

Kindergarten	Meaning-Based Map: EL Curriculum-at-a-Glance	Module 2
Introduction		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts.</p>		
How to Use the Curriculum Maps		
<p>The curriculum maps are meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making make the materials come to life in classrooms. To this end, the curriculum should be viewed as a <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and customizing the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For grades K-5 ELA teachers must carefully balance attention between skills-based and meaning-based competencies, which are outlined in two separate curriculum maps. The curriculum maps include the instructional pacing and content for both areas and all grade level ELA standards. While the curriculum maps are separate, effective ELA instruction should integrate practice of both competencies, both in the ELA block and through the school day. A supplement to the curriculum maps, the K-5 ELA Companion Guide, outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the EL curriculum.</p> <ul style="list-style-type: none"> ● For meaning-based lessons, it is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach full <i>units</i> and/or <i>modules</i>. The K-5 ELA Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. The Companion Guide also outlines a “text talk” process for teachers to discuss the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. ● For skills-based lessons, the <i>Journeys</i> series remains our primary instructional resource as outlined in the Foundational Literacy Map. Research demonstrates that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by <i>Journeys</i>). While we will add on the <i>Journeys</i> resources, it is critical that teachers follow the sequence as provided. <p>For additional information, visit the specified grade’s K-3 Journeys Foundational Skills Scope & Sequence.</p>		

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Guidance for the ELA Block		
<p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. We can also rely on research to help us understand which methods (i.e. whole group or small group instruction) are most effective for the specific content or skills we are teaching. The SCS ELA Block Guidance document for Grades K-2 summarizes these findings to assist educators in choosing how to spend time with students. At a high-level, we recommend that SCS K-2 students engage in the following types of practice daily:</p> <ul style="list-style-type: none"> • Building Foundational Literacy Skills (minimum 60 minutes daily) – instruction and practice reading targeted at building decoding skills and word recognition, including using decodable texts. In grades K-2 students should also have extensive practice with fluency and explicit instruction in the language standards. The goal of the foundational reading skills is to develop fluent readers who can comprehend texts across a wide range of texts. • Working with High-Quality Texts (60 minutes daily EL lessons) – including listening to, reading, discussing, and writing about texts. The primary goal is developing meaning-based competencies, though work with complex texts should reinforce foundational literacy skills and teachers should look for opportunities to make those connections explicit. • A Volume of Reading (as much as possible) – additional reading (read aloud, guided, independent, or shared reading) both within the ELA block and across the school day to support all aspects of reading, including engagement and motivation. <p>These recommendations align to the TDOE recommendations for Tier 1 ELA Instruction. In K-2, RTI2 recommends that students receive a total of 150 minutes of Tier 1 ELA instruction daily. In SCS, daily literacy instruction includes an EL module lessons (60 minutes) Foundational Literacy instruction (60-90 minutes-please see Suggested Foundational Skills Block Framework document for guidance on how to structure your foundational literacy time).</p>		
Guidance for Small Group Instruction		
<p>Small-group instruction offers an environment for students to express what they know and receive feedback from other students and the teacher. This includes the teacher led guided reading group in conjunction with workstations. The teacher led guided group provides a context in which the teacher can provide additional support for students in working students practicing specific foundational literacy skills. Workstations provide students with an opportunity to practice and solidify the knowledge and understanding of previously taught concepts. Most often students work independent of the teacher while in their workstations. Therefore, workstations are not used to introduce new knowledge or concepts. Workstations can reinforce the standards being taught during the Unit/Module Study, provide additional practice with previously taught skills, or build toward upcoming content.</p>		
<p>Possible workstations for K – 2nd grade are listed below. For more information about these workstations, see the Resource Toolkit.</p>		
<ul style="list-style-type: none"> • Guided Reading - The teacher provides support for small, flexible groups of students, assisting them to use reading strategies, such as context clues, letter and sound knowledge, syntax, and word structure, to make meaning of texts. The teacher may support students in working with complex texts or decodable texts during guided reading. Along with the use of decodable texts, the teacher may provide instruction in phonemic awareness, phonics/alphabetic principle, vocabulary, and comprehension strategies. The goal of guided reading is for students to use these strategies independently on their way to becoming fluent, skilled readers. • Reading Comprehension – In this station students may collaborate to complete a variety of comprehension activities centered on a grade-appropriate text (usually the anchor text or another related text), including using graphic organizers to summarize and make meaning from the text and writing or illustrating in response to reading. • Vocabulary – This station should provide multiple ways in which a student can use words. The more exposures students have to a word, the better chance that they will remember it. Suggestions for vocabulary words are listed in the map, and possible activities include the <i>Journeys</i> flipbooks, word games, word sorts, and using words in context. • Fluency – In this station students can read word lists, phrases, or entire texts. During this time the student or a partner should monitor and chart their progress. Practice materials can include student books, passages, leveled readers, and <i>Journeys</i> cold read passages. • Phonics – In this station students will work with individual letter sounds, phonics patterns, and/or high frequency words. This practice can occur through activities such as using magnetic/manipulative letters, picture sound sorts, letter tiles, sight word activities, word building activities, and using the <i>Journeys</i> flipchart. • Independent Reading - One benefit of independent reading is that students are reading daily. Independent reading lays the foundation for becoming enthusiastic lifelong readers, not simply school time readers. Students need accountability for their reading, both on a weekly basis and when they finish a text. This accountability can come from reading logs as well as from conversations with teachers and peers about what they are reading 		

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SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

ESSA

ESSA is a federal education law committed to equal opportunity for all students. ESSA is about equity and ensuring the federal guardrails are in place, which include provisions that will help to ensure success for all students and schools. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

ESL: English Language Development

To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student’s level. Additionally, the State has provided the document [Teaching Literacy in Tennessee: English Learner Companion](#) which is meant to provide practical guidance for teaching English Learners.

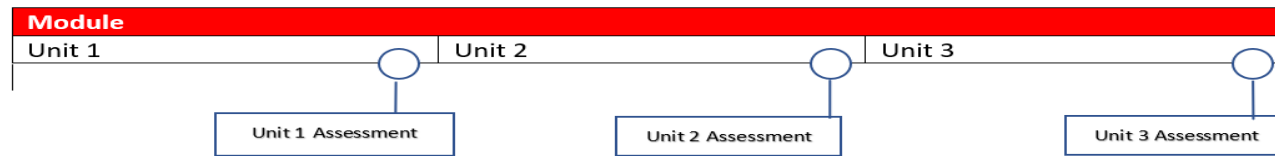
Model Performance Indicators (MPIs): Provide examples (models) of assessable language skills. Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	<i>Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.</i>	<i>Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.</i>	<i>Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.</i>	<i>Organize details that support the main idea of informational text told in expanded oral discourse with visual support.</i>	<i>Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.</i>
Reading	<i>Sequence a series of pictures to retell key details of informational text with a partner.</i>	<i>Locate key details within illustrated informational text with a partner.</i>	<i>Sequence key details written in simple sentences on sentence strips with a peer.</i>	<i>Organize main topics and key details from informational text in a graphic organizer with a small group.</i>	<i>Draw conclusions about key details written in complex language using a graphic organizer.</i>
Speaking	<i>Name key details (words) in familiar informational text using illustrations when repeating after a peer.</i>	<i>Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.</i>	<i>Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.</i>	<i>Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.</i>	<i>Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.</i>
Writing	<i>Draw and label (with words) illustrations that represent key details of informational text with modeled support.</i>	<i>Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.</i>	<i>Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow guidance document.</i>	<i>Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.</i>	<i>Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.</i>

The WIDA English Language Development (ELD) Standards Connections are found at the following link: <https://www.wida.us/standards/eld.asp>

Meaning-Based Instruction: Structure of an EL Module:

Across all K-5 classrooms, students experience four modules over the course of a school year. In K-2, Module 1 is a bit shorter (six weeks rather than eight), so teachers have time to do the other important work of getting classroom routines and culture in place, which often takes more time and deliberate attention for primary-aged students. Each module has a consistent structure of three units, each of which includes one formal assessment.



3 Dimensions of Student Work: Principles that underlie the curriculum:



- **Mastery of student knowledge and skills:** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate early.
- **Character:** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-quality work:** Students create complex work, demonstrate craftsmanship, and create authentic work.

Module Overview: Kindergarten Module 2: Weather Wonders

In this module, students build their literacy and science skills as they engage in a study of the weather. The module begins with a story about a young girl named Sofia who is curious about the weather. Sofia wants to learn more about how she can be prepared for any type of weather, and she asks the kindergarten students to help her in this quest. In Unit 1, students study the science of weather through various informational texts. They create a class weather journal and track their individual learning in a meteorologist’s notebook.

In Unit 2, students broaden their study as they think about how weather affects people in different places around the world and characters in a variety of narrative texts. Students engage in close read-alouds of: *On the Same Day in March: A Tour of the World’s Weather* by Marilyn Singer and *Come on, Rain!* by Karen Hesse. Students also read and retell several narrative texts about the experiences of children in different types of weather, including *Brave Irene* by William Steig, *Umbrella* by Taro Yashima, and *One Hot Summer Day* by Nina Crews. Students continue to observe the local weather as they write daily entries in individual weather journals.

In Unit 3, students listen to *The Snowy Day* by Ezra Jack Keats read aloud and continue to think about how the weather affects the choices people make about what to wear and what to do each day. They then use this book as a mentor text for their performance task, in which they plan and write an imaginary narrative about how the weather on a particular day affected what a person wore and did. They revise, edit, and practice reading their original narratives in preparation for sharing them with families and friends at an end of module Weather Expo. **This performance task centers on CCSS ELA W.K.3, W.K.5, L.K.1a, L.K.2a, L.K.2c, L.K.2d, and LK.6.**

Guiding Questions and Big Ideas

What is weather?

How can I be prepared for any type of weather?

- *The combination of sun, wind, and clouds makes the weather.*

What is weather like around the world?

- *Weather can be different in different places and at different times.*

How does weather affect people?

How can I write a story that teaches my reader about weather?

- *Weather has a great impact on the daily life of living things.*
- *Weather affects the choices we make.*
- *People write stories to entertain and teach others.*

Task should align to

- Topic
- Targets
- Texts

The 4 T's	
Topic Toys and play	Task Informational writing describing a classmate’s toy preference
Targets (CCSS explicitly taught and assessed): RL.K.1, RL.K.7, W.K.1, W.K.8, SL.K.1, S.L.K.3	Texts <i>One Hot Summer Day, Weather Words and What They Mean, Come on, Rain, The Snowy Day, Weather (National Geographic), On the Same Day in March, Brave Irene, and Umbrella</i>



Kindergarten Module 2: Weather Wonders Unit 1: Curriculum Guidance

Habits of Character: Work to Become Ethical People Social-Emotional Learning Focus

In this module, students **work to become effective learners**: develop the mindsets and skills for success in college, career, and life. Throughout Unit 1, students practice responsibility (one specific habit of character) as they engage in a series of activities, discussions, and reflection.

Unit Assessment: Independent Writing about Weather:

This assessment centers on CCSS ELA W.K.2, L.K.1f, and L.K.6 and asks students to create a weather fact page. The fact page includes a drawing of weather and a sentence telling a fact about weather. This assessment builds on experiences of reading, speaking, and listening from previous lessons but involves less teacher support. It provides formative data to be used to guide instruction throughout the module.

Assessment Checklists: Throughout this unit, teachers use the Speaking and Listening Checklist to gather data on students’ progress toward SL.K.1, SL.K.4, and SL.K.6. In addition, teachers use the Reading Informational Text Checklist to track students’ reading comprehension, specifically progress toward RI.K.1, RI.K.2, RI.K.4, RI.K.5, and RI.K.6. As students complete their Meteorologist’s notebooks, teachers use the Informational Writing Checklist to assess mastery toward W.K.2, L.K.1f, and L.K.6 (see Assessment Overview and Resources).

Required Unit Trade Book(s): *Weather Words and What They Mean* and *Weather* (National Geographic Readers)

Suggested Pacing: This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<p>Lesson 1</p> <p>SL.K.1a, SL.K.4, L.K.6</p> <p><u>TN Standards</u></p> <p>K.SL.CC.2, K.SL.PKI.4, K.FL.VA.7c</p>	<p>Speaking and Listening: Who Are Meteorologists?</p> <p>1. Opening A. Reading Aloud: “Curious Sofia” (15 minutes)</p> <p>2. Work Time A. Picture Tea Party: Mystery Weather Photos (15 minutes) B. Engaging the Scientist: Noticing and Wondering about Meteorologists (15 minutes)</p> <p>3. Closing and Assessment A. Interactive Writing: Introducing the Class Weather Journal (15 minutes)</p>	<ul style="list-style-type: none"> I can participate in a discussion with my classmates about weather and meteorologists. (SL.K.1, SL.K.4) 	<ul style="list-style-type: none"> Observations of peer conversations using Speaking and Listening Checklist Observations of peer conversations using Speaking and Listening Checklist 	<ul style="list-style-type: none"> Picture TeaParty protocol Picture TeaParty anchor chart Discussion Norms anchor chart Thing Meteorologists Do anchor chart

<p>Lesson 2</p> <p>RI.K.1, RI.K.2, RI.K.4, RI.K.5, RI.K.6, SL.K.1, SL.K.5</p> <p><u>TN Standards</u></p> <p>K.RI.KID.1, K.RI.KID.2, K.RI.CS.4, K.RI.CS.5, K.RI.CS.6, K.SL.CC.1, K.SL.PKI.5</p>	<p>Reading, Speaking, and Listening: Close Read- aloud, Session 1 and Observing Weather</p> <p>1. Opening A. Song and Movement: "What Makes Weather?" Song (5 minutes)</p> <p>2. Work Time A. Close Read-aloud, Session 1: <i>Weather Words and What They Mean</i>, Pages 1–15 (10 minutes) B. Engaging the Scientist: Being a Meteorologist (30 minutes)</p> <p>3. Closing and Assessment A. Interactive Writing: Class Weather Journal (10 minutes) B. Structured Discussion: What Is Responsibility? (5 minutes)</p>	<ul style="list-style-type: none"> • I can ask and answer questions about weather using <i>Weather Words and What They Mean</i>. (RI.K.1, RI.K.2, RI.K.4) • I can use words and pictures to describe what I observe about weather. (SL.K.5) 	<ul style="list-style-type: none"> • Track progress toward RI standards using the Reading Informational Text Checklist • Observations of peer conversations using Speaking and Listening Checklist 	<ul style="list-style-type: none"> • Responsibility anchor chart • Interactive Writing protocol
<p>Lesson 3</p> <p>RI.K.1, RI.K.2, RI.K.4, SL.K.1, SL.K.5</p> <p><u>TN Standards</u></p> <p>K.RI.KID.1, K.RI.KID.2, K.RI.CS.4, K.SL.CC.1, K.SL.PKI.5</p>	<p>Reading, Speaking, and Listening: Close Read- aloud, Session 2 and Interactive Experience with Temperature</p> <p>1. Opening A. Song and Movement: "What Makes Weather?" Song (5 minutes)</p> <p>2. Work Time A. Close Read-aloud, Session 2: <i>Weather Words and What They Mean</i>, Pages 16–30, 1–5 (10 minutes) B. Engaging the Scientist: Interactive Experience with Temperature, Part I (30 minutes)</p> <p>3. Closing and Assessment A. Interactive Writing: Class Weather Journal (10 minutes) B. Structured Discussion: Reflecting on Responsibility (5 minutes)</p>	<ul style="list-style-type: none"> • I can ask and answer questions about weather using <i>Weather Words and What They Mean</i>. (RI.K.1, RI.K.2, RI.K.4) • I can use words and pictures to describe what I observe about temperature. (SL.K.5) 	<ul style="list-style-type: none"> • Track progress toward RI standards using the Reading Informational Text Checklist • Observations of peer conversations using Speaking and Listening Checklist 	<ul style="list-style-type: none"> • Responsibility anchor chart • Think-Pair-Share anchor chart • Conversation Partners anchor chart

<p>Lesson 4</p> <p>RI.K.1, RI.K.2, RI.K.4, SL.K.1, SL.K.5</p> <p><u>TN Standards</u></p> <p>K.RI.KID.1, K.RI.KID.2, K.SL.CC.1, K.SLPKI.5</p>	<p>Reading, Speaking, and Listening: Close Read-aloud, Session 3 and Discussion about Temperature</p> <p>1. Opening</p> <p>A. Song and Movement: "What Makes Weather?" Song (5 minutes)</p> <p>2. Work Time</p> <p>A. Close Read-aloud, Session 3: Weather Words and What They Mean, Pages 6–7 (20 minutes)</p> <p>B. Engaging the Scientist: Interactive Experience with Temperature, Part II (10 minutes)</p> <p>C. Structured Discussion: Sharing Observations about Temperature (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Interactive Writing: Class Weather Journal (10 min)</p> <p>B. Reflecting on Learning (5 min)</p>	<ul style="list-style-type: none"> • I can ask and answer questions about temperature using <i>Weather Words and What They Mean</i>. (RI.K.1, RI.K.2, RI.K.4) • I can use words and pictures to describe what I observe about temperature. (SL.K.5) 	<ul style="list-style-type: none"> • Track progress toward RI standards using the Reading Informational Text Checklist • Observations of peer conversations using Speaking and Listening Checklist 	<ul style="list-style-type: none"> • Frayer Model: Temperature chart • Think-Pair-Share anchor chart • Conversation Partners anchor chart
<p>Lesson 5</p> <p>RI.K.1, RI.K.2, RI.K.4, SL.K.1, SL.K.5</p> <p><u>TN Standards</u></p> <p>K.RI.KID.1, K.RI.KID.2, K.SL.CC.1, K.SLPKI.5</p>	<p>Reading, Speaking, and Listening: Close Read-aloud, Session 4 and Interactive Experience with Moisture</p> <p>1. Opening</p> <p>A. Song and Movement: "What's the Weather like Today?" Song (5 minutes)</p> <p>2. Work Time</p> <p>A. Close Read-aloud, Session 4: <i>Weather Words and What They Mean</i>, Pages 10, 16–19 (20 minutes)</p> <p>B. Engaging the Scientist: Interactive Experience with Moisture, Part I (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Interactive Writing: Class Weather Journal (10 minutes)</p> <p>B. Structured Discussion Reflecting on Responsibility (5</p>	<ul style="list-style-type: none"> • I can ask and answer questions about moisture using <i>Weather Words and What They Mean</i>. (RI.K.1, RI.K.2, RI.K.4) • I can use words and pictures to describe what I observe about how clouds and rain form. (SL.K.5) 	<ul style="list-style-type: none"> • Track progress toward RI standards using the Reading Informational Text Checklist • Observations of peer conversations using Speaking and Listening Checklist 	<ul style="list-style-type: none"> • Frayer Model: Moisture chart • Responsibility anchor chart • Think-Pair-Share anchor chart • Conversation Partners anchor chart

<p>Lesson 6</p> <p>RI.K.1, RI.K.2, RI.K.4, SL.K.1, SL.K.5</p> <p><u>TN Standards</u></p> <p>K.RI.KID.1, K.RI.KID.2, K.RI.CS.4, K.SL.PKI.5</p>	<p>Reading, Speaking, and Listening: Close Read- aloud, Session 5 and Discussion about Moisture</p> <p>1. Opening A. Song and Movement: "What's the Weather like Today?" Song (5 minutes)</p> <p>2. Work Time A. Close Read-aloud, Session 5: <i>Weather Words and What They Mean</i>, Pages 23–25 (20 minutes) B. Engaging the Scientist: Interactive Experience with Moisture, Part II (10 minutes) C. Structured Discussion: Sharing Observations about Moisture (10 minutes)</p> <p>3. Closing and Assessment A. Interactive Writing: Class Weather Journal (10 minutes) Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can ask and answer questions about moisture using <i>Weather Words and What They Mean</i>. (RI.K.1, RI.K.2, RI.K.4) • I can use words and pictures to describe what I observe about how clouds and rain form. (SL.K.5) 	<ul style="list-style-type: none"> • Track progress toward RI standards using the Reading Informational Text Checklist • Observations of peer conversations using Speaking and Listening Checklist 	<ul style="list-style-type: none"> • Frayer Model: Moisture chart • Think-Pair-Share anchor chart • Conversation Partners chart
<p>Lesson 7</p> <p>RI.K.1, RI.K.2, RI.K.4</p> <p><u>TN Standards</u></p> <p>K.Ri.KID.1, K.RI.KID.2, K.RI.CS.4</p>	<p>Reading, Speaking, and Listening: Close Read- aloud, Session 6 and Culminating Task</p> <p>1. Opening A. Song and Movement: "What's the Weather like Today?" Song (5 minutes)</p> <p>2. Work Time A. Close Read-aloud, Session 6: <i>Weather Words and What They Mean</i>, Pages 26–27 (20 minutes) B. Close Read-aloud Culminating Task: Naming and Describing Weather Components (20 minutes)</p> <p>3. Closing and Assessment A. Back-to-Back and Face-to-Face: Reflecting on Responsibility (15 minutes)</p>	<ul style="list-style-type: none"> • I can ask and answer questions about wind using <i>Weather Words and What They Mean</i>. (RI.K.1, RI.K.2, RI.K.4) 	<ul style="list-style-type: none"> • Track progress toward RI standards using the Reading Informational Text Checklist • Student response sheets for the <i>Weather Words and What They Mean</i> culminating task during serves as evidence of progress toward standards RI.K.1, RI.K.2, and RI.K.4 	<ul style="list-style-type: none"> • Frayer Model: Wind chart • Think-Pair-Share anchor chart • Conversation Partners anchor chart • Frayer Model: Temperature chart • Frayer Model: Moisture chart • Back-to-Back and Face-to-Face anchor chart

<p>Lesson 8</p> <p>RI.K.1, RI.K.2, SL.K.1, SL.K.1a, SL.K.1b, L.K.6</p> <p><u>TN Standards</u></p> <p>K.RI.KID.1, K.RI.KID.2, K.SL.CC.1, K.FL.VA.7c</p>	<p>Reading, Speaking, and Listening: Focused Read-aloud of Weather and Launching Science Talks</p> <p>1. Opening A. Song and Movement: "What's the Weather like Today?" Song (5 minutes)</p> <p>2. Work Time A. Focused Read-aloud, Session 1: <i>Weather</i>, Pages 8–11 (20 minutes) B. Launching Science Talks: The Sun (25 minutes)</p> <p>3. Closing and Assessment A. Shared Writing: Sun Fact Page (5 minutes) B. Interactive Writing: Class Weather Journal (5 minutes)</p>	<ul style="list-style-type: none"> • I can ask and answer questions about the sun using the text <i>Weather</i>. (RI.K.1, RI.K.2) • I can talk about weather with my classmates. (SL.K.1, L.K.6) 	<ul style="list-style-type: none"> • Listen for students to ask and answer questions about the sun using the text <i>Weather (National Geographic Readers)</i>. Track this on the Reading Informational Text Checklist. • Listen for students to participate in the Science Talk protocol. Use the Speaking and Listening Checklist. 	<ul style="list-style-type: none"> • Picture TeaParty anchor chart • Picture TeaParty protocol • Sun Facts chart • Science Talk anchor chart • Science Talk Groups chart • Conversation Partners anchor chart • Interactive Writing protocol
<p>Lesson 9</p> <p>RI.K.1, RI.K.2, W.K.2, SL.K.1, SL.K.1a, SL.K.1b, L.K.5, L.K.6</p> <p><u>TN Standards</u></p> <p>K.RI.KID.1, K.RI.KID.2, K.W.TTP.2, K.SL.CC.1, K.FL.VA.7b, K.FL.VA.7c</p>	<p>Reading, Speaking, and Writing: Clouds</p> <p>1. Opening A. Interactive Word Wall: Building Vocabulary (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud, Session 2: <i>Weather</i> Pages 12–15 (10 minutes) B. Science Talk: How Do Clouds Make the Weather? (15 minutes) C. Independent Writing: Cloud Fact Page (15 minutes)</p> <p>3. Closing and Assessment A. Interactive Writing: Class Weather Journal (5 minutes) B. Back-to-Back and Face-to-Face: Reflecting on Responsibility (5 minutes)</p>	<ul style="list-style-type: none"> • I can ask and answer questions about clouds using the text <i>Weather</i>. (RI.1, RI.2, L.K.5) • I can talk about clouds with my classmates. (SL.K.1, L.K.5, L.K.6) • I can use pictures and words to teach my reader a fact about clouds. (W.K.2, L.K.6) 	<ul style="list-style-type: none"> • Listen for students to ask and answer questions about clouds using the text <i>Weather (National Geographic Readers)</i>. Track this on the Reading Informational Text Checklist. • Listen for students to participate in the Science Talk protocol. Use the Speaking and Listening Checklist. • Observe students as they draw and write a cloud fact. Track this on the Informational Writing Checklist. 	<ul style="list-style-type: none"> • Picture TeaParty anchor chart • Picture TeaParty Protocol • Interactive Word Wall • Sun Facts chart • Cloud Facts chart • Science Talk anchor chart • Science Talk Groups chart • Conversation Partners anchor chart

<p>Lesson 10</p> <p>RI.K.1, RI.K.2, W.K.2, SL.K.1, SL.K.1a, SL.K.1b, SL.K.6, L.K.5, L.K.6</p> <p>TN Standards</p> <p>K.RI.KID.1, K.RI.KID.2, K.W.TTP.2, K.SL.CC.1, K.SL.PKI.6, K.FL.VA.7b, K.FL.VA.7c</p>	<p>Reading, Speaking, and Writing: Rainbows</p> <p>1. Opening A. Interactive Word Wall: Building Vocabulary (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud, Session 3: <i>Weather</i>, Pages 22–23 (10 minutes) B. Science Talk: What Makes a Rainbow? (15 minutes) C. Independent Writing: Rainbow Fact Page (15 minutes)</p> <p>3. Closing and Assessment A. Interactive Writing: Class Weather Journal (5 minutes) B. Pair Share: Rainbow Fact Pages (5 minutes)</p>	<ul style="list-style-type: none"> • I can ask and answer questions about rainbows using the text <i>Weather</i>. (RI.K.1, RI.K.2, L.K.5) • I can talk about rainbows with my classmates. (SL.K.1, SL.K.1.a, L.K.5) • I can use pictures and words to teach my reader a fact about rainbows. (W.K.2, L.K.6) 	<ul style="list-style-type: none"> • Listen for students to ask and answer questions about rainbows using the text <i>Weather (National Geographic Readers)</i>. Track this on the Reading Informational Text checklist. • Listen for students to participate in the Science Talk protocol. Use the Speaking and Listening Checklist. • Observe students as they draw and write a rainbow fact. Track this on the Informational Writing Checklist. 	<ul style="list-style-type: none"> • Interactive Word Wall • Picture TeaParty anchor • Science Talk anchor chart • Science Talk Groups chart • Conversation Partners anchor chart • Rainbow facts chart • Conversation Partners anchor chart • Responsibility anchor chart
<p>Lesson 11</p> <p>RI.K.1, RI.K.2, W.K.2, SL.K.1, SL.K.1a, SL.K.1b, L.K.5, L.K.6</p> <p>TN Standards</p> <p>K.RI.KID.1, K.RI.KID.2, K.W.TTP.2, K.SL.CC.1, K.FL.VA.7b, K.FL.VA.7c</p>	<p>Reading, Speaking, and Writing: Planning for the Weather</p> <p>1. Opening A. Interactive Word Wall: Building Vocabulary (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud, Session 4: <i>Weather</i>, Pages 28–29 (10 minutes) B. Science Talk: How Do We Plan for the Weather? (15 minutes) C. Independent Writing: Planning for the Weather Fact Page (15 minutes)</p> <p>3. Closing and Assessment A. Interactive Writing: Class Weather Journal (5 minutes) B. Back-to-Back and Face-to-Face: Reflecting on Responsibility (5 minutes)</p>	<ul style="list-style-type: none"> • I can ask and answer questions about planning for the weather using the text <i>Weather</i>. (RI.K.1, RI.K.2, L.K.5) • I can talk about planning for different kinds of weather with my classmates. (SL.K.1, L.K.5) • I can use pictures and words to teach my reader a fact about planning for the weather (W.K.2, L.K.6) 	<ul style="list-style-type: none"> • Listen for students to ask and answer questions about planning for the weather using the text <i>Weather (National Geographic Readers)</i>. Track this on the Reading Informational Text checklist. • Listen for students to participate in the Science Talk protocol. Use the Speaking and Listening Checklist. • Observe students as they draw and write fact about planning for the weather. Track this on the Informational Writing Checklist. 	<ul style="list-style-type: none"> • Interactive Word Wall • Picture TeaParty anchor • Science Talk anchor chart • Science Talk Groups chart • Conversation Partners anchor chart • Planning for the Weather chart • Conversation Partners anchor chart • Responsibility anchor chart • Back to Back, Face to Face Protocol • Back-to-Back and Face-to-Face anchor chart

<p>Lesson 12</p> <p>W.K.2, SL.K.6, L.K.6, L.K.1, L.K.1.f</p> <p><u>TN Standards</u></p> <p>K.W.TTP.2, K.SLPKI.6, K.FL.VA.7c, K.FL.SC.6g</p>	<p>Unit 1 Assessment: Independent Writing about Weather</p> <p>1. Opening A. Song and Movement: "What's the Weather like Today?" Song (5 minutes)</p> <p>2. Work Time A. Unit 1 Assessment: Weather Fact Page (25 minutes) B. Pair Share: Meteorologist's Notebooks (15 minutes)</p> <p>3. Closing and Assessment A. Developing Language: Sharing Class Weather Journal Entries (15 minutes)</p>	<ul style="list-style-type: none"> • I can use pictures and words to teach my reader a fact about weather. (W.K.2, LK.6, L.K.1.f) 	<ul style="list-style-type: none"> • Observe as students draw a picture/labels and write words to show their weather fact. Track this on the Informational Writing Checklist. • Listen for students to share the information recorded on the Class Weather Journal entry with their small group and track this on the Speaking and Listening Checklist. 	<ul style="list-style-type: none"> • Sun Facts chart • Cloud Facts chart • Rainbow Facts chart • Planning for the Weather Facts chart • Conversation Partner chart • Ways We Share our Work anchor chart
<p>Lesson 13</p> <p>SL.K.4, SL.K.6, L.K.6, W.K.2</p> <p><u>TN Standards</u></p> <p>K.SL.PKI.4, K.SL.PKI.6, K.FL.VA.7c, K.W.TTP.2</p>	<p>Speaking and Listening: Sharing and Celebrating Our Learning about Weather</p> <p>1. Opening A. Song and Movement: Singing Songs about Weather (10 minutes)</p> <p>2. Work Time A. Sharing Our Learning, Part I: Meteorologist's Notebooks (20 minutes) B. Sharing Our Learning, Part II: Class Weather Journals (15 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (15 minutes)</p>	<ul style="list-style-type: none"> • I can share information about the weather with others. (SL.K.4, SL.K.6, L.K.6) • I can write with pictures and words to answer one of Sofia's questions. (W.K.2, L.K.6) 	<ul style="list-style-type: none"> • Listen in as students share their learning and use Speaking and Listening Checklist. • Collect students' weather journals and Teaching Sofia response sheets to assess progress towards W.K.2 and L.K.6 using the Informational Writing Checklist. 	<ul style="list-style-type: none"> • Presentation Groups Chart • Ways We Share our Work anchor chart



Kindergarten Module 2: Weather Wonders Unit 2: Curriculum Guidance

Habits of Character: Work to Become Ethical People Social-Emotional Learning Focus

In this module, students **work to become effective learners**: develop the mindsets and skills for success in college, career, and life. In the first part of Unit 2, students continue to practice responsibility (one specific habit of character) as they engage in a series of activities, discussions, and reflection. In the latter part of the unit, students begin to learn about perseverance, another specific habit of character.

Unit Assessment: Identifying Story Elements in *One Hot Summer Day*

This assessment focuses on students’ comprehension of literary text read aloud. It centers on CCSS ELA RL.K.3, W.K.8, L.K.1a, and L.K.6. In this assessment, students listen to and answer questions about the basic story elements of *One Hot Summer Day*. Students use words and pictures to demonstrate understanding of character, setting, and major events and record their ideas on a storyboard graphic organizer. The assessment follows a similar sequence of reading, speaking and listening, and writing as in previous lessons but involves less teacher support in order to measure students’ independent progress toward the above standards.

Assessment Checklists: At the beginning of the unit, teachers use the Reading Informational Text Checklist to gather data on students’ reading comprehension, specifically progress toward RI.K.1, RI.K.2, and RI.K.4. During the second part of the unit, teachers use the Reading Literature Checklist to gather data on students’ progress toward standards RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7 (see Assessment Overview and Resources).

Required Unit Trade Book(s): *One Hot Summer Day*

Suggested Pacing: This unit is approximately 3 weeks or 15 sessions of instruction.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 RI.K.1, RI.K.2, RI.K.4 <u>TN Standards</u> K.RI.KID.1, K.RI.KID.2, K.RI.CS.4	Reading, Speaking, and Listening: An Introduction to Weather around the World 1. Opening A. Engaging the Learner: Curious Sofia Returns (10 minutes) 2. Work Time A. Picture Tea Party: Mystery Photos (10 minutes) B. Reading Aloud: <i>On the Same Day in March: A Tour of the World’s Weather</i> (15 minutes) C. Engaging the Learner: Introduction to Interactive Map (15 minutes) 3. Closing and Assessment	<ul style="list-style-type: none"> I can ask and answer questions about weather around the world using the text <i>On the Same Day in March: A Tour of the World’s Weather</i>. (RI.K.1, RI.K.2, RI.K.4) 	<ul style="list-style-type: none"> Use the Reading Informational Text Checklist during the read-aloud to document student progress toward RI.K.1, RI.K.2, and RI.K.4 	<ul style="list-style-type: none"> Picture TeaParty anchor chart Picture TeaParty protocol Class Interactive Map Responsibility anchor chart Conversation Partners anchor chart Conversation Norms anchor chart

	Structured Discussion: Reflecting on Responsibility (10 minutes)			
<p>Lesson 2</p> <p>RI.K.1, RI.K.2, RI.K.4. SL.K.1</p> <p>TN Standards</p> <p>K.Ri.KID.1, K.RI.KID.2, K.RI.CS.4, K.SL.CC.1</p>	<p>Reading, Speaking, and Listening: The Weather of Canada, France, and Thailand</p> <p>1. Opening A. Picture Tea Party: Mystery Photos (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>On the Same Day in March: A Tour of the World's Weather</i>, Pages 3–6 and 17–18 (15 minutes) B. Partner Role-play and Discussion: Responding to the Text (20 minutes) C. Shared Writing: Responding to the Text (10 minutes)</p> <p>3. Closing and Assessment A. Structured Discussion: Reflecting on Responsibility (5 minutes)</p>	<ul style="list-style-type: none"> • I can ask and answer questions about weather around the world using the text <i>On the Same Day in March: A Tour of the World's Weather</i>. (RI.K.1, RI.K.2, RI.K.4) • I can use details from the text to describe how people prepare for the weather in Alberta, Canada; Paris, France; and central Thailand. (SL.K.1) 	<ul style="list-style-type: none"> • Use the Reading Informational Text Checklist during the read-aloud to document student progress toward RI.K.1, RI.K.2, and RI.K.4 	<ul style="list-style-type: none"> • Picture Tea Party anchor chart • Picture Tea Party protocol • Class Interactive Map Weather around the World anchor chart • Conversation Partners anchor chart • Responding to Text chart • Responsibility anchor chart • Think-Pair-Share anchor chart
<p>Lesson 3</p> <p>RI.K.1, RI.K.2, RI.K.4. SL.K.1</p> <p>TN Standards</p> <p>K.Ri.KID.1, K.RI.KID.2, K.RI.CS.4, K.SL.CC.1</p>	<p>Reading, Speaking, and Listening: The Weather of New York City and China</p> <p>1. Opening A. Picture Tea Party Protocol: Mystery Photos (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>On the Same Day in March: A Tour of the World's Weather</i>, Pages 7–8 and 13–14 (15 minutes) B. Partner Role-play and Discussion: Responding to the Text (15 minutes) C. Shared Writing: Responding to the Text (15 minutes)</p> <p>3. Closing and Assessment A. Structured Discussion: Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can ask and answer questions about weather around the world using the text <i>On the Same Day in March: A Tour of the World's Weather</i>. (RI.K.1, RI.K.2, RI.K.4) • I can use details from the text to describe how people prepare for the weather in New York City and Xian, China. (SL.K.1) 	<ul style="list-style-type: none"> • Use the Speaking and Listening Checklist to track student progress toward SL.1.2 • Use the Reading Informational Text Checklist during the read-aloud to document student progress toward RI.K.1, RI.K.2, and RI.K.4. 	<ul style="list-style-type: none"> • Picture Tea Party anchor chart • Picture Tea Party protocol • Weather around the World anchor chart • Class Interactive Map • Conversation Partners anchor chart • Speaking and Listening Checklist • Conversation Norms anchor chart • Responding to Text chart

<p>Lesson 4</p> <p>RI.K.1, RI.K.2, RI.K.4, SL.K.1</p> <p>TN Standards</p> <p>K.Ri.KID.1, K.RI.KID.2, K.RI.CS.4, K.SL.CC.1</p>	<p>Reading, Speaking, and Listening: The Weather of Australia, Kenya, and Argentina</p> <p>1. Opening A. Picture Tea Party Protocol: Mystery Photos (5 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>On the Same Day in March: A Tour of the World's Weather</i>, Pages 21–22, 25–26, and 27–28 (15 minutes) B. Partner Role-play and Discussion: Responding to the Text (10 minutes) C. Independent and Then Shared Writing: Responding to the Text (25 minutes)</p> <p>3. Closing and Assessment A. Structured Discussion: Reflecting on Responsibility (5 minutes)</p>	<ul style="list-style-type: none"> • I can ask and answer questions about weather around the world using the text <i>On the Same Day in March: A Tour of the World's Weather</i>. (RI.K.1, RI.K.2, RI.K.4) • I can use details from the text to describe how people prepare for the weather in Darwin, Australia; northern Kenya; and Patagonia, Argentina. (SL.K.1) 	<ul style="list-style-type: none"> • Use the Reading Informational Text Checklist during the read-aloud to document student progress toward RI.K.1, RI.K.2, and RI.K.4. • Use the Speaking and Listening Checklist to track student progress toward SL.1.2 	<ul style="list-style-type: none"> • Picture Tea Party anchor chart • Picture Tea Party protocol • Weather around the World anchor chart • Class Interactive Map • Conversation Partners anchor chart • Conversation Norms anchor chart • Responding to Text chart • Responsibility anchor chart • Think-Pair-Share anchor chart
<p>Lesson 5</p> <p>W.K.8, SL.K.5, L.K.1, L.K.1a, L.K.6</p> <p>TN Standards</p> <p>K.W.RBPK.8, K.SL.PKI.5, K.FL.SC.6, K.FL.F.5, K.FL.VA.7c</p>	<p>Speaking, Listening, and Writing: The Weather around the World</p> <p>1. Opening A. Shared Reading: Revisiting Text Responses (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud Culminating Task: Describing the Weather around the World (25 minutes) B. Partner Share: The Weather around the World (15 minutes)</p> <p>3. Closing and Assessment A. Structured Discussion: Reflecting on Guiding Questions (10 minutes)</p>	<ul style="list-style-type: none"> • I can describe the weather from a specific place around the world using words and pictures. (W.K.8, SL.K.5, L.K.1a, L.K.6) 	<ul style="list-style-type: none"> • Listen for students to use their drawing to support what they say as they share their completed Culminating Task response sheets with a partner. (SL.K.5) • Review students' Synthesis Task response sheets for evidence of progress toward W.K.8, SL.K.5, L.K.1a, and L.K.6 	<ul style="list-style-type: none"> • Response to Text charts • Class Interactive Map • Weather around the World anchor chart • Think-Pair-Share anchor chart • Conversation Partners anchor chart
<p>Lesson 6</p> <p>RL.K.3, W.K.2, SL.K.1, SL.K.1a, SL.K.4, SL.K.6, L.K.6</p>	<p>Reading, Writing, and Speaking: Close Read-aloud, Session 1 and Launching Weather Journals</p>	<ul style="list-style-type: none"> • I can name the characters and setting in the text <i>Come On, Rain!</i> (RL.K.3) • I can use words and pictures 	<ul style="list-style-type: none"> • During close read-aloud, use the Reading Literature Checklist. • Observe students as they complete their weather journal. 	<ul style="list-style-type: none"> • Conversation Partners anchor chart • Things Meteorologists Do anchor chart

<p>TN Standards</p> <p>K.RL.KID.3, K.W.TTP.2, K.SL.CC.1, K.SL.PKI.4, K.SI.PKI.6, K.FL.VA.7c</p>	<p>1. Opening A. Engaging the Learner: Making a Rain Shower Activity (10 minutes)</p> <p>2. Work Time A. Close Read-aloud, Session 1: <i>Come on, Rain!</i>, Pages 1–28 (20 minutes) B. Independent Writing: Weather Journals (20 minutes)</p> <p>3. Closing and Assessment A. Structured Discussion: Revisiting Things Meteorologists Do Anchor Chart (5 minutes) B. Pair-Share: Weather Journals (5 minutes)</p>	<p>to describe what I observe about the weather. (W.K.2, L.K.6)</p> <ul style="list-style-type: none"> I can share a report of the weather with others. (SL.K.1a, SL.K.4, L.K.6, SL.K.1.a, SL.K.6) 	<p>Track their progress using the Informational Writing Checklist.</p> <ul style="list-style-type: none"> Listen in as students share their weather journals and track their progress using the Speaking and Listening Checklist. 	<ul style="list-style-type: none"> Ways We Share Our Work anchor chart
<p>Lesson 7</p> <p>RL.K.1, RL.K.2, RL.K.4, RL.K.7, W.K.2, SL.K.1, SL.K.1a, SL.K.4, SL.K.6, L.K.6</p> <p>TN Standards</p> <p>K.RL.KID.1, K.RL.KID.2, K.RL.CS.4, K.RL.IKI.7, K.W.TTP.2, K.SL.CC.1, K.SL.PKI.4, K.SL.PKI.6, K.FL.VA.7c</p>	<p>Reading, Writing, and Speaking: Close Read-aloud, Session 2 and Coloring Carefully in Weather Journals</p> <p>1. Opening A. Engaging the Learner: Making a Rain Shower Activity (5 minutes)</p> <p>2. Work Time A. Close Read-aloud, Session 2: <i>Come on, Rain!</i>, Pages 1–6 (20 minutes) B. Independent Writing: High-Quality Work in Weather Journals (20 minutes)</p> <p>3. Closing and Assessment A. Pair-Share: Weather Journals (10 minutes) B. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> I can describe how the hot, dry weather affects Tess and Mamma in the text <i>Come On, Rain!</i> (RL.K.1, RL.K.2, RL.K.4, RL.K.7) I can use high-quality words and pictures to describe what I observe about the weather. (W.K.2, SL.K.4) I can share a report of the weather with others. (SL.K.4, L.K.6, SL.K.1.a) 	<ul style="list-style-type: none"> During close read-aloud, use the Reading Literature Checklist. Observe students as they complete their weather journal. Track their progress using the Informational Writing Checklist. Listen in as students share their weather journals and track their progress using the Speaking and Listening Checklist. 	<ul style="list-style-type: none"> Before the Rain anchor chart Things Meteorologists Do anchor chart Conversation Partners anchor chart Ways We Share Our Work anchor chart Perseverance anchor chart
<p>Lesson 8</p> <p>RL.K.1, RL.K.2, RL.K.4, RL.K.7, W.K.2, SL.K.1, SL.K.1a, SL.K.4, SL.K.6, L.K.6</p>	<p>Reading, Writing, and Speaking: Close Read-aloud, Session 3 and Writing Neatly in Weather Journals</p> <p>1. Opening A. Interactive Word Wall: Building Vocabulary (10 minutes)</p>	<ul style="list-style-type: none"> I can describe how the hot, dry weather affects Tess and Mamma in the text <i>Come On, Rain!</i> (RL.K.1, RL.K.2, RL.K.4, RL.K.7) I can use high-quality words and pictures to describe what I 	<ul style="list-style-type: none"> During close read-aloud, use the Reading Literature Checklist. Observe students as they complete their weather journal. Track their progress using the Informational Writing Checklist. Listen in as students share 	<ul style="list-style-type: none"> Before the Rain anchor chart After the Rain anchor chart High-Quality Work anchor chart Interactive Word Wall protocol Things Meteorologists Do anchor chart Conversation Partners anchor

<p>TN Standards K.RL.KID.1, K.RL.KID.2, K.RL.CS.4, K.RL.IKI.7, K.W.TTP.2, K.SL.CC.1, K.SL.PKI.4, K.SL.PKI.6, K.FL.VA.7c</p>	<p>2. Work Time A. Close Read-aloud, Session 3: <i>Come on, Rain!</i>, Pages 7–14 (20 minutes) B. Independent Writing: High-Quality Work in Weather Journals (20 minutes) 3. Closing and Assessment A. Pair-Share: Weather Journals (5 minutes) B. Back-to-Back and Face-to-Face: Reflecting on Perseverance (5 minutes)</p>	<p>observe about the weather. (W.K.2, SL.K.5) • I can share a report of the weather with others. (SL.K.4, L.K.6, SL.K.1.a)</p>	<p>their weather journals and track their progress using the Speaking and Listening Checklist.</p>	<p>chart • Ways We Share Our Work anchor chart • Perseverance anchor chart • Back-to-Back and Face-to-Face anchor chart</p>
<p>Lesson 9 RL.K.1, RL.K.2, RL.K.4, RL.K.7, W.K.2, SL.K.1, SL.K.1a, SL.K.4, SL.K.6, L.K.6 TN Standards K.RL.KID.1, K.RL.KID.2, K.RL.CS.4, K.RL.IKI.7, K.W.TTP.2, K.SL.CC.1, K.SL.PKI.4, K.SL.PKI.6, K.FL.VA.7c</p>	<p>Reading, Writing, and Speaking: Close Read- aloud, Session 4 and High-Quality Work in Weather Journals 1. Opening A. Interactive Word Wall: Building Vocabulary (10 minutes) 2. Work Time A. Close Read-aloud Session 4: <i>Come on, Rain!</i>, Pages 15–26 (20 min) B. Independent Writing: High-Quality Work in Weather Journals (15 minutes) 3. Closing and Assessment A. Pair-Share: Weather Journals (10 minutes) B. Reflecting on Learning (5 minutes)</p>	<p>• I can describe how the cool, wet weather affects Tess and Mamma in the text <i>Come On, Rain!</i> (RL.K.1, RL.K.2, RL.K.4, RL.K.7) • I can use high- quality words and pictures to describe what I observe about the weather. (W.K.2, SL.K.5). • I can share a report of the weather with others. (SL.K.4, L.K.6, SL.K.1.a)</p>	<p>• During close read-aloud, use the Reading Literature Checklist. • Observe students as they complete their weather journal. Track their progress using the Informational Writing Checklist. • Listen in as students share their weather journals and track their progress using the Speaking and Listening Checklist.</p>	<p>• Interactive Word Wall protocol • Before the Rain anchor chart • After the Rain anchor chart • High-Quality Work anchor chart • Conversation Partners anchor chart • Ways We Share Our Work anchor chart • Things Meteorologists Do anchor chart • Perseverance anchor chart • Back-to-Back and Face-to-Face anchor chart</p>
<p>Lesson 10 RL.K.1, RL.K.2, RL.K.4, RL.K.7, W.K.2, SL.K.1, SL.K.1a, SL.K.4, SL.K.6, L.K.6 TN Standards K.RL.KID.1, K.RL.KID.2, K.RL.CS.4, K.RL.IKI.7, K.W.TTP.2, K.SL.CC.1, K.SL.PKI.4, K.SL.PKI.6, K.FL.VA.7c</p>	<p>Reading, Writing, and Speaking: Close Read- aloud Culminating Task and Reporting like a Meteorologist 1. Opening A. Interactive Word Wall: Building Vocabulary (10 minutes) 2. Work Time A. Close Read-aloud, Session 5: <i>Come On, Rain!</i> and Culminating Task (25 minutes) B. Independent Writing: High-Quality Work in Weather Journals (15 minutes)</p>	<p>• I can describe how the changing weather affects Tess and Mamma in the text <i>Come On, Rain!</i> (RL.K.1, RL.K.2, RL.K.4, RL.K.7) • I can use high- quality words and pictures to describe what I observe about the weather. (W.K.2, SL.K.5) I can share a report of the weather with others. (SL.K.4, L.K.6, SL.K.1.a)</p>	<p>• Use the Reading Literature Checklist to review students' <i>Come on, Rain!</i> Culminating Task • Observe students as they complete their Weather Journal. Track their progress using the Informational Writing Checklist. • Listen in as students share their Weather Journals and track their progress using the Speaking and Listening Checklist.</p>	<p>• Interactive Word Wall protocol • After the Rain anchor chart • High Quality Work anchor chart • Ways We Share Our Work anchor chart • Things Meteorologists Do anchor chart</p>

	<p>3. Closing and Assessment Small Group Share: Weather Journals (10 minutes)</p>			
<p>Lesson 11</p> <p>RL.K.3, W.K.2, SL.K.2, SL.K.5, L.K.6</p> <p>TN Standards</p> <p>K.RL.KID.3, K.W.TTP.2, K.SL.CC.2, K.SL.PKI.5, K.FL.VA.7c</p>	<p>Reading Aloud and Writing: <i>Brave Irene</i>, Part I and Weather Journals</p> <p>1. Opening A. Developing Language: “Snowflakes” Poem (5 minutes)</p> <p>2. Work Time A. Reading Aloud: <i>Brave Irene</i>, Pages 1–13 (15 minutes) B. Role-Playing: <i>Brave Irene</i> (10 minutes) C. Shared Writing: <i>Brave Irene</i> Story Elements (10 minutes)</p> <p>3. Closing and Assessment A. Independent Writing: Weather Journals (15 minutes) B. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can identify the characters and setting in the text <i>Brave Irene</i>. (RL.K.3, SL.K.2) • I can use high- quality words and pictures to describe what I observe about the weather. (W.K.2, SL.K.5, L.K.6) 	<ul style="list-style-type: none"> • During the focused read aloud of <i>Brave Irene</i>, use the Reading Literature checklist • Observe students as they complete their Weather Journal. Track their progress using the Informational Writing Checklist. • Listen in as students share their Weather Journals and track their progress using the Speaking and Listening Checklist. 	<ul style="list-style-type: none"> • Role Play anchor chart • Role Play protocol • <i>Brave Irene</i> anchor chart • High Quality Work anchor chart • Perseverance anchor chart
<p>Lesson 12</p> <p>RL.K.1, RL.K.3, W.K.2, SL.K.1, SL.K.2, SL.K.4, SL.K.5, L.K.6</p> <p>TN Standards</p> <p>K.RL.KID.1, K.RL.KID.3, K.W.TTP.2, K.SL.CC.1, K.SL.CC.2, K.SL.PKI.4, K.SL.PKI.5, K.FL.VA.7c</p>	<p>Reading Aloud and Writing: <i>Brave Irene</i>, Part II and Weather Journals</p> <p>1. Opening A. Developing Language: “Snowflakes” Poem (5 minutes)</p> <p>2. Work Time A. Reading Aloud: <i>Brave Irene</i>, Pages 14–28 (15 minutes) B. Role-Playing: <i>Brave Irene</i> (10 minutes) C. Shared Writing: <i>Brave Irene</i> Story Elements (10 minutes)</p> <p>3. Closing and Assessment A. Independent Writing: Weather Journals (15 minutes) B. Small Group Share: Weather Journals (5 minutes)</p>	<ul style="list-style-type: none"> • I can identify the major events in the text <i>Brave Irene</i>. (RL K.1, R.L.K.3, SL.K.2) • I can use high- quality words and pictures to describe what I observe about the weather. (W.K.2, SL.K.5, L.K.6) • I can share a report of the weather with others. (SL.K.1a, SL.K.4, L.K.6) 	<ul style="list-style-type: none"> • During the focused read aloud of <i>Brave Irene</i>, use the Reading Literature checklist • Observe students as they complete their Weather Journal. Track their progress using the Informational Writing Checklist. Listen in as students share their Weather Journals and track their progress using the Speaking and Listening Checklist. 	<ul style="list-style-type: none"> • Role Play anchor chart • Role Play protocol • <i>Brave Irene</i> anchor chart • Things Meteorologists Do anchor chart • Ways We Share Our Work anchor chart
<p>Lesson 13</p> <p>RL.K.3, W.K.2, SL.K.2, SL.K.5, L.K.6</p>	<p>Reading Aloud and Writing: <i>Umbrella</i>, Part I and Weather Journals</p> <p>1. Opening</p>	<ul style="list-style-type: none"> • I can identify the characters and setting in the text <i>Umbrella</i>. (RL.K.3, SL.K.2) • I can use high- quality words and pictures to describe what I 	<ul style="list-style-type: none"> • During the focused read aloud of Umbrella, use the Reading Literature checklist • Observe students as they complete their Weather Journal. 	<ul style="list-style-type: none"> • Role Play anchor chart • Role Play protocol • <i>Umbrella</i> anchor chart • High Quality Work anchor chart • Perseverance anchor chart

<p>TN Standards</p> <p>K.RL.KID.3, K.W.TTP.2, K.SL.CC.2, K.SL.PKI.5, K.FL.VA.7c</p>	<p>A. Developing Language: "Clouds" Poem (5 minutes)</p> <p>2. Work Time</p> <p>A. Reading Aloud: <i>Umbrella</i>, Pages 1–11 (15 minutes)</p> <p>B. Role-Playing: <i>Umbrella</i> (10 minutes)</p> <p>C. Shared Writing: <i>Umbrella</i> Story Elements (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Independent Writing: Weather Journals (15 minutes)</p> <p>B. Reflecting on Learning (5 minutes)</p>	<p>observe about the weather. (W.K.2, SL.K.5, L.K.6)</p>	<p>Track their progress using the Informational Writing Checklist.</p> <ul style="list-style-type: none"> • Listen in as students share their Weather Journals and track their progress using the Speaking and Listening Checklist. 	
<p>Lesson 14</p> <p>RL.K.3, W.K.2, SL.K.2, SL.K.5, L.K.6</p> <p>TN Standards</p> <p>K.RL.KID.3, K.W.TTP.2, K.SL.CC.2, K.SL.PKI.5, K.FL.VA.7c</p>	<p>Reading Aloud and Writing: <i>Umbrella</i>, Part II and Weather Journals</p> <p>1. Opening</p> <p>A. Developing Language: "Clouds" Poem (5 minutes)</p> <p>2. Work Time</p> <p>A. Reading Aloud: <i>Umbrella</i>, Pages 12–32 (15 minutes)</p> <p>B. Role-Playing: <i>Umbrella</i> (10 minutes)</p> <p>C. Shared Writing: <i>Umbrella</i> Story Elements (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Independent Writing: Weather Journals (15 minutes)</p> <p>B. Small Group Share: Weather Journals (5 minutes)</p>	<ul style="list-style-type: none"> • I can identify the major events in the text <i>Umbrella</i>. (RL.K.3, SL.K.2) • I can use high-quality words and pictures to describe what I observe about the weather. (WK.2, L.K.6, SL.K.5) • I can share a report of the weather with others. (SL.K.4, L.K.6, SL.K.1.a) 	<ul style="list-style-type: none"> • During the focused read aloud of <i>Umbrella</i>, use the Reading Literature checklist • Observe students as they complete their Weather Journal. Track their progress using the Informational Writing Checklist. • Listen in as students share their Weather Journals and track their progress using the Speaking and Listening Checklist. 	<ul style="list-style-type: none"> • Role Play anchor chart • Role Play protocol • <i>Umbrella</i> anchor chart • Things Meteorologists Do anchor chart • Ways We Share Our Work anchor chart
<p>Lesson 15</p> <p>RL.K.3, W.K.8, L.K.1, L.K.1a, L.K.6</p> <p>TN Standards</p> <p>K.RL.KID.3, K.W.RBPK.8, K.FL.SC.6, K.FL.F.5, K.FI.VA.7c</p>	<p>Unit 2 Assessment: Identifying Story Elements in a Text</p> <p>1. Opening</p> <p>A. Developing Language: Poem Share (5 minutes)</p> <p>2. Work Time</p> <p>A. Reading Aloud: <i>One Hot Summer Day</i> (15 minutes)</p>	<ul style="list-style-type: none"> • I can identify the character, setting, and major events of the text <i>One Hot Summer Day</i>. (RL.K.3, W.K.8, L.K.1a, L.K.6) 	<ul style="list-style-type: none"> • Collect student response sheets from the Unit 2 Assessment as a work sample to demonstrate progress toward RL.K.3, W.K.8, L.K.1a, and L.K.6. 	<ul style="list-style-type: none"> • Role Play Protocol anchor chart • <i>Brave Irene</i> anchor chart • <i>Umbrella</i> anchor chart • Back-to-Back and Face-to-Face anchor chart • Conversations Partners chart

	<p>B. Role-Play: <i>One Hot Summer Day</i> (10 minutes)</p> <p>C. Unit 2 Assessment: Identifying Story Elements in <i>One Hot Summer Day</i> (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Back-to-Back and Face-to-Face: Reflecting on Learning (10 minutes)</p>			
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Kindergarten Module 2: Weather Wonders Unit 3: Curriculum Guidance

Habits of Character: Work to Become Ethical People Social-Emotional Learning Focus

In this module, students **work to become effective learners**: develop the mindsets and skills for success in college, career, and life. Throughout Unit 3, students continue to practice perseverance (one specific habit of character) as they draft, edit, and revise the imaginary narratives for the performance task.

Unit Assessment: Reflecting on My Weather Story

This assessment centers on CCSS ELA SL.K.4, SL.K.6, L.K.1f, and L.K.6. Students participate in a small group structured conversation facilitated by the teacher. During this conversation, students respond to a series of reflective questions about the process of writing their narrative weather stories (performance task). This structured conversation assesses students' ability to respond to a specific question by adding details and relevant information (SL.K.4) and to speak audibly and clearly (SL.K.6) using complete sentences (L.K.1). Students may use sentence frames to support their speaking. In addition to speaking, this assessment requires students to demonstrate careful listening skills to ensure they answer the questions the teacher poses.

This assessment also serves as scaffolding toward and authentic practice for the module culmination: a Weather Expo. During the Weather Expo, classroom visitors ask students the same reflective questions that the teacher posed during this assessment.

Assessment Checklists: Throughout this unit, teachers use the Speaking and Listening Checklist to gather data on students' progress toward SL.K.4 and SL.K.6. Teachers can use the My Weather Story booklet and the Narrative Writing Checklist to track students' progress toward W.K.3, W.K.5, L.K.1a, L.K.2a, L.K.2c, L.K.2d, and L.K.6 as they complete the performance task in Unit 3.

Required Unit Trade Book(s): *The Snowy Day*

Suggested Pacing: This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 SL.K.1, SL.K.1a, L.K.6 TN Standards K.SL.CC.1, K.FL.VA.7c	Speaking and Listening: Preparing to Write Weather Stories 1. Opening A. Engaging the Learner: "Sofia the Storyteller" Story (10 minutes) 2. Work Time A. Reading Aloud: <i>The Snowy Day</i> (10 minutes) B. Engaging the Writer: <i>The Snowy Day</i> as a Mentor Text (5 minutes) C. Developing Language:	<ul style="list-style-type: none"> I can work with my classmates to create an expert meteorologist chart. (SL.K.1, L.K.6) 	<ul style="list-style-type: none"> Monitor students' understanding of <i>The Snowy Day</i> Observe students as they work collaboratively to create the expert meteorologist charts, Listen for students to discuss the kind of weather story they would like to write, as well as the actions that might take place in their story. 	<ul style="list-style-type: none"> Snowy Day chart Hot Day chart Windy Day chart Rainy Day chart

	<p>Creating Expert Meteorologist Charts (25 minutes)</p> <p>3. Closing and Assessment A. Preparing to Write: Planting Story Seeds (10 minutes)</p>			
<p>Lesson 2</p> <p>RL.K.3, W.K.3, SL.K.1, L.K.6</p> <p><u>TN Standards</u></p> <p>K.RL.KID.3, K.W.TTP.3, K.SL.CC.1, K.FL.VA.7c</p>	<p>Reading and Writing: The Snowy Day Focused Read-aloud and Creating Character Puppets</p> <p>1. Opening A. Engaging the Learner: “Sofia Says” Game (5 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>The Snowy Day</i>, Pages 1–4, 20 (10 minutes) B. Launching the Writing Task: My Weather Story Booklet (15 minutes) C. Play and Exploration: Creating a Character Puppet (25 minutes)</p> <p>3. Closing and Assessment Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can identify the characters in the text <i>The Snowy Day</i>. (RL.K.3) • I can create a character for my weather story. (W.K.3) 	<ul style="list-style-type: none"> • Observe if students are able to correctly identify the characters in <i>The Snowy Day</i>. Use the Reading Literature Checklist to track students’ progress. • Review students’ drawings in their My Weather Story booklet and track this evidence on the Narrative Writing Checklist. 	<ul style="list-style-type: none"> • <i>The Snowy Day</i> anchor chart • Snowy Day chart • Hot Day chart • Windy Day chart • Rainy Day chart • High-Quality Work anchor chart • Perseverance anchor chart
<p>Lesson 3</p> <p>RL.K.3, W.K.3, L.K.6</p> <p><u>TN Standards</u></p> <p>K.RL.KID.3, K.W.TTP.3, K.FL.VA.7c</p>	<p>Reading, Speaking, and Writing: <i>The Snowy Day</i> Focused Read-aloud and Drawing the Setting of My Weather Story</p> <p>1. Opening A. Engaging the Learner: “Sofia Says” Game (5 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>The Snowy Day</i>, Pages 1–4, 19–22 (10 minutes) B. Role Play: Setting and Weather Event (15 minutes) C. Independent Writing: Drawing the Setting and Weather Event (25 minutes)</p> <p>3. Closing and Assessment A. Pair Share: High-Quality Work in My Weather Story (10 minutes)</p>	<ul style="list-style-type: none"> • I can identify the setting and weather in the text <i>The Snowy Day</i>. (RL.K.3) • I can draw the setting of my weather story. (W.K.3) 	<ul style="list-style-type: none"> • Observe if students are able to correctly identify the setting in <i>The Snowy Day</i>. Use the Reading Literature Checklist to track students’ progress. • Review students’ drawings in their My Weather Story booklet and track this evidence on the Narrative Writing Checklist. 	<ul style="list-style-type: none"> • <i>The Snowy Day</i> anchor chart • Snowy Day chart • Hot Day chart • Windy Day chart • Rainy Day chart • Conversation Partners anchor chart • High-Quality Work anchor chart

<p>Lesson 4</p> <p>RL.K.3, W.K.3, L.K.6</p> <p><u>TN Standards</u></p> <p>K.RL.KID.3, K.W.TTP.3, K.FL.VA.7c</p>	<p>Reading, Speaking, and Writing: <i>The Snowy Day</i> Focused Read-aloud and Drawing the Events of My Weather Story</p> <p>1. Opening A. Engaging the Learner: “Sofia Says” Game (5 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>The Snowy Day</i>, Pages 3–4, 15–18 (10 minutes) B. Role Play: Major Story Events (15 minutes) C. Preparing for Independent Writing: Drawing Major Story Events (25 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can identify the major events in the text <i>The Snowy Day</i>. (RL.K.3) • I can draw the major events of my weather story. (W.K.3) 	<ul style="list-style-type: none"> • Observe if students are able to correctly identify the events in <i>The Snowy Day</i>. Use the Reading Literature Checklist to track students’ progress. • Review students’ drawings in their My Weather Story booklet and track this evidence on the Narrative Writing Checklist. 	<ul style="list-style-type: none"> • <i>The Snowy Day</i> anchor chart • Snowy Day chart • Hot Day chart • Windy Day chart • Rainy Day chart • Conversation Partners anchor chart • High-Quality Work anchor chart • Perseverance anchor chart
<p>Lesson 5</p> <p>RL.K.3, W.K.3, SL.K.1, L.K.6</p> <p><u>TN Standards</u></p> <p>K.RL.KID.3, K.W.TTP.3, K.SL.CC.1, K.FL.VA.7c</p>	<p>Reading, Speaking, and Writing: <i>The Snowy Day</i> Focused Read-aloud and Drawing the Character’s Reaction in My Weather Story</p> <p>1. Opening A. Engaging the Learner: “Sofia Says” Game (5 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>The Snowy Day</i>, Pages 20–22 (10 minutes) B. Role Play: Character’s Reactions to Weather Events (15 minutes) C. Preparing for Independent Writing: Drawing the Character’s Reaction (20 minutes)</p> <p>3. Closing and Assessment A. Pair Share: High-Quality Work in My Weather Story (5 minutes) B. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can describe how Peter reacts to the weather in the text <i>The Snowy Day</i>. (RL.K.3) • I can draw my character’s reaction to the weather in my weather story. (W.K.3) 	<ul style="list-style-type: none"> • Review students’ drawings in their My Weather Story booklet and track this evidence on the Narrative Writing Checklist. 	<ul style="list-style-type: none"> • <i>The Snowy Day</i> anchor chart • Conversation Partners anchor chart • High-Quality Work anchor chart • Perseverance anchor chart

<p>Lesson 6</p> <p>W.K.3, W.K.5, L.K.1, L.K.1a, L.K.2, L.K.2c, L.K.2d, L.K.6</p> <p>TN Standards</p> <p>K.W.TTP.3, K.W.PDW.5, K.FL.SC.6, K.FL.F.5, K.FL.WC.4b, K.FL.VA.7biv, K.FL.VA.7c</p>	<p>Independent Writing: The Character and Setting in My Weather Story</p> <p>1. Opening A. Engaging the Learner: Making a Rain Shower (5 minutes)</p> <p>2. Work Time A. Modeling: Drafting about Character for a Weather Narrative (15 minutes) B. Independent Writing: Drafting about Character for My Weather Narrative (20 minutes) C. Structured Discussion: Critiquing a Partner's Work (15 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can tell the story of my character and the weather using pictures and words. (W.K.3, L.K.1a, L.K.2c, L.K.2d, L.K.6) • I can improve my writing using feedback from a partner. (W.K.5) 	<ul style="list-style-type: none"> • Note students' progress toward the writing and language standards connected to the performance task using the Narrative Writing Checklist. • Watch for students to use the feedback their partner provides to support improving their weather stories. 	<ul style="list-style-type: none"> • Hot Day chart • Windy Day chart • Snowy Day chart • Rainy Day chart • Peer Feedback anchor chart • High-Quality Work anchor chart • Conversation Partners anchor chart • Perseverance anchor chart • Think-Pair-Share anchor chart
<p>Lesson 7</p> <p>W.K.3, W.K.5, L.K.1, L.K.1a, L.K.2, L.K.2c, L.K.2d, L.K.6</p> <p>TN Standards</p> <p>K.W.TTP.3, K.W.PDW.5, K.FL.SC.6, K.FL.F.5, K.FL.WC.4b, K.FL.VA.7biv, K.FL.VA.7c</p>	<p>Independent Writing: The Events in My Weather Story, Part I</p> <p>1. Opening A. Engaging the Learner: "Snowflakes" Poem (5 minutes)</p> <p>2. Work Time A. Modeling: Drafting about Events for a Weather Narrative (15 minutes) B. Independent Writing: Drafting about Events for My Weather Narrative (20 minutes) C. Structured Discussion: Critiquing a Partner's Work (15 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Writing Process (5 minutes)</p>	<ul style="list-style-type: none"> • I can tell the story of my character and the weather using pictures and words. (W.K.3, L.K.1a, L.K.2a, L.K.2c, L.K.2d, L.K.6) • I can improve my writing using feedback from a partner. (W.K.5) 	<ul style="list-style-type: none"> • Note students' progress toward the writing and language standards connected to the performance task using the Narrative Writing Checklist. • Watch for students to use the feedback their partner provides to support improving their weather stories. 	<ul style="list-style-type: none"> • Hot Day chart • Windy Day chart • Snowy Day chart • Rainy Day chart • Peer Feedback anchor chart • High-Quality Work anchor chart • Conversation Partners anchor chart
<p>Lesson 8</p> <p>W.K.3, W.K.5, L.K.1, L.K.1a, L.K.2, L.K.2c, L.K.2d, L.K.6</p> <p>TN Standards</p>	<p>Independent Writing: The Events in My Weather Story, Part II</p> <p>1. Opening A. Engaging the Learner: "Snowflakes" Poem (5</p>	<ul style="list-style-type: none"> • I can tell the story of my character and the weather using pictures and words. (W.K.3, L.K.1a, L.K.2a, L.K.2c, L.K.2d, L.K.6) 	<ul style="list-style-type: none"> • Note students' progress toward the writing and language standards connected to the performance task using the Narrative Writing Checklist. • Watch for students to use the 	<ul style="list-style-type: none"> • Hot Day chart • Windy Day chart • Snowy Day chart • Rainy Day chart • Peer Feedback anchor chart • High-Quality Work anchor chart

<p>K.W.TTP.3, K.W.PDW.5, K.FL.SC.6, K.FL.F.5, K.FL.WC.4b, K.FL.VA.7biv, K.FL.VA.7c</p>	<p>minutes) 2. Work Time A. Modeling: Drafting More Events for a Weather Narrative (10 minutes) B. Independent Writing: Drafting More Events for My Weather Narrative (25 minutes) C. Structured Discussion: Critiquing a Partner's Work (15 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can improve my writing using feedback from a partner. (W.K.5) 	<p>feedback their partner provides to support improving their weather stories.</p>	<ul style="list-style-type: none"> • Conversation Partners anchor chart
<p>Lesson 9</p> <p>W.K.3, W.K.5, L.K.1, L.K.1a, L.K.2, L.K.2c, L.K.2d, L.K.6</p> <p><u>TN Standards</u></p> <p>K.W.TTP.3, K.W.PDW.5, K.FL.SC.6, K.FL.F.5, K.FL.WC.4b, K.FL.VA.7biv, K.FL.VA.7c</p>	<p>Independent Writing: The Character's Reaction in My Weather Story</p> <p>1. Opening A. Engaging the Learner: "Clouds" Poem (5 minutes) 2. Work Time A. Modeling: Drafting a Reaction to a Weather Narrative (10 minutes) B. Independent Writing: Drafting a Reaction to My Weather Narrative (15 minutes) C. Structured Discussion: Critiquing a Partner's Work (20 minutes) 3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can tell the story of my character and the weather using pictures and words. (W.K.3, L.K.1a, L.K.2c, L.K.2d, L.K.6) • I can improve my writing using feedback from a partner. (W.K.5) 	<ul style="list-style-type: none"> • Note students' progress toward the writing and language standards connected to the performance task using the Narrative Writing checklist. • Watch for students to use the feedback their partner provides to support improving their weather stories. 	<ul style="list-style-type: none"> • Hot Day chart • Windy Day chart • Snowy Day chart • Rainy Day chart • Peer Feedback anchor chart • High-Quality Work anchor chart • Conversation Partners anchor chart • Perseverance anchor chart • Think-Pair-Share anchor chart
<p>Lesson 10</p> <p>SL.K.4, SL.K.6, L.K.1, L.K.1f, L.K.6</p> <p><u>TN Standards</u></p> <p>K.SL.PKI.4, K.SL.PKI.6, K.FL.SC.6, K.FL.SC.6g, K.FL.VA.7c</p>	<p>Speaking and Listening: Unit 3 Assessment and Preparing for the Weather Expo, Part I</p> <p>1. Opening A. Engaging the Learner: "Sofia Says" Activity (5 minutes) B. Engaging the Learner: Introducing the Assessment and Weather Expo (5 minutes) 2. Work Time A. Unit 3 Assessment with Group A: Reflecting on My Work as a Writer (25 minutes) B. Unit 3 Assessment with Group</p>	<ul style="list-style-type: none"> • I can share information about the weather with others. (SL.K.6, L.K.6) • I can reflect on the process of writing my weather story. (SL.K.4, SL.K.6, L.K.1f, L.K.6) 	<ul style="list-style-type: none"> • Use the Unit 3 Assessment Rubric as students speak with one another to reflect on their growth. 	<ul style="list-style-type: none"> • Conversation Partners anchor chart • Weather Expo Preparation Centers chart • Interactive class map • Weather Story Reflection Criteria anchor chart • Weather Story Reflection Questions anchor chart • Perseverance anchor chart

	<p>B: Reflecting on My Work as a Writer (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Perseverance (5 minutes)</p>			
<p>Lesson 11</p> <p>SL.K.4, SL.K.6, L.K.1, L.K.1f, L.K.6</p> <p><u>TN Standards</u></p> <p>K.SL.PKI.4, K.SL.PKI.6, K.FL.SC.6, K.FL.SC.6g, K.FL.VA.7c</p>	<p>Speaking and Listening: Unit 3 Assessment and Preparing for the Weather Expo, Part II</p> <p>1. Opening</p> <p>A. Engaging the Learner: "Sofia Says" Activity (5 minutes)</p> <p>2. Work Time</p> <p>A. Unit 3 Assessment with Group C: Reflecting on My Work as a Writer (20 minutes)</p> <p>B. Unit 3 Assessment with Group D: Reflecting on My Work as a Writer (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Back-to-Back and Face-to-Face: Reflecting on Learning (15 minutes)</p>	<ul style="list-style-type: none"> • I can share information about the weather with others. (SL.K.6, L.K.6) • I can reflect on the process of writing my weather story. (SL.K.4, SL.K.6, L.K.1f, L.K.6) 	<ul style="list-style-type: none"> • Use the Unit 3 Assessment Rubric as students speak with one another to reflect on their growth. 	<ul style="list-style-type: none"> • Conversation Partners anchor chart • Weather Expo Preparation Centers chart • Interactive class map • Weather Story Reflection Criteria anchor chart • Weather Story Reflection Questions anchor chart • Perseverance anchor chart
<p>Lesson 12</p> <p>SL.K.4, SL.K.6, L.K.6</p> <p><u>TN Standards</u></p> <p>K.SL.PKI.4, K.SL.PKI.6, K.FL.VA.7c</p>	<p>Speaking and Listening: Sharing Our Expertise at the Weather Expo</p> <p>1. Opening</p> <p>A. Developing Language: Poetry Share (5 minutes)</p> <p>2. Work Time</p> <p>A. Reading Aloud: Sharing and Celebrating Our Weather Stories (20 minutes)</p> <p>B. Speaking and Listening: Meteorologist Presentations (15 minutes)</p> <p>C. Speaking and Listening: Describing Weather around the World (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can read my writing using a strong and clear voice. (SL.K.6) • I can share a report of the weather with others. (SL.K.4, L.K.6) 	<ul style="list-style-type: none"> • Observe students sharing their work during the Weather Expo and track their progress on the Speaking and Listening Checklist. 	<ul style="list-style-type: none"> • Presentation Groups chart • Ways We Share Our Work anchor chart

*To peruse the details of this module and other Kindergarten modules access the following web address- <http://curriculum.eleducation.org/curriculum/ela/grade-K/>