weather?</p>	<p>The weather in each season is different because sometimes it is warmer or colder depending on the season. For example, it is warmer in the summer than it is in the winter.</p> <p>Because the leaves have changed colors, it is autumn, and I would expect the weather to turn colder because next is winter.</p>

“LOOKING OUT THE WINDOW” - READING 1, QUESTION SEQUENCE 1, DAILY TASK 1

TEXT

Text: “Looking Out the Window” from, *Weather Poems for all Seasons*, Page 56

This text is paired with: “What’s the Weather Like?” 1A-1 through 1A-13 from the Core Knowledge Language Arts Curriculum, Grade K Domain 8: Seasons and Weather

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

Non prose

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.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that weather conditions recur throughout the four seasons and create weather patterns that we can observe and predict.

In today’s reading, students will:

- identify the role of the author and illustrator in creating meaning in the poem, “Looking Out the Window”; and
- identify and use rhyming words to describe seasons.

VOCABULARY WORDS

The following words are introduced during this reading. Suggested instructional methods are included in parentheses.

- crinkle (embedded)
- tinkle (embedded)

DAILY TASK

Teacher's Note: (This writing task accompanies the work started during the interactive read aloud. The two pieces work together to make one task that drives toward the day's overall learning that seasons occur in a cyclical fashion with predictable weather patterns associated with each season.)

Writing Task:

The author talks about what she likes about the weather in different seasons. She uses interesting words like "white wind blows" and "crinkle the face of the window pane." Go back to the letter we started to Annie, and finish the letter by using interesting words and pictures to describe what you like about the season you chose. In your writing, be sure to include at least two sentences that rhyme.

For students who need scaffolding, use the sentence starter: I like it in _____ when _____.

Speaking Task:

Share your letter and picture with the class.

POSSIBLE STUDENT RESPONSE

Writing Task:

I like it in autumn when I smell the crisp leaves with my nose.

I like it in autumn when the colorful leaves fall and touch my toes.

Dear Annie,


It is autumn. The weather
is cool.


I like it in autumn when I smell
the crisp leaves with my nose.

I like it in autumn when the
colorful leaves fall and touch my
toes.

Your friend,

Sam

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<i>Teacher's Note: Distribute a copy of the poem to each student. Also, make a chart or project the poem for group reference.</i>	
Cover of book	<i>Read the title and illustrator of the book.</i> Melanie Hall is the illustrator of the book. What does the illustrator do?	The illustrator draws the pictures.
Page 56	<i>Read the title and author of poem.</i> Aileen Fisher is the author of the book? What is an author's job? <i>Display the page in the book, but move students' attention to their copy of the poem.</i>	The author writes the words.
Copy of the poem.	What type of text is this? How do you know? <i>Teacher's Note: If students have not encountered poems yet, use this opportunity to introduce poetry.</i>	It is a poem. It uses rhyming words at the end of sentences, and it has stanzas.
	<i>Teacher's Note: Have students look over the poem while identifying and underlining any words that they know. Ask for volunteers to come to the chart and point out words they identified on their paper.</i>	I found the word "like." I know the word "it." (It is likely students will identify the following words depending on the time of year: I, like, it, on, the, and, of)
	<i>Teacher's Note: Have students join you in reading the poem. Stop at student identified words for choral responses.</i>	
	What is the author describing in the poem? What specific types of weather does she mention?  (This is an opportunity for a collaborative talk structure.)	The author is describing different types of weather. The author mentions sunshine, snow, and rain.
1 st stanza	Have students choral read the first stanza. What words rhyme? The author uses the word it. Using the illustration, what does it refer to? Using what Annie told us in her letter, what season might it be? How do you know? Looking at the illustration, what season what seasons has the illustrator shown us?	The words shines and pines rhyme. The word it refers to the sun. The sun can shine in winter, spring, summer, and fall. The illustrator has shown spring, summer, and winter.

2 nd stanza	<p><i>Teacher's Note: Have students choral read the second stanza with you.</i></p> <p>What words rhyme?</p> <p>The author uses the words "white, wind blows". Using the illustration, why might the author describe the wind as white?</p> 	<p>The words snows and blows rhyme.</p> <p>The author describes the wind as white because snow is in the wind.</p>
2 nd stanza	<p>What season is the author describing? How do you know?</p> <p>What season and weather would happen after the snow?</p>	<p>The season the author is describing is winter because it is snowing.</p> <p>Spring and warm weather would happen after the winter.</p>
3 rd stanza	<p><i>Teacher's Note: Have students choral read the third stanza with you.</i></p> <p>What words rhyme?</p> <p>Let's look at the words tinkles and sprinkle. The author says, "it tinkles with sprinkles". What does that mean? <i>(If needed, embed the definition of tinkle and sprinkle.)</i></p>	<p>Tinkles, sprinkles, and crinkle rhyme.</p> <p>Rain and windowpane rhyme.</p> <p>It means that the sprinkles of rain make noise as they hit the window.</p>
3 rd stanza	<p>What does crinkle mean? <i>(If no one answers, demonstrate a crinkling face.)</i></p> <p>What is window a pane? <i>(If no one answers, show the students a window pane in the classroom.)</i></p> <p>What crinkles the windowpane?</p> <p>Why did the author describe it this way?</p>	<p>Crinkle means that it wrinkles up.</p> <p>A window pane is the glass part of the window.</p> <p>The sprinkles of rain crinkle the window pane.</p> <p>It means that the rain is making the windowpane look like it is has a wrinkled face.</p>
3 rd stanza	<p>What season is the author describing? How do you know?</p>	<p>The author could be describing any season because it rains in all seasons.</p>
	<p><i>Teacher's Note: Choral read poem once more.</i></p>	
	<p>In what ways does the illustration help us understand the poem?</p> <p>Could this picture really happen? How do you know?</p>	<p>It shows the kids looking out the window at the different types of weather.</p> <p>This picture could not happen. Seasons happen in a pattern. You (usually) do not have trees with leaves and trees with snow.</p>

ALTERNATIVE SHARED READING OPTIONS

"Understanding" by Myra Cohn Livingston
Page 58 from *Weather Poems for All Seasons*

Note: The texts selected for shared reading are intended to provide opportunities for students to practice newly acquired foundational skills, to develop reading fluency, and to build knowledge across a variety of genres. Shared reading texts should be appropriately complex text that students can read with teacher guidance and support. Teachers will need to take grade-level and time of year into account when deciding if the shared reading texts are appropriate for their students. Teachers will also need to consider students' current abilities and the pace at which students need to grow to meet or exceed grade-level expectations by the end of the year. If the shared reading texts included in the Unit Starter are not appropriate for the specific group of students and time of year, educators are encouraged to make an informed decision about selecting a different text for shared reading. The shared reading texts with question sequences in this Unit Starter are appropriate for instruction closer to the end of the academic school year. However, as you see here, different texts may be more appropriate if this Unit Starter is used at a different point in the year.

FOUR SEASONS MAKE A YEAR – READING 1, QUESTION SEQUENCE 1, DAILY TASK 2

TEXT

Text: *Four Seasons Make a Year*

Question Sequence: 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.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that spring and summer have common predictable weather conditions that affect living things on the farm.

in today's reading, students will:

- use key details to identify the common weather conditions associated with spring and summer and explain how they affect living things;
- use illustrations to support understanding of new information related to the seasons; and
- draw and write how predictable weather conditions affect living things on a farm.

Teacher's Note: The effect of weather patterns on living things during fall and winter will be explored during the next read.

VOCABULARY WORDS

The following word is introduced during this reading. Suggested instructional methods are included in parentheses.

- sprout (embedded)

The following words will be reinforced in this reading:

- seasons
- spring
- summer

DAILY TASK

Anchor Chart Series 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 charts by listing weather patterns within each season, as well as what plants, animals, and people are doing. *Teacher's Note: anchor chart series 1 was created on day 1 of the unit.*

Weather Inquiry Task: (The Weather Inquiry Task is a recurring piece throughout the unit. The purpose is for students to interpret weather data as listed in standard K.ESS2.1. This task can take place at any point during the instructional day. A full description of this task can be found on page 22.) Observe the weather 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:

The girl in the text describes the characteristics of weather and changes of plants and animals in spring and summer. Draw and write about how and why the plants and animals in the story are different in spring than in summer. I will ask you to explain to your partner how and why plants and animals are different in spring and summer. In your writing, be sure to include:

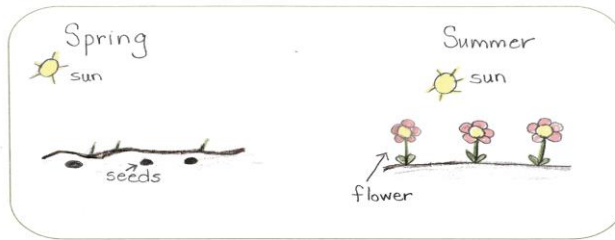
- illustrations;
- labels; and
- sentences that tell how plants and animals are different in spring and summer.

POSSIBLE STUDENT RESPONSE

Students will draw and write about spring and summer. The following is an possible oral response:


During spring, the trees begin to blossom and seeds get planted because the weather is getting warmer than it was in winter. The birds begin to sing and hunt for worms. In the summer, the weather is hot. The plants are sprouting up in the fields, the trees are covered with leaves, and the flowers are blooming. Bees and butterflies are flying around flowers.


The girl in the story describes the characteristics and changes of plants in spring and summer. Tell how and why the plants in the story are different in spring than in summer. Draw and write to show how and why the plants are the same or different in spring and summer. I will ask you to explain to your partner in words how and why plants are the same and different in spring and summer.



In spring the weather gets warm
and seeds are planted. In summer
it is hot and the seeds become
flowers.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<p><i>Teacher's Note: Before beginning the question sequence, read the book once through without stopping.</i></p> <p>Using what you have learned in our previous texts, why do you think the author and illustrator put the calendar at the beginning and end of the book? How are the seasons connected to our calendar?</p>	<p>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. The seasons repeat every year.</p>

Turn through pages 1-12 looking at the illustrations.	<p><i>Teacher's Note: After reading once all the way through, you will only read through page 12 for the question sequence.</i></p> <p>Look at the illustrations in spring and summer; how do the plants and animals look different in each picture?</p>	<p>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.</p> <p>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.</p>
Page 1	<p>The author says, "Daffodils and crocuses pop up through melting snow in the dark, wet earth." What are daffodils and crocuses? How do you know?</p> <p>What does sprout mean? How do you know?</p>	<p>Daffodils and crocuses are plants. I know this because the author says they pop up from the earth. The illustrator also helps me by giving a picture.</p> <p>Sprout means to come out. The author says the leaves sprout. The illustrator shows leaves coming out on the trees.</p>
Page 4	<p>What are some characteristics of, or ways to describe the weather in spring that we learn in this book?</p> <p><i>Teacher's Note: Chart responses on Anchor Chart Series 1 – Spring.</i></p>	I learned in the book that we can have spring showers, or rain.
Page 5	<p>"Every day the air gets warmer." How does this affect the dirt? How do you know?</p>	The dirt gets warmer because the air is warmer. The text said the dirt gets warmer too.
Pages 1-5	<p>How do the weather conditions in the spring affect living things – plants, animals, and people?</p> <p>Why are these changes happening?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p><i>Teacher's Note: Chart responses on Anchor Chart Series 1 – Spring. .</i></p>	<p>The birds sing, daffodils bloom, leaves sprout, people plow the fields, trees blossom, people plant seeds, and birds build nests and sing.</p> <p>These changes are happening because the weather is getting warmer.</p>
Page 7	How do the illustrations match the words?	The text says that green sprouts are springing up and I can see little green sprouts in the field.

Page 10	How do we know the pumpkins and squash are not ready?	The pumpkins and squash are not ready because they are green. I know pumpkins are supposed to be orange.
Page 12	What has happened to the sunflower now?	In the spring, it started as seed. During the summer it sprouted and grew very tall.
After page 12 refer back to pages 7-12.	What are some characteristics of, or ways to describe, the weather in summer? <i>Teacher's Note: Chart responses on Anchor Chart Series 1 – Summer.</i>	The sun is out, and it is usually very hot outside.
After page 12 refer back to pages 7-12.	How do the weather conditions in the summer affect living things –plant, animals, and people? Why are these changes happening? What might happen if the seasons did not continue in a pattern and summer did not arrive? 	The flowers bloom, butterflies and bees flutter, people swim outside, and people pick corn from the field. These changes are happening because the weather is hot in the summer. The flowers might not bloom and the vegetables might not ripen.
Refer back to pages 1-12.	How are plants alike, or the same, in spring and summer? How are plants different spring and summer?	Spring and summer are alike because the weather is warmer. Also, the plants are growing in both. In spring, the plants are just starting to sprout, but in the summer, the plants start giving us fruits and vegetables.

FOUR SEASONS MAKE A YEAR– READING 2, QUESTION SEQUENCE 2, DAILY TASK 3

TEXT

Text: *Four Seasons Make a Year*, pages 13-30

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that fall and winter have common predictable weather conditions that affect living things on the farm.

In today's reading, students will:

- use key details to identify the common weather conditions associated with fall and winter and explain how they affect living things;
- use illustrations to support understanding of new information related to the seasons; and
- draw and write how predictable weather conditions affect living things on a farm.

Teacher's Note: This is the continuation of the previous read that focused on the effect of weather patterns during spring and summer on living things.

VOCABULARY WORDS

The following word is introduced during this reading. Suggested instructional methods are included in parentheses.

- fall (embedded)

The following words will be reinforced in this reading:

- seasons
- autumn
- winter

DAILY TASK

Anchor Chart Series 1:

Today the teacher will re-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 charts by listing the weather and what plant, animals, and people are doing within each season. *Note: Anchor Chart Series 1 was created on Day 1 of the unit.*

Weather Inquiry Task: (The Weather Inquiry Task is a reoccurring piece throughout the unit. The purpose is for students to interpret weather data as listed in standard K.ESS2.1. This task can take place at any point during the instructional day. A full description of this task can be found on page 22.) Observe the weather 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:

The girl in the text describes the characteristics and changes of plants and animals in fall and winter. Draw and write how and why the plants and animals are different in fall than in winter. I will ask you to explain to your partner how and why plants and animals are different in fall and winter. In your writing, be sure to include:

- illustrations;
- labels;
- sentences that describe how plants and animals are different in autumn and winter.

POSSIBLE STUDENT RESPONSE

Writing Task:



Students will draw and write about fall and winter. The following is a possible oral response:



In the fall, leaves are red and gold and falling off the trees. The pumpkins are orange and ready to pick and sell. The birds, bees, and butterflies fly away. In the winter, the trees no longer have leaves. The plants are buried under a blanket of snow. There are not many animals outside. These changes happen to plants because the weather gets cooler in fall and then cold in winter.

The girl in the story describes the characteristics and changes of plants in autumn and winter. Tell how and why the plants in the story are different in autumn than in winter. Draw and write to show how and why the plants are the same or different in autumn and winter. I will ask you to explain to your partner in words how and why plants are the same and different in autumn and winter.



In the fall the leaves are red and yellow and fall off the trees. In winter it is cold and the trees are bare.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Turn back through pages 13-30 looking at the illustrations.	<i>Read pages 13-30.</i> 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.
Page 13	I notice that this author uses a different word instead of autumn. Listen to see if you can hear the word. What is happening to the pumpkins? What does this mean?	He uses the word fall instead of autumn. The pumpkins are turning from green to orange. This means they are getting ready to pick because I can see them in the field.
Page 15	What were the leaves on the trees doing in the fall? What is happening to the weather? How do you know?	The leaves are changing from green to red and gold. The weather is getting cooler. The character is sleeping under blankets and wearing warm jackets.
Page 18	The author says, "Cold wind makes bright-colored leaves dance through the air." Using what you know and the illustrations, what does that mean?  (This is an opportunity for a collaborative talk structure.) Using the information from these pages, why might fall be another name for autumn? Why is fall an important time on the farm?	The leaves are moving in the air, and they look like they are dancing. Fall might be another name for autumn because leaves are falling from the trees. It is a time when they pick and sell their vegetables.
Page 19	What do you think the author means when she says that "it's time for the field to rest"? 	The picture makes me think that the field gets to rest from having things grow in it.
Page 21	Why are the birds flying away? Where do you think they are going? Using what you have learned from Annie and this book, why are the squirrels gathering and hiding nuts?	Student answers may vary depending on their background knowledge. The squirrels are gathering nuts and storing them for the winter, so they have enough food when the weather gets colder.

	<p>Let's listen to the author's words, "All the trees but the evergreens have bare branches." What are evergreens? How do you know?</p> 	<p>Evergreens are a type of tree because it says "all the trees". And I can see in the picture that some trees still have green leaves. These must be the evergreens.</p>
Look back through pages 13-21.	<p>Looking at the illustrations, how are the trees different from the beginning of fall to the end of fall?</p> <p>Using what we learned on these pages, what are some characteristics of, or ways to describe, the weather in fall?</p> <p>How do the weather conditions in the fall affect living things?</p> <p><i>Teacher's Note: Chart responses on Anchor Chart Series #1 - autumn.</i></p>	<p>At the beginning of fall, trees have leaves. By the end of fall, the trees do not have leaves.</p> <p>In the fall, the air outside feels cooler.</p> <p>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.</p>
Page 23	Other than the illustrations, what words let you know that the weather is cold?	Snow is falling and Papa has built a fire.
Page 25	<p>Why might the birds be waiting for her? What clues does the author provide to help you know that?</p> 	The text says that the birds love sunflower seeds. I wonder if they are waiting on the girl to give them seeds since it is winter and they can't find seeds to eat.
Page 27	Were you right about why the birds were waiting for the girl?	Yes, she is taking them seeds from her sunflower she saved.
Page 29	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.
Pages 23-30	<p>What are some characteristics of, or ways to describe, the weather in winter?</p> <p>How do the weather conditions in the winter affect living things?</p> <p><i>Teacher's Note: Chart responses on Anchor Chart Series #1 - winter.</i></p>	<p>It is very cold outside, and it can snow.</p> <p>People try to keep warm, everything that grows rests, there might be snow days from school, and people build snowmen.</p>
Pages 13-30	<p>Using what we have learned from the text, what are some ways that fall and winter are alike?</p> <p>How are they different?</p>	<p>Fall and winter are alike because the weather is cooler. They are alike because by the end of fall and during winter, the trees do not have leaves. In autumn the trees start with leaves but they have changed colors. By the end of fall, the trees do not have leaves. In the winter the trees do not have leaves. Also, in winter, the plants are asleep under the snow.</p>

	How and why are plants responding to the seasons?	Plants are changing with each season because the weather is changing with each season.
--	---	--

"THE FOUR SEASONS" – READING 1, QUESTION SEQUENCE 1, DAILY TASK 4

TEXT

Text: "The Four Seasons" from readworks.org
This text is paired with the third reading of *Four Seasons Make a Year*.

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

300L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is slightly complex. The text is explicit and the seasons are organized in sequential order. While the text is simple, its layout of the seasons helps the reader easily navigate and understand the description of each season. The simple photo is not necessary but supports readers in understanding the pattern of seasons.

LANGUAGE FEATURES

The language features of the text are slightly complex. The text is made of simple sentences with familiar language making the text straightforward and easy to understand.

MEANING/PURPOSE

The purpose of the text is slightly complex. The text is narrowly focused around adding a layer of understanding for the reader around the four seasons. Throughout the text, the reader learns that no matter which season you begin the cycle with, the weather associated with a given season remains constant.

KNOWLEDGE DEMANDS

The language features of the text are moderately complex – While there are no references to other texts, it relies on discipline-specific content knowledge around the pattern of the seasons and the weather associated with a given season.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand the seasons occur in a predictable pattern no matter how their order is listed. The order in which the seasons are listed does not change the weather patterns associated with each season, or how each season affects plant life.

In today's reading, students will:

- identify the main topic and retell key details of this text to support understanding of the pattern of the four seasons.

VOCABULARY WORDS

The following words are introduced during this reading. Suggested instructional methods are included in parentheses.

- born (embedded)
- coldest (implicit)


The following words will be reinforced in this reading:

- weather
- seasons
- autumn
- fall

DAILY TASK

Writing Task: The reading of this text will support the task completed in the third reading of *Four Seasons Make a Year*.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<i>Teacher's Note: Please note that paragraph numbers have been used to denote the location of questions in this shared reading experience. Prior to engaging your students in this shared reading, please determine your strategies for the day (i.e., choral read, echo read, partner read, etc.) and provide each child with a copy of the article.</i>	
paragraph 1	How does this text list the four seasons?	The text lists them as winter, spring, summer, and autumn.
	How is that different from the way they were listed in <i>Four Seasons Make a Year</i> ?	It is different because in <i>Four Seasons Make a Year</i> it starts with spring.
paragraph 2	From our texts, what do we know about how winter weather affects plants and people?	The cold weather causes trees to lose all of their leaves and some plants actually die in the winter. People have to wear long pants and shirts with a coat when outside.
	What season comes after winter?	Spring comes after winter.
	Is that following the same order as in <i>Four Seasons Make a Year</i> ?	Yes, spring comes after winter in that text as well.
paragraph 3	In this paragraph, we read about two more seasons. What season began after spring?	Summer comes after spring.
	From our texts, what are some things we have learned about the weather in summer and how it affects plants and people?	The weather is hot in the summer. People do not wear coats like in winter, and instead wear shorts and short sleeve shirts.
	Okay, so after summer what season begins?	Autumn comes after summer.

	<p>Remember, Fall and Autumn are names for the same season. Let’s take a moment and think back over everything we have learned about seasons and the weather associated for each. What can we say about the weather in each season?</p> <div>  (This is an opportunity for a collaborative talk structure.) </div>	<p>Each season has its own type of weather.</p>
--	---	---

ALTERNATIVE SHARED READING OPTION

“Rain Song” by Leland B. Jacobs
 Page 54 from *Weather Poems for All Seasons*

FOUR SEASONS MAKE A YEAR– READING 3, QUESTION SEQUENCE 3, DAILY TASK 4

TEXT

Text: *Four Seasons Make a Year*

This text is paired with “The Four Seasons” from readworks.org.

Question Sequence: Third Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that changing seasons affect plant life. A sunflower starts as a seed in the spring, grows into a plant in spring/summer, makes new seeds summer/fall, dries up in the fall/winter, and will be planted again the next spring.

In this reading, students will:

- identify key details about how a sunflower changes through the seasons;
- draw and write to show the sunflower’s changes; and
- participate in collaborative conversations about how the sunflower changes.

VOCABULARY WORDS

The following words are introduced during this reading. Suggested instructional methods are included in parentheses.

- shrivel (embedded)

The following words will be reinforced in this reading:

- sprout
- seasons
- weather

DAILY TASK

Anchor Chart 2:

Today the teacher will re-read the whole book stopping for questions about how the changing weather affects the sunflower. The teacher will provide turn and talk opportunities as questions are asked about the changing of the sunflower. Today’s chart will be a four square of the seasons starting with spring. As you read about the changing sunflower, draw pictures to show the changes.

Weather Inquiry Task: (The Weather Inquiry Task is a reoccurring piece throughout the unit. The purpose is for students to interpret weather data as listed in standard K.ESS2.1. This task can take place at any point during the instructional day. A full description of this task can be found on page 22.) Observe the weather 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:

Draw and write how and why the weather causes the sunflower to change in each season. You will explain to a partner what happens to the sunflower throughout the seasons. Your partner will ask you at least one

question about what you explained. In your writing, be sure to include:

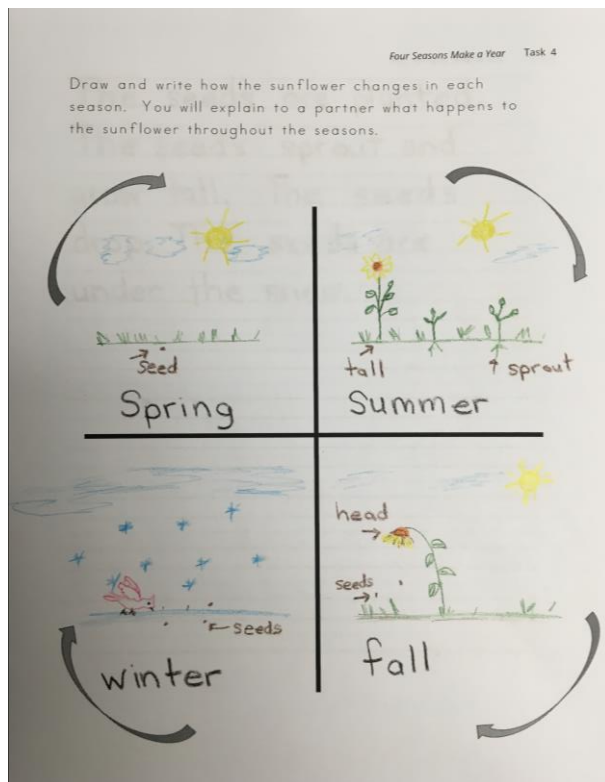
- illustrations;
- labels; and
- sentences that inform how the sunflower grows throughout the seasons.

POSSIBLE STUDENT RESPONSE

Writing Task:

Students will draw and write about the sunflower. The following is a possible oral response:



The sunflower seed is planted in the spring because it is warm and there is a lot of rain to help it grow. In summertime, the seed sprouts green leaves. By the end of summer, the sunflower has grown very tall because of the hot weather. The sunflower drops its blossom in the cool, fall weather. In the cold winter, the sunflower seeds can be used to feed the birds. When spring comes again, the sunflower seeds can be planted.




Four Seasons Make a Year

Task 2

The seeds are planted in the
spring. In summer the seeds sprout
green leaves and the sunflower grows
tall. In fall the blossom is heavy
with seeds. The flower dies in
winter and you can feed seeds to
the birds.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Page 6	<p>Using what you know about spring from our books, why would the girl plant the sunflower seed in the spring?</p> <p><i>Teacher's Note: Add drawing of the seed in the spring section of anchor chart #2.</i></p>	The temperature gets warmer in the spring so the seed will sprout.
Page 7	<p>The sunflower seed has sprouted. What does it mean to sprout?</p> <p>What has caused the sunflower seed to sprout?</p> <p><i>Teacher's Note: Add drawing of the sprout in the summer section of anchor chart #2.</i></p>	<p>Sprouting means to come up from the ground.</p> <p>The earth has warmed which caused the seed to sprout.</p>
Page 12	<p>How has the sunflower changed? When did those changes happen? How do you know?</p> <p>What special thing did the illustrator do to help you understand how big the sunflower is now?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p><i>Teacher's Note: Add drawing of the sunflower in the summer section of anchor chart #2.</i></p>	<p>In spring, the sunflower started as seed. In summer, it sprouted and turned into a tall flower.</p> <p>The illustrator turned the page sideways and drew the sunflower next to the girl so that we can see how big it really is.</p>
Page 13	<p>Does the sunflower have a few or many seeds? How do you know?</p> <p>How is the sunflower different in autumn?</p> <p><i>Teacher's Note: Add drawing of the sunflower head in the autumn section of anchor chart #2.</i></p>	<p>The sunflower has many seeds because the author says it is heavy with seeds.</p> <p>The top droops.</p>
Page 28	<p>How does the sunflower look different now?</p> <p>Use the word shrivel to describe the sunflower.</p> <p></p> <p>Using what you have learned in the text, what might happen to the seeds in the spring that do not get eaten?</p> <p><i>Teacher's Note: Add drawing of the dried sunflower head in the winter section of anchor</i></p>	<p>It has turned brown.</p> <p>The sunflower's head shriveled in the fall.</p> <p>The seeds in the spring might sprout and start all over again.</p>

	<i>chart #2.</i>	
Page 29	<p>Why does the girl think she needs to plant two sunflower seeds next year?</p> <p><i>(Draw a circular arrow to represent the lifecycle of the sunflower plant in the seasons.)</i></p> <p>What would happen to the sunflower if the seasons did not occur in a pattern?</p> 	<p>The birds ate all the sunflower seeds that she had dried so maybe next year she needs to plant more.</p> <p>The sunflower would not change.</p>

THE SEASONS OF ARNOLD'S APPLE TREE – READING 1, QUESTION SEQUENCE 1, DAILY TASK 5

TEXT

Text: *The Seasons of Arnold's Apple Tree*

Question Sequence: 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.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand the changing seasons affect plant life in various ways. Trees are affected in similar and different ways than sunflowers.

in today's reading, students will:

- identify key details about how trees change through the seasons;
- use information gained from new words to explain changes in the tree in each season; and
- draw and write to show the differences in trees and sunflowers' growth throughout the seasons.

VOCABULARY WORDS

The following words are introduced during this reading. Suggested instructional methods are included in parentheses.

- blossom (embedded)
- rustle (embedded)
- summer shower (embedded)
- bare (embedded)

The following words will be reinforced in this reading:

- weather
- seasons

DAILY TASK

Weather Inquiry Task: (The Weather Inquiry Task is a reoccurring piece throughout the unit. The purpose is for students to interpret weather data as listed in standard K.ESS2.1. This task can take place at any point during the instructional day. A full description of this task can be found on page 22.) Observe the weather 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.

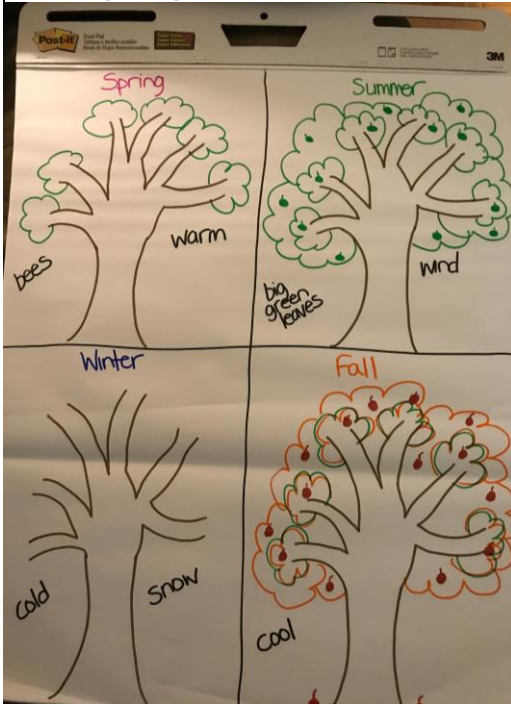
Writing Task A – Anchor Chart 3 – As we read, think about what Arnold's tree looks like in each season. Consider how the weather of the season has caused the tree to appear as it does. We will complete our anchor chart by drawing the apple tree in each season, and add some descriptors to show how the apple tree was affected by the weather in each season. We will also include how the changes affected what Arnold did with his tree during each season.)

Writing Task B- Today, we have read *The Seasons of Arnold's Apple Tree* while making connections to the little girl and her sunflower from *Four Seasons Make a Year*. Thinking about what you learned from each text and from the text evidence we collected on each of our charts, you will write at least two sentences explaining how the changes in the tree and the sunflower are the same and different. You will also share with a partner. (The number of sentences can be altered based on student readiness and time of year in instructional.) In your writing, be sure to include:

- illustrations;
- labels; and
- sentences that compare how the tree and sunflower are the same and different.

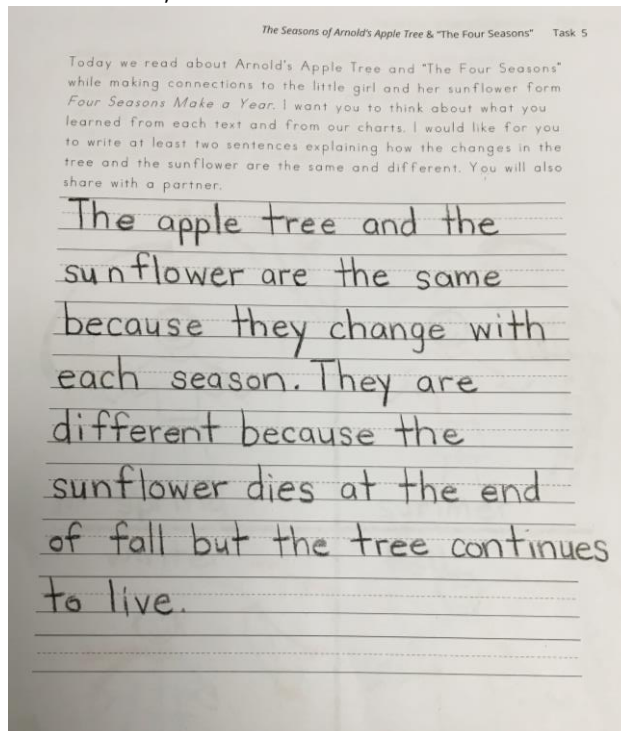
POSSIBLE STUDENT RESPONSE


Writing Task A – Anchor Chart 3 - The class will create an anchor chart that will show Arnold's Apple Tree in each of the four seasons. The teacher or the students will label each season and add descriptor words to the chart. The following image is meant to serve as a starting point. It is not an inclusive list of possibilities.





Writing Task B:

The apple tree and the sunflower are the same because they change with each season. They are different because the sunflower dies at the end of fall, but the tree continues to live.



PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Front Cover	<p><i>Pre-Reading:</i> Yesterday we revisited <i>Four Seasons Make a Year</i> by Anne Rockwell. We looked at the sunflower and how it changed throughout the seasons. Today, we are going to read and discuss <i>The Seasons of Arnold's Apple Tree</i> by Gail Gibbons. Look at the cover of <i>Arnold's Apple Tree</i> and predict how this text may be like <i>Four Seasons Make a Year</i>.</p> <p>What makes you think this?</p> <p><i>Teacher's Script:</i> "So, as we listen to the text today, let's think about how Arnold's tree changes during the seasons, and think about how those changes are similar to and different from the sunflower."</p>	Just like our story yesterday, this book is about the seasons. It has four pictures of a tree at the top, so we will see the tree in all four seasons.
Page 3	<p>From "What's the Weather Like" and <i>Four Seasons Make a Year</i>, we know that a lot changes happen during the seasons. What are your thoughts on how Arnold's tree will change throughout the seasons?</p> <p>How will the changes his tree goes through affect Arnold? Do you think these changes are what the author says will keep "him very busy all throughout the year?"</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p><i>Teacher's Script:</i> "Let's keep reading, to find out if our thoughts are correct!"</p>	<p>The tree will grow leaves. The leaves will turn colors and fall off the tree.</p> <p>Arnold will have different jobs as his tree changes from season to season.</p> <p><i>Teacher's Note:</i> This may be very difficult for the students at this point. If students are not able to articulate that Arnold will care for the tree differently as the seasons progress, restate the question as "As we continue to read, let's pay close attention to what Arnold does as his tree changes in each season." In this case, revisit this question at the end of the reading.</p>
Page 7	<p>On these pages, we know that it is spring. What are some things that Arnold has observed in this tree during this season?</p> <p><i>Chart Arnold and his tree in the spring on Anchor Chart 3.</i></p> <p>How was what Arnold observed with his tree different to what the little girl observed with her sunflower?</p>	<p>Arnold watched small buds turn into blossoms. He also saw bees collecting nectar from the blossoms.</p> <p>Arnold's tree was already fully grown, but the little girl had to plant a sunflower seed in the spring.</p>

Page 9	<p>What are some things Arnold does with his tree?</p> <p>What has the weather been like as Arnold did these activities? How do you know?</p>	<p>He puts a swing in a tree branch, makes a wreath, and takes his mom apple blossoms.</p> <p>By looking at the illustrations, it is sunny and warm. I know his because it is not raining in the illustrations and the apple tree has blossoms.</p>
Page 10	<p>Why might the author have used the word rustle?</p> 	<p>I think the author used rustle because the tree is so full of leaves in the summer. The leaves are close together causing them to make a noise when the wind blows.</p>
Page 13	<p>On this page the author tells us that Arnold used the green leaves as shelter during the shower. How is this related to the page 10 when the author described the leaves as rustling?</p>	<p>We said the leaves rustled because they were big and close together, so I think this is similar because the leaves are close enough together for the rain to not get through.</p>
Page 15	<p>Let's think back to the girl's sunflower. How was it similar or different from the apple tree?</p> <p><i>Teacher's Note: Chart Arnold and his tree in the summer on Anchor Chart 3.</i></p>	<p>The sunflower was the same because it bloomed like the blossoms on the apple tree. The sunflower was different because it started as a seed and then grew taller than the girl in just one season.</p>
Page 23	<p>What are some things Arnold is doing with his tree during fall? How has this changed? From the illustrations, what can you say about the weather in fall?</p> <p><i>Teacher's Note: Add Arnold and his tree in the Fall to Anchor Chart 3.</i></p> <p>How is what happened with the apple tree similar and different from what happened with the sunflower in the fall?</p>	<p>In fall, Arnold collects and eats tasty apples, he rakes leaves and puts them in piles. The weather is getting cooler and the land is not as green. Arnold is also wearing more clothes.</p> <p>The apple tree changed colors and lost its leaves. The whole sunflower drooped over.</p>
Page 24	<p>How did the author and illustrator, Gail Gibbons describe the apple tree in the winter?</p> <p><i>Teacher's Note: Add Arnold with his tree in Winter to Anchor Chart 3.</i></p>	<p>The words say the branches are bare. I can see in the illustration that it doesn't have leaves.</p>
Page 27	<p>How are the tree and sunflower different in winter?</p>	<p>The sunflower dried up and died. The girl used its seeds to feed the animals. The apple tree did not die in the winter. It is just resting until Spring.</p>
Page 28	<p>On our last page, we see that the snow has melted and the tree is beginning to grow leaves! What does that tell us about the season?</p>	<p>It has changed to spring.</p>

	 <p>So, the pattern of seasons will continue!</p> <p>Let's think back to our predictions about how the tree would change and how those changes would keep Arnold busy all year. What thoughts were correct? What could I add?</p> <p>What would be different for Arnold if his tree had not changed throughout the seasons?</p>	<p>We were right about the tree growing leaves and falling off in the fall. We could add that the tree was an apple tree that grew apples. We learned that Arnold stayed busy by hanging a swing in the Spring, building a tree house in the Summer, raking reaves and collecting apples in the Fall, and decorating branches in the Winter.</p> <p>He would not have stayed busy doing things with his tree as it changed throughout the seasons.</p>
--	--	--

THE SEASONS OF ARNOLD'S APPLE TREE – READING 2, QUESTION SEQUENCE 2, DAILY TASK 6

TEXT

Text: *The Seasons of Arnold's Apple Tree*

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand the changing seasons follow a pattern that affect living things in various ways. In today's reading, students will:

- identify key details to find patterns for how the seasons impact people's lives; and
- draw and write to show how the seasons impact living things.

VOCABULARY WORDS

The following words will be reinforced in this reading:

- bare
- weather
- seasons
- spring
- summer
- fall
- winter

DAILY TASK

Anchor Chart 1:

If necessary, revisit Anchor Chart 1 series to add actions Arnold does around the tree. Add any changes in the people and plants section.

Weather Inquiry Task: (The Weather Inquiry Task is a reoccurring piece throughout the unit. The purpose is for students to interpret weather data as listed in standard K.ESS2.1. This task can take place at any point during the instructional day. A full description of this task can be found on page 22.) Observe the weather 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 – We are taking a class field trip to visit an apple orchard in the Fall. (Show a picture of an orchard, if background knowledge is needed). Your help is needed in writing a letter to send home, including what clothes we should wear and what we might see and do with the apple trees when we get there. In your writing, be sure to include:

- the name of the season;
- what clothes to wear; and
- what you will see on the apple trees.

Teacher's Note: This task can be completed with all students writing about fall, or students can be divided into four groups and each group can complete the task with a different season.

POSSIBLE STUDENT RESPONSE

On our fall field trip, we should wear pants and long sleeve shirts because the weather will be cool. We will see the trees covered with red apples and yellow leaves. We can pick up apples that have fallen on the ground.

We are going on a field trip to an apple orchard this fall. Please write a letter to someone at your home to tell them what we will need to wear and what we should expect to see and do with the apple trees when we get there.



Four Season Make A Year

Task 2


Dear family,


On our fall field trip the weather will
be cool so we should wear pants and
long sleeves. We will see red apples
on the trees and can pick up apples
off the ground.

Love,

Sam

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Front Cover	<i>Teacher's Script: "Today, we are going to revisit our text, <i>The Seasons of Arnold's Apple Tree</i> by Gail Gibbons. Yesterday we focused on the tree, what happened to the tree during each of our four seasons, and what weather was associated with each season. As we read today, let's pay attention to what Arnold is doing with the tree as the weather and seasons are changing and how this affects what he is wearing."</i>	
Page 5	<p>Here the illustrations show that Arnold has climbed the apple tree. Why did he climb the tree?</p> <p>From everything we have learned about the seasons, why do blossoms come out in the spring?</p>	<p>Arnold climbs his tree and looks at the apple blossoms.</p> <p>The weather is warmer so plants begin to grow.</p>

Page 9	What does Arnold wear in the spring and why did he choose these types of clothes?	He wears pants and a short sleeve shirt. The weather is warm so he can wear short sleeves but it is not hot enough for shorts.
Page 15	<p>What are some things Arnold does with his tree in the summer? How are these things different from what he was able to do in the spring? What led to this change?</p> <p>In this section, we see that Arnold has on shorts and a short sleeved shirt most of the time. What does that tell us about the weather associated with summer?</p>	<p>He builds a tree house that keeps him out of the sun and rain. He juggles green apples. He could not juggle in spring because the apples were only blossoms. The apples grew as the weather became warmer.</p> <p>The clothes he wears tells us that the weather in summer is hot.</p>
before reading about fall	<p>We have read and thought about Arnold and his tree in the spring and summer. Which season is next and how do you know?</p> <p><i>Teacher's Script: "Remember earlier we decided that no matter where you begin to list the seasons, they always follow a predictable pattern."</i></p>	Fall is the next season because I know fall comes after summer.
Page 23	<p>How does the weather in fall change Arnold's clothing choices and why? The author doesn't tell you what Arnold is wearing so how do you know?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p>How has the cooler weather affected the apple tree and Arnold?</p>	<p>Since it is cooler, he goes back to wearing long pants and long sleeve shirts most of the time. The illustrations help me see that his clothes are changing. It even looks like he is wearing a jacket.</p> <p>The apples are finally ready to eat so Arnold has yummy apples to eat. As the temperature gets cooler, the leaves change color and Arnold rakes the leaves when they fall. With his family, he makes apple pie and apple cider with the apples. He also decorates some of the apples for Halloween.</p>
Page 27	<p>What does Arnold wear and do during this season and how is it related to the weather?</p> <p>Let's go back to Arnold decorating his tree with popcorn and berries. Why does he do this? How is this like what we read in <i>Four Seasons Make a Year</i>?</p>	<p>Since the weather is cold and snowy, Arnold wears a coat and snow pants with a hat, scarf, and gloves when he is outside. He decorates his tree with popcorn and berries so the birds have something to eat. He also builds a snow fort and a snowman.</p> <p>Because winter weather is cold, not much grows for the animals to eat. The berries and popcorn fed the birds. This is like the girl feeding the birds with her sunflower seeds.</p>

Page 28	<p>Our text says that “The snow melts away. It is spring again....” What does this mean?</p>  <p>What from this page supports your idea?</p>	<p>The pattern of the seasons will begin again.</p> <p>The tree has small leaves again which we associate with spring and Arnold is back in pants and a shirt.</p>
---------	---	--

THE YEAR AT MAPLE HILL FARM – READING 1, QUESTION SEQUENCE 1, DAILY TASK 7

TEXT

Text: *The Year at Maple Hill Farm*, pages 1-10

Question Sequence: 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 around how the change in seasons effect animal life on the farm. This 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.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand the changing seasons affects animals on the farm. This reading looks at how animals react to the weather in winter and spring.

In today's reading, students will:

- use illustrations and key details to find patterns in what happens to animals in winter and spring;
- use illustrations to determine the meaning of new words; and
- draw and write to show how their chosen animal behaves in these seasons.

VOCABULARY WORDS

The following words are introduced during this reading. Suggested instructional methods are included in parentheses.

- protective (implicit)
- cranky (implicit)
- wonder (implicit)
- marshy (embedded)
- hatching (embedded)
- eaves (embedded)
- shorn (embedded)

- molt (embedded)
- shed (embedded)

The following words will be reinforced in this reading:

- seasons
- weather
- winter
- spring
- bare

DAILY TASK

Anchor Chart 1:

The teacher will engage the students in looking at how animals behave and change during the season of winter and spring at Maple Hill Farm. New learning will be added to the animals section of anchor chart series 1.

Speaking Task:

There are turn and talk opportunities as the teacher poses questions about the seasons of winter and spring at Maple Hill Farm. The teacher will keep anecdotal notes recording how students are retaining and sharing their learning as well using the vocabulary words during their turn and talk opportunities.

Weather Inquiry Task: (The Weather Inquiry Task is a reoccurring piece throughout the unit. The purpose is for students to interpret weather data as listed in standard K.ESS2.1. This task can take place at any point during the instructional day. A full description of this task can be found on page 22.) Observe the weather 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. ***At this point, you will have several days' worth of data available to discuss with your students. Please discuss with the students the trends you are seeing in your data collection and link them back to the texts and anchor charts created. Hopefully, the students will be able to identify the trends as predictable for the current season in Tennessee.***

Writing Task

In *The Year at Maple Hill Farm*, we read about how animals react to the seasons and changing weather in winter and spring. Today we will write from one animal's point of view about how winter and spring affects them on the farm. You will write at least one sentence to focus on winter and at least one sentence to focus on spring. Your drawings will match what you write about each season.

In your writing, be sure to include:

- illustrations of your farm animal; and
- two sentences from your animal's point of view describing how winter and spring affects them.

Teacher's Note: This task is designed to look at how an animal responds to the changing weather in winter and spring. Tomorrow, students will continue adding to this piece as they layer new learning around summer and fall.

POSSIBLE STUDENT RESPONSE

I am a chicken on the farm. I do not lay many eggs in the winter. In the spring, I start to molt and lose some of my feathers. I also start to lay eggs.

In *The Year at Maple Hill Farm*, we read about how animals react to the seasons and changing weather in winter and spring. Today, you will pretend you are one of the animals on the farm. You will write how you are affected by the weather during the winter and spring. You will write at least one sentence to focus on winter and at least one sentence to focus on spring. Your drawings will match what we write about for each season.






I am a chicken. I do
not lay many eggs
in the winter.



In the spring I
lose some of my
feathers and start
to lay eggs.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Page 4	<p><i>As we read today, think about how the animals are behaving in each season and what makes them behave this way.</i></p> <p>What words and illustrations does our author and illustrator use to let us know that the story begins in the season of winter?</p> <p>What other texts have we read that begins in the season of winter?</p>	<p>The author and illustrator use words like snow and cold to help us know it is winter. The illustrations show bare trees and snow which tells us the weather is cold.</p> <p>The text "What is the Weather Like" and the article, "Four Seasons", also began in winter.</p>
Page 6	<p><i>New learning about animal behaviors will be added to anchor chart series 1.</i></p> <p>What do all of your observations tell you about the weather in winter?</p>	<p>It is cold and the animals stay close to the barn. The farmer is feeding the horse hay.</p>

	<p>What are some things you saw and heard the animals doing in the winter?</p> <p>Is what we see happening to the animals in winter similar or different from what we saw in our other texts with plants and people?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>Possible answers include: The animals stay close to the barn. The chickens don't lay very many eggs. The sheep have lots of fur. The horses eat hay. The deer come close to look for food. The geese play in the water but their feet do not freeze. The birds play. Some animals sleep like the water rat. (The teacher will highlight that sleeping animals are hibernating.)</p> <p>It is similar because like plants, the animals slow down and may even sleep a lot and like people they have ways to stay warm. While people have coats, animals have fur.</p>
Page 8	<p>On these pages, we can see that the season has changed. What season is it now and how do you know?</p> <p>So, we have learned how to identify the season by looking at the plants and animals. What from the animal's behavior in the story tells us that it is spring?</p> <p><i>Teacher's Script: "Spring is a busy time on the farm for our animals! Let's keep listening to find out what else animals do in spring."</i></p>	<p>It is spring because I see flowers and insects and a little girl in a short sleeve shirt, which means the weather is warmer. I also see leaves beginning to grow on the trees.</p> <p>The animals are having babies, waking up, building nests, and laying eggs.</p>
Page 9	<p>Spring weather has caused some interesting changes on the farm. Look at the illustrations and discuss what it means when the author says, "The wooly sheep are shorn."</p> <p>How do the illustrations help you understand that the dog was shorn too?</p> <p></p> <p>The author also says, "Even the chickens molt." Using the illustrations on this page, what does molt mean?</p> <p>Why does the text say the animals do all of these things?</p>	<p>The sheep get their fur cut off when they are shorn.</p> <p>The dog's fur is much shorter, so I know his fur was cut off too.</p> <p>The chickens lose their feathers when they molt.</p> <p>The animals do this so that they will be cooler and more comfortable.</p>

	<p>This text has illustrations, not real photographs. Is this text about things that can really happen? How do you know?</p> 	<p>Yes. I know because it's similar to the other books we have read so far about seasons.</p>
--	--	---

THE YEAR AT MAPLE HILL FARM – READING 2, QUESTION SEQUENCE 2, DAILY TASK 8

TEXT

Text: *The Year at Maple Hill Farm*, pages 11- end
This text is paired with *Something Told the Wild Geese*.

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE (S) FOR THIS READING

Students will understand that changing seasons affects animals on the farm. This reading looks at how animals react to the weather in summer and autumn.

In today's reading, students will:

- use illustrations and key details to find patterns in what happens to animals in summer and autumn;
- use illustrations to determine the meaning of new words; and
- draw and write to show how their chosen animal behaves in these seasons.

VOCABULARY WORDS

The following words are introduced during this reading. Suggested instructional methods are included in parentheses.

- chatting (implicit)
- temperamental (implicit)
- pasture (embedded)
- conveyor (embedded)
- graze (embedded)
- shod (embedded)
- grudges (embedded)
- migrate – (embedded)

The following words will be reinforced in this reading:

- weather
- seasons
- winter
- spring

DAILY TASK

Anchor Chart 1:

The teacher will engage the students in looking at how animals behave and change during the season of summer and fall at Maple Hill Farm. New learning will be added to the anchor chart series 1.

Speaking Task:

There are turn and talk opportunities as the teacher poses questions about the seasons of winter and spring at Maple Hill Farm. The teacher will keep anecdotal notes recording how students are retaining and sharing their

learning as well using the vocabulary words during their turn and talk opportunities.

Weather Inquiry Task: (The Weather Inquiry Task is a reoccurring piece throughout the unit. The purpose is for students to interpret weather data as listed in standard K.ESS2.1. This task can take place at any point during the instructional day. A full description of this task can be found on page 22.) 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 Year at Maple Hill Farm*, we read about how animals react to the seasons and changing weather in summer and autumn. Today we will continue writing from one animal's point of view about how summer and autumn affects them on the farm. You will write at least one sentence to focus on summer and at least one sentence to focus on autumn. Your drawings will match what you write about each season.

In your writing, be sure to include:

- illustrations of your farm animal; and
- two sentences from your animal's point of view describing how summer and autumn affects them.

Teacher's Note: This task is designed to look at how an animal responds to the changing weather in winter and spring. Tomorrow, students will continue adding to this piece as they layer new learning around summer and fall.

POSSIBLE STUDENT RESPONSE

In the summer, I eat insects because I love how they taste. In the fall, I go to roost and don't lay a lot of eggs.



Yesterday, you pretended you were an animal on the farm and wrote about how the weather in winter and spring affected your behavior. Today, we are going to add to our writing by using text evidence to write about how the weather affects you in summer and fall. You will write at least one sentence to focus on summer and at least one sentence to focus on fall. Remember your drawings will match what we write about each season.





I like to eat
insects in the summer.
They taste good.



I roost in the fall
and don't lay many
eggs.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<p><i>Teacher's Script: "Yesterday we read about how animals on the farm behave in the winter and spring. As we read today, let's think about how they behave in summer and fall and what some of the reasons for this behavior might be.</i></p> <p><i>For today's reading, you will read pages 11 to the end as you focus on the animals' behavior in summer and fall."</i></p>	
before reading	<p>When we left the farm yesterday, what season were the animals experiencing?</p> <p>Here we see that the season has changed. From what you have learned from all of our texts, what is the name of the new season? What text evidence supports this idea?</p> <p><i>Teacher's Script: "Let's listen to what the animals do in the summer!"</i></p>	<p>It was spring on the farm.</p> <p>It is now summer on the farm. The pasture is green and the animals are all outside.</p>
Page 14	What are some things we are seeing the animals do so far in summer?	They eat grass and stay outside. There are lots of insects that bother the horse and the dog.
Page 18	<p>What word does the author use to describe late summer? Why does he use that word?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	Late summer is a drowsy time because it is so hot. The animals are lazy.
Page 19	<p>Now that summer is over, what season begins?</p> <p>What is another word for this season?</p> <p>What does the author mean by, "Everyone begins to wake up after the heat of summer."?</p>	<p>Autumn begins after summer.</p> <p>Fall is another word for autumn.</p> <p>The animals come alive as the weather cools down. They begin to move around more.</p>
Page 22	Let's look at this illustration and compare the animals here in fall to the way they looked in early summer. How are they different?	Some of the animals' fur is growing back.
Page 24	<p>What does the author mean when he says, "An early frost did away with all of the insects?"</p> <p></p> <p>So, the frost killed the insects. What does this mean?</p>	<p>The weather got cold and the frost killed all of the insects. It was too cold for them to survive.</p> <p>This means that winter is on its way and when it gets colder, the insects will die.</p>

	<p>So, let's think about what the animals are doing in fall. What do we see on these pages about fall?</p>	<p>They animals begin staying closer to the barnyard. The chickens roost and begin laying fewer eggs. Squirrels gather nuts. Birds migrate and some animals are sold and leave the farm.</p>
Page 26	<p>Here we read, "The north wind blows. The bare branches rattle." What does this phrase mean?</p>  <p>Let's think back to all of our texts and see if we remember another story that described the trees as bare.</p> <p><i>Teacher's Script: "Again, we see that there is a pattern to what we see in each of the seasons!"</i></p>	<p>The branches on the trees have no leaves and when the wind blows, it sounds like the branches are hitting each other and making a noise.</p> <p><i>The Seasons of Arnold Apple Tree</i> showed us a bare tree.</p>
Page 29	<p>On these pages we see that the season has changed again. What season is it again at the end of our text?</p> <p>So, our text began in winter and moved to ____? From spring it moved to ____? From summer it moved to ____?</p> <p>The cycle in this text was winter, spring, summer, and fall. What do we know about the pattern of seasons?</p>	<p>It is winter on the farm.</p> <p>Spring – summer – fall</p> <p>The patterns of what happens in each season is always the same even if we begin the cycle in a different spot.</p>
last page	<p>Why do you think the author included this last page in the book?</p> 	<p>The author reminds us that there will be another year and the cycle of the seasons will continue next year on the farm.</p>

“SOMETHING TOLD THE WILD GEESSE” – READING 1, QUESTION SEQUENCE 1, DAILY TASK 8

TEXT

Text: *Something Told the Wild Geese*

This text is paired with the second reading of *The Year at Maple Hill Farm*.

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

Non prose

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.

LESSON OBJECTIVE (S) FOR THIS READING

Students will understand the change in seasons affects animals in different ways.

In today’s reading, students will:

- identify patterns found in the poem to identify the season and how it affects the geese.

VOCABULARY WORDS

The following words are introduced during this reading. Suggested instructional methods are included in parentheses.

- whispered (implicit)
- sagging (implicit)
- cautioned (embedded)
- soar (embedded)
- flee (embedded)

The following words will be reinforced in this reading:

- weather
- seasons
- spring
- summer
- fall
- winter


DAILY TASK



Anchor Chart 1:

The teacher will engage the students in a shared reading experience around “Something Told the Wild Geese” looking at how animals behave as the season changes. New learning will be added to the animal section of anchor chart series 1.

Speaking Task:

There are turn and talk opportunities as the teacher poses questions about the animals’ behavior. The teacher will keep anecdotal notes recording how students are retaining and sharing their learning as well using the vocabulary words during their turn and talk opportunities.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<i>Teacher’s Note: Please note that this poem has been placed into book form. Page numbers have been added to the text with the first page of text being page 1.</i>	
Page 3 – line 1	<p>In the line, the author says, “Though the fields lay golden...” Thinking of all that you have learned about the seasons from our texts, what season is it at this point in our poem? How do you know?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p>So, we will start our pattern in the fall with golden fields. Will this change what we see in the seasons?</p>	<p>It is fall because in all of our texts the field are golden in fall. I also know because orchards have apples, and we pick those in the fall. When the grass turns from green to yellow and the birds are moving, it is fall.</p> <p>No, the seasons follow the same weather pattern no matter where you begin.</p>

Page 7	<p>Here we read that “frost” signals something for the wild geese. What does it signal?</p>  <p>Using what we have read in the text, how do you know?</p> <p>Where else have we heard about frost?</p>	<p>The frost signals that winter is coming.</p> <p>The wild animals are getting ready to go and there is snow on the way.</p> <p>In <i>A Year at Maple Hill Farm</i>, we heard about frost and how it happens during winter months.</p>
Page 17	<p>As the other animals saw the wild geese get ready for winter, it told them to get ready as well. What animals have we read about in this section? How are they getting ready?</p>	<p>We have read about the bear who will sleep (hibernate) and the fox who will stay in his den. The squirrel stores his food.</p>
Page 19 – first line	<p>This line says that “something big was coming.” From all that we have learned, what is the “something big” that is coming? Why is this “something big” for the animals?</p> 	<p>The “something big” that is coming is the season of winter.</p> <p>Winter is something big for the animals because it is cold and there is less food. They will need to prepare for this season.</p>
Page 25 – third line	<p>In this line, the author says “it is time to fly.” Who from our story is this referring to?</p> <p><i>Teacher’s Script: “When animals move to a warmer place that is called migration.”</i></p>	<p>The geese are flying to a warmer place.</p>
Pg.27 – second line	<p>“Winter! was their cry!” Were we correct in thinking that the “big thing coming” was winter?</p> <p>So throughout our story, the geese were getting ready for winter. How is this similar to what we read about the birds in <i>A Year at Maple Hill Farm</i>?</p>	<p>Yes, we were correct.</p> <p>In this poem and in the story, the birds migrate in the winter.</p>

ALTERNATIVE SHARED READING OPTION

“Spill” by Judith Thurman
page 28 from *Weather Poems for All Seasons*

WHAT WILL THE WEATHER BE – READING 1, QUESTION SEQUENCE 1, DAILY TASK 9

TEXT

Text: *What Will the Weather Be? Pages 1-17*

Question Sequence: 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 such as labels, colors, and arrows to represent cold and warm fronts are essential to understanding the text.

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.

LESSON OBJECTIVE (S) FOR THIS READING

Students will understand the recurring patterns in the weather help meteorologists predict the forecast, but weather changes and sometimes these forecasts are not correct.

In today's reading, students will:

- use illustrations and text features to make sense of weather; and
- use key details from the text to create an accurate forecast.

VOCABULARY WORDS

The following words are introduced during this reading. Suggested instructional methods are included in parentheses.

- forecast (explicit)
- predicting (embedded)
- front (embedded)
- thermometer (embedded)
- vapor (embedded)
- humidity (embedded)
- meteorologist (embedded)

The following word will be reinforced in this reading:

- weather

DAILY TASK

Weather Inquiry Task: (The Weather Inquiry Task is a reoccurring piece throughout the unit. The purpose is for students to interpret weather data as listed in standard K.ESS2.1. This task can take place at any point during the instructional day. A full description of this task can be found on page 22.) 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.

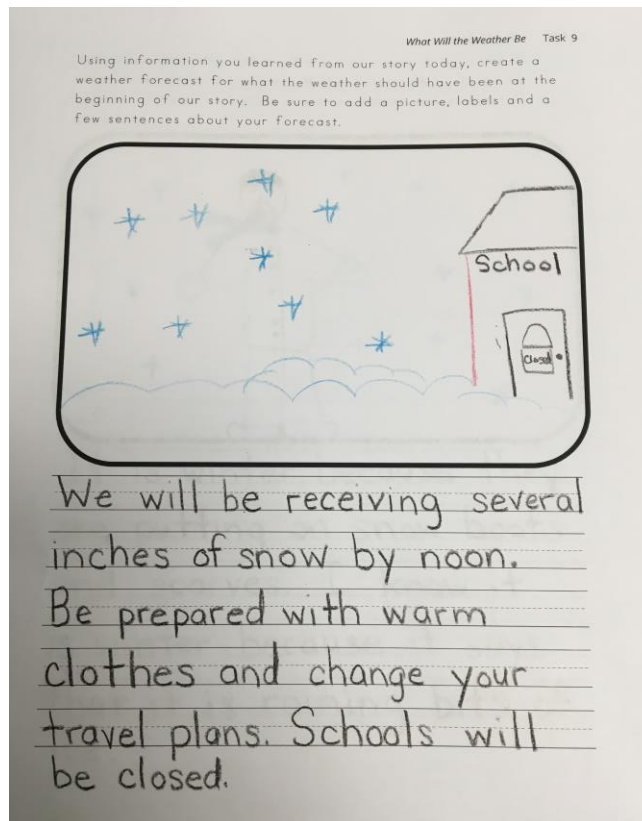
Writing Task:


Using the illustration from pages 6-7 in our text, pretend you are a meteorologist. Write a weather forecast that helps people be prepared for the weather. In your writing, be sure to include:


- an illustration; and
- labels and sentences about your forecast.

POSSIBLE STUDENT RESPONSE

Weather Forecasting: We will be receiving several inches of snow by noon. Be prepared with warm clothes and change your travel plans to stay home. Schools and airports will be closed.



PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Page 5	According to the illustration and text, what season might it be on this page? How do you know?	It is winter. There are jackets, scarves and hats hanging by the door and it is snowing outside their window. The kids are dressed in sweaters and jeans. The forecast on the television also has a snowman and snowflakes on it.
Pages 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 snow? Why do you think they feel the way they do?</p> <p>Why do you think the little girl in the window of the building looks so happy?</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 because the snow is making it harder to get around.</p> <p>I think she is happy because there will not be school today because of the snow.</p>
Page 9	<p>According to the author, what do weather forecasts do?</p> <p>Predicting is when we make a guess about something. Look at the illustration on pages 8-9. Can you predict what it might be like tomorrow? What clues did the illustrator give you to help you make that prediction?</p>  (This is an opportunity for a collaborative talk structure.) <p>Reread the last sentence on page 9: "Whatever the weather is like, it often stays that way for days at a time." What have we learned in other texts that help us understand this statement?</p>	<p>Weather forecasts tell what kind of weather is coming.</p> <p>I predict the weather will be pretty much the same tomorrow. The trees have green leaves, and there are just a few small clouds in the sky.</p> <p>*Students could also say: "I predict it might rain tomorrow. I see clouds in the sky, and they might increase throughout the day to cause rain.</p> <p>We have learned that seasons, and the weather in that season, lasts for about 3 months.</p>
Pages 10-11	<p>What did we find out makes the weather change?</p> <p>Are these changes predictable?</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>The wind blows and brings in air from somewhere else.</p> <p>Sometimes weather forecasters can predict the weather but it's hard</p> <p>It is warmer or cooler than the old air. It pushes against it. The pushing is called a front.</p>
Pages 12-13	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	It might rain. I see on the pink part of the illustration (the warm front) that there are big clouds forming with rain drops on them.

	<p>a front. According to the illustration, what might happen to the weather in front of a cold front? How do you know?</p> 	
Pages 14-15	<p>What do we know can happen when clouds grow big and dark?</p> <p>When we see big dark clouds forming in the summer, would it be possible to get snow? Why?</p>	<p>It can rain and there may be thunder and lightning.</p> <p>No, it doesn't snow in the summer. In the summer, it is too hot for it to snow. Snow happens when the weather is colder in the winter or early spring.</p>

WEATHER TOGETHER – READING 1, QUESTION SEQUENCE 1, DAILY TASK 10

TEXT

Text: “Weather Together” pages 60 – 61 from *Weather Poems for all Seasons*

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

Non prose

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.

LESSON OBJECTIVE (S) FOR THIS READING

Students will understand that words and illustrations about weather can help us determine the season, even if the author doesn’t say what season it is.

In today’s reading, students will:

- use words and illustrations from the poem to determine the season; and
- identify rhyming words.

VOCABULARY WORDS

The following word is introduced during this reading. Suggested instructional methods are included in parentheses.

- peeks (embedded)

The following word will be reinforced in this reading:

- weather

DAILY TASK

Writing Task:

What season is the author of this poem describing? Use information from the poem and the illustration to support your opinion. In your writing, be sure to include:

- a picture,
- labels; and
- at least 2 sentences.

Speaking Task:

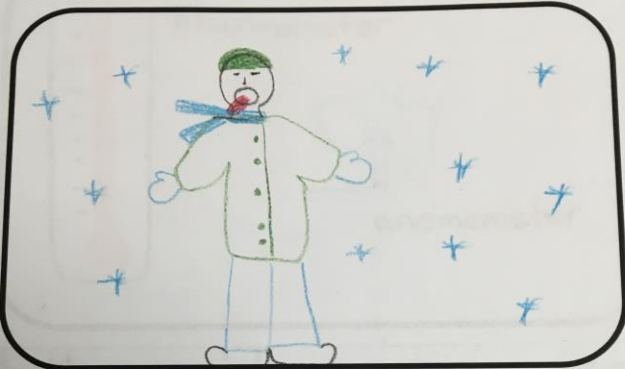
Have students share their ideas to their team or class.

POSSIBLE STUDENT RESPONSE


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.



Weather Together Task 10

What season is the author of this poem describing? Use information from the poem and the illustration to write your opinion. Be sure to include a picture, labels and at least 2 sentences.



It is winter because they are putting on snow boots and scarves. I know it is winter because it says that it is raining bits of ice.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<i>Teacher's Note: Distribute a copy of the poem to each student. Also, make a chart or project the poem for group reference.</i>	
Cover of book	Read the title and illustrator of the book. We read another poem from this book a few days ago. What did we say the illustrator does? I notice they have selected different authors for this book of poems. Why might this book of poems have different authors?	The illustrator draws the pictures in a story or poem. It could have different authors because different people wrote the poems.
Page 60	The title of the poem we will read today is "Weather Together" by Lillian M. Fisher. What do we call someone who writes the words?	The person who writes the words is called an author.
Copy of the poem	<i>Teacher's Script: "This is another poem much like the poem we studied a few days ago."</i> Read the whole poem to the students. How do we know this is a poem?	There are rhyming words on some of the lines.
	Have students look over the poem with a partner to identify any high frequency words they know.	I found the word "in" and "the". I know the word "are." (It is likely that students will know the words: in, the, of, it, and, are, and to.)
There are holes...	What season do you think the author is describing in this poem?  (This is an opportunity for a collaborative talk structure.)	I think it is winter because it talks about ice, and the kids have boots and a scarf. I think it is spring because it talks about rain, and the ice could be hail.
	<i>Teacher's Note: Have students do a shared reading of the first four lines.</i> How does the author describe the sky?	The sky looks really cloudy with only little bits of blue sky and sun peeking through.
	What words rhyme in what we just read?	Through and blue are rhyming words.
It's raining rain...	<i>Teacher's Note: Read through next four lines using a shared reading structure.</i> The author tells me it is raining and that the raindrops are bouncing down like tiny grains of rice. How do these words help you think about the way the rain would feel?	I think this means the rain is hard because rice is hard before it is cooked.

	Do the author and illustrator give you any clues as to what season it might be? 	She tells us that it is raining like grains of rice. That could be sleet. The illustration shows kids wearing warm clothes.
	What words rhyme in those four lines?	Ice and rice rhyme
This weather together...	<p><i>Teacher's Note: Read through the last four lines using a shared reading structure.</i></p> <p>Why do you think the author said, "this weather together changes by the minute"? How is this similar to what we have learned about the weather so far? </p> <p>How does this poem help us understand that we could have the same weather patterns in different seasons?</p>	<p>The weather is unpredictable. Some days it can be sunny and end up raining or raining and end up snowing. The weather can change all of the time. Other books we have read taught us the weather can be hard to predict.</p> <p>This poem does not tell us if it is spring or winter. It shows the kids dressing warmly and talks about sleet and ice. These can happen in both spring and winter.</p>
	<i>Teacher's Note: Do an additional shared reading of the entire poem together again.</i>	

ALTERNATIVE SHARED READING OPTION

"Weather" by Anonymous
pg. 59 from *Weather Poems for All Seasons*

WHAT WILL THE WEATHER BE? – READING 2, QUESTION SEQUENCE 2, DAILY TASK 11

TEXT

Text: *What Will the Weather Be? Pages 18 - end*

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE (S) FOR THIS READING

Students will understand that meteorologists use many different tools to help them predict the weather (thermometers, rain gauges).

In today's reading, students will:

- use information from the text to explain how weather tools help us plan and prepare for changing weather;
- explain how illustrations and text features add to understanding about new words associated with predicting weather; and
- draw and write about a weather tool.

VOCABULARY WORDS

The following words are introduced during this reading. Suggested instructional methods are included in parentheses.

- vapor (embedded)
- predicting (embedded)

The following word will be reinforced in this reading:

- forecast
- front
- thermometer
- weather
- humidity

DAILY TASK

Weather Inquiry Task: (The Weather Inquiry Task is a reoccurring piece throughout the unit. The purpose is for students to interpret weather data as listed in standard K.ESS2.1. This task can take place at any point during the instructional day. A full description of this task can be found on page 22.) 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: Our text says that, "Changes in the weather are not always predictable." Choose one weather tool and write to inform what that tool does and how that weather tool helps to plan and prepare for changing weather. In your writing, be sure to include:

- an illustration of your weather tool;
- labels;
- one sentence describing what the weather tool does; and
- one sentence describing how the weather tool is helpful in planning for changing weather.

POSSIBLE STUDENT RESPONSE



A thermometer measures the temperature of the air. Meteorologists use this tool to know where the warm air is and where the cold air is. This tool helps me know what kinds of clothes to wear when we go outside.


Our text says that, "changes in the weather are not always predictable." Choose one weather tool and tell what that tool does and how the weather tool helps to plan and prepare for changing weather. Be sure to include an illustration of your weather tool, labels, and sentences that describe what the weather tool does and how it is helpful in planning for changing weather.



A thermometer measures the temperature
of the air. It tells if the air is
warm or cold. It helps me know what
kind of clothes to wear when I go outside.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Pages 18-19	Why might it be important to know when and where fronts will form?	Knowing what the weather will be helps us know how to dress and when it is safe to travel around or go to school.
Pages 20-21	How do the tools we learned about on these pages help meteorologists predict the weather? <i>Teacher's Note: Consider beginning an anchor chart of these tools for students to refer back to as they complete their daily task.</i>	<p>Meteorologists use:</p> <ul style="list-style-type: none"> • thermometers to measure the temperature of the air. • wind vanes to see what direction the wind blows. • anemometers to measure how fast air is going (speed). • hygrometers to measure how much water is in the air. <p>It is important for meteorologists to use tools to help them predict the weather because they</p>

	Why would it be important for meteorologists to use tools?	give them accurate information like temperature and wind speed. Without these tools they would have to guess.
Pages 22-23	<p>How do the illustrations help you understand the meaning of air pressure?</p>  (This is an opportunity for a collaborative talk structure.) <p>The text says that when the air pressure changes, the weather changes. Why would meteorologists measure air pressure?</p> <p>What information is the speech bubble giving us on this page?</p>	<p>The arrows show that there's air in my body pressing out, and the air around me is pressing on me.</p> <p>By being able to measure air pressure, they can be aware of when the weather is about to change.</p> <p>The speech bubble is telling us about the tool that measures air pressure.</p>
Pages 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>How do the illustrations help you to know this?</p> 	<p>Lots of rain and snow might fall.</p> <p>The weather is dry and sunny.</p> <p>There are more arrows on this page that help me understand the weather with high and low pressure.</p>
Pages 26-28	<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>They need to know what the weather is like everywhere so they can make forecasts.</p> <p>By using all of these tools all over the world, it helps them understand what is happening far away so they will know what kind of weather is coming to us so we can prepare in Tennessee.</p>
Pages 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, carry an umbrella if needed, 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>

Page 32	<p>Why is this text titled, <i>What will the Weather Be?</i>”</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 think the author of this book thinks meteorologists are important to us?</p>	<p>This book is called that because we have learned how meteorologists predict the weather.</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>
---------	--	---

FREDDY THE FROGCASTER– READING 1, QUESTION SEQUENCE 1, DAILY TASK 12

TEXT

Text: *Freddy the Frogcaster*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE (S) FOR THIS READING

Students will understand that forecasting the weather can help people be prepared for the weather when planning their daily activities.

In today's reading, students will:

- discuss events and characters in a story about weather forecasting; and
- use information from the text to explain why it is important to watch the weather forecast.

VOCABULARY WORDS

The following words are introduced during this reading. Suggested instructional methods are included in parentheses.

- be prepared (embedded)
- rechecked (embedded)

The following words will be reinforced in this reading:

- weather
- season
- forecast
- predicting/prediction
- meteorologist
- temperature

DAILY TASK

Weather Inquiry Task: (The Weather Inquiry Task is a reoccurring piece throughout the unit. The purpose is for students to interpret weather data as listed in standard K.ESS2.1. This task can take place at any point during the instructional day. A full description of this task can be found on page 22.) 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:

Freddy uses his senses and weather tools to make predictions and be prepared. Think about all of the books we have read so far in this unit. How does the weather affect people? Why is it important to know about the weather forecast? Using the story about Freddy as inspiration, write a letter to a friend explaining to them why it is important to know about the weather forecast. In your writing, be sure to include:

- illustrations;
- labels; and
- sentences to share your opinion.

POSSIBLE STUDENT RESPONSE

Dear Friend,

I am writing to you to tell you how important it is to watch the weather forecast. Meteorologists' predictions can help us prepare for bad weather. When we know the weather, it helps us make a smart choice in our daily activities. One day, I wanted to go to the park, but the forecast called for rain, so we had to stay home. You should watch the forecast, too!

Sincerely,
Student

Freddy uses his senses and weather tools to make predictions and be prepared for the weather. Using information from what you have learned so far, write a letter to a friend explaining why it is important to know about the weather forecast. In your writing, be sure to include illustrations, labels and sentences to share your opinion.



Four Season Make A Year


Task 2



Dear Friend,

I have been studying about the weather. It is important to watch the weather forecast because it tells you about weather changes. I know when I can go outside to play. You should watch the weather forecast too!

Your friend,

Sam

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Pages 7-8	This picture shows some weather tools we learned about in our last story. Look closely at this picture and tell your partner about the tools you see in the picture. What could he be measuring with these tools?	He has a thermometer to measure the temperature, a weather vane to tell the direction that the wind is blowing, and a barometer to measure the air pressure.
Pages 9-10	 (This is an opportunity for a collaborative talk structure.) What kind of weather forecaster is Freddy? Why is that important?	He is a very good one. His forecasts are right most of the time. It is important so the frogs in his town can plan their day and be prepared.
Pages 15-16	How does the illustration on these two pages help us understand how weather forecasts impact the lives of people (or the frogs in this story)?	The frogs did not know how to dress or prepare for their day because the forecast was wrong. We need accurate forecasts so we can plan and be prepared.
Pages 17-18	Why was it important for the Mayor to find a frogcaster to make an accurate prediction for the picnic?	The mayor needed an accurate forecast so people who were attending the picnic could be prepared for what the weather would be.
Pages 19-20	Why did the mayor feel he had “found the right frog for the job?” What are some tools Freddy had in his weather station? How will these help Freddy forecast the weather?	He was impressed with Freddy’s weather station and how much Freddy knew about the weather. He has a thermometer, a weather vane, an anemometer, and he is holding a windsock. All of these tools will help Freddy since predicting the weather can be tricky to predict.

Pages 21-22	<p>Why do you think it was important for Freddy to check his instruments and maps?</p> <p>How did Freddy know there might be a storm on the day of the picnic?</p> <p>How did your knowledge of weather fronts from our last story, <i>What Will the Weather Be?</i> help you answer this question?</p>  <p>Why would it be important for the frogs to know there might be a dangerous thunderstorm on the day of the picnic?</p>	<p>He needed them to help him predict how the weather would be on the day of the picnic.</p> <p>His instruments told him that a cold front was moving in and mixing with warm air from the south. This causes thunderstorms.</p> <p>I remember the author of that story telling us that when there is a front, the weather changes, so I knew the weather was going to change.</p> <p>Thunderstorms can bring lightening and high winds which would not be safe conditions for a picnic. Knowing the weather helps them prepare and stay safe.</p>
Pages 23-24	<p>Why do you think the Mayor brought Sally Croaker with him to meet Freddy?</p>	<p>Sally was a good weather forecaster and the mayor knew between Freddy and Sally they would have an accurate weather report.</p>
Pages 23-24	<p>Why did the Mayor try to call Polly?</p> <p>Why was this important?</p>	<p>He wanted to tell her the forecast so she could tell everyone watching TV that there was a chance for a bad thunderstorm during the picnic.</p> <p>This was important so the frogs would be prepared and stay safe.</p>
Pages 25-26	<p>Polly gave the wrong weather report for the picnic. What do you think is going to happen next? How are Freddy, Sally and the Mayor going to help?</p> 	<p>People will not have the right protection during the picnic. I think they are all going to try to find Polly to try to get her to re-do the weather report.</p>
Pages 27-28	<p><i>*Before reading*</i> How does the illustration on these pages show you how the weather was about to change for the picnic?</p> <p>What season is it? How do you know?</p>	<p>I see black clouds which means a storm is coming. The Mayor looks scared.</p> <p>It is summer. The frogs are swimming in the lake and it is warm enough to have a picnic.</p>

WEATHER FORECASTING – READING 1, QUESTION SEQUENCE 1, DAILY TASK 13

TEXT

Text: *Weather Forecasting*

This text is paired with “A Week of Weather” pages 52-53 from *Weather Poems for all Seasons*.

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

640 L

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.

LESSON OBJECTIVE (S) FOR THIS READING

Students will understand that meteorologist’s forecasts can identify and predict current and future weather conditions and patterns. This helps us plan and prepare for weather conditions and changes.

In today’s reading, students will:

- use information from the words and illustrations to describe the weather forecast within a particular season;
- use words from the text to create an oral extended forecast; and
- draw and write about a weather forecast for more than one day.

VOCABULARY WORDS

The following words are introduced during this reading. Suggested instructional methods are included in parentheses.

- drizzle (embedded)
- weather forecaster (explicit)
- immediate (explicit)
- extended (explicit)
- foggy (embedded)
- blizzard (embedded)
- sleet (embedded)
- hurricane (explicit)
- flood (explicit)
- tornado (explicit)

The following words will be reinforced in this reading:

- weather
- forecast

DAILY TASK

Weather Inquiry Task: (The Weather Inquiry Task is a reoccurring piece throughout the unit. The purpose is for students to interpret weather data as listed in standard K.ESS2.1. This task can take place at any point during the instructional day. A full description of this task can be found on page 22.) 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.

Speaking Task:

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 an extended weather forecast similar to that given by a meteorologist that tells the audience what the weather will be over a week's time and how best to prepare for the weather during each season (e.g., "It is going to be rainy every day this week. There is a chance for flooding on Friday. Make sure to have an umbrella and rain boots!").

Ask the pairs to create an illustration of their extended weather forecast 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:

With a partner, create an extended weather forecast for one week during one of the four seasons. In your writing, be sure to include:

- illustrations;
- labels; and
- at least one sentence to describe the weather.

This task is meant to be completed after reading the poem, "A Week of Weather".

POSSIBLE STUDENT RESPONSE

Speaking Task:

It is going to be rainy every day this week. There is a chance for flooding on Friday. Make sure to have an umbrella and rain boots.

Writing Task:



It is spring. It is going to be rainy every day this week. It could flood on Friday.

Choose one of the four seasons and create an extended weather forecast for one week during the season you choose. Be sure to include an illustration, labels and at least one sentence to describe the weather.



It is spring. It is going to be rainy
every day this week. It could flood
on Friday.

Teacher's Note: Student's illustration must match their extended weather forecast.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Front Cover	<p>Look at the title of the book. What will this book be about?</p> <p>You already know that meteorologists are people that study the weather. Today we will learn about how meteorologists and weather forecasters work together.</p> <p><i>Teacher's Note: Page 1 starts on the page with spring.</i></p>	I think this book will be about people that predict the weather.
Page 3	What is part of a forecaster's job?	He reads the weather instruments.
Page 7	Why are immediate weather forecasters important?	They tell us what the weather will be like during each hour of the day.
Page 9	Why is the extended forecaster important?	They help us know what the weather will be like over several days.
Page 13	How do clouds help weather forecasters predict the weather?	They use clouds to help predict the weather.
Page 16	How does the extended forecast help the pilot?	It helps him know if the weather will be clear enough for him to fly on the next day.
Page 17	<p>We have seen words like this on a couple pages now. What are they and why did the author include them?</p>  (This is an opportunity for a collaborative talk structure.)	These are words that can be used to describe the weather. They use them so people will know how it's going to feel outside and what the weather is going to do.
Page 22	This page tells us about a high-pressure system that will push away the damp weather. We read about this in another text. What could the author have added on this page to help us better understand high-pressure?	The author could have added arrow going up to show the pressure was high and pushing up.
Page 27	How did the forecast help people during the blizzard?	It helped the people stay safe.
Page 28	<p>Why is it important to have both immediate and extended forecasters during changing weather?</p> 	Immediate weather forecasters tell us today's weather and extended weather forecasters help us plan for changing weather during the week.

A WEEK OF WEATHER – READING 1, QUESTION SEQUENCE 1, DAILY TASK 13

TEXT

Text: “A Week of Weather” pages 52-53 from *Weather Poems for all Seasons*
This text is paired with *Weather Forecasting*.

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

Non prose

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is slightly complex. The organization of the days of the week are in chronological order; however, the construction of each line includes hyphenated words and forward slashes in between alliterations. The illustrations directly support student’s comprehension of the text.

LANGUAGE FEATURES

The language features are moderately complex. Most of the words are conventional and familiar. There are a few words students may be unfamiliar with, such as muggy and soggy. The poem includes examples of alliteration, including “Monday- Muggy,” “Tuesday- Tornado,” etc.

MEANING/PURPOSE

The meaning is slightly complex. The poem describes the different types of weather that might occur within one week.

KNOWLEDGE DEMANDS

The knowledge demands are slightly complex. To fully understand the text, students will need to understand the single theme of weather you would experience throughout one week. No references to other texts or cultural elements.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that weather conditions can change and people can plan for weather conditions and changes throughout the week.

In today’s reading, students will:

- understand the meaning of unknown weather words and phrases; and
- explain how weather forecasts impact living and non-living things.

VOCABULARY WORDS

The following words are introduced during this reading. Suggested instructional methods are included in parentheses.



- soggy (embedded)
- muggy (embedded)

The following words will be reinforced in this reading:

- weather
- tornado

DAILY TASK

Writing Task: The daily task for this poem will be incorporated with *Weather Forecasting* by Gail Gibbons.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<i>Teacher's Note: Distribute a copy of the poem to each student. Also, make a chart or project the poem for group reference.</i>	
First line	How do the illustrations help us understand the word "muggy?" How would we care for our pets on a muggy day?	There are lines coming up from the ground to show the heat. The dog has its tongue out because it is hot. We would need to give our pet extra water or bring them inside.
Sixth line	Look at the illustrations. What do they tell us about the meaning of the word "soggy?"  (This is an opportunity for a collaborative talk structure.)	Soggy means it is wet. The kid's shoes and socks are soggy from playing in puddles.
After reading	If this was our extended forecast, how could it help us prepare for the changing weather?	We could look ahead to know what to wear, when bad weather was coming and how to prepare, and when we can play outside.
After reading	What season do you think this poem is happening in? How do you know? 	It is happening in summer because it is muggy and hot. Even when it is raining, they have on shorts. On Sunday, they are at the beach in their bathing suits.

ALTERNATIVE SHARED READING OPTION

"Rain Song" by Leland B. Jacobs
pg. 54 from *Weather Poems for All Seasons*

END-OF-UNIT TASK

Note: The end-of-unit task gives students the opportunity to independently answer the essential questions for the unit and to demonstrate their understanding of the unit concepts. The end-of-unit task prompts student thinking, speaking, and writing about unit texts that reflects the demands of the grade-level literacy standards. In addition, the end-of-unit task provides students a chance to demonstrate their understanding in an authentic and meaningful context.

END-OF-UNIT TASK

You just heard a commercial for a contest allowing the winner to be the author and illustrator of a book about weather patterns and the seasons. You are excited and want to enter! Using the books we have read, you must write your book and a short explanation of the pattern you see in the seasons for the publishing company. In your sample, please use a combination of drawing, dictating, and writing to describe the changes in each season.

Please make sure to include:

- what the weather is like in each season;
- what people would wear and possibly be doing in each season;
- where animals might be found and possibly be doing in each season;
- what plants might look like in each season;
- why people, animals, and plants behave as they do in each season;
- at least three words from our unit's vocabulary word wall;
- a short explanation of the pattern you see in the seasons; and
- use capital letters and punctuation if you need them.

Teacher's Note: This task should be spread out over more than one day, depending on the needs of your students. They could add to their illustrations and words a few bullets a day.

STUDENT RESPONSE

An exemplar will include pictures of each season with labels and sentences. Students should be progressing to accurate letter sound relationship. Students will orally tell the teacher about their drawings, and the teacher will transcribe their responses if needed.

The seasons are a pattern because they keep repeating each year. We have spring, summer, fall, and winter. The weather is also a pattern. It is warm, hot, cool, and cold.

In spring, the weather is warm. Animals are having their babies, laying eggs, and coming out of hibernation. Trees have buds and flowers start to sprout. People need to wear jackets to keep warm. (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.)

In the fall, the birds are flying south because it's about to get cold. People are harvesting pumpkins, apples, and other crops. Some plants are starting to shrivel. The leaves are falling from the trees. People wear warmer clothes to keep warm. (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 meteorologist predict snow during winter. (The setting will include bare trees, a frozen pond, grey skies, and snow on the ground.)

Additional End-of-Unit task: The above task does not assess students on K.ESS2.1, which was developed during

the daily Weather Inquiry Task. As an assessment of the standard, you may opt to present students with a similar graph as used in the daily recordings and have them interpret the weather data.

Note: The end-of-unit task rubric is designed to support educators in determining the extent to which students' responses meet the grade-level expectations. This rubric will also help teachers analyze the extent to which each student understands the unit concepts and understandings.

END-OF-UNIT TASK RUBRIC

END-OF-UNIT TASK RUBRIC

Directions: After reading and reflecting on the student work sample, score each area and total the rubric score at the bottom of the page. This rubric is designed to look at student work samples in a holistic manner.

	Below Expectation (0)	Needs More Time (1)	Meets Expectation (2)	Above Expectation (3)
Content (Text-based evidence)	Writes but does not use text specific information to explain or off topic	Writes to explain 1 or 2 seasons using text specific information	Writes to explain at least 3 seasons and explains a pattern using text specific information	Writes to explain all 4 seasons and explains a pattern using text specific information
Content (Plant, animals, and people)	Writes but does not give information about plants, animals, and people	Writes by including only 1 piece of information about plants, animals, or people	Writes by including at least 2 pieces of information about plants, animals, or people	Writes by including 3 or more pieces of information about plants, animals, or people
Word Choice (Content Vocabulary)	Uses 0 content vocabulary to explain the seasons	Uses 1 content vocabulary to explain the seasons	Uses 2 content vocabulary to explain the seasons	Uses 3 or more content vocabulary to explain the seasons
Language	Writes letters and word without using phonics and word analysis skills	Writes the most frequent sound for each consonant but is inconsistent and inaccurate with one-to-one correspondence	Writes words with accurate one-to-one correspondence with the most frequent sound for each consonant and write VC, CVC, and CV words	Writing words with accurate decodable letter sound relationships including VC, CVC, and CV as well as CCVC words.
Mechanics	Uses little or no use of punctuation and capitalization	Uses some punctuation and capitalization but errors make understanding difficult	Mostly uses punctuation and capitalization but errors do not interfere with the understanding	Consistently uses punctuation and capitalization

Above Expectation: 14 -16 points Meets Expectation: 11-13 points
Needs More Time: 6-10 points Below Expectation: 0-5 points

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"> • What are the concepts around which I will organize my unit (<i>universal concept, unit concept</i>)? • What will students come to understand through deep exploration of these concepts (<i>essential questions, enduring understandings*</i>)? • What disciplinary knowledge will focus instruction and provide the schema for students to organize and anchor new words (<i>guiding questions, disciplinary understandings</i>)? • Why is this content important for students to know? <p>*Adapted from McTighe, J. & Seif, E. (2011), Wiggins, G. & 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"> • 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? • How does the task call for students to synthesize their learning across texts to demonstrate their understanding of the unit concept? • How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? • How does the task prompt student thinking and writing that reflects the grade-level expectations? • What is the criteria for success on this task? What does an excellent response look/sound like? 	

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 reading.

- What aspects of this text (structure, features, meaning/purpose, and knowledge) are the most complex?
- What aspects of the text are most critical for students to comprehend to ensure they arrive at the desired understanding(s) for the reading?
- 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 during daily instruction?

Review the question sequence and reflect on how the questions support students in accessing the text.	
<ul style="list-style-type: none"> • How does the question sequence support students in accessing the text and developing the desired understanding(s) of the reading? • How does the question sequence attend to words, phrases, and sentences that will support students in building vocabulary and knowledge? • How are the questions skillfully sequenced to guide students to the desired understanding(s) of the reading? • 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.) • How will you consider additional texts, or additional reads of the text, to ensure students fully access and deeply understand the text? • Are there any additional supports (e.g., modeling, re-reading parts of the text) that students will need in order to develop an understanding of the big ideas of the text and the enduring understandings of the unit? 	

Question 6: How will students demonstrate their learning during the lesson?

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"> • How does the task require students to demonstrate their new or refined understanding? • How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? • How does the task prompt student thinking and writing that reflects the grade-level expectations? • How does this task build on prior learning in the unit/prepare students for success on the end-of-unit task? • How will students demonstrate their learning during other parts of the lesson? • What is the criteria for success on this task? What does an excellent response look/sound like? 	

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 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: LESSON PREPARATION PROTOCOL

Question 1: What will students learn during this lesson?

Review the desired understanding(s) for the reading. Then, read the daily task and the desired student response.	
<ul style="list-style-type: none"> • What is the desired understanding(s) for this reading? • How does this desired understanding build off what students have already learned? What new understandings will students develop during this reading? • How will my students demonstrate their learning at the end of the lesson? • How does the desired understanding for this reading fit within the larger context of the unit? 	

Question 2: How might features of the text help or hold students back from building the disciplinary and/or enduring understandings?

Read and annotate the lesson text and review the associated text complexity analysis.	
<ul style="list-style-type: none"> • Where in the text will students be asked to make connections to what they already know? Where in the text will students build new knowledge? • What aspects of the text (structure, features, meaning/purpose, knowledge) might help or hold students back from building the disciplinary and/or enduring understandings? • Where do I need to focus students' time and attention during the read aloud/shared reading? 	

Question 3: How will I support students in accessing this text, so they can build the disciplinary and/or enduring understandings?

Read through the question sequence and the desired student responses.	
<ul style="list-style-type: none"> • Which questions are crucial and most aligned to the desired understandings? What thinking will students need to do to answer the most important questions? • Which questions target the aspects of the text that may hold students back from building the desired disciplinary and/or enduring understandings? • Are there adjustments I need to make to the questions or their order to meet the needs of my students while assuring students are still responsible for thinking deeply about the content? • What do I expect to hear in students' responses? How will I support to students who provide partial or incomplete responses in developing a fuller response? 	

APPENDIX C: 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