



Kindergarten

Unit of Study



Seasons & Weather (for Dual Immersion Sites)



Dual Seasons and Weather Common Core Unit Overview

The goal of the Seasons and Weather Common Core Unit of study is to help students understand that weather changes every day, but it is predictable from season to season. The unit is comprehensive, and includes CA Common Core and Content Standards in English Language Arts, Science, History-Social Science, and Visual and Performing Arts. Students will read both narrative and informational texts to learn about what causes weather, the weather cycle from year to year, daily weather changes, and how weather affects nature and themselves. The lesson also provides collaborative activities, hands on experiences, drama, and music to deepen students' awareness that learning occurs meta-cognitively, by making the conscious choice to learn. By reading text closely, and explicitly, students will be able make inferences and "determine central ideas or themes"; and "by asking meaningful questions and conducting careful investigations," students will realize that "weather can be observed, measured, and described."

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Santa Ana Unified School District Common Core Unit Planner-Literacy

Unit Title:		Seasons and Weather	
Grade Level/Course:		Kindergarten	Time Frame: 3 Weeks
Performance Task		Students will create and present a meteorology report in collaborative groups.	
Big Idea (Enduring Understandings):		Weather within each season can be predictable.	
Essential Questions:		1. How does weather within each season impact our daily lives? 2. Why do we observe weather? 3. How does weather change over time?	
Instructional Activities/Tasks			
Week 1		Week 2	
Informational Text: Seasons and Weather		Informational Text: Investigating the Seasons	
Preparing the Learner	Extending the Learning	Preparing the Learner	Extending the Learning
Pre-Assessment Open Picture. Sort	Text Dependent Questions	Season video clips	Observing and Writing details from the text
Reading of Text	The Weather Song Video and Note taking	Text Dependent Questions	Emergent Reader: The Four Seasons
Emergent Reader: I See the Weather	Weather Log	Picture Walk, 1 st read with step asides	Seasons Weather Log My Seasons Tree art
Picture Walk, 1 st read with step asides			
OCR Complex Literature Text: Wind Says Goodnight		OCR Complex Literature Text: Wind Says Goodnight	
Preparing the Learner	Text Reading	Preparing the Learner	Text Reading
Experiment Prediction	Text Dependent Questions Sequencing	Experiment Prediction	Text Dependent Questions Sequencing
Picture Walk, 1 st read with step asides	Shared Reader: Wind Says Goodnight	Picture Walk, 1 st read with step asides	Shared Reader: Wind Says Goodnight
Readers Theater Summative Assessment		Readers Theater Summative Assessment	
Weather Log Meteorologist Presentation		Weather Log Meteorologist Presentation	

21st Century Skills:	Learning and Innovation: <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Creativity & Innovation Information, Media and Technology: <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Information, Communications & Technology Literacy
Essential Academic Language:	Tier II: different, bloom, ripen, chilly, season, breezy, gentle, strong, scorching, season, breezy, balmy, freezing, cool, warm, investigate, cycle, ripened, sipping, nectar, bloom, crackling, touch, sound, rain, snow, cold, showers, blossoms, bloom, buds, grainy, sandy, crunchy, harvest, step, leaves, bare, freezing, tapping, strumming, beat, fiddle, cheerful, branch, dip, twirl, shining, whispered, widespread Tier III: weather log, meteorologist, , record, revolving, cycle, harvested, hibernate, migrate, ocean, scientist,
What pre-assessment will be given? In Power Groups, students will conduct an open-ended sort of weather words and non-weather words, and report back to the class on the reasons for their placement of sort words. A rubric will be provided in the body of the unit.	How will pre-assessment guide instruction? <ul style="list-style-type: none"> ● Identify students’ ability to work effectively in a collaborative setting. ● Identify students’ knowledge of language conventions. ● Identify students’ knowledge of the unit topic and academic language.
Science K.3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. K.4.a Observe common objects by using the five senses. K.4.b Describe the properties of common objects. K.4.c Describe the relative position of objects by using one reference (e.g., above or below). K.4.d Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight). K.4.e. Communicate observations orally and through drawings	Assessment of Standards (Formative and Summative) F: Students will observe, record, and share findings of weather over a period of time. F: Students will use language that uses the five senses to describe weather and seasons. F: Students will draw/write different weather conditions and seasons. S: Students will develop and share representations of weather conditions to describe changes over time and identify patterns.

Common Core Learning Standards Taught and Assessed	What assessment(s) will be utilized for this unit? <i>(Include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.)</i>	What does the assessment tell us?
<p align="center">Bundled Reading Literature Standards</p> <p>KRL.5 Recognize common types of texts (e.g. storybooks, poems, fantasy, realistic text)</p> <p>KRL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>KRL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. What moment in a story an illustration depicts).</p> <p>KRL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>KRL.10 Students will actively engage in group reading activities with purpose and understanding.</p> <p>a. Activate prior knowledge related to the information and events in texts.</p> <p>b. Use illustrations and context to make predictions about text.</p>	<p>F: Teacher observation.</p> <p>F: Use of text- dependent questions for comprehension.</p> <p>F: Choral Reading of Emergent Readers.</p> <p>F: Readers Theater of the story, <u>Wind Says Goodnight</u>.</p> <p>S: Flow map to sequence events in <u>Goodnight Says the Wind</u></p> <p>S: Identify fiction and nonfiction texts.</p>	<p>Can students ask meaningful questions about text?</p> <p>Can students speak in complete sentences?</p>
<p align="center">Bundled Reading Informational Text Standards</p> <p>KRI.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>KRI.2 With prompting and support Identify the main topic and retell key details of a text.</p> <p>KRI.3 With prompting and support, describe the connection between two individuals, events ideas or pieces of information in a text.</p> <p>KRI.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>KRI.5 Identify the front cover, back cover and title page of a book.</p> <p>KRI.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>KRI.8 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>KRI.10 Actively engage in group reading activities with purpose and understanding.</p> <p>a. Activate prior knowledge related to the information and events in texts.</p> <p>b. Use illustrations and context to make predictions about text.</p>	<p>F: Teacher observation.</p> <p>F: Use of text- dependent questions for comprehension.</p> <p>S: Meteorologist Presentation.</p> <p>F: Shades of Meaning Sort</p> <p>F: Senses sort</p> <p>S: Drawing and explanation of seasons</p> <p>S: Identify fiction and nonfiction texts.</p>	<p>Can students ask meaningful questions about text?</p> <p>Can students express understanding orally and through drawing/writing?</p> <p>Can students speak in complete sentences?</p>

<p>Bundled Foundational Skills Standards</p> <p>KFS.1 Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. <p>KFS.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Blend and segment onsets and rimes of single-syllable spoken words Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. Blend two to three phonemes into recognizable words. CA <p>KFS.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are). Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>KFS.4 Read emergent-reader texts with purpose and understanding.</p>	<p>F: Teacher observation</p> <p>S: Trimester Results Assessment</p> <p>S: SAUSD OCR/Award Sight Word Assessment.</p>	<p>Is the student able to....</p> <ul style="list-style-type: none"> - read sight words? - Identify upper/lowercase letters? - orally blend ?
<p>Bundled Writing Standards, Kindergarten</p> <p>KW.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>KW.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>KW.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>KW.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>KW.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>F: Daily Weather Observation</p> <p>Log with accompanying drawing.</p> <p>F: Drawing/writing of each season.</p> <p>S: SAUSD Trimester Writing Proficiency.</p>	<p>Students know how to use information acquired through texts, observations, and classroom activities and express through drawings and writing.</p>

<p align="center">Bundled Speaking and Listening Standards, Kindergarten</p> <p>SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Continue a conversation through multiple exchanges. <p>SLK.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. a. Understand and follow one- and two-step oral directions.</p> <p>SLK.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SLK.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SLK.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>F: Teacher observation and student responses.</p> <p>F: Discussion of various topics with partner, collaborative groups using linguistic patterns.</p> <p>F: Retell <u>Goodnight Says the Wind</u> using flow map.</p> <p>S: Unit weather presentation.</p>	<p>Can students ask questions/give answers to clarify information and understanding?</p> <p>Can students effectively participate in collaborative conversations?</p> <p>Can students sequence a story?</p>
<p align="center">Bundled Language Standards, Kindergarten</p> <p>KL.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). Produce and expand complete sentences in shared language activities. <p>KL.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun <i>I</i>. Recognize and name end punctuation. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <p>KL.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). <p>KL.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the 	<p>F: Teacher observation and student responses</p> <p>F: Daily Weather Observation Log</p> <p>S: SAUSD Writing Proficiency</p> <p>F: Text-dependent question/answer activities.</p> <p>F: Song and Choral Reading activities.</p> <p>F: Retell of texts, and sharing of opinions and ideas.</p> <p>F: Shades of Meaning Activity.</p> <p>S: Drawing and explanation of seasons</p>	<p>Can students use information to draw/write, and stay on topic?</p> <p>Can students ask questions/give answers to clarify information and understanding, and participate in collaborative conversations?</p> <p>Student reading fluency/writing progress at specific times of the year.</p> <p>Can students use language to express their ideas?</p>

<p>concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>KL.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Complex Texts to be used: “Wind Says Goodnight” by Katy Rydell, illustrated by David Jorgensen</p> <p>Informational Texts used: <u>Season and Weather</u> by SAUSD Kindergarten Team <u>Investigating the Seasons</u> by SAUSD Kindergarten Team Science Text, pp. TE162-163, TE168-169);</p> <p>Literature Titles: <u>Wind Says Goodnight</u> by Katy Rydell</p> <p>Media/Technology: “Weather” by Discovery Education, <u>The Seasons by Discovery Education, Seasons and Weather, Investigating the Seasons</u>, and <u>Wind Says Goodnight</u> Power Points</p> <p>Other Materials: : OCR Wind Says Goodnight SAUSD Readers; Student: Investigating the Seasons booklet, Optional: “Seasons” by Kara D Hill (Science Reader); Weather Log, Power Elbow Group Activities</p>	<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> Kindergarten Life Science 2, 2a, 2b, 3, 3b, 4, 4a-c, 4e (Please see Content Standards section). Kindergarten Math Counting Cardinality 3, 4-4c, 5-7, Measurement and Data 3-4b (Please see Math CCCS). Kindergarten Visual Performing Arts Standards, Music 2.1, 2.2; Theatre 2.1, 2.2, 3.1, 4.2, 5.1, 5.2; Visual Arts 1.1-1.3, 2.1-2.3, 2.4-2.6, 4.1, 4.3-4.4 (Please see VPA Content Standards for CA) 	<p>Differentiated Instruction:</p> <p>Based on desired student outcomes, what instructional variation will be used to address the needs of English Learners by language proficiency level?</p> <p>B & EI: PowerPoint; pictures; speaking, reading, and writing sentence patterns, song, peer-tutoring, acting out, examples, demonstrations, small group, choral reading, guided reading, writing, speaking, leveled vocabulary instruction, pre-teaching, reviewing, TPR.</p> <p>I: Leveled practice reading, and vocabulary; close readings; questions-answer activities; group question-answer development, and practice; independent and group activities, peer assistance.</p> <p>EA & A: Independent reading and writing practice, drawing; peer-assistance of other students, leadership roles in specific activities.</p> <p>Based on desired student outcomes, what instructional variation will be used to address the needs of students with special needs, including gifted and talented?</p> <p>Special Needs: PowerPoint; pictures; speaking, reading, and writing sentence patterns, song, peer-tutoring, acting out, examples, demonstrations, small group, choral reading, guided reading, writing, speaking, leveled vocabulary instruction, pre-teaching, reviewing; close readings; questions-answer activities; TPR.</p> <p>GATE: Leveled reading, and independent reading and writing practice, drawing; leadership roles in specific activities; independent activity/project development and presentation based on unit theme.</p>
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SP Kindergarten Common Core Unit Overview: Week 1

Morning Message Daily	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> Pre-Assessment –Open Sort "La Canción de las Estaciones" Picture Walk and Read: <u>Estaciones y el clima</u> PowerPoint Power group discussion 	<ul style="list-style-type: none"> "La Canción de las Estaciones" Read <u>Estaciones y el clima</u> PowerPoint Focus and Text dependent questions Slides: 1-5 	<ul style="list-style-type: none"> "La Canción de las Estaciones" Read <u>Estaciones y el clima</u> PowerPoint with text dependent questions. Slides: 6-10 Read Emergent Reader: "Yo miro el clima" 	<ul style="list-style-type: none"> Note-taking Guide and Opinion Writing Optional: Science Flipbook pg. 39- (Chapter 4, Lesson 3) Optional: Science Leveled Reader <u>Estaciones</u> Read Emergent Reader: "Yo miro el clima" 	<ul style="list-style-type: none"> Video: "The Four Seasons" Science Flipbook pg. 39- (Chapter 4, Lesson 3) Optional: Science Leveled Reader <u>Estaciones</u> Emergent Reader "Yo miro el clima" 	<ul style="list-style-type: none"> Sing "La canción del clima" Record weather in Meteorologist Logbook
<ul style="list-style-type: none"> "La canción del clima" Introduce Meteorologist Logbook 	<ul style="list-style-type: none"> "La canción del clima" Record weather in Meteorologist Logbook 	<ul style="list-style-type: none"> "La canción del clima" Record weather in Meteorologist Logbook 	<ul style="list-style-type: none"> "La canción del clima" Record weather in Meteorologist Logbook 	<ul style="list-style-type: none"> Sing "La canción del clima" Record weather in Meteorologist Logbook 	<ul style="list-style-type: none"> Sing "La canción del clima" Record weather in Meteorologist Logbook
<ul style="list-style-type: none"> Chart paper, markers Open sort pictures PowerPoint: <u>Estaciones y el clima</u> "La canción del clima" Student Meteorologist Logbook 	<ul style="list-style-type: none"> Chart paper, markers Optional: Student whiteboards & marker "La canción del clima" song PowerPoint: <u>Estaciones y el clima</u> "La canción del clima" Meteorologist Logbook 	<ul style="list-style-type: none"> Chart paper, markers Optional: student whiteboards & markers "La canción del clima" song PowerPoint: <u>Estaciones y el clima</u> "La canción del clima" Meteorologist Logbook 	<ul style="list-style-type: none"> Chart paper, markers Optional: student whiteboards & markers Video link Emergent Reader: "Yo miro el clima" "La canción del clima" Meteorologist Logbook 	<ul style="list-style-type: none"> Chart paper, markers Optional: student whiteboards & markers Video link Science Flipbook Emergent Reader: "Yo miro el clima" "La canción del clima" Meteorologist Logbook 	<ul style="list-style-type: none"> Chart paper, markers Optional: student whiteboards & markers Video link Science Flipbook Emergent Reader: "Yo miro el clima" "La canción del clima" Meteorologist Logbook

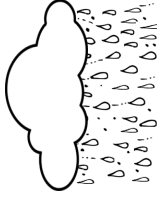
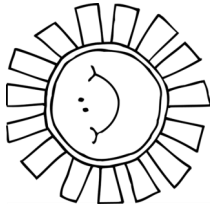
Nombre _____ Conexión de casa: El viento

Primera semana: Observe el viento con su hijo/a..

Preguntale cuál es el clima que observan.

El clima es _____.

ventoso soleado lluvioso neblinoso nevado nublado



Mi clima favorito es un día

_____.

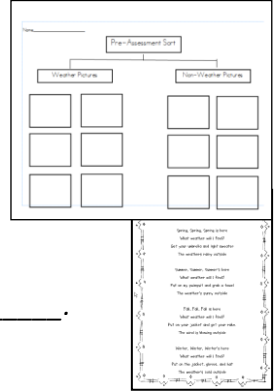
ventoso soleado lluvioso

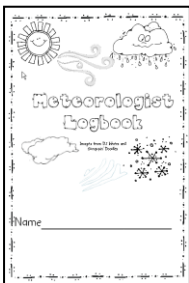
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SAUSD Common Core Lesson Planner SP

Common Core (Unit 4 in OCR)	Kindergarten Lesson # 1	Time/Period: 75 min. Course: Language Arts Date: _____	
Common Core and Content Standards	<p>RI.1 Ask/answer questions RI.10. Group reading activities a. Prior knowledge b. Make predictions RF 1. Organization and features of print. a. Follow words b. Spoken words = written language c. spaces b/w words d. name all upper /lowercase RFS. 2 Phonemes a. rhyming words c. segment onsets and rimes f. blend 2 -3 phonemes RF.3 Phonics and Word analysis skills to decode a. one-to-one letter-sound correspondences b. Common spellings long and short sounds c. High-frequency words RFS. 4 Emergent-reader text</p> <p>W.1 Drawing, dictating, and writing -Opinion W.2 Drawing, dictating, and writing -Inform/ explain W.5 Production and Distribution of Writing (Adding Details) W. 8 Recall information</p> <p>SL.1. Participate in collaborative conversations a. Follow discussion rules b. Multiple exchanges SL.2. Ask & answer key ideas/details a. 1- 2-step oral directions; SL.3. Ask/answer questions for help/inform; SL.4. Describe people, places, things, events; SL.5. Add drawings/visuals to descriptions SL.6. Speak audibly to express ideas</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p><u>Science</u> K.3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. K.4.c. Describe the relative position of objects by using one reference (e.g., above or below). K.4.e. Communicate observations orally and through drawings.</p>		
Materials/ Resources/ Lesson Preparation	Green: Morning Message (chart paper and markers); OCR U.4 TE (Green Section) T22- 27, Red: "Weather and non-weather" sorting material and rubric ; <u>Seasons and Weather</u> PowerPoint, Blue: Weather Song ; Weather Log		
Objectives	Content: Green: Students will identify the position words. Students will: rhyme, oral-blend, identify long vowel sounds, and know /s/ and "s". Red: Students will sort picture cards. Students will gather knowledge about expository text. Blue: Students will identify and record the weather.	Language: Green: Students will play "Simon Says" (physically show position word) and write an interactive Morning Message. Students will listen and participate in whole group activities. Red: Students will discuss and describe their sort in complete sentences in Elbow Groups. Students will describe illustrations and make predictions about text. Blue: Students will observe, draw, write and graph the daily weather.	
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking		
College and Career Ready Skills	<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input type="checkbox"/> Coming to understand other perspectives and cultures		
Common Core Instructional Shifts	<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary		

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		Diario de clima, diferencia, anotar, predecible, meteorólogo	diferencia, anotar
	STUDENTS FIGURE OUT THE MEANING	invierno, primavera, verano, otoño, soleado, lluvioso, vientooso, nublado	
Pre-teaching Considerations		<ul style="list-style-type: none">Explain to students: for the next several weeks the class will be learning about the seasons and the weather they experience during each season.Students must have worked in Elbow Groups and with a partner. Review rules and responsibilities of working in groups. Review Elbow Group roles (materials, reporter, captain, and editor).	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
CCSS Foundational Standards (K-5 only)		<p>Morning Message – Focuses on position words.</p> <ul style="list-style-type: none">Review Content / Learning Objective.Introduce position words (such as: cerca, lejos, sobre, debajo, enfrente, detrás, sobre, debajo, al lado, dentro, entre) by having students act out scenarios using position words. (Suggestion: Play Simon Says using the position words.) For example: “<i>Simón dice...</i>”<ul style="list-style-type: none">- pon tu mano sobre tu cabeza.- pon tu mano debajo tu barbilla.- pon tu mano a lado de pierna.- pon tu mano sobre tu nariz.- pon tu mano detrás de tu cabeza.- pon tu mano cerca tu boca.- pon tu mano entre tu rodillas,- pon tu mano sobre tus ojos.- pon tu mano lejos de tu cuerpo.”Write an interactive Morning Message with students using position words.Have students talk to their Elbow Partner to identify the capital letter at the beginning of the sentence, periods, and sight words. (Suggestion: Underline the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.) <p>Foundational Skills (Green Section) Teachers may continue with the OCR Green Section they are currently working on, or use the following: OCR The Wind, Teacher’s Edition (T), Unit 4, Lesson 1, pp. 22-27 (Remember to review content/language objectives.)</p> <ul style="list-style-type: none">T29-30- Oral blending (The following words may be used in lieu of the words found in OCR.) Initial Vowels /a/...tras /e/...ntre /e/ ...n /a/...rriba /a/ ...lrededor /o/ ...toño /a/...lto /a/ ...bajo /e/...nfrente /a/...brigo /e/ ...ncima	

	<ul style="list-style-type: none"> • T24- Listening for Long Vowel Sounds • T25-26- The Sound of Ss • T26- Linking the Sounds to the Letter
Prepare the Learner	<p>Pre-Assessment: Give students the opportunity to sort pictures into two groups: Weather Pictures/Non-Weather Pictures.</p> <p>Use inquiry questions to facilitate students' thinking (ex: <i>Miro que pusiste _____ con _____. ¿Por qué pusiste estos juntos? or Miro que este dibujo tiene _____. ¿Miras otro dibujo con _____?</i>) After students have time to sort and discuss the pictures, have each group place their cards in the pocket chart and share out their sort with the class. Reporters can use the following frames to describe their sort: <i>Este grupo tiene _____. Este grupo no tiene _____. Estos son _____. Estos no son _____. El/la ____ y ____ son _____. Estos dibujos van juntos porque _____.</i></p> <p>Building Background: "La canción de las estaciones" Introduce the song to the students. Add motions to the words when applicable.</p> 
Interact with text/concept	<p>Picture Walk of PowerPoint - Expository Text</p> <ol style="list-style-type: none"> 1. Say: <i>Vamos a ojear este nuevo texto.</i> Open <u>Estaciones y el clima</u> PowerPoint. Do not read the title of the book. 2. As you look at the pictures on each page, including the title page, encourage students to think about the pictures and notice the details. Ask the students to try and guess what the title could be and what could be the topic of the book. Record the students' guesses and keep for Day 2. <p>Slide 1: <i>¿Qué miras en esta/este foto/dibujo? ¿Por qué crees que el autor escogió esta foto para esta página?</i> (The tree has different leaves. The ground is different. He wants us to see that trees change.)</p> <p>Slide 2: <i>¿Qué hay en esta foto? Díganme unas cosas que notan en las nubes? ¿Qué les dice eso?</i> (I see clouds. The clouds are dark on the bottom. They look like they are moving.)</p> <ol style="list-style-type: none"> 3. Understanding the Big Idea (El tiempo cambia día con día, pero puede ser predecible durante una estación). <p>Slide 3: <i>¿Qué observan cuando miran cuidadosamente a estos 4 árboles?</i> (They look different: one tree has snow on it, one tree has a few leaves, one tree has lots of leaves and one tree has no leaves. It looks like the same tree in all of the pictures, the tree is changing.)</p> <p>Slide 4: <i>¿Qué ves en este retrato? ¿Qué te muestran las flechas (Flechas)? ¿Ves la persona en la tierra en cada tiempo del año? ¿Dónde esta? (cercas del sol, lejos del sol, etc)</i></p> <p>Slide 5: <i>¿Qué Ves en este retrato? ¿Por qué parecen que las plantas se mueven? (the wind moves the clouds and plants).</i> Make sure you point out weather conditions, clothing, actions of people and animals, and the big idea if the students do not discover it on their own.</p> <p>Slides 6-9: <i>¿Qué hay en esta foto? ¿Qué esta pasando? ¿Qué semejanzas hay en esta foto con la que miramos en la pagina anterior? ¿Cómo es esta foto diferente? (I see different weather. The people have different clothes.)</i></p> <p>Differentiated Instruction:</p> <p>Language Learners: Yo miro _____. Él /Ella tiene _____. El _____ es _____. Los animales tienen _____. La gente puede _____. Yo pienso que _____ porque _____. El texto es sobre _____.</p> <p>Special Needs: Point to details in the picture.</p> <p>Accelerated Learners: What do you think is the most important idea on this page? How do you know?</p> <p>Give me three examples from the illustrations that tell me why you think the text is about _____.</p>

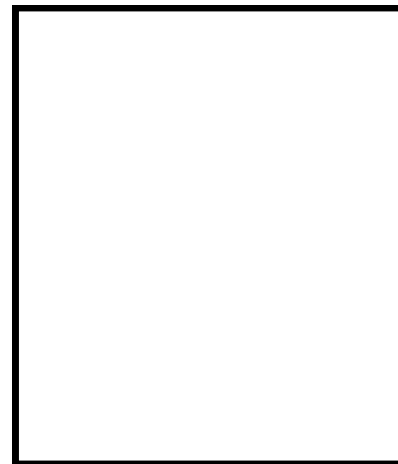
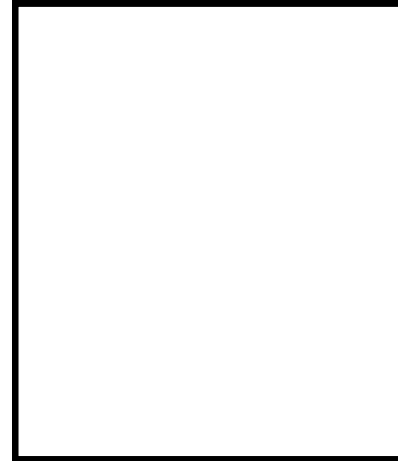
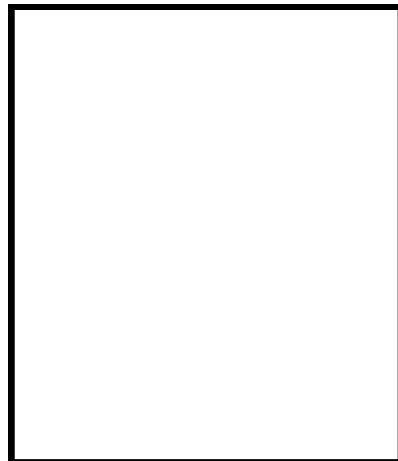
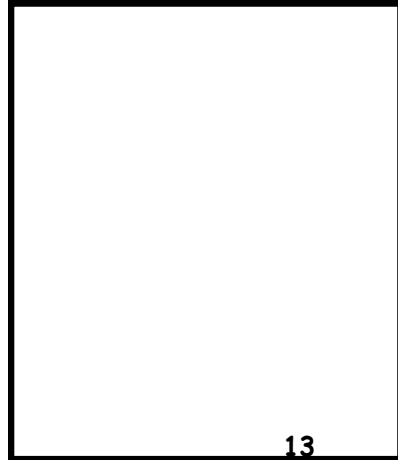
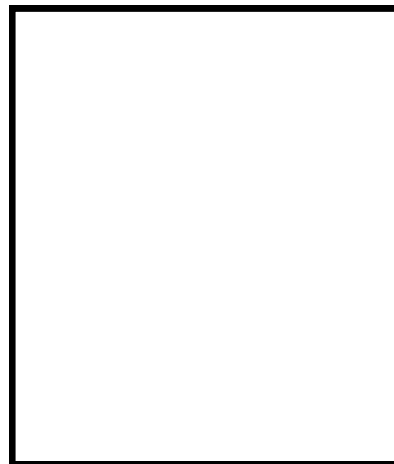
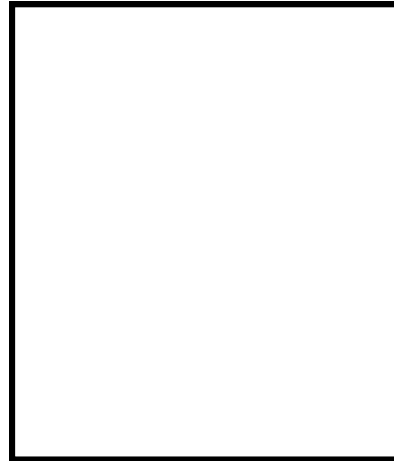
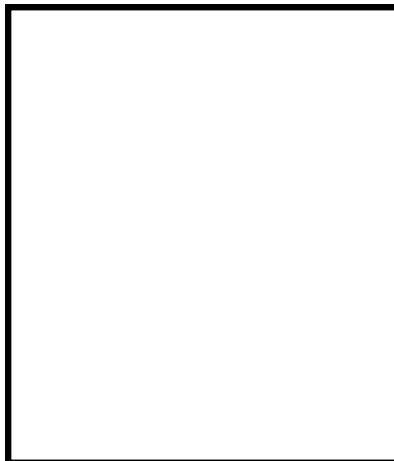
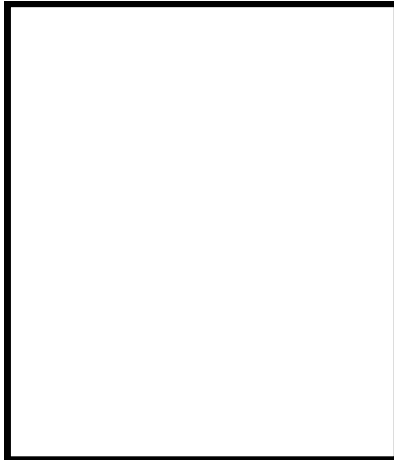
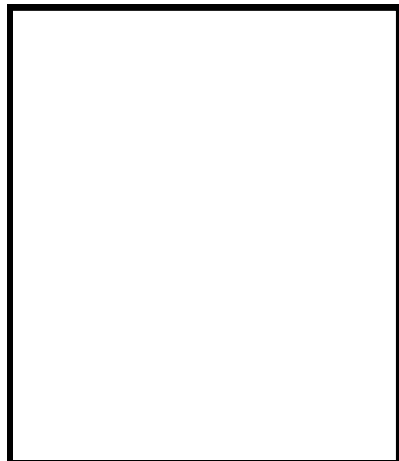
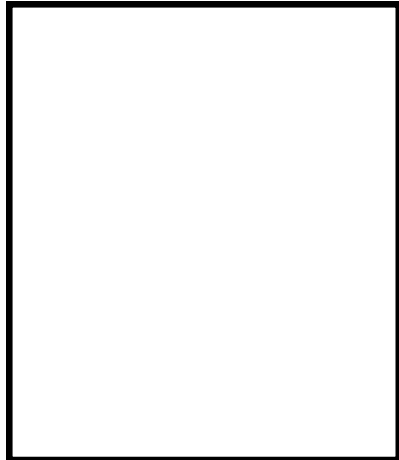
	5. Go back to the front cover. Read back the student predictions for the title and topic of the text. Ask for any last guesses. Say: <i>Vamos a visitar estas otro vez después que lo leamos por primera vez.</i>	
Extending Understanding Writing	<p>Weather Log – Observing and Recording</p> <p>Sing “La canción del clima” (Lesson 1C). (Tune: Row, Row, Row your Boat) Students will chant /sing the song before observing the weather.</p> <p>¿Cual es el tiempo hoy? Yo espero ver. Soleado, lluvioso, ventoso, nublado, ¿Cual tiempo es?</p> <div></div> <p>Students will act as meteorologists observing and recording the daily weather. Students will draw the weather, circle the word that names the weather and may write a simple sentence with support (sentence frame, sound spelling cards) describing their daily observation. Students will then record the daily weather on a bar graph in their log.</p> <p>After completing log, students will discuss with a partner the weather results for the week. (How many sunny days? How many windy days? Which weather condition has more? Has less? Etc.)</p>	<p>Differentiated Instruction:</p> <p>Advanced Learners: Write longer sentence independently.</p> <p>Learning language: Model sentence for students. Students repeat sentence orally as they draw. They may write key vocabulary such as “Soleado”. If capable assist students in writing a sentence. May offer an LP such as: “El clima es/está ____.” or “Es/está ____.”</p> <p>Special Needs: Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Soleado”.</p>
Lesson Reflection with Students	<p>Big Idea:</p> <p>El clima entre cada estación puede ser predecible.</p> <p>Essential Questions:</p> <ul style="list-style-type: none">• ¿Cómo afecta el clima en nuestras vidas diariamente?• ¿ Por qué observamos el clima?• ¿ Cómo cambia el clima con el tiempo?	
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

Nombre _____

Ordenar, Pre-evaluación

Imágenes del tiempo

Imágenes no del tiempo



Pre Assessment Lesson 1



La Canción de las Estaciones

Tune: Row, Row, Row Your Boat



Ya, ya, ya llegó, la primavera
¿Qué clima encontrarás?
Toma tu paraguas y tu suéter
El clima es lluvioso afuera.



Ya, ya, ya llegó, el verano
¿Qué clima encontrarás?
Ponte tu traje de baño
El clima es soleado afuera



Ya, ya, ya llegó, el otoño
¿Qué clima encontrarás?
Ponte tu chamarra y toma el rastrillo
El viento sopla afuera.



Ya, ya, ya llegó, el invierno
¿Qué clima encontrarás?
Ponte tu abrigo, guates, y gorro.
Está muy frío afuera.



Las estaciones y el tiempo



Fotos de Google Images

1

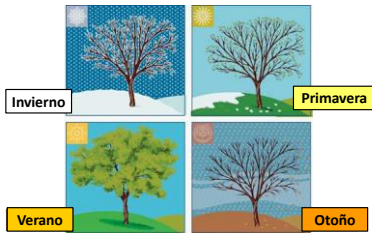


El tiempo cambia día con día, pero puede ser predecible durante una estación.

2

Cuatro estaciones

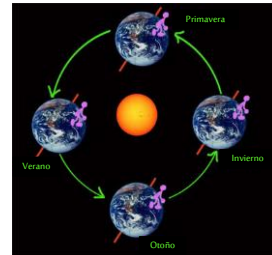
Hay cuatro **estaciones** en un año: invierno, primavera, verano y otoño. El **tiempo** cambia durante cada estación. En cada estación, puedes esperar cierto tipo de tiempo.



El tiempo cambia día con día, pero puede ser predecible durante una estación.

3

Cada estación tiene su propio tipo de tiempo. Las estaciones siguen una después de la otra en un **ciclo**. El cambio en cada estación se debe a que la tierra **gira** alrededor del sol.



El tiempo cambia día con día, pero puede ser predecible durante una estación.

El viento y el tiempo

Pero cada día, el tiempo puede ser diferente. El aire alrededor de la Tierra se está moviendo todo el tiempo. Este aire en movimiento se llama **viento**. El viento puede mover nubes y **tormentas** por el cielo, para cambiar el tiempo.



El viento trae las nubes.

El tiempo cambia día con día, pero puede ser predecible durante una estación.

5

Invierno

El invierno es la estación más fría. Los días son más cortos y las noches, más largas. La gente necesita abrigarse para protegerse del aire frío. Nieva en muchos lugares. Por eso los árboles están **descubiertos**, sin hojas. Algunos animales **hibernan**, mientras que otros **migran** a lugares más cálidos.



El tiempo cambia día con día, pero puede ser predecible durante una estación.

Primavera

La primavera es una estación más cálida. Los días son un poco más largos y las noches, más cortas. Hay más días soleados. Puede haber días **ventosos**, días lluviosos o días **nublados**. Salen hojas y **brote**s en los árboles de nuevo. Nacen las crías de animales. La gente comienza a pasar más tiempo afuera.



El tiempo cambia día con día, pero puede ser predecible durante una estación.

Verano

El verano es la estación más calurosa. Los días son muy largos y las noches, cortas. Hay muchos días con un calor **abrasador**. A la gente le gusta ir a una alberca o a la playa. Los animales tratan de mantenerse frescos bajo la sombra. Algunas frutas y verduras comienzan a **madurar** en los árboles y las plantas.



El tiempo cambia día con día, pero puede ser predecible durante una estación.

Otoño

El otoño es una estación fresca. Los días se vuelven más cortos y las noches, más largas. Hay más días ventosos. Hay más días lluviosos. La gente necesita vestirse para el tiempo **templado**. Se cosechan, manzanas, calabazas y maíz. Los animales **se preparan** para el invierno y los alumnos **se preparan** para la escuela.



El tiempo cambia día con día, pero puede ser predecible durante una estación.

Estaciones cambiantes

¿Qué sucede cuando termina el otoño? El ciclo comienza otra vez. ¿Puedes **predecir** qué sucederá en el invierno? ¿En la primavera? ¿En el verano? En el otoño? ¿Recuerdas el tiempo **predecible** para cada estación?



El tiempo cambia día con día, pero puede ser predecible durante una estación.

La Cancion del Tiempo

Tune: Row, Row, Row Your Boat

¿Cuál es el tiempo hoy?

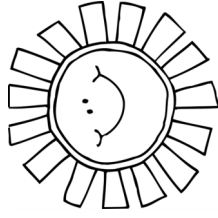
Yo espero ver.

Soleado, lluvioso, ventoso, nublado,

¿Cuál tiempo es?

Gráfica del Clima

soleado	ventoso	lluvioso	nublado	neblinoso	nevooso				



Diario de Meteorólogo



¿Cuál es el tiempo hoy?

Yo quisiera ver.

Soleado, lluvioso, ventoso, nublado,

¿Cuál tiempo es?

Nombre _____

Fecha: _____

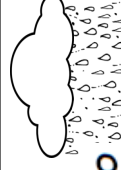
Observación:



soleado



ventoso



lluvioso



nublado



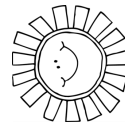
neblinoso



nevoso

Fecha: _____

Observación:



soleado



ventoso



lluvioso



nublado



neblinoso




nevoso

SAUSD Common Core Lesson Planner SP

Common Core Unit (Unit 4 in OCR)		Kindergarten Lesson # 2	Time/Period: 75 min. Course: Language Arts Date: _____
Common Core and Content Standards		<p>RI. 1 Ask/answer questions 2. Main topic and key details 3. Connections b/w individuals/events/information 5. Front & back cover, title page 7. Relationship b/w illustrations and text 8. Identify reasons that support points in text 10. Group reading activities a. Prior knowledge b. Make predictions</p> <p>RF 1. Organization and features of print. a. Follow words b. Spoken words = written language c. spaces b/w words d. name all upper /lowercase 2 Phonemes c. segment onsets and rimes d. isolate phonemes f. blend 2-3 phonemes . 3 Phonics and word analysis skills to decode a. one-to-one letter-sound correspondences b. Common spellings long and short sounds c. High-frequency words d. Distinguish b/w similarly spelled words</p> <p>W.1 Drawing, dictating, and writing -Opinion W.2 Drawing, dictating, and writing -Inform/ explain W. 8 Recall information</p> <p>SL.1. Participate in collaborative conversations a. Follow discussion rules b. Multiple exchanges SL.2. Ask & answer key ideas/details a. 1- 2-step oral directions; SL.3. Ask/answer questions for help/inform.; SL.4. Describe people, places, things, events; SL.5. Add drawings/visuals to descriptions SL.6. Speak audibly to express ideas</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns d. Use question words f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5.c Connections with words & use 6. Use words and phrases acquired through conversation and responding to text</p> <p><u>Science</u> K.3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. K.4.c Describe the relative position of objects by using one reference (e.g., above or below). K.4.e. Communicate observations orally and through drawings.</p>	
Materials/ Resources/ Lesson Preparation		Green: Morning Message (chart paper, markers) ; OCR U.4 TE (Green Section) T36-39, Red: " The Seasons Song" Blue: Weather Log	
Objectives		Content: Green: Students will identify position words and context clues. Students will: rhyme, oral-blend, identify know /a/ and "a". Red: Students learn and understand the four seasons. Blue: Students will identify and record the weather.	Language: Green: Students will read and interact with the Morning Message. Students will listen and participate in whole group activities. Red: Students will memorize and recite a song. Students will listen and answer questions citing evidence from the text and illustrations in a whole group and with partners. Blue: Students will observe, draw, write and graph the daily weather.
Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		a lo diario, migrar, florecer, madurar, helado, hibernar, abrasador	diferencia, fresco, tormenta


STUDENTS FIGURE OUT THE MEANING	girando, estación/temporada, brisa, patrón	invierno, primavera, verano, otoño , viento, ventoso, cálido, cosechado									
Pre-teaching Considerations	• Students must have worked in Elbow Groups and with a partner. Review rules and responsibilities of working in groups. Review Elbow Group roles (materials, reporter, captain, and editor).										
Lesson Delivery											
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection										
CCSS Foundational Standards (K-5 only)	<div><p>Morning Message – Focuses on position words and finding informational evidence from text.</p><ul style="list-style-type: none">Review Content / Learning Objective.Write the following on chart paper or on the board:<p style="text-align: center;">Él se pone una bufanda alrededor de su cuello. Se pone su gorro en su cabeza. Él patina en el hielo. La estación es invierno.</p><ul style="list-style-type: none">Review position words with students as needed.Read each sentence with students and have students interact with the message by underlining the position words (around, on).Depending on class ability/focus level continue to have students talk to their Elbow Partner to identify the capital letter at the beginning of the sentence, sight words and punctuation marks. (Suggestion: Underline the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)Ask students what information the morning message gave to show it was winter.<p>Foundational Skills (Green Section) Teachers may continue with the OCR Green Section they are currently working on, or use the following: OCR The Wind, Teacher’s Edition (T), Unit 4, Lesson 1, pp. 42-47 (Remember to review content/language objectives.)</p><ul style="list-style-type: none">T42- Choose one or both Warming Up activitiesT43- Oral blending (The following words may be used in lieu of the words found in OCR.)<p style="text-align: center;">Initial Consonants</p><table><tr><td>/c/...lima</td><td>/m/...eteorólogo</td><td>/o/ ...toño</td></tr><tr><td>/p/...rimavera</td><td>/v/ ...erano</td><td>/f/ ...lorecer</td></tr><tr><td>/i/ ...nvierno</td><td>/f/...río</td><td>/ll/ ...uvia</td></tr></table><ul style="list-style-type: none">T44- Listening for initial sound AaT44- The Sound of AaT45- Linking the Sound to the Letter746-47 Read: Book 11:El avión</div> <div><p>Suggestion: Students can write message on white boards and interact with it on their own board while you model on chart paper. Students may draw a picture that matches text.</p></div>		/c/...lima	/m/...eteorólogo	/o/ ...toño	/p/...rimavera	/v/ ...erano	/f/ ...lorecer	/i/ ...nvierno	/f/...río	/ll/ ...uvia
/c/...lima	/m/...eteorólogo	/o/ ...toño									
/p/...rimavera	/v/ ...erano	/f/ ...lorecer									
/i/ ...nvierno	/f/...río	/ll/ ...uvia									
Prepare the Learner	“La canción de las estaciones” (Lesson 2B) Introduce the song to the students. Add motions to the words when applicable.										



<p>Interact with text/concept</p> <p>Activities Tasks/ Strategies/Technology Questioning/Engagement/Writing/Checking for Understanding</p>	<p>Unencumbered Read: <u>Estaciones y el clima</u> PowerPoint - Expository Text</p> <p>Read the PowerPoint in its entirety with a few step asides, as needed –</p> <p>You do not have to do all the bold print words, as more will be done throughout the week. They can chime in on parts of the refrain.</p> <p>Tal vez quieras explicar "predecible" como "suele ocurrir durante esta temporada"</p> <p>Extending the understanding: At the end read, ask students to explain anything they learned about each season. You may want to return to each picture and have them tell more about what they learned from hearing the ppt.</p>	<p>Differentiated Instruction:</p> <p>English Learners: Yo miro _____. Él /Ella tiene _____. El _____ es _____. Los animales tienen _____. La gente puede _____. Yo pienso que____ porque _____. El texto es sobre_____.</p> <p>Special Needs: Point to illustrations and words in text.</p> <p>Accelerated Learners: ¿Qué piensan que es el detalle más importante en esta página? ¿Cómo saben?</p>
<p>Extending Understanding</p> <p>Writing</p>	<p>Weather Log – Observing and Recording Sing “La canción del clima” (Lesson 1C). (Tune: Row, Row, Row your Boat).</p> <p>¿Cual es el tiempo hoy, Yo espero ver? Soleado, lluvioso, ventoso, nublado, ¿Cual tiempo es?</p> <p>Students will act as meteorologists observing and recording the daily weather. Students will draw the weather, circle the word that names the weather and may write a simple sentence with support (sentence frame, sound spelling cards) describing their daily observation. Students will then record the daily weather on a bar graph in their log.</p> <p>After completing log, students will discuss with a partner the weather results for the week. (How many sunny days? How many windy days? Which weather condition has more? Has less? Etc...)</p>	 <p>Differentiated Instruction: Advanced Learners: Write longer sentence independently.</p> <p>English Learners: Model sentence for students. Students repeat sentence orally as they draw. They may write key vocabulary such as “Sunny”. If capable assist students in writing a sentence. May offer an LP such as: “The weather is_____.” or “It is_____.”</p> <p>Special Needs: Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.</p>
<p>Lesson Reflection with Students</p>	<p>Big Idea: El clima entre cada estación puede ser predecible.</p> <p>Essential Questions:</p> <ul style="list-style-type: none">• ¿Cómo afecta el clima en nuestras vidas diariamente?• ¿ Por qué observamos el clima?• ¿ Cómo cambia el clima con el tiempo?	
<p>Lesson Reflection</p>		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

SAUSD Common Core Lesson Planner SP


Common Core Unit (Unit 4 in OCR)	Kindergarten Lesson # 3	Time/Period: 75 min. Course: Language Arts Date: _____
Common Core and Content Standards	<p>RI. 1 Ask/answer questions 2. Main topic and key details 3. Connections b/w individuals/events/information 4. Ask/answer questions -unknown words 5. front & back cover, title page 7. Relationship b/w illustrations and text 8. Identify reasons that support points in text 10. Group reading activities a. Prior knowledge b. Make predictions</p> <p>RF 1. Organization and features of print. a. Follow words b. Spoken words = written language c. spaces b/w words d. name all upper /lowercase 2 Phonemes a. rhyming words b. segment syllables c. segment onsets and rimes d. isolate phonemes f. blend 2-3 phonemes . 3 Phonics and word analysis skills to decode a. one-to-one letter-sound correspondences c. High-frequency words d. Distinguish b/w similarly spelled words</p> <p>W.1 Drawing, dictating, and writing -Opinion W.2 Drawing, dictating, and writing -Inform/ explain W.5 Production and Distribution of Writing (Adding Details) W. 8 Recall information</p> <p>SL.1. Participate in collaborative conversations a. Follow discussion rules b. Multiple exchanges SL.2. Ask & answer key ideas/details a. 1- 2-step oral directions; SL.3. Ask/answer questions for help/inform; SL.4. Describe people, places, things, events; SL.5. Add drawings/visuals to descriptions SL.6. Speak audibly to express ideas</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p><u>Science</u> K.3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. K.4.c Describe the relative position of objects by using one reference (e.g., above or below). K.4.e. Communicate observations orally and through drawings.</p>	
Materials/ Resources/ Lesson Preparation	<p>Green: Morning Message (chart paper, markers); OCR U.4 TE (Green Section) T 58-61 Red: " La canción de las estaciones," <u>Estaciones y el clima</u> PowerPoint Blue: Weather Log</p>	
Objectives	<p>Content:</p> <p>Green: Students will identify position words and context clues. Students will: rhyme, oral-blend, identify long vowel sounds, and know /e/ and "e". Red: Students learn and understand the four seasons. Blue: Students will identify and record the weather.</p>	<p>Language:</p> <p>Green: Students will read and interact with the Morning Message. Students will listen and participate in whole group activities. Red: Students will listen and answer questions citing evidence from the text and illustrations in a whole group and with partners. Blue: Students will observe, draw, write and graph the daily weather.</p>
Depth of Knowledge Level	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking</p>	
College and Career Ready Skills	<p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input type="checkbox"/> Coming to understand other perspectives and cultures</p>	
Common Core Instructional Shifts	<p><input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary</p>	


Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	a lo diario, migrar, hibernar, abrasador	
		patrón, girando, estación/temporada, brisa, fresco, florecer, madurar,	invierno, primavera, verano, otoño , viento, ventoso, cálido, cosechado, diferencia, tormenta
Pre-teaching Considerations		• Students must have worked in Elbow Groups and with a partner. Review rules and responsibilities of working in groups. Review Elbow Group roles (materials, reporter, captain, and editor).	
Lesson Delivery			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
CCSS Foundational Standards (K-5 only)	<div><p>Morning Message – Focuses on position words and finding informational evidence from text.</p><ul style="list-style-type: none">Review Content / Learning Objective.Write the following on chart paper or on the board:<div><p>La flor crece al lado de la hoja verde. Los conejitos saltan alrededor del jardín. La estación es primavera.</p></div><div><p>Suggestion: Students can write message on white boards and interact with it on their own board while you model on chart paper. Students may draw a picture that matches text.</p></div><ul style="list-style-type: none">Review position words with students as needed.Read each sentence with students and have students interact with the message by underlining the position words (al lado, alrededor).Depending on class ability/focus level have students talk to their Elbow Partner to identify the capital letter at the beginning of the sentence, sight words and punctuation marks. (Suggestion: Circle the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)Detectivos de las pistas: Ask students what information the morning message gave to show it was spring.Take out a magnifying glass and tell students that they are now going to be Detectivos de las pistas. Students will use the magnifying glass to point out the context-clues that can tell them about the season being referenced (flor, crece, hoja verde, conejitos, jardín).Have students circle the words that provide evidence to support the main idea/ theme summer in the Morning MessageHave students turn to a partner and take turns discussing their answers including why? Model answering and extending answers as needed.Chose two students to share their answers, and why. Ask if anyone disagrees with these students’ answers, and why? Accept all answers.Continue to the last sentence. Praise students for being excellent Detectivos de las pistas, and coming up with the context clues in the sentences analytically.</div> <div><p>Suggestion: Students find context clues in Power Elbow Groups. (Give each group a magnifying glass.) Students would have message written on little white board.</p></div> <p>Foundational Skills (Green Section) Teachers may continue with the OCR Green Section they are currently working on, or use the following:</p>		

Suggestion: Students can write message on white boards and interact with it on their own board while you model on chart paper. Students may draw a picture that matches text.

Suggestion: Students find context clues in Power Elbow Groups. (Give each group a magnifying glass.) Students would have message written on little white board.



	<p>OCR The Wind, Teacher’s Edition (T), Unit 4, Lesson 3, pp. 66-69. (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> T66- Choose one or both Warming Up activities T67- Oral blending (The following words may be used in lieu of the words found in OCR.) Initial Consonants <div style="display: flex; justify-content: space-around; margin-top: 5px;"> /o/...céano /c/...aliente /a/ ...rena </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> /p/...laya /s/...ummer /c/ ...angrejo </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> /g/...aviota /n/...adar /c/ ...onchas </div> T60- The Sound of Ee T60-61- Linking the Sound to the Letter 	
Prepare the Learner	<p>Prior Knowledge, Context, and Motivation: “La canción de las estaciones” Review the song with the students. Have students act out the song with the motions.</p> 	
Interact with the text/concept Activities Tasks/ Strategies/Technology Questioning/Engagement/Writing/Checking for Understanding	<p>2nd Read: <u>Seasons and Weather</u></p> <p>Text Dependent Questions</p> <p>Diapositiva 1: Título de la página(portada)- Lee la portada y observa el retrato. 1. Diga: <i>¿Qué te dice este(esta) retrato (diapositiva) de las estaciones?¿Qué te dice del tiempo?</i> (The tree depicts 4 distinct seasons because of how the tree and ground changes. As far as weather, maybe they can tell it is colder in the winter – and there is snow.) Discuss the photograph and how 4 photographs of the tree at different seasons were put together to make one picture.</p> <p>Diapositiva 2: Lee el texto y abstenerse y observa la ilustración. 2. Diga: Mira el retrato(la diapositiva). ¿Que piensas(te parece) que ‘ciclo’ es? (arrows show a circular motion) <i>¿Ves como se estan moviendo?</i> Step Aside: Cuando cosas se estan moviendo en movimiento circular, nosotros lo llamamos ' giratorio'. (Have students say the word and move their arm to show revolving.) 3. Diga: ¿Qué es la bola amarilla en el medio y explica su respuesta?(Por qué piensas eso)? (El sol)</p> <p><u>Slide 3:</u> Read the refrain and observe the photograph of the clouds and sky. Have students tell you what they know about clouds.</p> <p>Diapositiva 4: Read the text and refrain and observe the photograph. 4. Diga: Qué causa el cambio del tiempo? (el viento) <i>What causes weather to change?</i> (wind) Lee la leyenda. <i>¿ Qué te dice la leyenda del retrato (diapositiva) (el viento trae las nubes)</i></p>	<p>Differentiated Instruction:</p> <p>English Learners: Yo miro _____. Él /Ella tiene _____. El _____ es _____. Los animales tienen _____. La gente puede _____. Yo pienso que _____ porque _____. El texto es sobre _____. Special Needs: Point to illustrations and words in text.</p> <p>Accelerated Learners: ¿Qué piensan que es el detalle más importante en esta página? ¿Cómo saben?</p>

	<p>Diapositiva 5: Read the text and refrain and observe the illustrations</p> <p>5: Diga: <i>Escucha otra vez mientras leo esta frase. ‘En cada estación, puede esperar cierto tipo de tiempo.’ Qué piensas lo que significa para nosotros en esperar o tener una buena adivina, que un cierto tipo de tiempo va a suceder cada temporada? Mira al retrato (diapositiva) para ayudarte con la respuesta.</i> (You can “expect” or guess that it will be colder in winter, hotter in summer, rainy in spring, cooler and windy in fall)</p> <p>Allow students to share their ideas their answers in a Power Elbow Groups or partners. Use the stem..</p> <p>Puede adivinar uno que va ser (será) ____ en ____ (frio en el invierno)</p> <p>Invite groups to share with the whole class.</p>	
Extending Understanding Writing	<p>Weather Log – Observing and Recording</p> <p>Sing “La canción del clima” (Lesson 1C). (Tune: Row, Row, Row your Boat).</p> <p>¿Cual es el tiempo hoy? Yo espero ver. Soleado, lluvioso, ventoso, nublado, ¿Cual tiempo es?</p> <p>Students will act as meteorologists observing and recording the daily weather. Students will draw the weather, circle the word that names the weather and may write a simple sentence with support (sentence frame, sound spelling cards) describing their daily observation. Students will then record the daily weather on a bar graph in their log.</p> <p>After completing the log, students will discuss with a partner the weather results for the week. (How many sunny days? How many windy days? Which weather condition has more? Has less? Etc...)</p>	 <p>Differentiated Instruction:</p> <p>Advanced Learners: Write longer sentence independently.</p> <p>Language Learners: Model sentence for students. Students repeat sentence orally as they draw. They may write key vocabulary such as “Soleado”. If capable assist students in writing a sentence. May offer an LP such as: “El clima es/está ____.” or “Es/está ____.”</p> <p>Special Needs: Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Soleado”.</p>
Lesson Reflection with Students	<p>Big Idea:</p> <p>El clima entre cada estación puede ser predecible.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • ¿Cómo afecta el clima en nuestras vidas diariamente? • ¿ Por qué observamos el clima? • ¿ Cómo cambia el clima con el tiempo? 	
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		



SAUSD Common Core Lesson Planner SP

Common Core Unit (Unit 4 in OCR)	Kindergarten Lesson # 4	Time/Period: 75 min. Course: Language Arts Date: _____
Common Core and Content Standards	<p>RI. 1 Ask/answer questions 2. Main topic and key details 3. Connections b/w individuals/events/information 4. Ask/answer questions -unknown words 5. front & back cover, title page 7. Relationship b/w illustrations and text 8. Identify reasons that support points in text 10. Group reading activities a. Prior knowledge b. Make predictions</p> <p>RF 1. Organization and features of print. a. Follow words b. Spoken words = written language c. spaces b/w words d. name all upper /lowercase 2 Phonemes c. segment onsets and rimes d. isolate phonemes f. blend 2-3 phonemes 3 Phonics and word analysis skills to decode a. one-to-one letter-sound correspondences b. Common spellings long and short sounds c. High-frequency words d. Distinguish b/w similarly spelled words 4 Emergent-reader text</p> <p>W.1 Drawing, dictating, and writing -Opinion W.2 Drawing, dictating, and writing -Inform/ explain W.5 Production and Distribution of Writing (Adding Details) W. 8 Recall information</p> <p>SL.1. Participate in collaborative conversations a. Follow discussion rules b. Multiple exchanges SL.2. Ask & answer key ideas/details a. 1- 2-step oral directions; SL.3. Ask/answer questions for help/inform; SL.4. Describe people, places, things, events; SL.5. Add drawings/visuals to descriptions SL.6. Speak audibly to express ideas</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p><u>Science</u> K.3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. K.4.c Describe the relative position of objects by using one reference (e.g., above or below). K.4.e. Communicate observations orally and through drawings.</p>	
Materials/ Resources/ Lesson Preparation	<p>Green: Morning Message (chart paper, markers) ; OCR U.4 TE (Green Section) T 86-91 Red: http://app.discoveryeducation.com/search?Ntt=weather&N=18340, note taking guide <u>Estaciones y el clima</u> PowerPoint, <u>Yo miro el clima</u> Emergent Reader (Lesson 4B); Copy of " La canción de las estaciones"; Blue: Weather Log</p>	
Objectives	<p>Content: Green: Students will identify position words and context clues. Students will: rhyme, oral-blend, identify and know /e/ and "e". Red: Students will sort vocabulary picture cards. Students practice reading sight words and weather words with fluency. Blue: Students will identify and record the weather.</p>	<p>Language: Green: Students will read and interact with the Morning Message. Students will listen and participate in whole group activities. Red: Students will discuss and describe their sort in complete sentences in Power Elbow Groups. Students will read the emergent reader chorally. Blue: Students will observe, draw, write and graph the daily weather.</p>
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably	
Common Core Instructional Shifts	<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	árboles desnudos, migran, hibernar, nebuloso, madurar, prepararse	aparecen, “pasar más tiempo “mantener la calma,”
		cálido, frío, congelado, helado, caloroso	sombra
Pre-teaching Considerations		• Students must have worked in Elbow Groups and with a partner. Review rules and responsibilities of working in groups. Review Elbow Group roles (materials, reporter, captain, and editor).	
Lesson Delivery			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
CCSS Foundational Standards and Morning Message	<p>Morning Message – Focuses on position words and finding informational evidence from text.</p> <ul style="list-style-type: none">Review Content / Learning Objective.Write the following on chart paper or on the board: <div><p>La arena suave está bajo mis pies. El sol está en el cielo. El traje de baño está lejos de la toalla. La estación es verano.</p></div> <div><p>Suggestion: Depending on student level you may substitute the last sentence with: The season is _____. This will allow students the opportunity to determine the season on their own using context clues.</p></div> <ul style="list-style-type: none">Review position words with students as needed.Read each sentence with students and have students interact with the message by underlining the position words. (bajo, en, lejos)Depending on class ability/focus level continue and have students talk to their Elbow Partner to identify the capital letter at the beginning of the sentence, sight words and punctuation marks. (Suggestion: Circle the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)Take out a magnifying glass and tell students that they are now going to be Detectivos de las pistas. Students will use the magnifying glass to point out the context-clues that can tell them about the season being referenced.Have students circle the words that provide evidence to support the main idea/ theme summer in the Morning Message (arena, sol, traje de baño, and toalla).Have students turn to a partner and take turns discussing their answers including why? Model answering and extending answers as needed.Chose two students to share their answers, and why. Ask if anyone disagrees with these students’ answers, and why? Accept all answers.Praise students for being excellent Detectivos de las pistas, and coming up with the context clues in the sentences analytically. <p>Foundational Skills (Green Section) Teachers may continue with the OCR Green Section they are currently working on, or use the following: OCR The Wind, Teacher’s Edition (T), Unit 4, Lesson 4, pp. 86-91. (Remember to review content/language objectives.)</p>		

	<ul style="list-style-type: none"> T86- Choose one or both Warming Up activities T87- Oral blending (The following words may be used in lieu of the words found in OCR.) Initial Consonants <div style="display: flex; justify-content: space-around; margin-top: 5px;"> /f/...toño /m/...anzanas /v/...iento </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> /c/...afé /c/...rujir /c/...alabaza </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> /ho/...jas /r/...asrillo /c/...alido </div> T88- The Sound of Ee T88- Listening for the initial and final Ee T89- Linking the Sound to the Letter T90-91- Book12: Cuatro elefantes 	
Prepare the Learner	Prior Knowledge, Context, and Motivation: “La canción de las estaciones” Review the song with the students. Have students act out the song with the motions.	
Interact with text/concept Activities Tasks/ Strategies/Technology Questioning/Engagement/Writing/Checking for Understanding	Accessing Prior Knowledge: Review the pictures and content of slides 1-5 - what students learned in the “Estaciones y el clima” PowerPoint yesterday. Tal vez quieras explicar "predecible" como "suele ocurrir durante esta temporada" Text Dependent Questions (<i>you may have to finish your questioning on Friday, prior to the video</i>) <u>Slide 6:</u> Read the text and refrain and observe the illustrations and photograph. 1. Say: ¿Que puedes predecir o hacer una buena adivina del invierno? (It will be colder, snowy in some places) What words in the text tell us that the sun will not be out as much? (the days are shorter and nights are longer) 2. Point to the bear and talk about what it is doing - hibernating. Say: ¿Por qué piensas que algunos animals, como el oso, hiberna durante el invierno? (It is too cold and there is no food on the ground for them to find or eat) Why do birds migrate to other places? (They need to find places that are warmer) 3. Point to the birds and talk about what they are doing - migrating. Say: ¿Por qué emigran los pajaros a otros lugares? (They need to find places that are warmer) <u>Slide 7:</u> Read the text and refrain and observe the illustrations and photographs. 4. Diga: ¿Qué tipo de clima puedes encontrar en la primavera? (con briza, lluvioso brumoso) ¿Qué piensas los que significa con briza? (ligero(a), viento suave) Brumoso? (Very low clouds and you cannot see far away) ¿Por qué piensas que esta un poco más caliente que en el invierno? (days are a little longer – more sun warms the earth)	Differentiated Instruction: English Learners: I see _____. He/She has _____. The _____ is _____. The animals are _____. The people are _____. I think that _____ because _____. _____ (season) is _____ (air temperature) because _____ Special Needs: Point to illustrations and words in text. Accelerated Learners: What do you think is the most important detail on this page? How do you know?



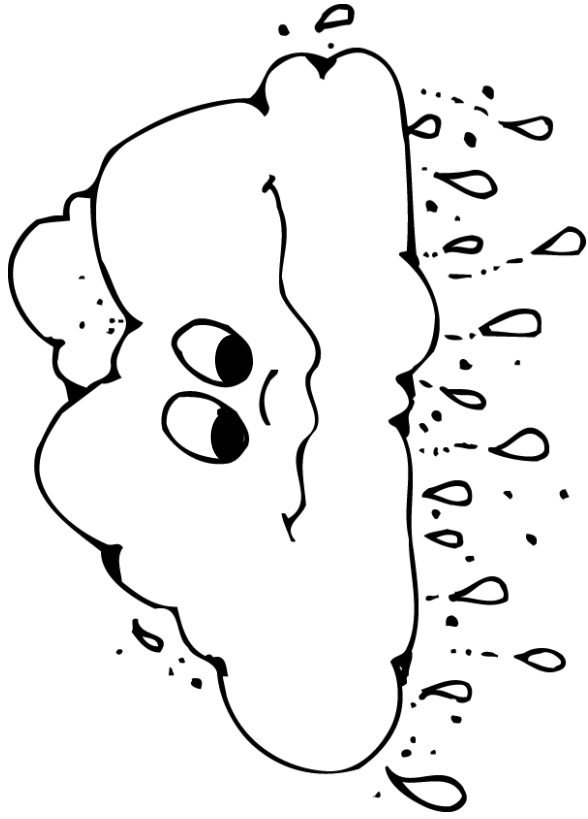
	<p><u>Slide 8</u>: Read the text and refrain and observe the illustrations and photographs.</p> <p>5. Say: ¿Por qué sería más caluroso o abrasador en el verano? (longer days as the sun is out more)</p> <p>Follow up: Qué piensas lo que significa abrasador? (caliente) (hot)</p> <p>6. Say: ¿Por qué piensas que la fruta se madura en los arboles durante este tiempo? (There is more sun and warmth on the trees.) (Hay más sol y más calor en los arboles.)</p> <p><u>Slide 9</u>: Read the text and refrain and observe the illustrations and photographs.</p> <p>7. Say: ¿Qué tipo de tiempo tenemos en el otoño y por qué? (windy, rainy, chilly – days are a little shorter – less sun) (point to picture of trees)</p> <p>8. Say ¿Qué le esta haciendo el viento a los arboles?</p> <p><u>Slide 10</u>: Read the text and refrain and observe the illustrations and photographs.</p> <p>9. Use questions on the page: <i>¿Qué significa ‘previsible’?</i></p> <p>Small Group Option: Emergent Reader:</p> <p><u>See the Weather</u></p> <p>Suggestions: Read whole group; read chorally two times. Chorally, divide class into two groups. Group A chants the text on the left hand side (I can see the ____.) and Group B chants the text on the right hand side (It is ____); or small group.</p> <p>*save this reader to reread in lesson 5</p> 	
Writing	<p>Weather Log – Observing and Recording</p> <p>Sing “La canción del clima” (Lesson 1C). (Tune: Row, Row, Row your Boat).</p> <p>¿Cual es el tiempo hoy? Yo espero ver. Soleado, lluvioso, ventoso, nublado, ¿Cual tiempo es?</p>  <p>Students will act as meteorologists observing and recording the daily weather. Students will draw the weather, circle the word that names the weather and may write a simple sentence with support (sentence frame, sound spelling cards) describing their daily observation. Students will then record the daily weather on a bar graph in their log.</p> <p>After completing log, students will discuss with a partner the weather results for the week. (How many sunny days? How many windy days?, Which weather condition has more? Has less? Etc...)</p>	<p>Differentiated Instruction:</p> <p>Advanced Learners: Write longer sentence independently.</p> <p>English Learners: Model sentence for students. Students repeat sentence orally as they draw. They may write key vocabulary such as “Sunny”. If capable assist students in writing a sentence. May offer an LP such as: “The weather is_____.” or “It is_____.”</p> <p>Special Needs: Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.</p>

Lesson Reflection with Students	<p>Big Idea:</p> <p>El clima entre cada estación puede ser predecible.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • ¿Cómo afecta el clima en nuestras vidas diariamente? • ¿ Por qué observamos el clima? • ¿ Cómo cambia el clima con el tiempo?
Lesson Reflection	
Teacher Reflection Evidenced by Student Learning/ Outcomes	

Yo puedo ver el clima.

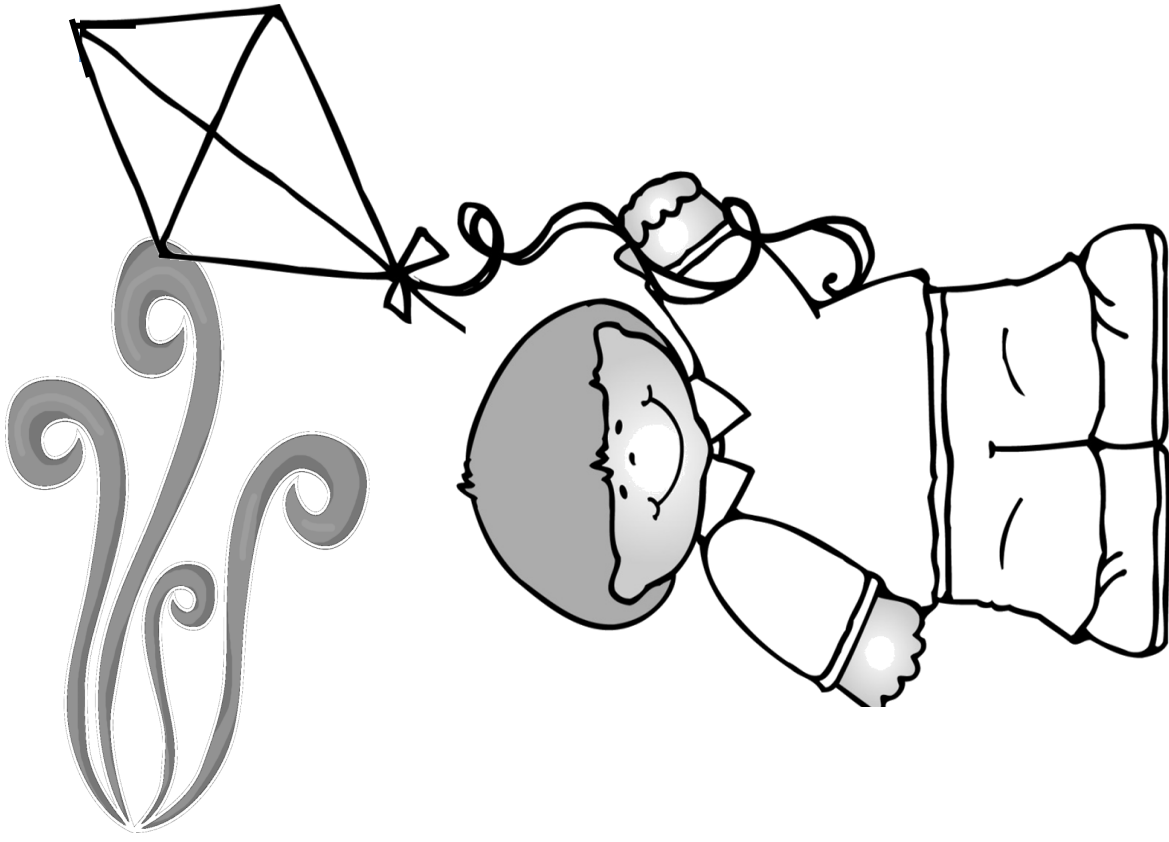
Yo
miro el
clima

Leído por: _____

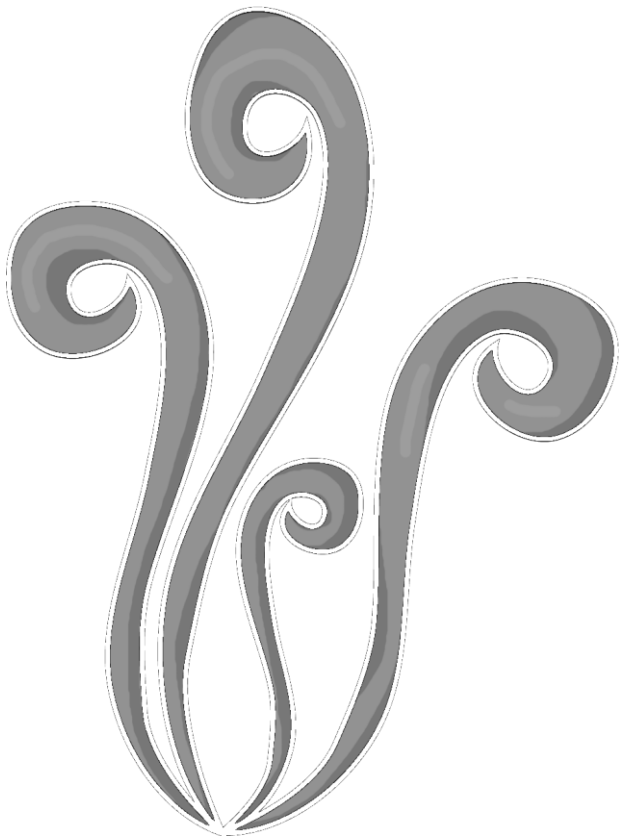


Yo puedo ver la lluvia.

!



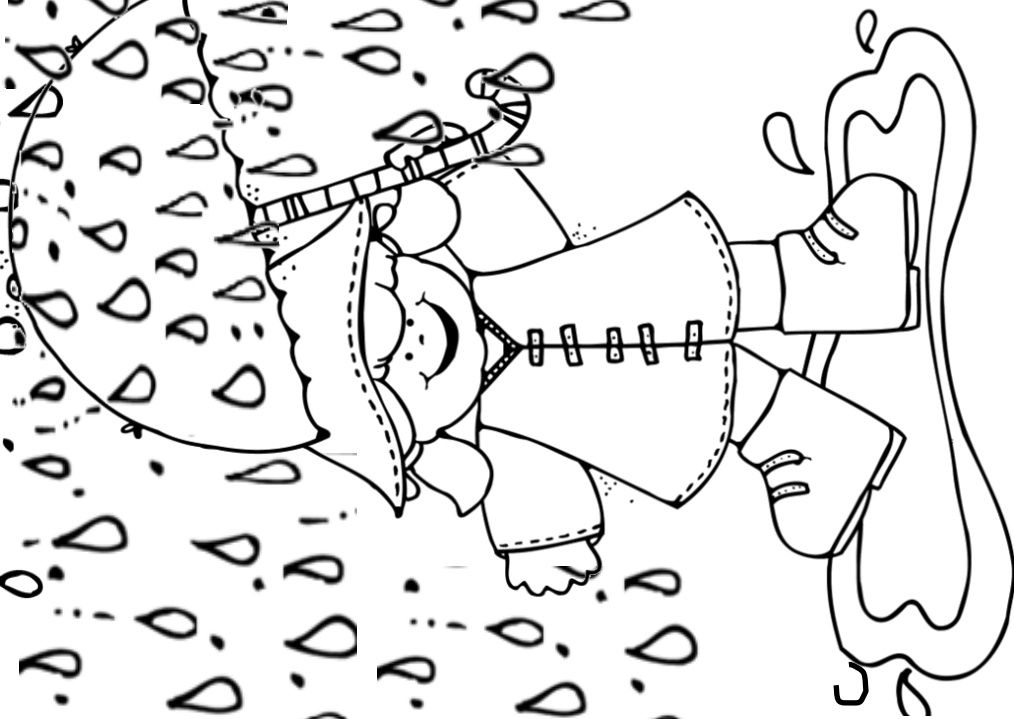
Está ventoso. 10



¡Yo puedo ver el viento.

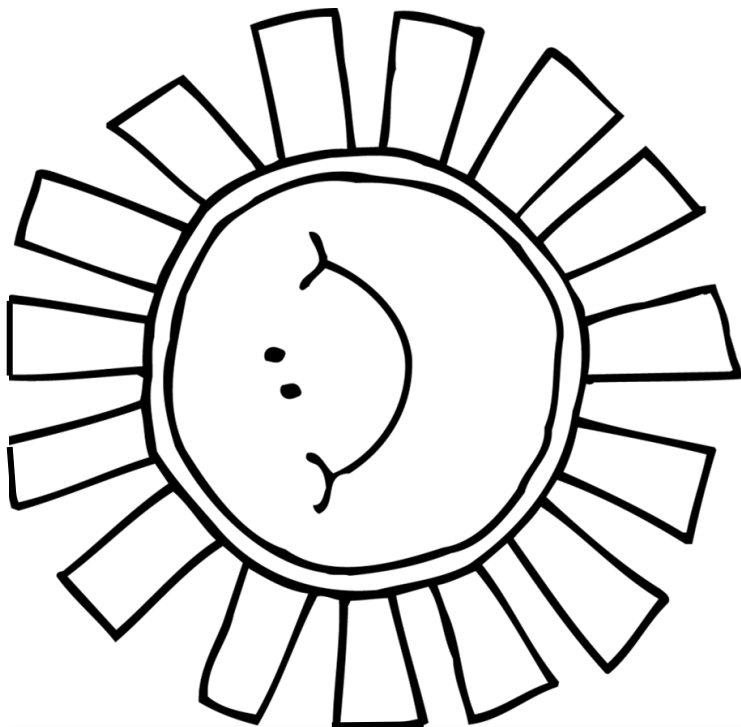
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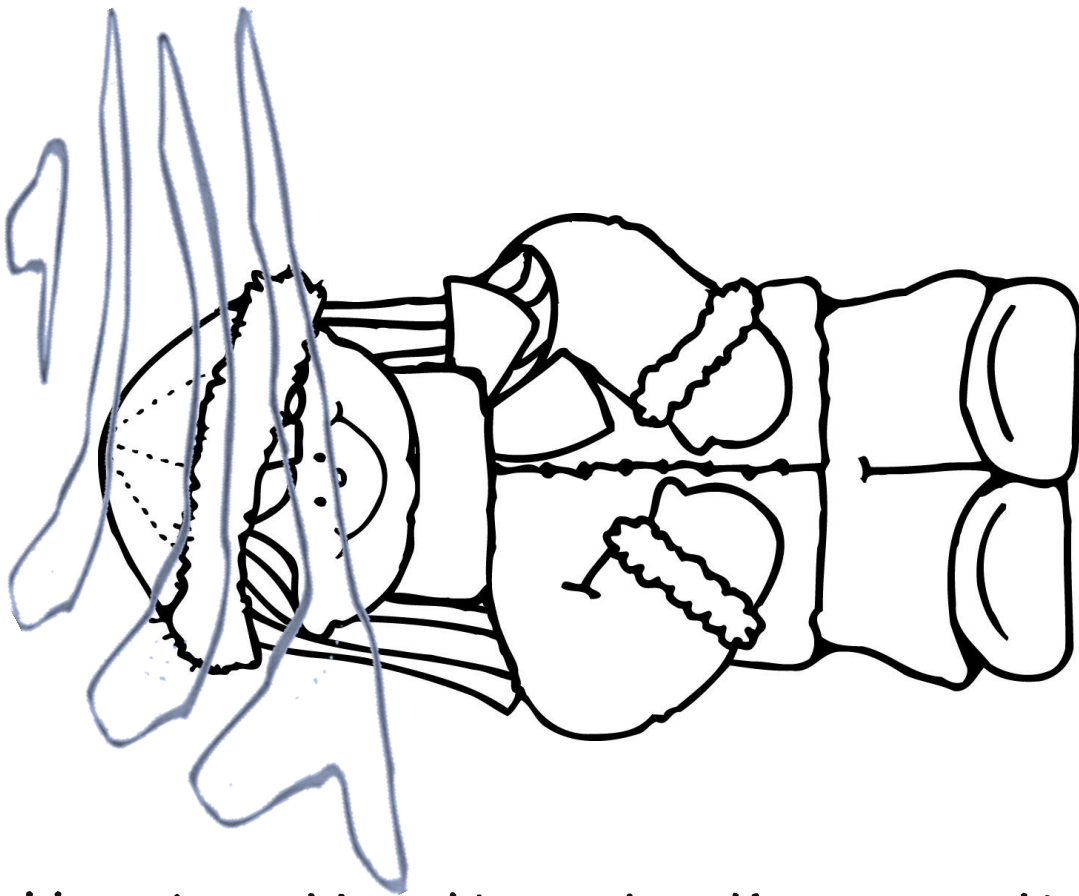
Es lluvioso.

2



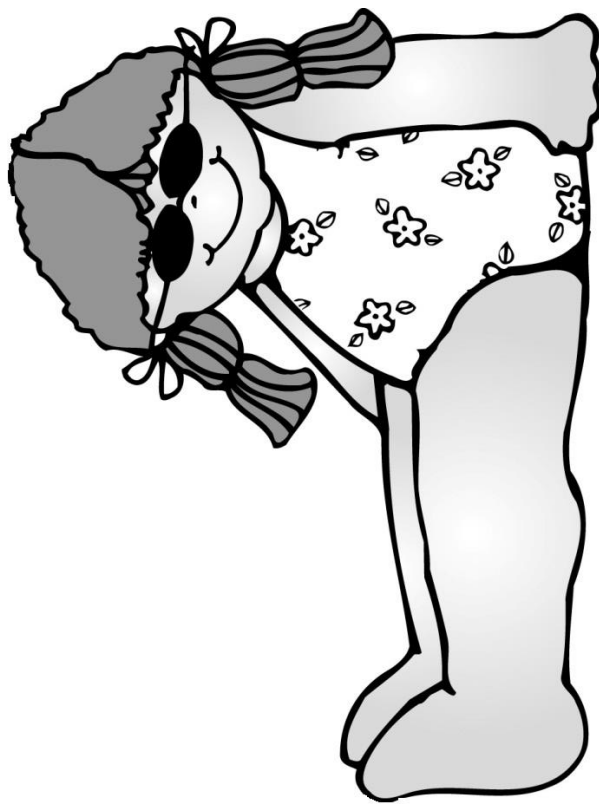
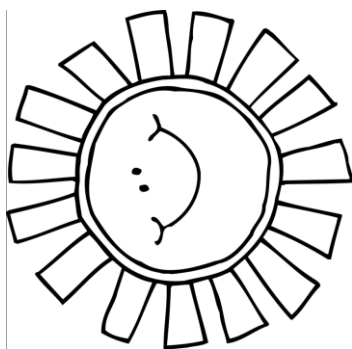
Yo puedo ver el sol.

3



Hay neblina.

8



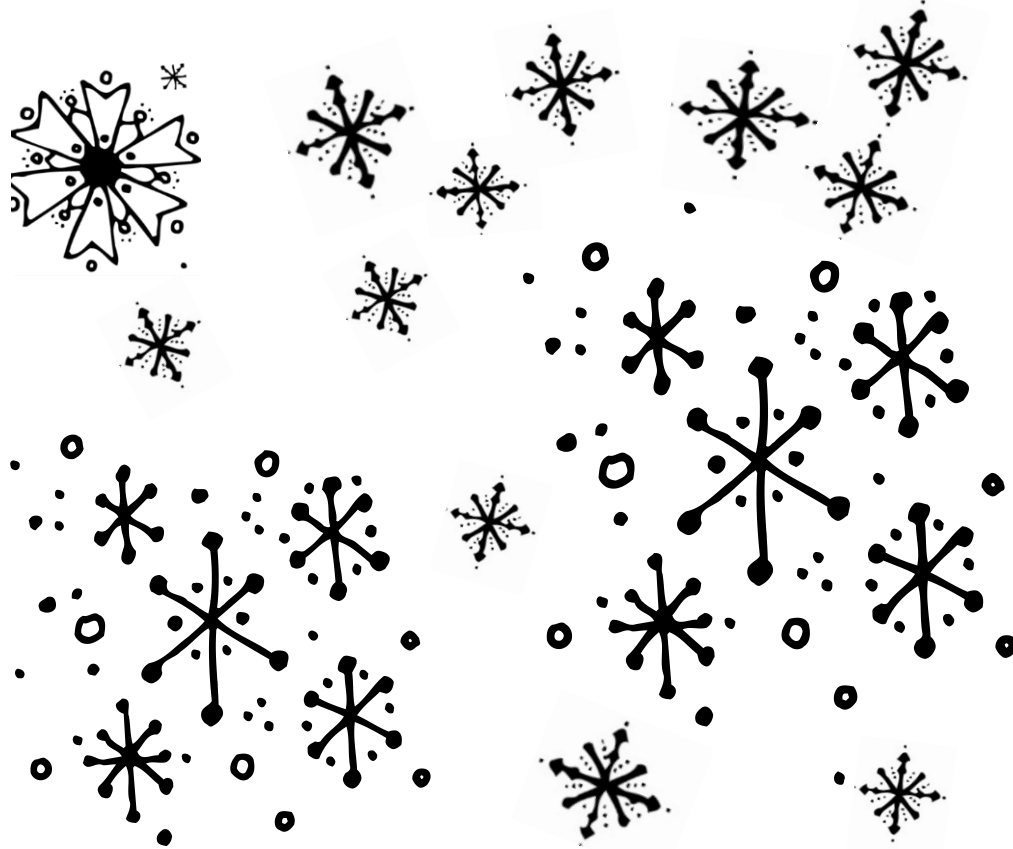
Está soleado.

4



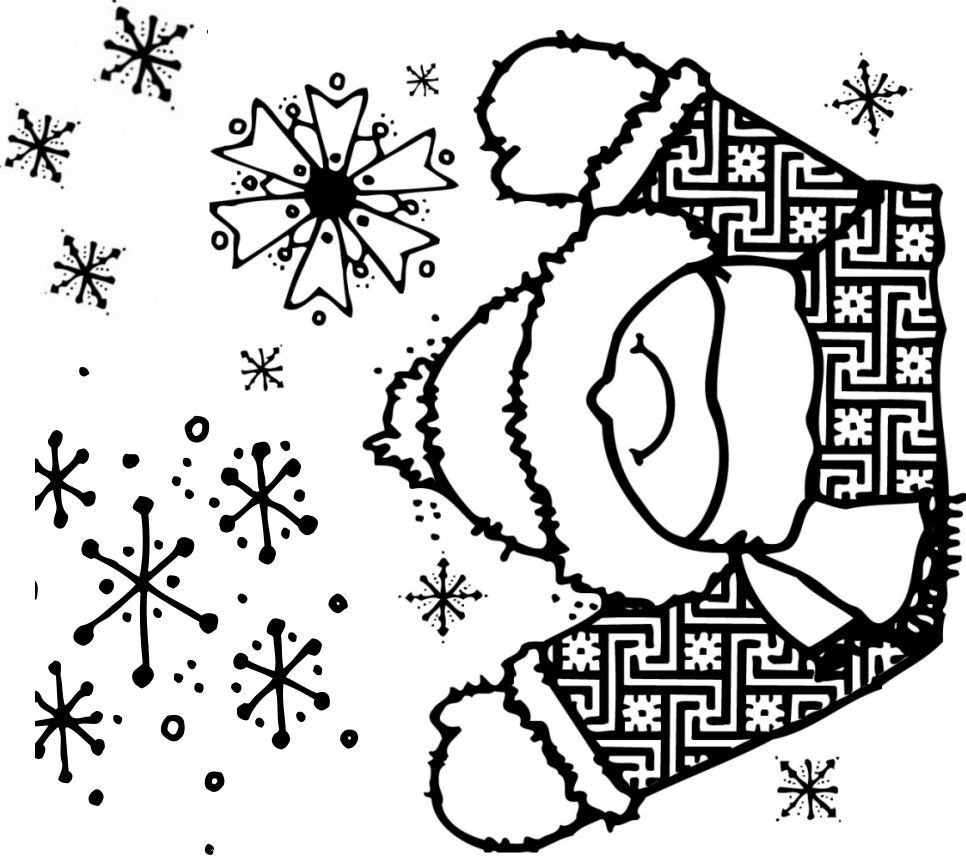
Yo puedo ver la neblina.

7



Yo puedo ver los
5 copos de nieve.

5




Es nevoso.

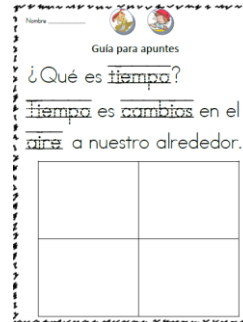
6


SAUSD Common Core Lesson Planner SP

Common Core Unit (Unit 4 in OCR)	Kindergarten Lesson # 5	Time/Period: 75 min. Course: Language Arts Date: _____
Common Core and Content Standards	<p>RI. 1 Ask/answer questions 2. Main topic and key details 3. Connections b/w individuals/events/information 4. Ask/answer questions -unknown words 5. Front & back cover, title page 7. Relationship b/w illustrations and text 8. Identify reasons that support points in text 9. Identify similarities in and differences in two texts 10. Group reading activities a. Prior knowledge b. Make predictions</p> <p>RF 1. Organization and features of print. a. Follow words b. Spoken words = written language c. spaces b/w words d. name all upper /lowercase 2 Phonemes a. rhyming words c. segment onsets and rimes d. isolate phonemes f. blend 2-3 phonemes 3 Phonics and word analysis skills to decode a. one-to-one letter-sound correspondences b. Common spellings long and short sounds c. High-frequency words d. Distinguish b/w similarly spelled words 4 Emergent-reader text</p> <p>W.1 Drawing, dictating, and writing -Opinion W.2 Drawing, dictating, and writing -Inform/ explain W. 8 Recall information</p> <p>SL.1. Participate in collaborative conversations a. Follow discussion rules b. Multiple exchanges 2. Ask & answer key ideas/details for clarification a. 1-2-step oral directions 3. Ask/answer questions for help/information 4. Describe people, places, things, events 6. Speak audibly to express ideas</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns d. Use question words f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation c. Connections with words & use d. Spell simple words 5b. Antonyms c. Connections with words & use 6. Use words and phrases acquired through conversation and responding to text</p> <p><u>Science</u> K.3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. K.4.c Describe the relative position of objects by using one reference (e.g., above or below). K.4.e. Communicate observations orally and through drawings.</p>	
Materials/ Resources/ Lesson Preparation	<p>Green: Morning Message (chart paper, markers); OCR U.4 TE (Green Section) T 98-101 Red: Video clip: Estaciones, Science Flipbook pg. 39; <u>Yo miro el clima</u> Emergent Reader (Lesson 4B) Blue: Weather Log</p>	
Objectives	<p>Content: Green: Students will identify position words and context clues. Students will: rhyme, oral-blend, identify and know /i/ and "i". Red: Students learn and understand the four seasons. Students practice reading sight words and weather words with fluency. Blue: Students will identify, record, and analyze the weather.</p>	<p>Language: Green: Students will read and interact with the Morning Message. Students will listen and participate in whole group activities. Red: Students will listen and answer questions citing evidence from the text and illustrations. Students will read the emergent reader chorally. Blue: Students will observe, draw, write and graph the daily weather.</p>
Depth of Knowledge Level	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking</p>	
College and Career Ready Skills	<p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input type="checkbox"/> Coming to understand other perspectives and cultures</p>	
Common Core Instructional Shifts	<p><input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary</p>	

		KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	TEACHER PROVIDES SIMPLE EXPLANATION	clima “cambios en el aire que nos rodea”	
	STUDENTS FIGURE OUT THE MEANING	types of weather: cálido, frío, congelado, helado, caloroso	
Pre-teaching Considerations		<ul style="list-style-type: none">Students must have worked in Elbow Groups and with a partner. Review rules and responsibilities of working in groups. Review Elbow Group roles (materials, reporter, captain, and editor).	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
CCSS Foundational Standards And Morning Message		Morning Message – Focuses on position words and finding informational evidence from text. <ul style="list-style-type: none">Review Content / Learning Objective.Write the following on chart paper or on the board:<div><div>Las hojas caen en el suelo. El viento sopla las hojas secas alrededor de los árboles. La estación es otoño.</div><div>Suggestion: Depending on student level you may substitute the last sentence with: La temporada es _____. This will allow students the opportunity to determine the season on their own using context clues.</div></div>Review position words with students as needed.Read each sentence with students and have students interact with the message by underlining the position words. (en, alrededor)Depending on class ability/focus level continue and have students talk to their Elbow Partner to identify the capital letter at the beginning of the sentence, sight words and punctuation marks. (Suggestion: Circle the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)Take out a magnifying glass and tell students that they are now going to be Detectivos de las pistas. Students will use the magnifying glass to point out the context-clues that can tell them about the season being referenced.Continue and focus on context clues. Have them circle the words that provide evidence to support the main idea/ theme fall/autumn in the Morning Message (hojas caen; viento; sopla; and hojas secas).Have students turn to a partner and take turns discussing their answers including why? Model answering and extending answers as needed.Chose two students to share their answers, and why. Ask if anyone disagrees with these students’ answers, and why? Accept all answers. <p>Praise students for being excellent Detectivos de las pistas, and coming up with the context clues in the sentences analytically.</p> <p>Foundational Skills (Green Section) OCR The Wind, Teacher’s Edition (T), Unit 4, Lesson 4, pp. 98-101. (Remember to review content/language objectives.)</p> <ul style="list-style-type: none">T98- Choose one or both Warming Up activities	

	<ul style="list-style-type: none"> • T99- Oral blending- Initial Consonants & Vowel Sounds • T100- The Sound of li • T100- Listening for /i/ <p>T101- Linking the Sound to the Letter</p>	
Prepare the Learner	<p>Prior Knowledge, Context, and Motivation:</p> <p>“La Canción de las Estaciones”</p> <p>Review the song with the students. Have students act out the song with the motions.</p>	
<p>Interact with text/concept</p> <p>Activities Tasks/ Strategies/Technology Questioning/Engagement/ Writing/Checking for Understanding</p>	<p>Accessing Prior Knowledge: Review content understanding from in the PowerPoint text, “Estaciones y clima.” ¿Cómo afecta las estaciones el tiempo en la tierra? (Días más cortos y más largos y – calidez del sol)</p> <p>Continue with questioning from Lesson 4 if you were not able to complete the PowerPoint text.</p> <p>Introduction: Hoy van a escuchar por detalles y escribir lo que vieron y oyeron./Hoy escucharán por detalles y escribirán lo que vieron y oyeron.</p> <p>View video:</p> <p>http://app.discoveryeducation.com/search?Ntt=weather&N=18340</p> <p>Note Taking Guide</p> <ul style="list-style-type: none"> • 1st view: in its entirety as an unencumbered view • 2nd view: Play video and stop at :30 for students to read question and trace answer on note taking guide. Let students read question and answer out loud. • Say: <i>Vamos a ver el resto del video para descubrir los cuatro tipos(clases) de tiempo. Se escucha de los tipos de clima y como se parece en la foto/retrato/diapositiva/imagen.</i> • Stop video at 1:12 to record two kinds of weather. Students may write the words or draw pictures. • Continue to the end of the video and let students draw two more kinds of weather. <p>Science Connection</p> <p>Science Flipbook pg. 39- Chapter 4, Lesson 3 TE pages 168-169</p> <p>Optional: Science Leveled Reader: <u>Seasons</u></p> <p>Emergent Reader- Yo miro el clima (Lesson 4B)</p> <p>Suggestions: Read whole group; read chorally two times. Chorally, divide class into two groups. Group A chants the text on the left hand side (I can see the ____.) and Group B chants the text on the right hand side (It is ____); or small group.</p>	<p>Differentiated Instruction:</p> <p>English Learners:</p> <p>Yo miro _____. Él /Ella tiene _____.</p> <p>El _____ es _____.</p> <p>Los animales tienen _____.</p> <p>La gente puede _____.</p> <p>Yo pienso que _____ porque _____.</p> <p>El texto es sobre _____.</p> <p>Special Needs:</p> <p>Point to illustrations and words in text.</p> <p>Accelerated Learners:</p> <p>¿Qué piensan que es el detalle más importante en esta página?</p> <p>¿Cómo saben?</p>



Extending Understanding Writing	Weather Log – Observing and Recording Sing “La canción del clima” (Lesson 1C). (Tune: Row, Row, Row your Boat) Students will chant /sing the song before observing the weather. <div>Clima, clima, clima de hoy, No puedo esperar para verte. Soleado, lluvioso, ventoso, nublado. ¿Cómo estará hoy?</div> <div></div> Students will act as meteorologists observing and recording the daily weather. Students will draw the weather, circle the word that names the weather and may write a simple sentence with support (sentence frame, sound spelling cards) describing their daily observation. Students will then record the daily weather on a bar graph in their log. After completing log, students will discuss with a partner the weather results for the week. (How many sunny days? How many windy days?, Which weather condition has more?, has less? Etc..)	Differentiated Instruction: Advanced Learners: Write longer sentence independently. English Learners: Model sentence for students. Students repeat sentence orally as they draw. They may write key vocabulary such as “Sunny”. If capable assist students in writing a sentence. May offer an LP such as: “The weather is ____.” or “It is ____.” Special Needs: Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.
Lesson Reflection with Students	Big Idea: El clima entre cada estación puede ser predecible. Essential Questions: <ul style="list-style-type: none">• ¿Cómo afecta el clima en nuestras vidas diariamente?• ¿ Por qué observamos el clima?• ¿ Cómo cambia el clima con el tiempo?	
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

Nombre _____



Guía para apuntes

¿Qué es tiempo?

Tiempo es cambios en el
aire a nuestro alrededor.

Kindergarten Common Core Unit Overview: Week 2

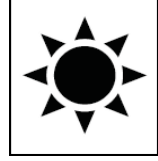


Daily Morning Message	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<p>Reading Comprehension and/or Activities</p> <p>Content Connection</p>	<ul style="list-style-type: none"> Spring video Sing: El Hokey Pokey de las estaciones Read Powerpoint: <u>Investigando las estaciones</u> with step asides for vocabulary Student little book: <u>Investigando las estaciones</u> -listening for details Spring Tree art 	<ul style="list-style-type: none"> Summer video Sing: El Hokey Pokey de las estaciones Read Powerpoint: <u>Investigando las estaciones</u> Student little book: <u>Investigando las estaciones</u> -listening for details Summer Tree art 	<ul style="list-style-type: none"> Fall video Sing: El Hokey Pokey de las estaciones Read Powerpoint: <u>Investigando las estaciones</u> Student little book: <u>Investigando las estaciones</u> -listening for details Fall Tree art 	<ul style="list-style-type: none"> Winter video Sing: El Hokey Pokey de las estaciones Read Powerpoint: <u>Investigando las estaciones</u> Student little book: <u>Investigando las estaciones</u> - listening for details Winter Tree art 	<ul style="list-style-type: none"> Sing: El Hokey Pokey de las estaciones Complete and share trees (Partner share) Read Emergent Reader: <u>Las 4 estaciones</u> Son las estaciones song
Follow Up Writing Activities	<ul style="list-style-type: none"> Guided drawing: self-portrait with spring clothing/details Sing "La canción del clima" Meteorologist Logbook 	<ul style="list-style-type: none"> Guided drawing: self-portrait with summer clothing/details Sing "La canción del clima" Meteorologist Logbook 	<ul style="list-style-type: none"> Guided drawing: self-portrait with fall clothing/details Sing "La canción del clima" Meteorologist Logbook 	<ul style="list-style-type: none"> Guided drawing: self-portrait with winter clothing/details Sing "La canción del clima" Meteorologist Logbook 	<ul style="list-style-type: none"> Independent drawing: self-portrait in favorite season using appropriate details Sing "La canción del clima" Meteorologist Logbook
Materials to Prepare or Compile	<ul style="list-style-type: none"> Chart paper, markers Student drawing paper Video link Song: El Hokey Pokey de las estaciones Powerpoint: <u>Investigando las estaciones</u> Student tree trunk picture & tissue paper squares or paint & sponge "La canción del clima" Student Meteorologist Logbook 	<ul style="list-style-type: none"> Chart paper, markers Student drawing paper Video link Song: El Hokey Pokey de las estaciones Powerpoint: <u>Investigando las estaciones</u> Student tree trunk picture & tissue paper squares and/or paint & sponge "La canción del clima" Student Meteorologist Logbook 	<ul style="list-style-type: none"> Chart paper, markers Student drawing paper Video link Song: El Hokey Pokey de las estaciones Big Book: <u>Investigating the Seasons</u> Student tree trunk picture & tissue paper squares and/or paint & sponge "La canción del clima" Student Meteorologist Logbook 	<ul style="list-style-type: none"> Chart paper, markers Student drawing paper Video link Song: El Hokey Pokey de las estaciones Emergent Reader: <u>Las 4 estaciones</u> Student tree trunk picture & cotton balls or paint & sponge "La canción del clima" Student Meteorologist Logbook 	<ul style="list-style-type: none"> Chart paper, markers Student drawing paper Song: El Hokey Pokey de las estaciones Emergent Reader: <u>Las 4 estaciones</u> Writing paper(included) "La canción del clima" Student Meteorologist Logbook Son las estaciones

Nombre _____

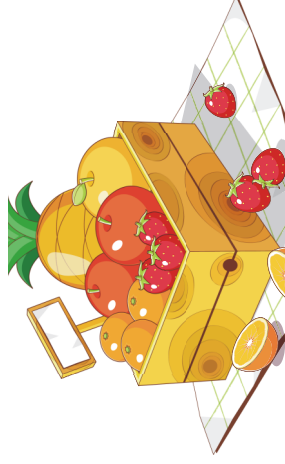
Conexión de casa: Estaciones

Semana dos: Observa los cambios que se ven afuera con su hijo/a. Aputen sus resultados.



La estación es _____ porque yo veo _____.

Hagan un didujo de su evidencia.



otoño hojas

invierno

arboles sin hojas


primavera flores



verano fruta

SAUSD Common Core Lesson Planner SP

Common Core Unit (Unit 4 in OCR)	Kindergarten Lesson # 6	Time/Period: 75 min. Course: Language Arts Date: _____	
Common Core and Content Standards	<p>RI.1 Ask/Answer questions RI.2. Main topic and key details RI.3. Connections b/w individuals/events/information RI.4. Ask/answer questions -unknown words RI.7. Relationship b/w illustrations and text RI.8. Identify reasons that support points in text RI.10. Group reading activities a. Prior knowledge b. Make predictions</p> <p>RF 1. Organization and features of print. a. Follow words b. Spoken words = written language c. spaces b/w words d. name all upper /lowercase 2 Phonemes a. rhyming words b. segment syllables c. segment onsets and rimes d. isolate phonemes f. blend 2-3 phonemes . 3 Phonics and word analysis skills to decode a. one-to-one letter-sound correspondences c. High-frequency words d. Distinguish b/w similarly spelled words</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p>W.1 Drawing, dictating, and writing -Opinion W.2 Drawing, dictating, and writing -Inform/ explain W.3 Drawing, dictating, and writing –Narrative W.5 Production and Distribution of Writing (Adding Details) W. 8 Recall information</p> <p>SL.1. Participate in collaborative conversations a. Follow discussion rules b. Multiple exchanges SL.2. Ask & answer key ideas/details a. 1- 2-step oral directions; SL.3. Ask/answer questions for help/inform; SL.4. Describe people, places, things, events; SL.5. Add drawings/visuals to descriptions SL.6. Speak audibly to express ideas</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p><u>Science</u> K.3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. K.4.c Describe the relative position of objects by using one reference (e.g., above or below). K.4.e. Communicate observations orally and through drawings.</p>		
Materials/ Resources/ Lesson Preparation	<p>Green: Morning Message (chart paper, markers and Magnifying Glass real or from Lesson 2A (1 or 1 per Power Elbow Group); Optional: Los Sentidos video; OCR U.4 TE (Green Section) T 98-101</p> <p>Red: "El Hokey Pokey de las Estaciones" Song (Lesson 6A); <u>Investigando las estaciones</u> PowerPoint/ Big Book; Spring pictorial (Lesson 6C) (paper, markers); Student trees (Lesson 6B); paint, tissue paper, and/or crayons.</p> <p>Blue: Paper and pencils or whiteboards and markers for students, guided drawing sample (Lesson 6C); Weather Log (Lesson 1D; 1 per student)</p>		
Objectives	<p>Content:</p> <p>Green: Students will identify sensory words. Students will: rhyme, oral-blend, identify long vowel sounds, and know /i/ and "i".</p> <p>Red: Students will discuss and understand the text.</p> <p>Students will learn information about spring.</p> <p>Blue: Students will show character and setting details.</p> <p>Students will identify and record the weather.</p>	<p>Language:</p> <p>Green: Students will read and interact with the Morning Message.</p> <p>Students will listen and participate in whole group activities.</p> <p>Red: Students will listen and answer questions citing evidence from the text and illustrations in a whole group and with partners.</p> <p>Students will gather information from pictorial and art project.</p> <p>Blue: Students will draw a picture.</p> <p>Students will observe, draw, write and graph the daily weather.</p>	
Depth of Knowledge Level	<div> <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept </div> <div> <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking </div>		
College and Career Ready Skills	<div> <input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge </div> <div> <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline </div> <div> <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Valuing evidence </div> <div> <input checked="" type="checkbox"/> Using technology and digital media strategically and capably </div>		

Common Core Literacy Shifts		<input type="checkbox"/> Coming to understand other perspectives and cultures <input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	gorjeo, campos	“recogidos de los campos”
Pre-teaching Considerations		Inverstigiar, cambios, “nuevas hojas y brotes”	deliciosas
<ul style="list-style-type: none"> Students must have worked in Elbow Groups and with a partner. Review rules and responsibilities of working in groups. Review Elbow Group roles (materials, reporter, captain, and editor). 			
Lesson Delivery			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
	<p>Morning Message – Focuses on sensory words and finding informational evidence from text.</p> <ul style="list-style-type: none"> Review Content / Learning Objective. Write the following on chart paper or on the board: <p style="text-align: center;"> Tenemos cinco sentidos. Nos ayudan a observar nuestro mundo. Nos ayudarán a convertirse en mejores científicos. </p> <p style="text-align: center;">vista oído tacto olfato gusto</p> <ul style="list-style-type: none"> Review sensory words with students as needed. (Suggestion: Assign a physical motion to each of the senses.) Optional: Watch, <u>Los sentidos</u> video. Read each sentence with students and draw a box around the sensory words. Depending on class ability/focus level, continue to have students talk to their Elbow Partner to identify the capital letter at the beginning of the sentence, sight words and punctuation marks. (Suggestion: Circle the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.) <p>Foundational Skills (Green Section) Teachers may continue with the OCR Green Section they are currently working on, or use the following: OCR The Wind, Teacher’s Edition (T), Unit 4, Lesson 6, pp. 118-125 (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> T118- Choose one or both Warming Up activities T119- Oral blending – Initial & Final Consonants T120- Listening for Vowel Sounds T121- The Sound of li T122-123- Linking the Sound to the Letter T124-125- Book 13: La iguana 		
CCSS Foundational Standards and Morning Message		<div style="border: 1px solid black; padding: 5px;"> <p>Suggestion: Students can write message on white boards and interact with it on their own board while you model on chart paper. Students may draw a picture that matches text.</p> </div>	

<p>Prepare the Learner</p>	<p>Building Background Knowledge: Video: You will need to use the link below to get the video: Magical Mother Nature: The Four Seasons. NOTE: <i>This is NOT in Spanish – You will need to listen to this first and then turn down the sound and explain the video as best as you can. If you want to show it during your English Science time, this is an option.</i> Scroll down to this title. Click it to see the 5 sections of the video. Today you will show the overview: Thinking About the Seasons (2:30) and the section titled “Spring” (3:54). http://app.discoveryeducation.com/search?Ntt=weather+and+seasons&N=18340</p> <p>1. <u>Intro into the video:</u> Purpose: Say: La semana pasada hablamos mucho del tiempo y las cuatro estaciones del año. Hoy vamos a ver un video que muestra como cambia la tierra de temporada a temporada. Usen sus ojos y oidos para aprender los nombres de las estaciones y los cambios que ocurren en cada temporada.</p> <p>2. After students watch the overview, have them share their findings with partners. You may want to record their findings on a tree map (modeling note-taking) – You can use the season labels at the end of this unit.</p> <p>3. Now show the “Spring” video section. Ask: <i>¿Qué descubrimiento, cosas que vieron o oyeron, podemos añadir a nuestro mapa de árbol? (Students share with partners) and teacher adds their findings to the tree map.</i></p> <p>Introduce “El Hokey Pokey de las Estaciones” song to the students (available in Powerpoint). Add motions to the words when applicable – get the students MOVING!</p>	<p>Differentiated Instruction</p> <p>English Learners: I see _____. He/She has _____. The _____ is _____. The animals can _____. I think that _____ because _____. The text is about _____.</p> <p>Special Needs: Point to details in the pictures.</p> <p>Accelerated Learners: What do you think is the most important idea on this page? How do you know?</p> <p>Give me three examples from the illustrations that tell me why you think the text is about ____.</p>
<p>Interact with the text/concept</p>	<p>Big Book/PowerPoint: Investigando las estaciones: Have “Investigating the Seasons” note-taking booklets ready to pass out to students. Powerpoint “Investigating the Seasons” will be displayed.</p> <p>Reading the text - gathering details about the seasons</p> <p>Part 1: Spring</p> <p>1. Title page: Habla sobre la palabra “investigación” –Miran al retrato(diapositiva) de la muchacha y preguntales, ¿Qué piensan lo que significa “investigación”. (You may want to relate back to how we “investigated” the video to find details).</p> <p>2. Dile a los estudiantes que ahora ellos van a investigar fotografías y palabras. Ellos van a escuchar con cuidado a detalles y tomar notas a través de dibujo. Pass out booklets, pencils and something hard to write on (whiteboard, etc.)</p> <p>Read slide 2. Ask: ¿Qué pondría en el espacio que iría con la palabras? (They can draw a “4” on their note-taking booklet)</p> <p>Read slide 3. Discuss as necessary</p>	

<p>Interact with the text/concept</p> <p>Activities Tasks/ Strategies/ Technology Questioning/Engagement/Writing/Checking for Understanding</p>	<p>Read slide 4 and 5 slowly as students listen for spring details and view the picture.</p> <p>Student Book- Students listen for details as the teacher reads. They add the details into their book (crías de los pajaros, lluvia, hojas, brotes, fresas). Students write either “primavera” or “es la primavera.” on the lines provided.</p> <p>Ask:¿Qué detalles debemos de añadirle al muchacho – qué le falta? ¿Por qué? (botas, gorros de lluvia, etc. porque esta lloviendo) – you can also refer back to the hokey pokey song – botas de lluvia)</p>	<div><div>1</div><div>There are four seasons in a year.</div></div> <div><div>2</div><div></div></div>
<p>Extending Understanding</p> <p>Writing</p>	<p>Weather Log – Observing and Recording</p> <p>Sing “La canción del clima” (Lesson 1C). (Tune: Row, Row, Row your Boat) Students will chant /sing the song before observing the weather.</p> <div><p>Clima, clima, clima de hoy, No puedo esperar para verte. Soleado, lluvioso, ventoso, nublado. ¿Cómo estará hoy?</p><p>Students will act as meteorologists observing and recording the daily weather. Students will draw the weather, circle the word that names the weather and may write a simple sentence with support (sentence frame, sound spelling cards) describing their daily observation. Students will then record the daily weather on a bar graph in their log.</p><p>After completing log, students will discuss with a partner the weather results for the week. (How many sunny days?, How many windy day?; etc... Which weather condition has more?, has less?)</p></div> <div></div>	<p>Differentiated Instruction:</p> <p>Advanced Learners: Write longer sentence independently.</p> <p>English Learners: Model sentence for students. Students repeat sentence orally as they draw. They may write key vocabulary such as “Sunny”. If capable, assist students in writing a sentence. May offer an LP such as: “The weather is____.” or “It is____.”</p> <p>Special Needs: Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.</p>
<p>Lesson Reflection with the Students</p>	<p>Big Idea:El clima entre cada estación puede ser predecible.</p> <p>Essential Questions:</p> <ul style="list-style-type: none">• ¿Cómo afecta el clima en nuestras vidas diariamente?• ¿ Por qué observamos el clima?• ¿ Cómo cambia el clima con el tiempo?	
<p>Art/Science and Collaborative Connection (optional)</p>	<p>Art/Science: In power elbow groups, students will color tree trunk, cut, glue, and decorate their tree with blossoms and leaves. Students can paint blossoms or use 1/2 inch square papers and twist on the eraser side of a pencil and glue to tree. Leaves can be drawn/painted prior to gluing/painting blossoms. Have students draw in the weather (raindrops) around their tree. Keep trees for sharing in lesson 10.</p>	
<p>Lesson Reflection</p>		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

El Hokey Pokey de las Estaciones

Tune: Hokey Pokey

(Primavera)

Me pongo mi impermeable y me lo quito

Me pongo mi impermeable y lo sacudimos.

Hago el baile de la primavera .

Es de lo que se trata.



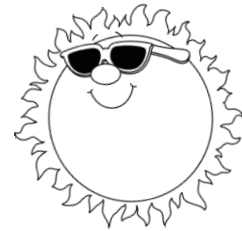
(Verano)

Me pongo mis gafas y me las quito.

Me pongo mis gafas y las sacudimos.

Hago el baile del verano.

Es de lo que se trata.



(Otoño)

Me pongo mi suéter y me lo quito.

Me pongo mi suéter y lo sacudimos.

Hago el baile del otoño .

Es de lo que se trata.



(Invierno)

Me pongo mis mitones y me los quito

Me pongo mis mitones y los sacudimos.

Hago el baile del invierno.

Es de lo que se trata.



Change clothing items on verses to match each season.

Investigación de estaciones

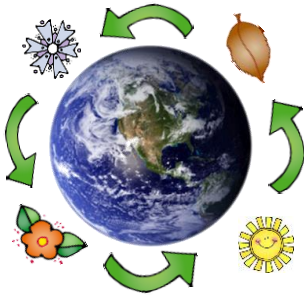


1



Hay cuatro estaciones en un año. Son invierno, primavera, verano y otoño.

2



El tiempo cambia durante cada estación.
¿Cuáles son algunos de los cambios?

3



¿Cómo sabemos cuando es primavera?

¡Investiguemos!

4



En la primavera, podemos ver nuevas hojas y brotes en los árboles. Podemos escuchar el gorjeo de las crías de los pájaros. Podemos sentir las gotas de lluvia. Podemos oler las flores en los jardines. Podemos probar las deliciosas fresas recogidas de los campos.

5



¿Cómo sabemos cuando es verano?

¡Investiguemos!



6



En el verano, podemos ver muchas hojas verdes en los árboles. Podemos oír las abejas zumbar de flor en flor. Podemos sentir que los días se vuelven más y más cálidos. Podemos oler las frutas que maduran en los árboles. Podemos probar el delicioso helado en un día de campo en el parque.

7



¿Cómo sabemos cuando es otoño?

¡Investiguemos!

8



En el otoño, podemos ver las coloridas hojas que caen de los árboles. Podemos escuchar cómo crujen bajo nuestros pies. Podemos sentir el viento que mueve nuestro cabello. Podemos oler el pastel de calabaza horneándose en el horno. Podemos probar las manzanas recién cortadas.

9



¿Cómo sabemos cuando es invierno?

¡Investiguemos!

10



En el invierno, podemos ver los árboles descubiertos. No tienen ninguna hoja. Podemos escuchar el crepitar del caluroso fuego. Podemos sentir el frío aire que mordisquea nuestra nariz. Podemos oler el chocolate caliente en la taza, mientras caen los copos de nieve a nuestro alrededor.

11



Primavera



Verano



Otoño

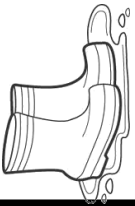


Invierno

El Hokey Pokey de las Estaciones

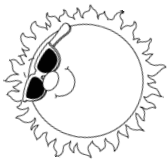
(Primavera)

Me pongo mi impermeable y me lo quito
 Me pongo mi impermeable y lo sacudimos.
 Hago el baile de la primavera y doy la vuelta.
 Es de lo que se trata.



(Verano)

Me pongo mis gafas y me las quito.
 Me pongo mis gafas y las sacudimos.
 Hago el baile del verano y doy la vuelta.
 Es de lo que se trata.



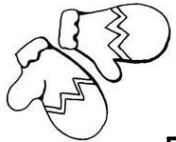
(Otoño)

Me pongo mi suéter y me lo quito.
 Me pongo mi suéter y lo sacudimos.
 Hago el baile del otoño y doy la vuelta.
 Es de lo que se trata.



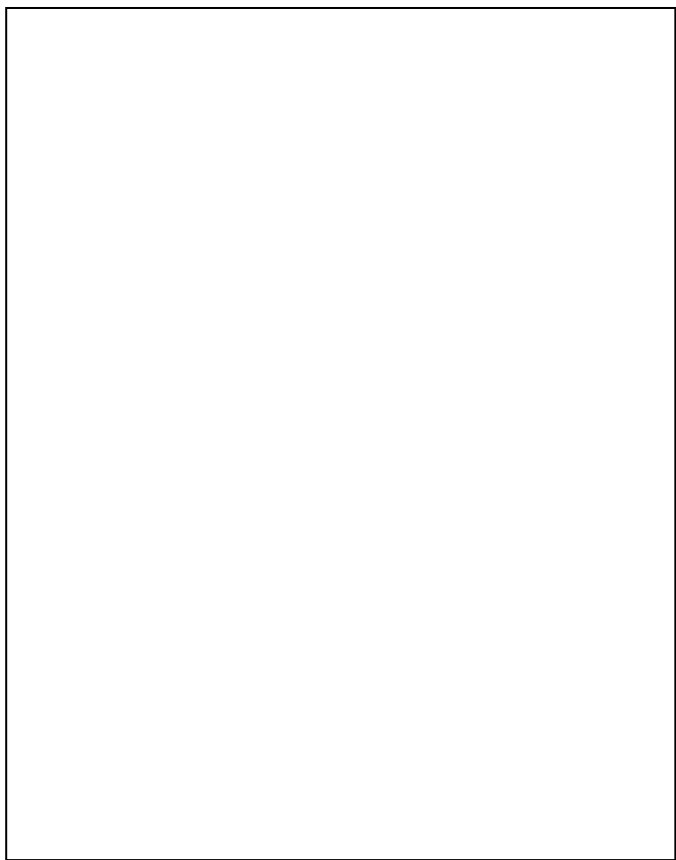
(Invierno)

Me pongo mis mitones y me los quito
 Me pongo mis mitones y los sacudimos.
 Hago el baile del invierno y doy la vuelta.
 Es de lo que se trata



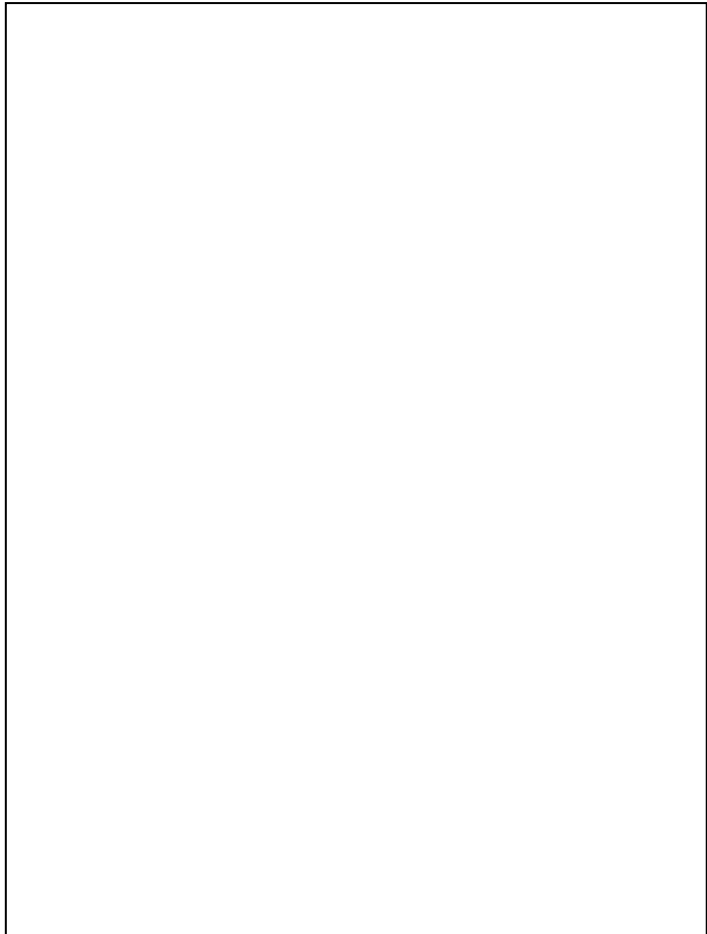
Investigando las estaciones



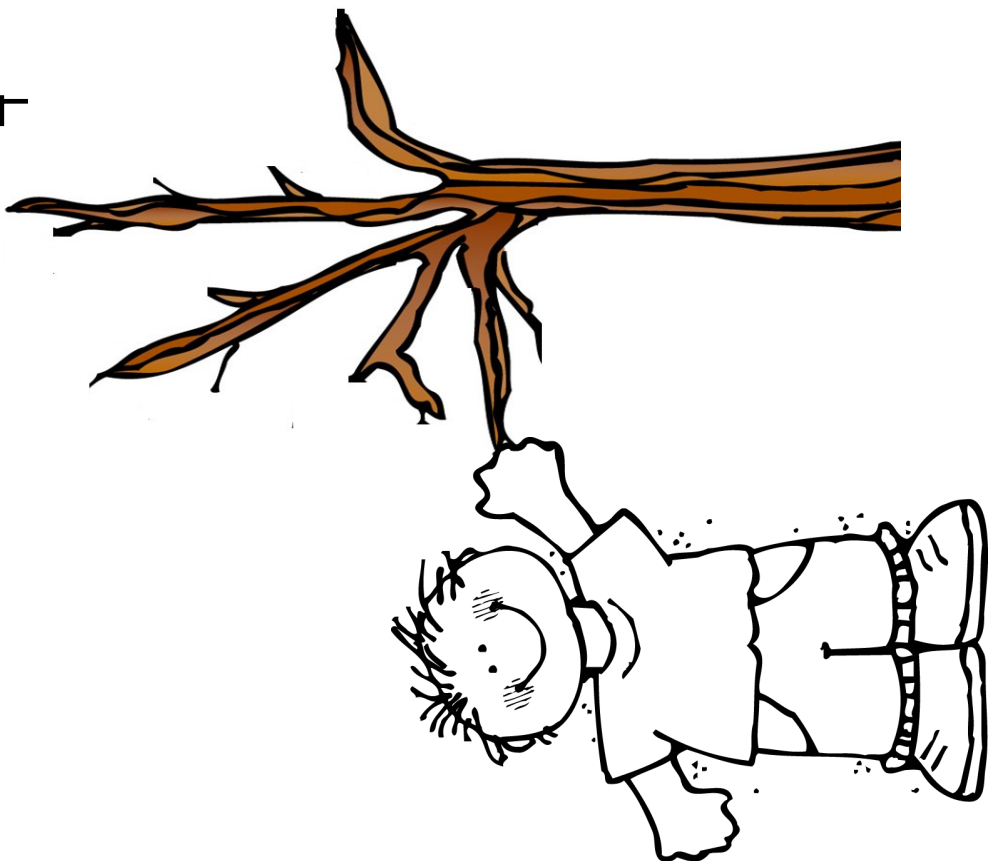


Mi estación
favorita es

Hay cuatro
estaciones
en el año.

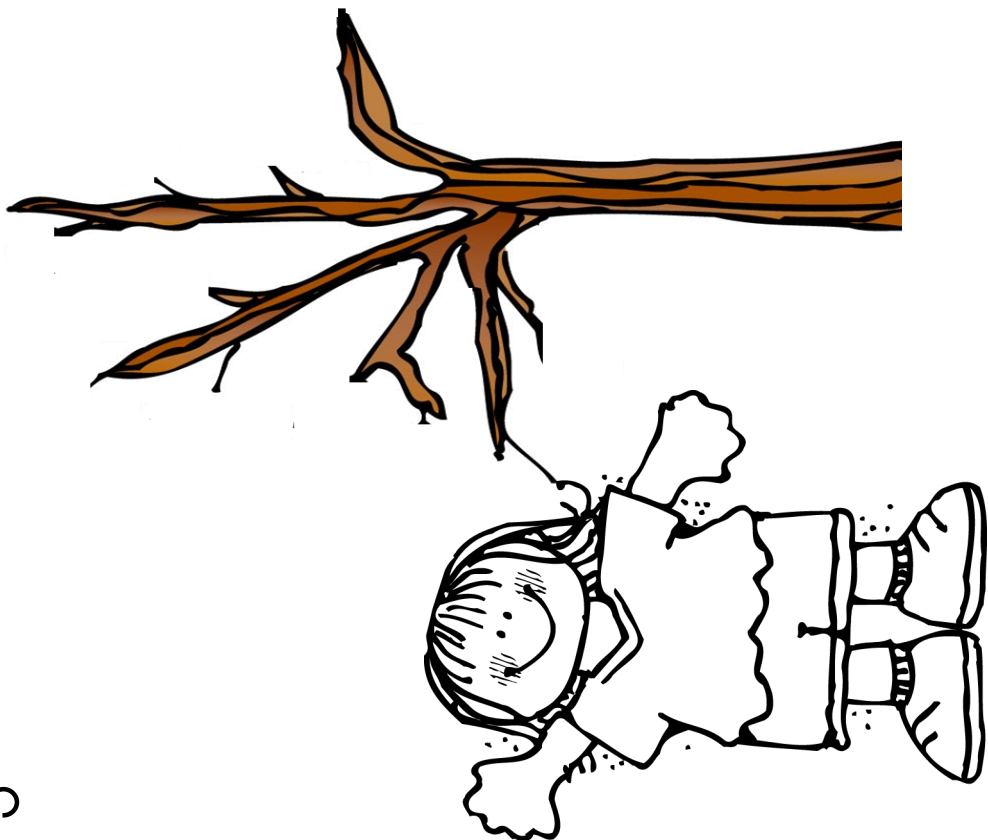


4



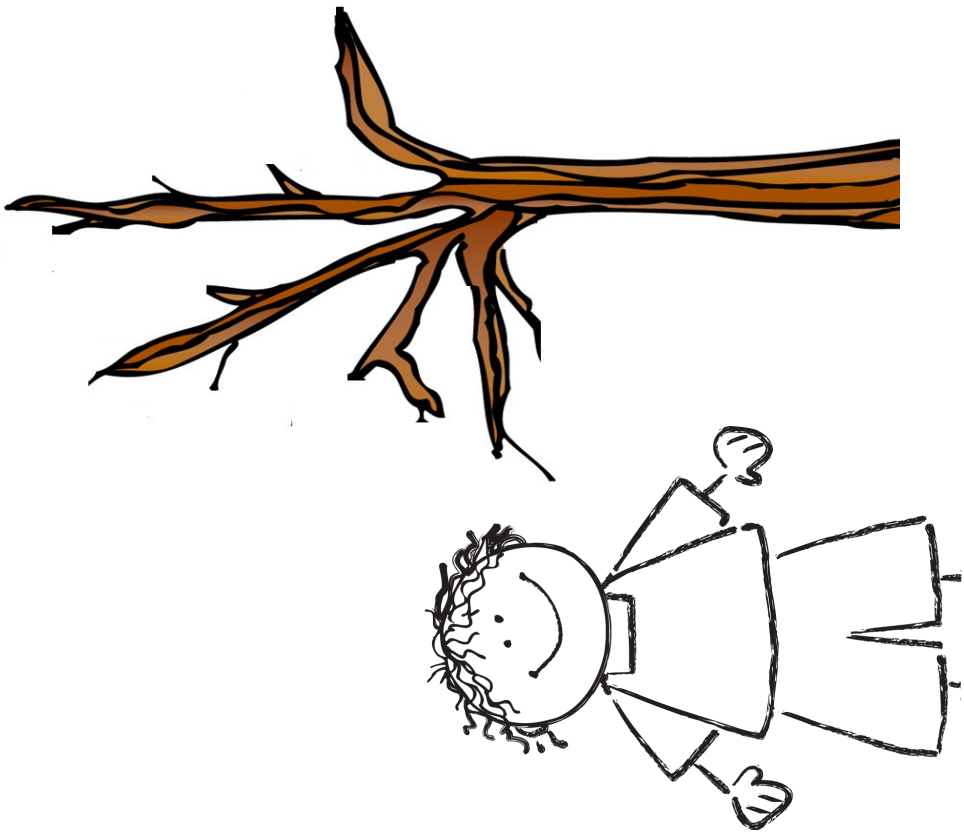
Four horizontal lines for writing practice, consisting of a solid top line, a dashed middle line, and a solid bottom line.

3



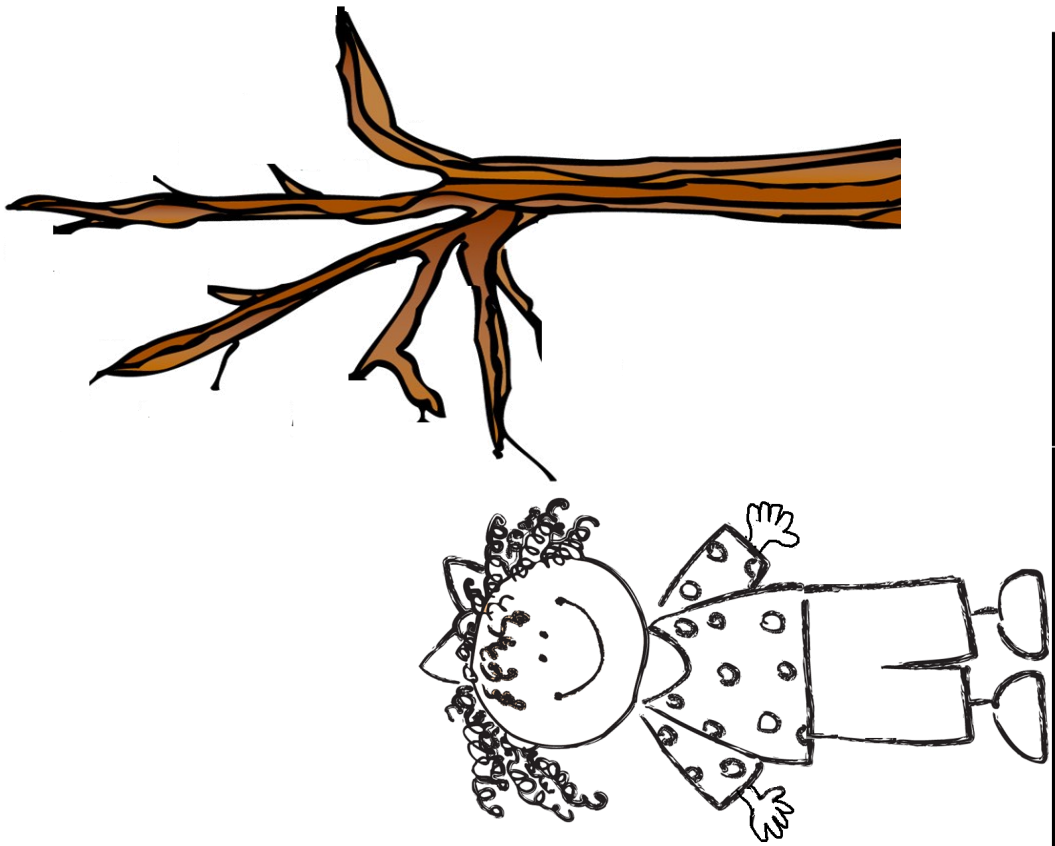
Four horizontal lines for writing practice, consisting of a solid top line, a dashed middle line, and a solid bottom line.

2



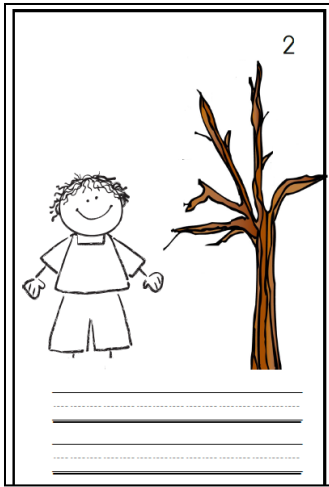
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

5



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Student Book



Be sure to add seasonal weather (raindrops and clouds), child's boots, small leaves and buds, some grass and flowers etc. to the student text.

Samples of optional independent drawing and art lesson are also included.

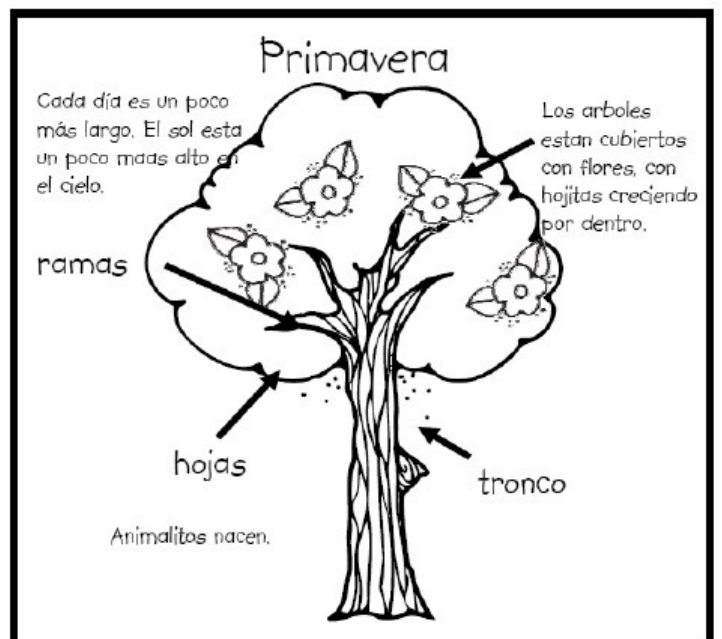
Student Tree



Guided Drawing




Pictorial

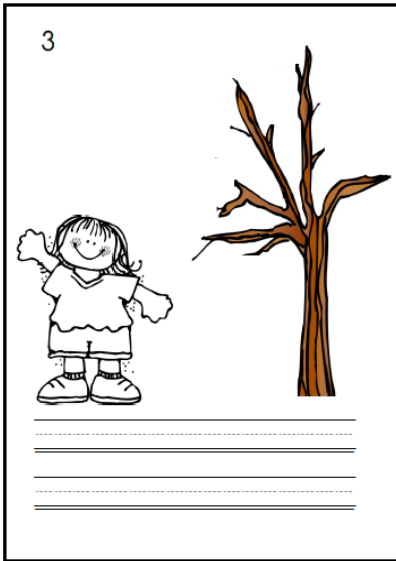


Common Core Unit (Unit 4 in OCR)	Kindergarten Lesson # 7	Time/Period: 75 min. Course: Language Arts Date: _____
Common Core and Content Standards	<p>RI.1 Ask/answer questions RI.2. Main topic and key details RI.3. Connections b/w individuals/events/information RI.4. Ask/answer questions -unknown words RI.7. Relationship b/w illustrations and text RI.8. Identify reasons that support points in text RI.10. Group reading activities a. Prior knowledge b. Make predictions</p> <p>RF 1. Organization and features of print. a. Follow words b. Spoken words = written language c. spaces b/w words d. name all upper /lowercase 2 Phonemes a. rhyming words b. segment syllables c. segment onsets and rimes f. isolate phonemes f. blend 2-3 phonemes . 3 Phonics and word analysis skills to decode a. one-to-one letter-sound correspondences c. High-frequency words d. Distinguish b/w similarly spelled words</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p>W.1 Drawing, dictating, and writing -Opinion W.2 Drawing, dictating, and writing -Inform/ explain W.3 Drawing, dictating, and writing -Narrative W.5 Production and Distribution of Writing (Adding Details) W. 8 Recall information</p> <p>SL.1. Participate in collaborative conversations a. Follow discussion rules b. Multiple exchanges SL.2. Ask & answer key ideas/details a. 1- 2-step oral directions; SL.3. Ask/answer questions for help/inform; SL.4. Describe people, places, things, events; SL.5. Add drawings/visuals to descriptions SL.6. Speak audibly to express ideas</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p><u>Science</u> K.3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. K.4.c Describe the relative position of objects by using one reference (e.g., above or below). K.4.e. Communicate observations orally and through drawings.</p>	
Materials/ Resources/ Lesson Preparation	<p>Green: Morning Message (chart paper, markers); OCR U.4 TE (Green Section) TE 144-147 Red: "El Hokey Pokey de las Estaciones" Song (Lesson 6A) <u>Investigando las estaciones</u> PowerPoint/ Big Book; Sumner pictorial (Lesson 7A) (paper, markers); Student trees (Lesson 6B); paint, tissue paper, and/or crayons. Blue: Paper and pencils or whiteboards and markers for students, guided drawing sample (Lesson 6C);Weather Log (1 per student)</p>	
Objectives	<p>Content: Green: Students will identify sensory words and context clues. Students will: rhyme, oral-blend, identify long vowel sounds, and know /o/ and "o". Red: Students learn and understand the four seasons. Students will learn information about summer. Blue: Students will show character and setting details. Students will identify and record the weather.</p>	<p>Language: Green: Students will read and interact with the Morning Message. Students will listen and participate in whole group activities. Red: Students will listen and answer questions citing evidence from the text and illustrations in a whole group and with partners. Students will gather information from pictorial and art project. Blue: Students will draw a picture. Students will observe, draw, write and graph the daily weather.</p>
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably	

		<input type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Literacy Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts	
		<input checked="" type="checkbox"/> Reading and writing grounded from text	
		<input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		“crecen más caliente”	
	STUDENTS FIGURE OUT THE MEANING	verano, “abejas zumbando,” madurando	“flor a flor”
Pre-teaching Considerations		<ul style="list-style-type: none">Students must have worked in Elbow Groups and with a partner. Review rules and responsibilities of working in groups. Review Elbow Group roles (materials, reporter, captain, and editor).	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
CCSS Foundational Standards and Morning Message		Morning Message – Focuses on sensory words and finding informational evidence from text.	
		<div><ul style="list-style-type: none">Review Content / Learning Objective.Write the following on chart paper or on the board:<div>Los pajaritos están piando. La lluvia suave riega las flores. Es la primavera.</div><div><ul style="list-style-type: none">Review sensory words with students as needed.Read each sentence with students and have students interact with the message by having them draw a box around the sensory words (piando, lluvia suave).Depending on class ability/focus level continue and have students talk to their Elbow Partner to identify the capital letter at the beginning of the sentence, sight words and punctuation marks. (Suggestion: Circle the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)Review Detectivos de las pistas. Ask students what information the morning message gave to show it was spring.Take out a magnifying glass and tell students that they are now going to be Detectivos de las pistas. Students will use the magnifying glass to point out the context-clues that can tell them about the season being referenced.Have students circle the words that provide evidence to support the main idea/ theme spring in the Morning Message (pajaritos; lluvia suave; flores).Have students turn to a partner and take turns discussing their answers including why? Model answering and extending answers as needed.Chose two students to share their answers, and why. Ask if anyone disagrees with these students’ answers, and why? Accept all answers.Praise students for being excellent Detectivos de las pistas, and coming up with the context clues in the sentences analytically.</div></div> <div>Suggestion: Depending on student level you may substitute the last sentence with: Es la _____. This will allow students the opportunity to determine the season on their own using context clues.</div>	
		Foundational Skills (Green Section) Teachers may continue with the OCR Green Section they are currently working on, or use the following:	

Writing	<p>Weather Log – Observing and Recording</p> <p>Sing “La canción del clima” (Lesson 1C). (Tune: Row, Row, Row your Boat)</p> <p>Students will chant /sing the song before observing the weather.</p> <p>Clima, clima, clima de hoy, No puedo esperar para verte. Soleado, lluvioso, ventoso, nublado. ¿Cómo estará hoy?</p> <p>Students will act as meteorologists observing and recording the daily weather. Students will draw the weather, circle the word that names the weather and may write a simple sentence with support (sentence frame, sound spelling cards), describing their daily observation. Students will then record the daily weather on a bar graph in their log.</p> <p>After completing log, students will discuss with a partner the weather results for the week. (How many sunny days? How many windy days? etc... Which weather condition has more? Has less?)</p> 	<p>Differentiated Instruction: Advanced Learners: Write longer sentence independently.</p> <p>English Learners: Model sentence for students. Students repeat sentence orally as they draw. They may write key vocabulary such as “Sunny”. If capable assist students in writing a sentence. May offer an LP such as: “The weather is ____.” or “It is ____.”</p> <p>Special Needs: Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.</p>
Art/Science and Collaborative Connection (optional)	<p>Art/Science: Art/Science: Student will color tree trunk, cut, glue, and decorate their tree with apples or other fruit and leaves. Students can paint/color the fruit. Students can draw the seasonal weather (sunny) above their tree. Save students’ trees for student book in lesson 10.</p>	
Lesson Reflection with the Students	<p>Big Idea: El clima entre cada estación puede ser predecible.</p> <p>Essential Questions:</p> <ul style="list-style-type: none">• ¿Cómo afecta el clima en nuestras vidas diariamente?• ¿ Por qué observamos el clima?• ¿ Cómo cambia el clima con el tiempo?	
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

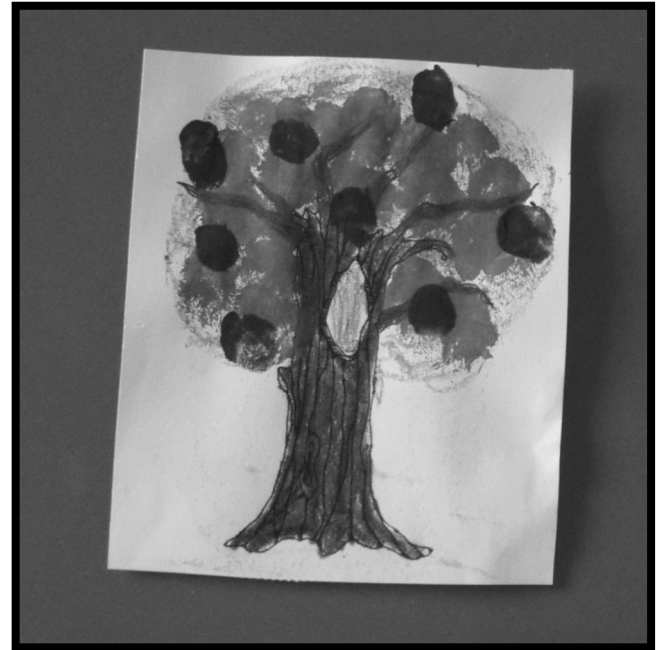
Student Book



Be sure to add seasonal weather (sunny), add “fluffy leaves to the tree, sun, add ice cream to her hand.

Samples of optional guided and independent drawing and art lesson are also included.

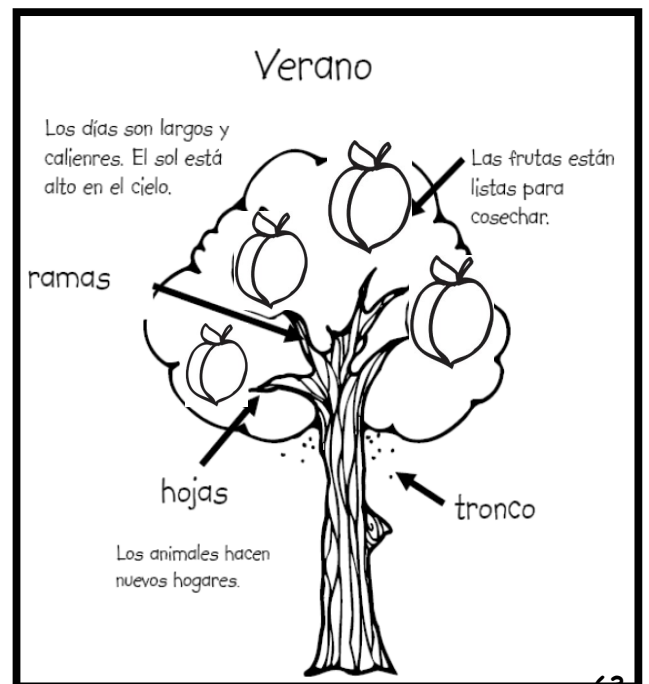
Student Tree



Guided Drawing






Pictorial



SAUSD Common Core Lesson Planner SP

Common Core Unit (Unit 4 in OCR)	Kindergarten Lesson # 8	Time/Period: 75 min. Course: Language Arts Date: _____
Content CCSS	<p>RI.1 Ask/answer questions RI.2. Main topic and key details RI.3. Connections b/w individuals/events/information RI.4. Ask/answer questions -unknown words RI.7. Relationship b/w illustrations and text RI.8. Identify reasons that support points in text RI.10. Group reading activities a. Prior knowledge b. Make predictions</p> <p>RF 1. Organization and features of print. a. Follow words b. Spoken words = written language c. spaces b/w words d. name all upper /lowercase 2 Phonemes a. rhyming words b. segment syllables c. segment onsets and rimes d. isolate phonemes f. blend 2-3 phonemes . 3 Phonics and word analysis skills to decode a. one-to-one letter-sound correspondences c. High-frequency words d. Distinguish b/w similarly spelled words</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p>W.1 Drawing, dictating, and writing -Opinion W.2 Drawing, dictating, and writing -Inform/ explain W.3 Drawing, dictating, and writing -Narrative W.5 Production and Distribution of Writing (Adding Details) W. 8 Recall information</p> <p>SL.1. Participate in collaborative conversations a. Follow discussion rules b. Multiple exchanges SL.2. Ask & answer key ideas/details a. 1- 2-step oral directions; SL.3. Ask/answer questions for help/inform; SL.4. Describe people, places, things, events; SL.5. Add drawings/visuals to descriptions SL.6. Speak audibly to express ideas</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p><u>Science</u> K.3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. K.4.c Describe the relative position of objects by using one reference (e.g., above or below). K.4.e. Communicate observations orally and through drawings.</p>	
Materials/ Resources/ Lesson Preparation	<p>Green: Morning Message (chart paper, markers); OCR U.4 TE (Green Section) TE 156-161 Red: "El Hokey Pokey de las Estaciones" Song (Lesson 6A); _Investigando las estaciones PowerPoint; "Investigando las estaciones" interactive student book; Student trees; paint, tissue paper, and/or crayons. Blue: Paper and pencils or whiteboards and markers for students, guided drawing sample ; Weather Log</p>	
Objectives	<p>Content:</p> <p>Green: Students will identify sensory words and context clues. Students will: rhyme, oral-blend, listen for consonants identify and know /o/ and "o". Red: Students practice reading sight words and sensory words with fluency. Students will learn information about fall. Blue: Students will show character and setting details. Students will identify and record the weather.</p>	<p>Language:</p> <p>Green: Students will read and interact with the Morning Message. Students will listen and participate in whole group activities. Red: Students will read, draw, and write in the emergent reader. Students will gather information from pictorial and art project. Blue: Students will draw a picture. Students will observe, draw, write and graph the daily weather.</p>
Depth of Knowledge Level	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking</p>	
College and Career Ready Skills	<p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input type="checkbox"/> Coming to understand other perspectives and cultures</p>	

Common Core Literacy Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts	
		<input checked="" type="checkbox"/> Reading and writing grounded from text	
		<input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		otoño, crujen	“recién cortadas”
	STUDENTS FIGURE OUT THE MEANING	coloridas	“el viento mueve nuestro cabello”
Pre-teaching Considerations		<ul style="list-style-type: none">Students must have worked in Elbow Groups and with a partner. Review rules and responsibilities of working in groups. Review Elbow Group roles (materials, reporter, captain, and editor).	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
CCSS Foundational Standards and Morning Message	Morning Message – Focuses on sensory words and finding informational <u>evidence from text</u> <ul style="list-style-type: none">Review Content / Learning Objective.Write the following on chart paper or on the board:<div>La playa arenosa es rasposa y caliente. La agua del océano es fresca. Es el verano.</div>Read each sentence with students and have students interact with the message by having them draw a box around the sensory words (playa arenosa, rasposa, caliente, fresca).Depending on class ability/focus level continue and have students talk to their Elbow Partner to identify the capital letter at the beginning of the sentence, sight words and punctuation marks. (Suggestion: Circle the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)Review Detectivos de las pistas. Ask students what information the morning message gave to show it was summer.Take out a magnifying glass and tell students that they are now going to be Detectivos de las pistas. Students will use the magnifying glass to point out the context-clues that can tell them about the season being referenced.Have students circle the words that provide evidence to support the main idea/ theme summer in the Morning Message (playa arenosa; caliente; océano).Have students turn to a partner and take turns discussing their answers including why? Model answering and extending answers as needed.Chose two students to share their answers, and why. Ask if anyone disagrees with these students’ answers, and why? Accept all answers.Praise students for being excellent Detectivos de las pistas, and coming up with the context clues in the sentences analytically.		
	Foundational Skills (Green Section) Teachers may continue with the OCR Green Section they are currently working on, or use the following: OCR The Wind, Teacher’s Edition (T), Unit 4, Lesson 8, pp. 156-161 (Remember to review content/language objectives.) <ul style="list-style-type: none">T156- Choose one or both Warming Up activities		

	<ul style="list-style-type: none"> • T157- Oral blending and Listening for initial & final consonants • T158- The Sound of Oo • T158- Listening for Oo • T158-159- Linking the Sound to the Letter 	
Lesson Opening	<p>Building Background Knowledge: View video clip on fall. Students watch and listen to the fall video as an introduction for the day's focus season (2:28). http://app.discoveryeducation.com/search?Ntt=weather+and+seasons&N=18340</p> <p>1. Intro into the video: Purpose: Say: <i>Ayer aprendimos acerca de verano. (a revisar el mapa de árbol) El video de hoy va hablar sobre la próxima estación. Usen sus ojos y sus oídos para aprender de la próxima estación. ¿Qué crees que va a ser? (Otoño – Ahora ellos van a oír una nueva palabra, “Otoño”)</i></p> <p>2. Now show the “Fall” video section. Ask: : ¿Qué resultados, cosas que vieron u oyeron, podemos añadir a nuestro mapa de árbol? (Students share with partners) and teacher adds their findings to the tree map.</p> <p>Sing “El Hokey Pokey de las Estaciones” song to the students (available in Powerpoint). Add motions to the words when applicable – get the students MOVING!</p>	<p>Differentiated Instruction:</p> <p>English Learners: I see _____. He/She has _____. The _____ is _____. I think that _____ because _____. The text is about _____. Special Needs: Point to details in the picture. Accelerated Learners: What do you think is the most important idea on this page? How do you know? Give me three examples from the illustrations that tell me why you think the text is about _____.</p>
Body of Lesson: Activities Tasks/ Strategies/Technology Questioning/Engagement/Writing/Checking for Understanding	<p>Big Book/PowerPoint: Investigando las estaciones: Have “Investigating the Seasons” note-taking booklets ready to pass out to students. Powerpoint “Investigating the Seasons” will be displayed.</p> <p>Reading the text - gathering details about the seasons</p> <p>Part 3: FALL</p> <p>1. Dile a los estudiantes que ahora ellos van a estar investigando Fotografías y palabras. Ellos van a estar escuchando con cuidado a detalles y tomando notas através de dibujo. Pass out booklets again, pencils and something hard to write on (whiteboard, etc.)</p> <p>Read pp. slide 8-9 slowly as students listen for fall details.</p> <p>Student Book- Students listen for details as the teacher reads. They add the details into their book (las coloridas hojas, calabazas, manzanas, nueces, el viento que mueve nuestro cabello, el pastel de calabaza). Students write either “Otoño” or “Es el otoño.” on the lines provided.</p> <p>Ask: ¿Qué detalles debemos de añadir a el muchacho –¿Qué le falta? ¿Por qué? (un suéter – tal vez un rastrillo en su mano) – you can also refer back to the hokey pokey song – suéter)</p>	  

Writing	<p>Weather Log: Sing “La canción del clima” (Lesson 1C). (Tune: Row, Row, Row your Boat) Students will chant /sing the song before observing the weather.</p> <p>Clima, clima, clima de hoy, No puedo esperar para verte. Soleado, lluvioso, ventoso, nublado. ¿Cómo estará hoy?</p> <p>Students will act as meteorologists observing and recording the daily weather. Students will draw the weather, circle the word that names the weather and may write a simple sentence with support (sentence frame, sound spelling cards) describing their daily observation. Students will then record the daily weather on a bar graph in their log.</p> <p>After completing log, students will discuss with a partner the weather results for the week. (How many sunny days?, How many windy day?, etc... Which weather condition has more?, has less?)</p>	<p>Differentiated Instruction: Advanced Learners: Write longer sentence independently.</p> <p>English Learners: Model sentence for students. Students repeat sentence orally as they draw. They may write key vocabulary such as “Sunny”. If capable assist students in writing a sentence. May offer an LP such as: “The weather is____.” or “It is____.”</p> <p>Special Needs: Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.</p>
Lesson Reflection with the Students	<p>Big Idea: El clima entre cada estación puede ser predecible.</p> <p>Essential Questions:</p> <ul style="list-style-type: none">• ¿Cómo afecta el clima en nuestras vidas diariamente?• ¿ Por qué observamos el clima?• ¿ Cómo cambia el clima con el tiempo?	
Art/Science and Collaborative Connection (optional)	<p>Art/Science: In power elbow groups, students will color tree trunk, cut, glue, and decorate their tree with colored leaves. Students can use 1/2 inch square papers and twist on the eraser side of a pencil and glue to tree. Leaves can also be drawn/painted. Have students draw in the weather (wind) around their tree. Keep trees for sharing in lesson 10.</p>	
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

Student Book



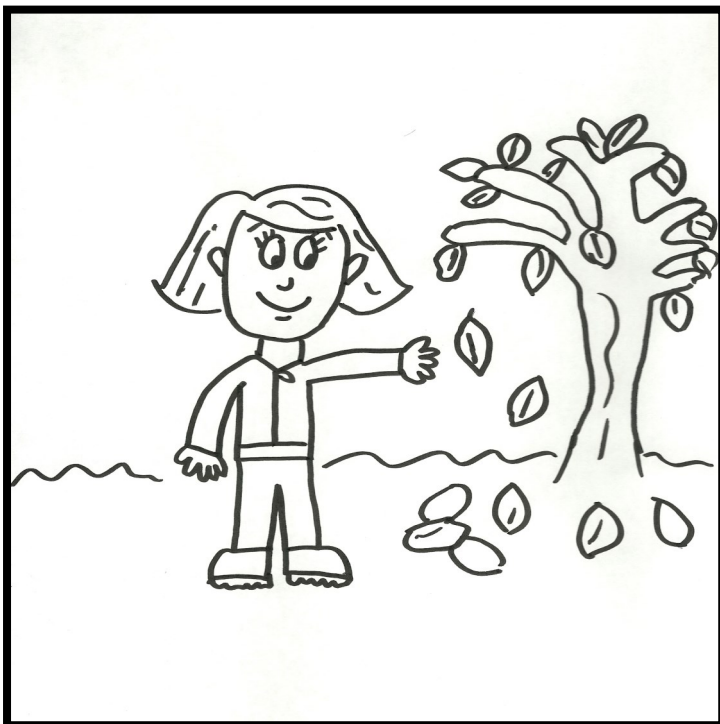
Be sure to add seasonal weather: rain, clouds, add colored leaves to the tree, and a rake to his hand.

Student Tree

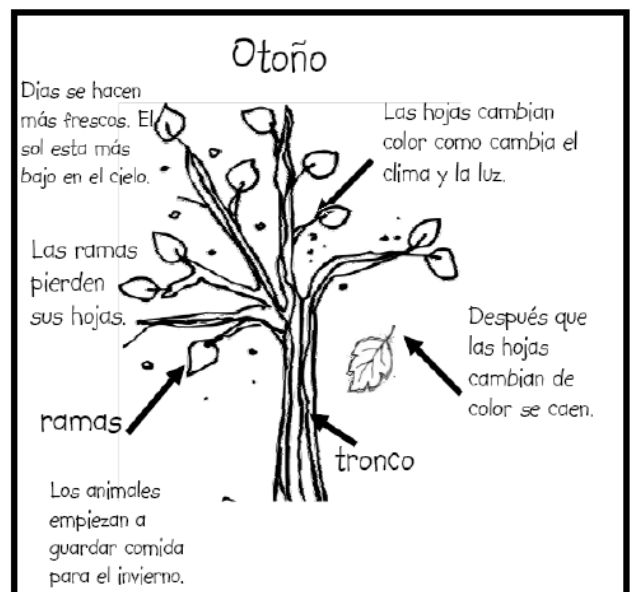


Samples of optional guided or independent drawing and art lesson are also included.

Independent Drawing





Pictorial




SAUSD Common Core Lesson Planner SP

Common Core Unit (Unit 4 in OCR)	Kindergarten Lesson # 9	Time/Period: 75 min. Course: Language Arts Date: _____	
Common Core and Content Standards	<p>RI.1 Ask/answer questions RI.2. Main topic and key details RI.3. Connections b/w individuals/events/information RI.4. Ask/answer questions -unknown words RI.7. Relationship b/w illustrations and text RI.8. Identify reasons that support points in text RI.10. Group reading activities a. Prior knowledge b. Make predictions</p> <p>RF 1. Organization and features of print. a. Follow words b. Spoken words = written language c. spaces b/w words d. name all upper /lowercase 2 Phonemes a. rhyming words b. segment syllables c. segment onsets and rimes d. isolate phonemes f. blend 2-3 phonemes . 3 Phonics and word analysis skills to decode a. one-to-one letter-sound correspondences c. High-frequency words d. Distinguish b/w similarly spelled words</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p>W.1 Drawing, dictating, and writing -Opinion W.2 Drawing, dictating, and writing -Inform/ explain W.3 Drawing, dictating, and writing -Narrative W.5 Production and Distribution of Writing (Adding Details) W. 8 Recall information</p> <p>SL.1. Participate in collaborative conversations a. Follow discussion rules b. Multiple exchanges SL.2. Ask & answer key ideas/details a. 1- 2-step oral directions; SL.3. Ask/answer questions for help/inform; SL.4. Describe people, places, things, events; SL.5. Add drawings/visuals to descriptions SL.6. Speak audibly to express ideas</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p><u>Science</u> K.3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. K.4.c Describe the relative position of objects by using one reference (e.g., above or below). K.4.e. Communicate observations orally and through drawings.</p>		
Materials/ Resources/ Lesson Preparation	<p>Green: Morning Message (chart paper, markers); OCR U.4 TE (Green Section) TE 170-173 Red: "El Hokey Pokey de las Estaciones" Song (Lesson 6A); <u>Las cuatro estaciones</u> Emergent Reader Student trees; paint, cotton, and/or crayons. Blue: Paper and pencils or whiteboards and markers for students, guided drawing sample; Weather Log</p>		
Objectives	<p>Content:</p> <p>Green: Students will identify sensory words and context clues. Students will: rhyme, oral blend, listen for initial consonants, and identify /u/ and "u". Red: Students will learn information about winter. Students practice reading sight words and sensory words with fluency. Blue: Students will show character and setting details. Students will identify and record the weather.</p>	<p>Language:</p> <p>Green: Students will read and interact with the Morning Message. Students will listen and participate in whole group activities.</p> <p>Red: Students will gather information from pictorial and art project. Students will read, draw, and write in the emergent reader. Blue: Students will draw a picture. Students will observe, draw, write and graph the daily weather.</p>	
Depth of Knowledge Level	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking</p>		
College and Career Ready Skills	<p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input type="checkbox"/> Coming to understand other perspectives and cultures</p>		

Common Core Literacy Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts	
		<input checked="" type="checkbox"/> Reading and writing grounded from text	
		<input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		Investigacion	“mordisquea nuestra nariz,” el crepitar “los copos de nieve a nuestro alrededor”
	STUDENTS FIGURE OUT THE MEANING	descubiertos,copos de nieve	
Pre-teaching Considerations		<ul style="list-style-type: none">Students must have worked in Elbow Groups and with a partner. Review rules and responsibilities of working in groups. Review Elbow Group roles (materials, reporter, captain, and editor).	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
CCSS Foundational Standards and Morning Message		<p>Morning Message – Focuses on sensory words and finding informational evidence from text.</p> <ul style="list-style-type: none">Review Content / Learning Objective.Write the following on chart paper or on the board: <p style="text-align: center;">Yo piso las hojas crujientes. Las hojas son de colores rojas, anaranjadas, amarillas y café. Es otoño.</p> <ul style="list-style-type: none">Review sensory words with students as needed.Read each sentence with students and have students interact with the message by having them draw a box around the sensory words (crujientes, rojas, anaranjadas, amarillas and café).Depending on class ability/focus level continue and have students talk to their Elbow Partner to identify the capital letter at the beginning of the sentence, sight words and punctuation marks. (Suggestion: Circle the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)Review Detectivos de las pistas. Ask students what information the morning message gave to show it was fallTake out a magnifying glass and tell students that they are now going to be Detectivos de las pistas. Students will use the magnifying glass to point out the context-clues that can tell them about the season being referenced.Have students circle the words that provide evidence to support the main idea/ theme fall in the Morning Message (hojas crujientes; rojas; anaranjadas; amarillas; and café).Have students turn to a partner and take turns discussing their answers including why? Model answering and extending answers as needed.Chose two students to share their answers, and why. Ask if anyone disagrees with these students’ answers, and why? Accept all answers.Praise students for being excellent Detectivos de las pistas, and coming up with the context clues in the sentences analytically. <p>Foundational Skills (Green Section) Teachers may continue with the OCR Green Section they are currently working on, or use the following:</p> <p>OCR The Wind. Teacher’s Edition (T). Unit 4. Lesson 9. pp. 170-173</p>	

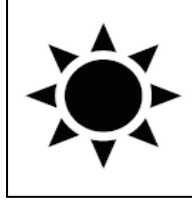
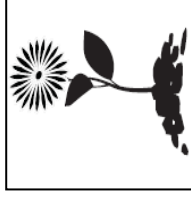
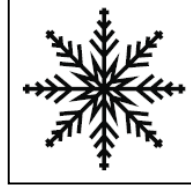
	<p>(Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> • T170- Choose one or both Warming Up activities • T171- Oral blending and listening for initial consonant sounds • T172- The Sounds Uu. • T172- Listening for initial u • T172-173- Linking the Sound to the Letter 	
Prepare the Learner	<p>Building Background Knowledge: View video clip on winter. Students watch and listen to the winter video as an introduction for the day's focus season.</p> <p>http://app.discoveryeducation.com/search?Ntt=weather+and+seasons&N=18340</p> <p>Today you will show the section "winter" (2:28). Not in Spanish – continue with translation or showing in English.</p> <p>1. <u>Intro into the video:</u> Purpose:</p> <p>Say: <i>Ayer aprendimos del Otoño, también se nombra ____ ?.</i> (review the tree map) <i>El video de hoy va hablar de la próxima estación.</i></p> <p><i>Usen sus ojos y sus oídos para aprender de la próxima estación. ¿Qué crees que va a ser? ("Invierno")</i></p> <p>2. Now show the "Winter" video section. Ask: <i>¿Qué resultados, cosas que vieron u oyeron, podemos añadir a nuestro mapa de árbol? (Students share with partners) and teacher adds their findings to the tree map.</i></p> <p>Sing "El Hokey Pokey de las Estaciones" song to the students (available in Powerpoint). Add motions to the words when applicable – get the students MOVING!</p>	<p>Differentiated Instruction</p> <p>English Learners: Yo miro _____. Él /Ella tiene _____. El _____ es _____. Yo pienso que _____ porque _____. El texto es sobre _____.</p> <p>Special Needs: Point to details in the picture.</p> <p>Accelerated Learners: ¿Qué piensan que es el detalle más importante en esta página? ¿Cómo saben?</p> <p>Give me three examples from the illustrations that tell me why you think the text is about ____.</p>
Interact with text/concept	<p>Big Book/PowerPoint: Investigating the Seasons: Have "Investigating the Seasons" note-taking booklets ready to pass out to students. Powerpoint "Investigating the Seasons" will be displayed.</p> <p>Reading the text - gathering details about the seasons</p> <p>Part 4: invierno</p> <p>1. Dile a los estudiantes que ahora ellos van a estar investigando Fotografías y palabras. Ellos van a estar escuchando con cuidado a detalles y tomando notas através de dibujo . Pass out booklets again, pencils and something hard to write on (whiteboard, etc.)</p> <p>Read pp. slide 10-11 slowly as students listen for winter details.</p> <p>Student Book- Students listen for details as the teacher reads. They add the details into their book (árboles descubiertos –no haga nada o puede añadir copos de nieve, caluroso fuego, copos de nieve).</p> <p>Students write either "Invierno" or "Es el invierno." on the lines provided.</p> <p>Ask: ¿Qué detalles debemos de añadirle a la muchacha – qué le falta? ¿Por qué? (manoplas, sombrero tejido, chocolate caliente en la taza en sus manos) – you can also refer back to "El Hokey Pokey de las Estaciones" – manoplas)</p>	 

Extending Understanding Writing	Weather Log – Observing and Recording Sing “La canción del clima” (Lesson 1C). (Tune: Row, Row, Row your Boat) Students will chant /sing the song before observing the weather. <div>Clima, clima, clima de hoy, No puedo esperar para verte. Soleado, lluvioso, ventoso, nublado. ¿Cómo estará hoy?</div> Students will act as meteorologists observing and recording the daily weather. Students will draw the weather, circle the word that names the weather and may write a simple sentence with support (sentence frame, sound spelling cards) describing their daily observation. Students will then record the daily weather on a bar graph in their log. After completing log, students will discuss with a partner the weather results for the week. (How many sunny days?, How many windy day?, etc... Which weather condition has more?, has less?)	 Differentiated Instruction: Advanced Learners: Write longer sentence independently. English Learners: Model sentence for students. Students repeat sentence orally as they draw. They may write key vocabulary such as “snowy”. If capable assist students in writing a sentence. May offer an LP such as: “The weather is ____.” or “It is ____.” Special Needs: Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Snowy”.
	Lesson Reflection with the Students Big Idea: El clima entre cada estación puede ser predecible. Essential Questions: <ul style="list-style-type: none">• ¿Cómo afecta el clima en nuestras vidas diariamente?• ¿ Por qué observamos el clima? ¿ Cómo cambia el clima con el tiempo?	
Art/Science and Collaborative Connection (optional)	Art/Science: Student will color tree trunk, cut, glue, and decorate their tree with snow. Students can paint, color, or glue cotton balls for the snow. Have students draw in the weather (snowflakes) around their tree. Keep student trees for the book students will make in Lesson 10	
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

Las

4

estaciones



Leído por: _____

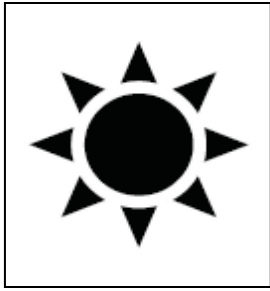
Mi estación favorita.



1



2



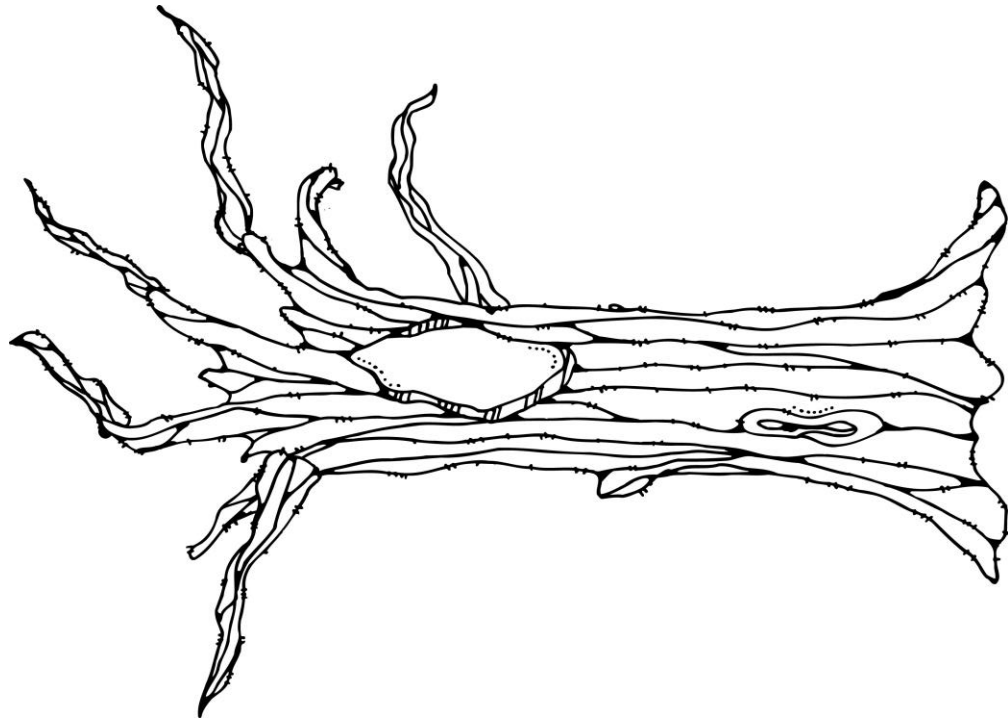
3



4

Hay cuatro estaciones.

1



Mi árbol no tiene
hojas.

10

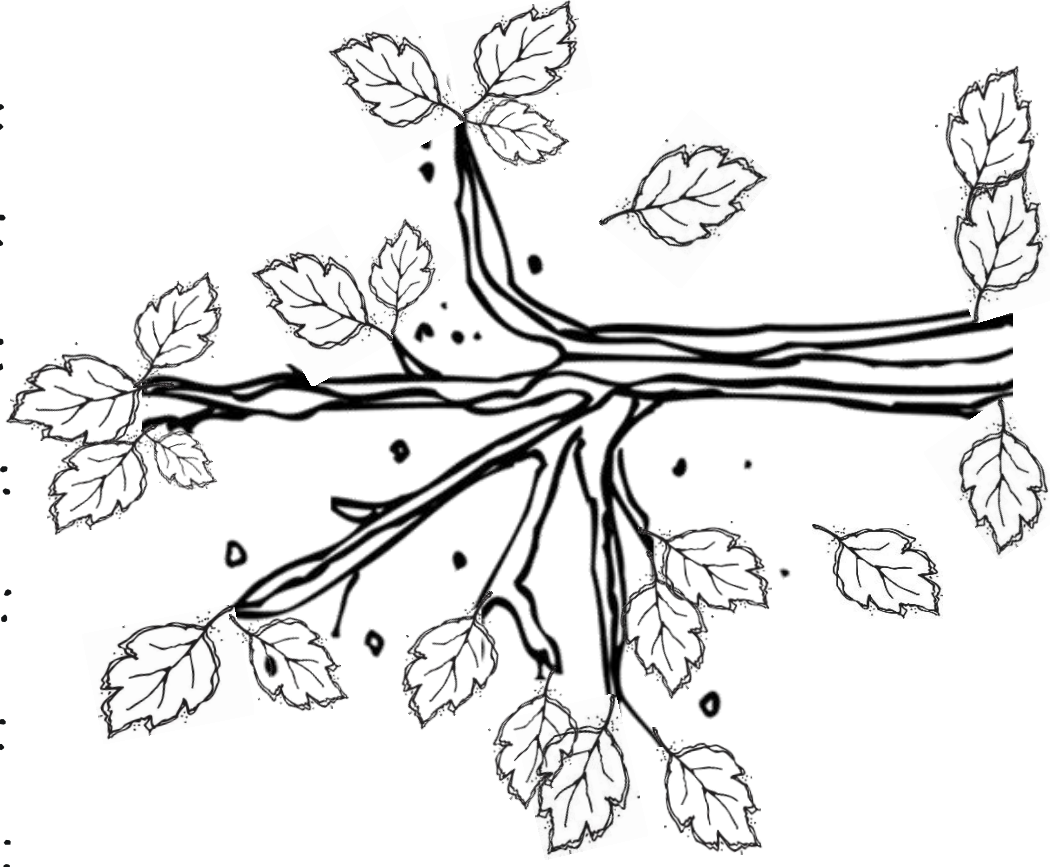
Es el invierno.



Primavera, verano,
otoño, y invierno. 2



Es la primavera.

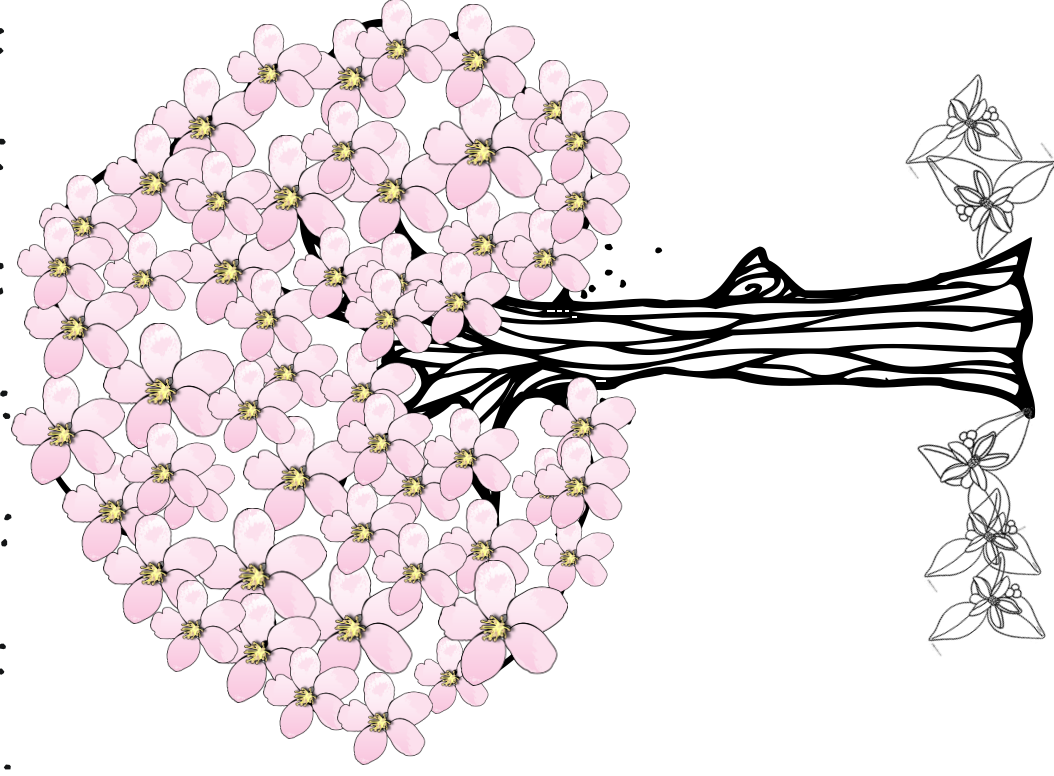


Mi árbol tiene
hojas que se caen. 8



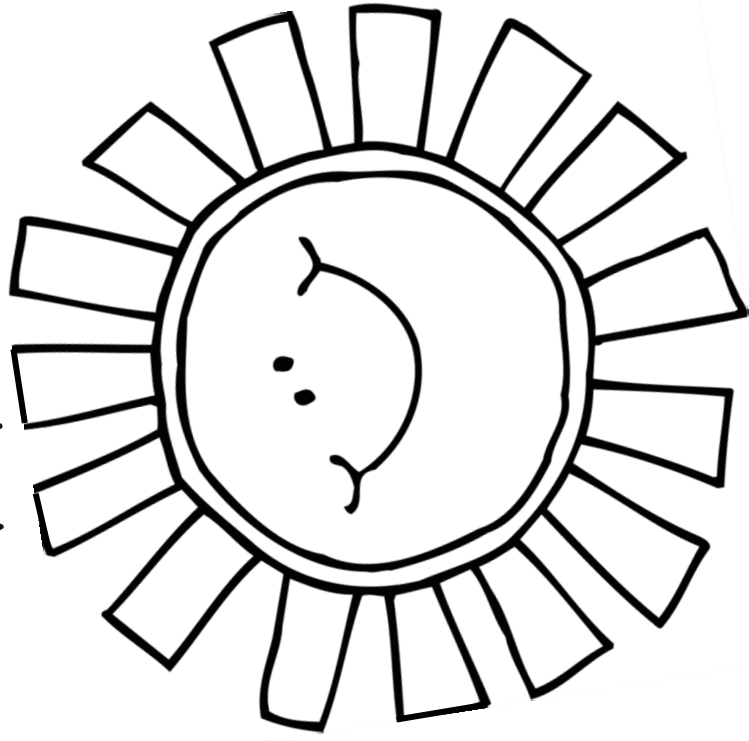
Es el otoño.

7



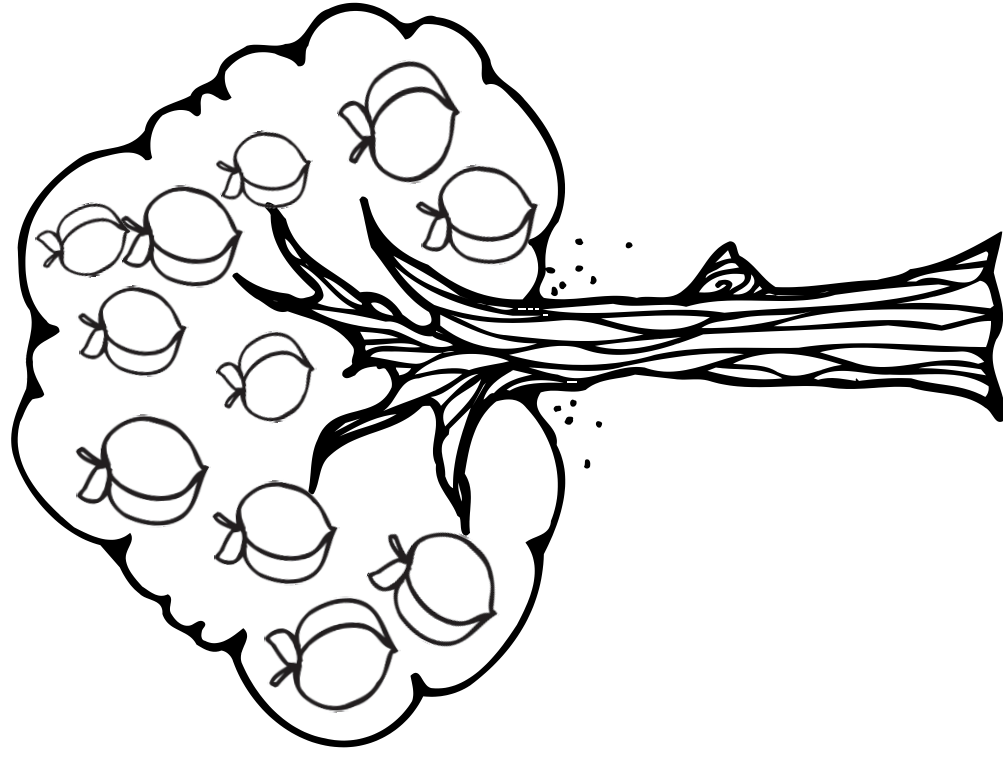
Mi árbol tiene
flores.

4



Es el verano.

5



Mi árbol tiene
fruta.

6

Student Book



Be sure to add seasonal weather: snow, clouds, add a little snow to the tree, place mittens on the hands.

Samples of optional independent drawing and art lesson are also included.

Optional Art Lesson



Independent Drawing




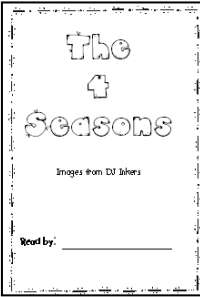
Pictorial




SAUSD Common Core Lesson Planner SP

Common Core Unit (Unit 4 in OCR)	Kindergarten Lesson # 10	Time/Period: 75 min. Course: Language Arts Date: _____	
Common Core and Content Standards	<p>RI.1 Ask/answer questions RI.2. Main topic and key details RI.3. Connections b/w individuals/events/information RI.4. Ask/answer questions -unknown words RI.7. Relationship b/w illustrations and text RI.8. Identify reasons that support points in text RI.10. Group reading activities a. Prior knowledge b. Make predictions</p> <p>RF 1. Organization and features of print. a. Follow words b. Spoken words = written language c. spaces b/w words d. name all upper /lowercase 2 Phonemes a. rhyming words b. segment syllables c. segment onsets and rimes d. isolate phonemes f. blend 2-3 phonemes . 3 Phonics and word analysis skills to decode a. one-to-one letter-sound correspondences c. High-frequency words d. Distinguish b/w similarly spelled words</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p>W.1 Drawing, dictating, and writing -Opinion W.2 Drawing, dictating, and writing -Inform/ explain W.3 Drawing, dictating, and writing -Narrative W.5 Production and Distribution of Writing (Adding Details) W. 8 Recall information</p> <p>SL.1. Participate in collaborative conversations a. Follow discussion rules b. Multiple exchanges SL.2. Ask & answer key ideas/details a. 1- 2-step oral directions; SL.3. Ask/answer questions for help/inform; SL.4. Describe people, places, things, events; SL.5. Add drawings/visuals to descriptions SL.6. Speak audibly to express ideas</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p><u>Science</u> K.3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. K.4.c Describe the relative position of objects by using one reference (e.g., above or below). K.4.e. Communicate observations orally and through drawings.</p>		
Materials/ Resources/ Lesson Preparation	<p>Green: Morning Message (chart paper, markers); OCR U.4 TE (Green Section) TE 182-187</p> <p>Red: Song ; construction paper, glue and/or crayons - optional, <u>Four Seasons</u> Emergent Reader, small little pieces of paper for students to write their favorite season (post-its)</p> <p>Blue: Formative assessment paper; guided drawing sample; Weather Log</p>		
Objectives	<p>Content:</p> <p>Green: Students will identify sensory words and context clues. Students will: rhyme, oral-blend, identify and know /u/ and "u".</p> <p>Red: Students will learn information about the seasons. Students practice reading sight words and sensory words with fluency.</p> <p>Blue: Students will show character and setting details. Students will identify and record the weather.</p>	<p>Language:</p> <p>Green: Students will read and interact with the Morning Message. Students will listen and participate in whole group activities.</p> <p>Red: Students will make a book using self created trees.</p> <p>Students will read, draw, and write in the emergent reader.</p> <p>Blue: Students will draw a picture.</p> <p>Students will observe, draw, write and graph the daily weather.</p>	
Depth of Knowledge Level	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept</p> <p><input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking</p>		
College and Career Ready Skills	<p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge</p> <p><input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline</p> <p><input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Valuing evidence</p> <p><input type="checkbox"/> Using technology and digital media strategically and capably</p> <p><input type="checkbox"/> Coming to understand other perspectives and cultures</p>		

Common Core Literacy Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts	
		<input checked="" type="checkbox"/> Reading and writing grounded from text	
		<input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		Review of words – no new words	
	STUDENTS FIGURE OUT THE MEANING		
Pre-teaching Considerations		<ul style="list-style-type: none">Students must have worked in Elbow Groups and with a partner. Review rules and responsibilities of working in groups. Review Elbow Group roles (materials, reporter, captain, and editor).	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
CCSS Foundational Standards and Morning Message		<p>Morning Message – Focuses on sensory words and finding informational evidence from text.</p> <ul style="list-style-type: none">Review Content / Learning Objective.Write the following on chart paper or on the board: La nieve es fría. Mi cara está congelándose. Vemos los árboles sin hojas Es el invierno. <ul style="list-style-type: none">Review sensory words with students as needed.Read each sentence with students and have students interact with the message by having them draw a box around the sensory words (fría, congelándose).Depending on class ability/focus level continue and have students talk to their Elbow Partner to identify the capital letter at the beginning of the sentence, sight words and punctuation marks. (Suggestion: Circle the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)Review Detectivos de las pistas. Ask students what information the morning message gave to show it was winterTake out a magnifying glass and tell students that they are now going to be Detectivos de las pistas. Students will use the magnifying glass to point out the context-clues that can tell them about the season being referenced.Have students circle the words that provide evidence to support the main idea/ theme winter in the Morning Message (nieve; fría; congelándose; árboles sin hojas).Have students turn to a partner and take turns discussing their answers including why? Model answering and extending answers as needed.Chose two students to share their answers, and why. Ask if anyone disagrees with these students’ answers, and why? Accept all answers.Praise students for being excellent Detectivos de las pistas, and coming up with the context clues in the sentences analytically. <p>Foundational Skills (Green Section) Teachers may continue with the OCR Green Section they are currently working on, or use the following: OCR The Wind, Teacher’s Edition (T), Unit 4, Lesson 10, pp. 182-187</p>	

	<p>(Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> T182- Choose one or both Warming Up activities T183- Oral blending (The following words may be used in lieu of the words found in OCR.) Initial Consonants /o/...toño /v/...viento /ho/ ...ja /c/...afé /r/ ...ojo /c/osechar /e/spantapájaro /c/alabaza /r/astrillo camp.../o/ T184- The Sounds of Uu T167- Listening for initial and final /u/ T185- Linking the Sound to the Letter T186-Decodable Book 15: Mi unicornio 	
Lesson Opening	<p>Prior Knowledge, Context, and Motivation: Sing “El Hokey Pokey de las Estaciones” song (Lesson 6A).</p>	 <p>Differentiated Instruction</p> <p>English Learners: Yo miro _____. Él/Ella tiene _____. El _____ es _____. Yo pienso que _____ porque _____. El texto es sobre _____.</p> <p>Special Needs: Point to details in the pictures.</p> <p>Accelerated Learners: ¿Qué piensan que es el detalle más importante en esta página? ¿Cómo saben? Dame tres ejemplos de la ilustración que me dice por qué piensas que el texto es sobre_____.</p>
<p>Body of Lesson:</p> <p>Activities Tasks/ Strategies/Technology Questioning/Engagement/Writing/Checking for Understanding</p>	<p>Shared Little Reader- <u>Las cuatro estaciones</u> Suggestions: Read whole group; read chorally two times. Chorally, divide class into two groups. Group A chants the text on the left hand side (Lo es ____.) and Group B chants the text on the right hand side (El árbol _____); or small group.</p> <p>Four Corners Now it is time for each student to decide his/her favorite season. Distribute the small piece of paper or post-it. Have students secretly write their favorite season on the paper. Cut the tree map up and place each section on a corner of the carpet or room. Students will go to the corner of their favorite season. The students will make a circle in their corner and take turns telling why the season is their favorite: Me gusta _____ porque_____. O Mi favorito estación es _____ porque_____. For a conclusion, have one student from each group share out something that someone in their group said.</p>	

Writing	<p>Formative Assessment: Independent Drawing- Students independently draw a self- portrait in their favorite season in their “Investigating the Seasons” booklet. They should include appropriate clothing and details of the season. Prompt students to write a sentence to go with the picture.</p> <p>Weather Log – Observing and Recording</p> <p>Sing “La canción del clima” (Lesson 1C). (Tune: Row, Row, Row your Boat) Students will chant /sing the song before observing the weather.</p> <p style="text-align: center;">Clima, clima, clima de hoy, No puedo esperar para verte. Soleado, lluvioso, ventoso, nublado. ¿Cómo estará hoy?</p> <p>Students will act as meteorologists observing and recording the daily weather. Students will draw the weather, circle the word that names the weather and may write a simple sentence with support (sentence frame, sound spelling cards) describing their daily observation. Students will then record the daily weather on a bar graph in their log.</p> <p>After completing log, students will discuss with a partner the weather results for the week. (How many sunny days?, How many windy day?, etc... Which weather condition has more?, has less?)</p> 	<p>Differentiated Instruction:</p> <p>Advanced Learners: Write longer sentence independently.</p> <p>English Learners: Model sentence for students. Students repeat sentence orally as they draw. They may write key vocabulary such as “Soleado”. If capable assist students in writing a sentence. May offer an LP such as: “El clima es/está ____.” or “Es/está ____.”</p> <p>Special Needs: Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Soleado”.</p>
Lesson Reflection with the Students	<p>Big Idea:</p> <p>El clima entre cada estación puede ser predecible.</p> <p>Essential Questions:</p> <ul style="list-style-type: none">• ¿Cómo afecta el clima en nuestras vidas diariamente?• ¿ Por qué observamos el clima?• ¿ Cómo cambia el clima con el tiempo?	
Art/Science/ Collaborative Connections Optional	<p>Art/Science:</p> <p><u>Group Share:</u> Students can share their tree pictures with a partner. Suggested linguistic patterns: Our tree / season is __. This is our __ tree. Here is our __ tree.</p>	
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

Nombre: _____



Son las estaciones

(tono de "Pop Goes the Weasel")

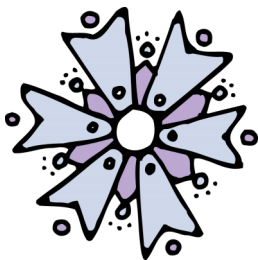
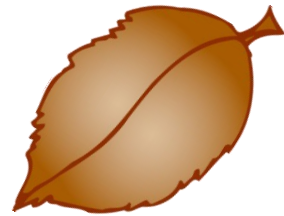
Primero es primavera,
El tiempo es agradable.
Los polluelos nacen.
Las flores florecen.
Son las estaciones.



Sigue el verano,
Zumban las abejas.
Nado en la alberca
Como duraznos que abundan.
Son las estaciones.



Luego es otoño,
Las hojas caen.
Me pongo un suéter.
Recojo hojas y el viento las sopla.
Son las estaciones.



Por último es el invierno,
La nieve cae
Hace frío afuera.
¿Cuál es tu estación favorita?
Son las estaciones.

Kindergarten Common Core Unit Overview: Week 3

Morning Message Daily	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Reading Comprehension and/or Activities Content Connection	<ul style="list-style-type: none"> • "Canción del viento" • Read <u>El viento de las buenas noches</u> with step asides for vocabulary. • T-Chart: Make Predictions: Things the Wind Can Move 	<ul style="list-style-type: none"> • "Canción del viento" • Read <u>El viento de las buenas noches</u> with text dependent questions • Science Experiment: What Can the Wind Move? Confirm Predictions made on T-Chart 	<ul style="list-style-type: none"> • "Canción del viento" • Read <u>El viento de las buenas noches</u> with text dependent questions • Sequence <u>Wind Says</u> 	<ul style="list-style-type: none"> • "Canción del viento" • Readers' Theater, Retell story using character graphics • Optional Shared Reader: <u>El viento de las buenas noches</u> 	<ul style="list-style-type: none"> • "Canción del viento" • Cause/Effect Map • Summative Assessment • Optional Readers' Theater, Retell story using character graphics. • Optional Shared Reader: <u>El viento de las buenas noches</u>
Follow Up Writing Activities	<ul style="list-style-type: none"> • Revisit "La canción del clima" • Meteorologist Logbook 	<ul style="list-style-type: none"> • Revisit "La canción del clima" • Meteorologist Logbook • Meteorologist reports: Share weather reports in Power elbow groups 	<ul style="list-style-type: none"> • Revisit "La canción del clima" • Meteorologist Logbook • Meteorologist reports: Share weather reports in Power elbow groups 	<ul style="list-style-type: none"> • Revisit "La canción del clima" • Record weather in Meteorologist Logbook • Meteorologist reports: Share weather reports in Power elbow groups 	<ul style="list-style-type: none"> • Revisit "La canción del clima" • Meteorologist Logbook • Meteorologist reports: Share weather reports in Power elbow groups
Materials to Prepare or Compile	<ul style="list-style-type: none"> • Chart paper, markers • Action word picture cards • "Canción del viento" • Story: <u>El viento de las buenas noches</u> • The Weather Song • Meteorologist Logbook • T Chart 	<ul style="list-style-type: none"> • Chart paper, markers • Science Experiment Supplies • "Canción del viento" • Story: <u>El viento de las buenas noches</u> • The Weather Song • Meteorologist Logbook • T Chart 	<ul style="list-style-type: none"> • Chart paper, markers • "Canción del viento" • Story: <u>El viento de las buenas noches</u> • <u>El viento de las buenas noches</u> flow map pictures • The Weather Song • Meteorologist Logbook 	<ul style="list-style-type: none"> • Chart paper, markers • "Canción del viento" • Readers Theater character graphics on headbands or necklaces • Shared Reader: <u>El viento de las buenas noches</u> • The Weather Song • Meteorologist Logbook 	<ul style="list-style-type: none"> • Chart paper, markers • Readers' Theater character graphics • "Canción del viento" • Emergent Reader: Story: <u>El viento de las buenas noches</u> • Summative assessment tree map and pictures • The Weather Song • Meteorologist Logbook

Nombre _____ Coneccción de casa: Viento

Semana tres Haga un experimento en casa.
Pregunte si el viento puede soplar estos artículos.

El viento sopló mi _____.



lapiz



papel



pelo



hojas



nuves



algodon



Si no







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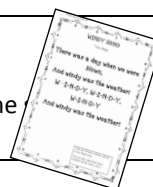
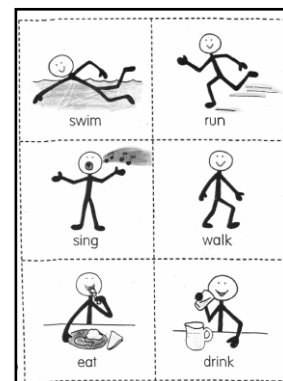
El viento puede soplar nuves?

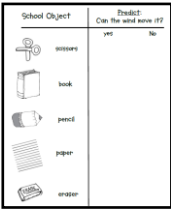
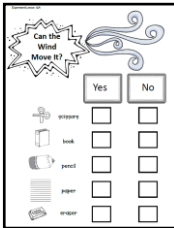

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El viento puede soplar hojas?

Common Core Unit (Unit 4 in OCR)	Kindergarten Lesson #11	Time/Period: 75 min. Course: Language Arts Date: _____
Common Core and Content Standards	<p>K.RL.2 With prompting and support, retell familiar stories, including key details. K.RL.3 With prompting and support, identify characters, setting and major events in a story. K.RL.5 Recognize common types of texts. K.RL.7. Relationship b/w illustrations and story K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. K.RL.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RF 1. Organization and features of print. a. Follow words b. Spoken words = written language c. spaces b/w words d. name all upper /lowercase 2 Phonemes a. rhyming words b. segment syllables c. segment onsets and rimes d. isolate phonemes f. blend 2-3 phonemes . 3 Phonics and word analysis skills to decode a. one-to-one letter-sound correspondences c. High-frequency words d. Distinguish b/w similarly spelled words</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p>W.1 Drawing, dictating, and writing -Opinion W.2 Drawing, dictating, and writing -Inform/ explain W.5 Production and Distribution of Writing (Adding Details) W. 8 Recall information</p> <p>SL.1. Participate in collaborative conversations a. Follow discussion rules b. Multiple exchanges SL.2. Ask & answer key ideas/details a. 1- 2-step oral directions; SL.3. Ask/answer questions for help/inform; SL.4. Describe people, places, things, events; SL.5. Add drawings/visuals to descriptions SL.6. Speak audibly to express ideas</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p><u>Science</u> K.3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. K.4.c Describe the relative position of objects by using one reference (e.g., above or below). K.4.e. Communicate observations orally and through drawings.</p>	
Materials/ Resources/ Lesson Preparation	<p>Green: Cut action picture cards for charades game (one set for whole group or one set per elbow group for collaborative groups); OCR The Wind, Teacher's Edition (T), Lesson 11, pp. 204-207 Red: "La canción del viento" song (11B); <u>El viento de las buenas noches</u> /Power Point; Teacher Prediction Chart Blue: Weather Log</p>	
Objectives	<p>Content: Green: Students will identify action words. Students will: rhyme, oral-blend, identify long vowel sounds, and know /m/ and "m". Red: Students will discuss story, <u>El viento de las buenas noches</u> by Katy Rydell. Students will predict objects that can be moved by wind. Blue: Students will listen and answer questions citing evidence from the text and illustrations in a whole group and with partners.</p>	<p>Language: Green: Students will play charades and write an interactive Morning Message. Students will listen and participate in whole group activities. Red: Students will listen and answer questions citing evidence from the text and illustrations in a whole group and with partners. Students will participate in creating a class circle map. Blue: Students will observe, draw, write, and orally describe the daily weather.</p>
Depth of Knowledge Level	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking</p>	
College and Career Ready Skills	<p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably</p>	

Common Core Literacy Shifts		<input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts	
		<input checked="" type="checkbox"/> Reading and writing grounded from text	
		<input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING		
		tamborileaban, compás, tañer, vaivén, resplandor, cabriolas, ráfaga,	bruma, melodía, faldones, pradera, aleteaban, sumergida,
		rama, vueltas, brillando, susurraba, desplegada, descargó, tibia	rozaba, brotaba, acurrucó, mansa, garganta
Pre-teaching Considerations		• Students must have worked in Elbow Groups and with a partner. Review rules and responsibilities of working in groups. Review Elbow Group roles (materials, reporter, captain, and editor).	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
CCSS Foundational Standards and Morning Message		<div>Morning Message – Focuses on action words.<ul style="list-style-type: none">Review Content / Learning Objective.Introduce action words by playing charades with students.Play charades whole group. You may make multiples sets of picture cards (Lesson 11A) and have students play in Power Elbow Groups (collaborative groups).Use the following Linguistic Patterns: I __ in the snow. Yo __ en la nieve. I __ in the pool. Yo __ en la alberca. I __ in the grass. Yo __ en el césped. I __ on the playground. Yo __ en el patio(campo) de recreo. I __ at the table. Yo __ en la mesa</div> <div><div> swim</div><div> run</div><div> sing</div><div> walk</div><div> eat</div><div> drink</div></div>	
		<div>Foundational Skills (Green Section) Teachers may continue with the OCR Green Section they are currently working on, or use the following: OCR The Wind, Teacher’s Edition (T), Unit 4, Lesson 11, pp. 204-207 (Remember to review content/language objectives.)<ul style="list-style-type: none">T204- Choose one or both Warming Up activitiesT207- Oral blending- initial consonantsT206- The Sounds of MmT206- Listening for /m/T207- Linking the Sound to the Letter</div>	
Lesson Opening	Prior Knowledge, Context, and Motivation: Introduce “La canción del viento” song (Lesson 11B) to the		Differentiated Instruction English Learners: El viento ____. El viento puede ____.



Body of Lesson: Text & Task	<p>OCR Big Book (also powerpoint) 1st Read <u>El viento de las buenas noches</u> in whole group with step asides as needed for vocabulary (see academic vocabulary).</p> <p>Science Prediction with T-Chart Students will predict: <i>¿Lo puede mover el viento?</i></p> <p>1. Draw a T-chart or use the one provided – make it big. Students will have their own “<i>¿Lo puede mover el viento?</i>” paper.</p> <p>2. Hold up the first object. Say: <i>Muchachos y Muchachas miran las tijeras.</i>,. (teacher holds up a real pair of scissors) <i>¿Piensan que el viento puede mover estas Tijeras? Habla con tu pareja y decide. Con un crayón rojo, marca su predicción</i></p> <p>3. Students will predict on their own. Continue in this manner with all objects on list. Tell children that tomorrow they will see if their predictions are right or wrong.</p>	 	<p>El viento no puede ____.</p> <p>Yo pienso que el viento ____.</p> <p>Yo predigo que el viento puede/ no puede ____.</p> <p>Yo predigo ____ porque ____.</p> <p>Students Who Need Additional Support: Add motor images to the vocabulary words to help students identify them.</p> <p>Accelerated Learners: Encourage students to use context clues to identify word meanings in the story. Ask students to explain the rational for their predictions on the circle map.</p>
	<p>Extending the Learning: Observing and Writing</p>	<p>Weather Log – Observing and Recording Sing “La canción del clima” (Lesson 1C). (Tune: Row, Row, Row your Boat) Students will chant /sing the song before observing the weather.</p> <p>Clima, clima, clima de hoy, No puedo esperar para verte. Soleado, lluvioso, ventoso, nublado. ¿Cómo estará hoy?</p> <p>Students will act as meteorologists observing and recording the daily weather. Students will draw the weather, circle the word that names the weather and may write a simple sentence with support (sentence frame, sound spelling cards) describing their daily observation. Students will then record the daily weather on a bar graph in their log.</p> <p>Students will work in Power Elbow Groups to report the weather. Provide students chart paper, markers etc. So they can make a poster and report weather. Switch individual roles throughout the week so everyone gets an opportunity to speak.</p>	
<p>Lesson Reflection with the Students</p>	<p>Big Idea: El clima entre cada estación puede ser predecible.</p> <p>Essential Questions:</p> <ul style="list-style-type: none">• ¿Cómo afecta el clima en nuestras vidas diariamente?• ¿ Por qué observamos el clima?• ¿ Cómo cambia el clima con el tiempo?		
<p>Lesson Reflection</p>			
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>			



nadar



correr



cantar



caminar



comer



tomar



pararse



bailar



volar



columpiar



esconder



brincar

El Clima Estaba Ventoso

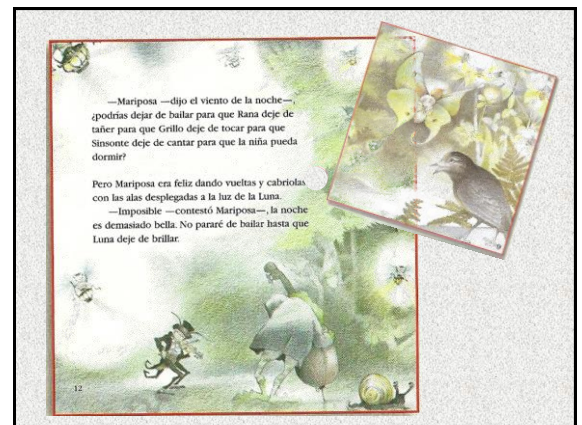
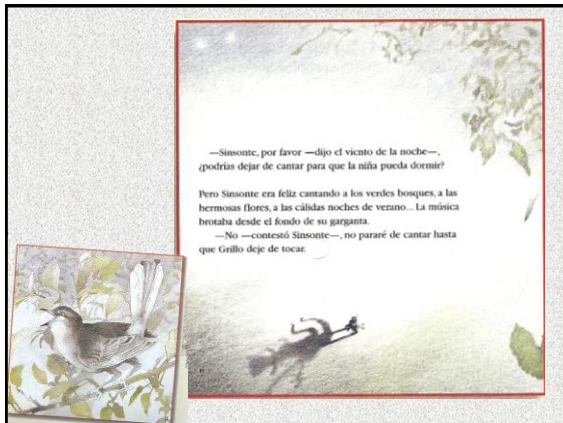
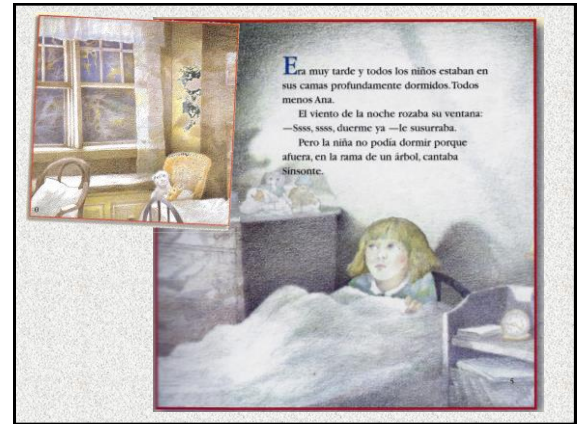
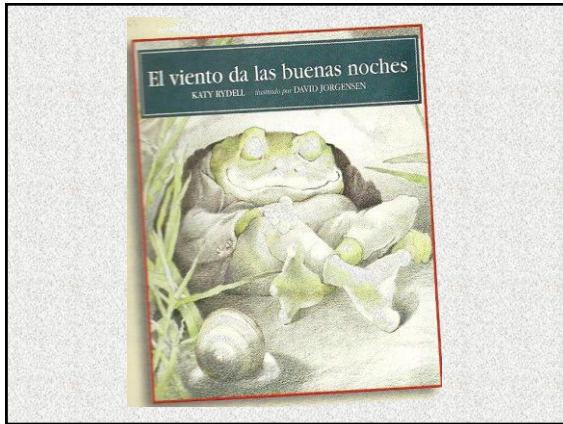
Hubo un día cuando nos voló el viento

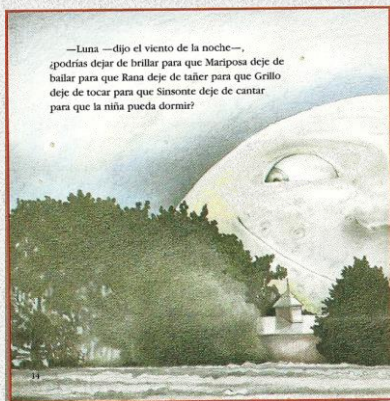
El clima estaba ventoso

VEN-TO-SO, VEN-TO-SO, VEN-TO-SO

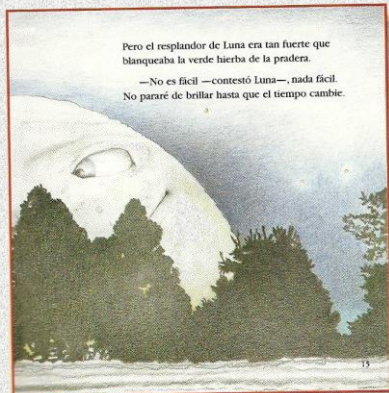
El clima estaba ventoso.



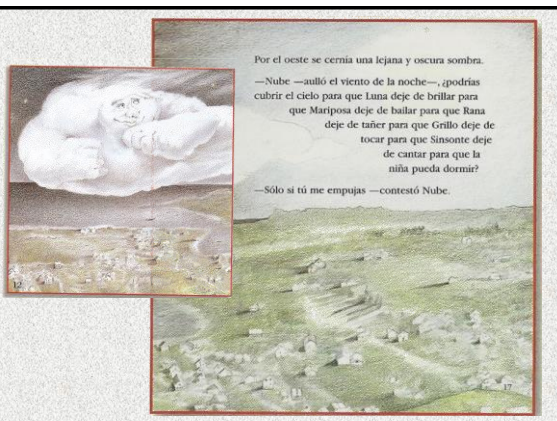




—Luna —dijo el viento de la noche—,
¿podrías dejar de brillar para que Mariposa deje de
bailar para que Rana deje de tañer para que Grillo
deje de tocar para que Sinsonte deje de cantar
para que la niña pueda dormir?



Pero el resplandor de Luna era tan fuerte que
blanqueaba la verde hierba de la pradera.
—No es fácil —contestó Luna—, nada fácil.
No pararé de brillar hasta que el tiempo cambie.



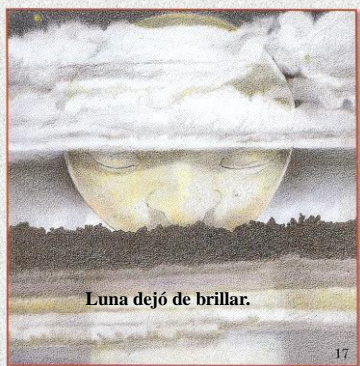
Por el oeste se cernía una lejana y oscura sombra.

—Nube —aulló el viento de la noche—, ¿podrías
cubrir el cielo para que Luna deje de brillar para
que Mariposa deje de bailar para que Rana
deje de tañer para que Grillo deje de
tocar para que Sinsonte deje
de cantar para que la
niña pueda dormir?

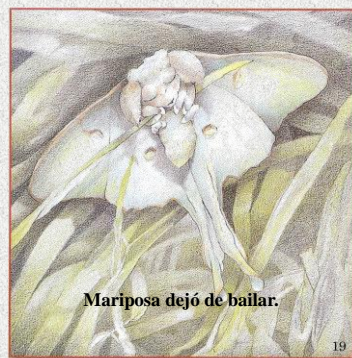
—Sólo si tú me empujas —contestó Nube.



Una ráfaga de viento se llevó a Nube y un velo de
bruma descendió de pronto su mansa lluvia sobre la
pradera. Las gotas caían a través de la noche y
chapoteaban en las tranquilas aguas de la bahía y
brincaban sobre la tibia tierra.



Luna dejó de brillar.



Mariposa dejó de bailar.



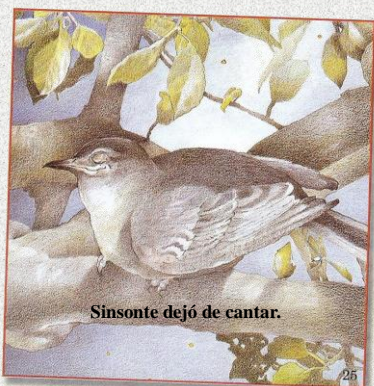
Rana dejó de tañer.

21



Grillo dejó de tocar.

23



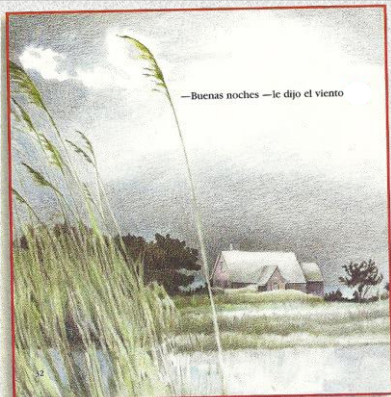
Sinsonte dejó de cantar.

25



La noche se hizo oscura y silenciosa. Por fin reinó la calma. La niña se acurrucó bajo las frazadas, cerró sus cansados ojos y se quedó dormida.

27



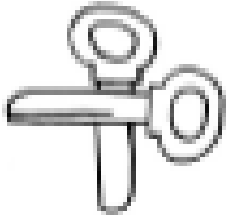
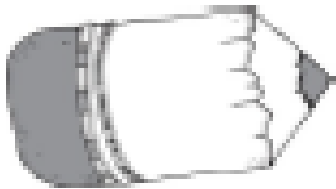
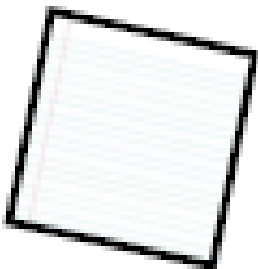
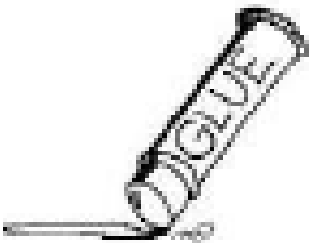
—Buenas noches —le dijo el viento

Cosas de la escuela

¿Puede moverlo el viento?

Sí

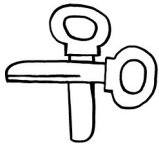
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**tijeras****libro****lápiz****papel****pegamento**

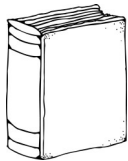


Sí

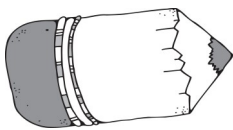
No



tijeras

☐☐

libro

☐☐

lápiz

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papel


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pegamento

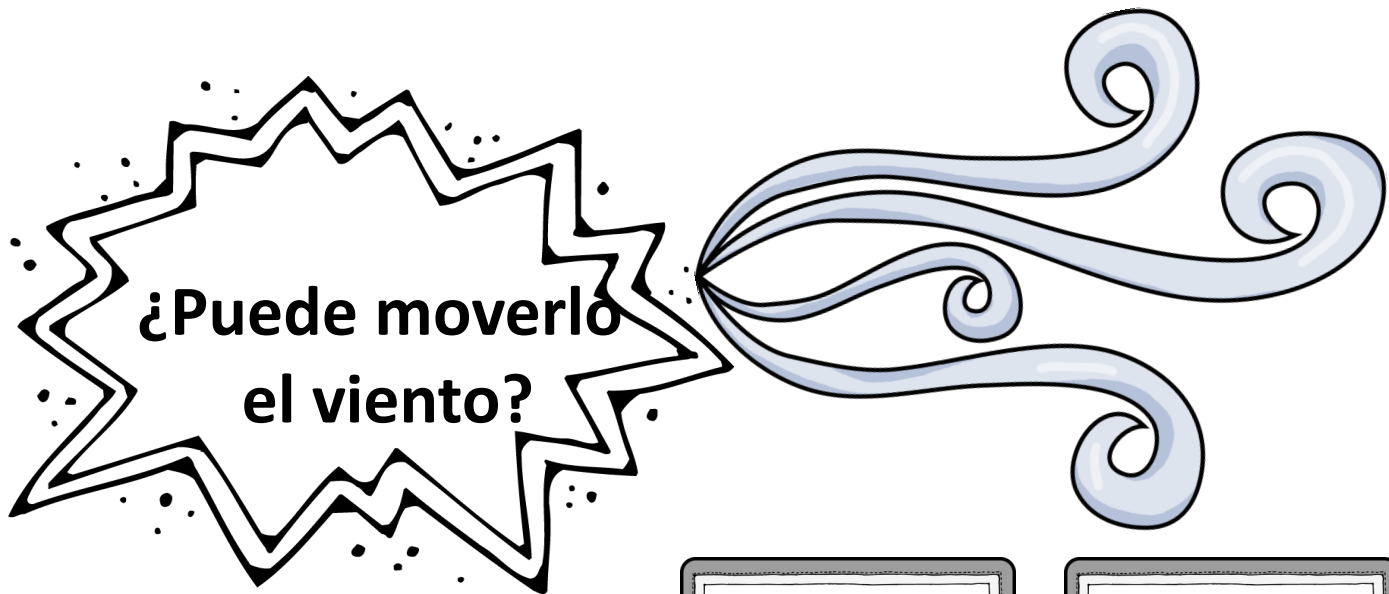
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Common Core Unit (Unit 4 in OCR)	Kindergarten Lesson #12	Time/Period: 75 min. Course: Language Arts Date: _____
Common Core and Content Standards	<p>K.RL.2 With prompting and support, retell familiar stories, including key details. K.RL.3 With prompting and support, identify characters, setting and major events in a story. K.RL.5 Recognize common types of texts. K.RL.7. Relationship b/w illustrations and story K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. K.RL.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RF 1. Organization and features of print. a. Follow words b. Spoken words = written language c. spaces b/w words d. name all upper /lowercase 2 Phonemes a. rhyming words b. segment syllables c. segment onsets and rimes d. isolate phonemes f. blend 2-3 phonemes . 3 Phonics and word analysis skills to decode a. one-to-one letter-sound correspondences c. High-frequency words d. Distinguish b/w similarly spelled words</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p>W.1 Drawing, dictating, and writing -Opinion W.2 Drawing, dictating, and writing -Inform/ explain W.5 Production and Distribution of Writing (Adding Details) W. 8 Recall information</p> <p>SL.1. Participate in collaborative conversations a. Follow discussion rules b. Multiple exchanges SL.2. Ask & answer key ideas/details a. 1- 2-step oral directions; SL.3. Ask/answer questions for help/inform; SL.4. Describe people, places, things, events; SL.5. Add drawings/visuals to descriptions SL.6. Speak audibly to express ideas</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p><u>Science</u> K.3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. K.4.c Describe the relative position of objects by using one reference (e.g., above or below). K.4.e. Communicate observations orally and through drawings.</p>	
Materials/ Resources/ Lesson Preparation	<p>Green: Green: Morning Message (chart paper, markers and 1 Magnifying Glass for each Elbow Group (real or from Lesson 2A); OCR The Wind, Teacher's Edition (T), Unit 4, Lesson 11, pp. 196-199. Red: "La canción del viento" song (11B); <u>El viento de las buenas noches</u>, Prediction Chart (from previous lesson), Science experiment supplies: glue stick, pencil, scissors, eraser, book, and a piece of paper. Each student will need a recording sheet (Lesson 12A). Blue: Weather Log (Lesson 1D; 1 per student)</p>	
Objectives	<p>Content: Green: Students will identify action words and context clues. Students will: rhyme, oral-blend, listen for vowel sounds and know /m/ and "m". Red: Students will discuss and understand the text, Wind Says Goodnight by Katy Rydell. Students identify objects the wind moves. Students will confirm predictions made on circle map. Blue: Students will identify, record, communicate the weather.</p>	<p>Language: Green: Students will read and interact with the Morning Message. Students will listen and participate in whole group activities. Red: Students will listen and answer questions citing evidence from the text and illustrations in a whole group and with partners. Students will participate in wind experiment. Students will refer to circle map to confirm predictions. Blue: Students will observe, draw, write and graph the daily weather. Students will present the weather in Power Elbow Groups.</p>
Depth of Knowledge Level	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p>	
College and Career Ready Skills	<p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence</p>	

		<input checked="" type="checkbox"/> Using technology and digital media strategically and capably	
		<input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Literacy Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts	
		<input checked="" type="checkbox"/> Reading and writing grounded from text	
		<input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		tamborileaban, compás, tañer, vaivén, resplandor, cabriolas, ráfaga,	bruma, melodía, faldones, pradera, aleteaban, sumergida,
	STUDENTS FIGURE OUT THE MEANING	rama, vueltas, brillando, susurraba, desplegada, descargó, tibia	rozaba, brotaba, , acurrucó, mansa, garganta
Pre-teaching Considerations		<ul style="list-style-type: none">Students must have worked in Elbow Groups and with a partner. Review rules and responsibilities of working in groups. Review Elbow Group roles (materials, reporter, captain, and editor).	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection	
CCSS Foundational Standards and Morning Message		Morning Message – Focuses on action words and finding informational evidence from text. <ul style="list-style-type: none">Review Content / Learning Objective.Write the following on chart paper or on the board: Construyen a un mono de nieve. Ella esquía en la nieve. Estamos lanzando bolas de nieve. Es el _____.	
		<ul style="list-style-type: none">Review action words with students as needed.Read each sentence with students and have students interact with the message by writing a squiggly line under the action words (construyen, esquía, lanzando).Depending on class ability/focus level continue and have students talk to their Elbow Partner to identify the capital letter at the beginning of the sentence, sight words and punctuation marks. (Suggestion: Circle the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)Take out a magnifying glass and tell students that they are now going to be Detectivos de las pistas. Students will use the magnifying glass to point out the context-clues that can tell them about the season being referenced. Ask students what the season is and fill in the blanks.Have students circle the words that provide evidence to support the main idea/ theme winter in the Morning Message (mono de nieve, esquía, nieve, bolas de nieveHave students turn to a partner and take turns discussing their answers including why? Model answering and extending answers as needed.Chose two students to share their answers, and why. Ask if anyone disagrees with these students’ answers, and why? Accept all answers.Continue to the last sentence. Praise students for being excellent Detectivos de las pistas and coming up with the context clues in the sentences analytically.	
		Foundational Skills (Green Section) Teachers may continue with the OCR Green Section they are currently working on, or use the	

	<p>following:</p> <p>OCR The Wind, Teacher's Edition (T), Unit 4, Lesson 12, pp. 216-219 (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> • T216- Choose one or both Warming Up activities • T217- Oral blending & listening for vowel sounds • T218- The Sounds of /m/ • T218- Listening for initial /m/ • T219- Linking the Sound to the Letter 	
Lesson Opening	<p>Prior Knowledge, Context, and Motivation:</p> <p>Sing "La canción del viento" song (Lesson 11B) with the students.</p>	<p>Differentiated Instruction</p> <p>English Learners:</p> <p>The wind ____.</p> <p>The wind can ____.</p> <p>The wind cannot ____.</p> <p>I think the wind ____.</p> <p>I predict the wind can/cannot ____.</p> <p>I predict ____ because ____.</p> <p>My prediction was ____.</p> <p>Students Who Need Additional Support:</p> <p>Add motor images to the vocabulary words to help students identify them.</p> <p>Spend extra time on the complex text vocabulary in small groups.</p> <p>Point to illustrations and words in texts.</p> <p>Accelerated Learners:</p> <p>Encourage students to use context clues to identify word meanings in the story.</p> <p>Have students retell the story in their journals.</p>
Body of Lesson:	<p>2nd Read:</p> <p>Power Point Read Aloud with Text Dependent Questions</p> <p>Read aloud: <u>Wind Says Good Night</u> by Katy Rydell</p> <p>After each question, ask, <i>¿Cómo saben esto?</i> or <i>¿Cuál es la evidencia en el texto?</i></p> <p>1. Power Point: <u>Viento de las buenas noches</u> by Katy Rydell</p> <p>After each question, ask, <i>¿Cómo saben esto?</i> or <i>¿Cuál es la evidencia en el texto?</i></p> <p>Slide 2: <i>¿Por qué la niña este despierta?</i></p> <p>Slide 3: <i>¿Cómo se siente el sinsonte de la cantadera?</i></p> <p>Slide 4: <i>¿Qué son faldones? ¿Por qué están alteando? ¿Por qué no puede parar de tocar el grillo?</i></p> <p>Slide 6: <i>¿Qué quiere decir desplegada? Usen las ilustraciones para ayudarles.</i></p> <p>Slides 9-10: <i>¿Cómo se mueve la nube? ¿Realmente esta cargada?</i></p> <p>Science Experiment with partners</p> <p>In this science experiment, students blow on objects using straws to simulate the wind. Review yesterday's predictions from the T-chart. Tell students that now they will find out if their predictions were true or not.</p> <p>1. Place the following objects in front of partners at tables: scissors, book, pencil, a piece of paper and eraser. Distribute straws and the <i>¿Puede moverlo el viento?</i> recording sheet to each student.</p> <p>2. Demonstrate how the partners blow on the object to try to make it move. (Initially, this should be done whole group.</p> <p>3. Have partners work with each object on the recording sheet – one by one with your instruction and record what happened.</p> <p>Confirming Predictions</p> <p>Refer to the T-Chart created in lesson 11. Ask students if the predictions they made were correct. You can extend this activity with other objects at a center. A blank recording sheet is available in your unit.</p>	

Writing	<p>Weather Log – Observing and Recording</p> <p>Sing “La canción del clima” (Lesson 1C). (Tune: Row, Row, Row your Boat)</p> <p>Students will chant /sing the song before observing the weather.</p> <p>Clima, clima, clima de hoy, No puedo esperar para verte. Soleado, lluvioso, ventoso, nublado. ¿Cómo estará hoy?</p> <p>Students will act as meteorologists observing and recording the daily weather. Students will draw the weather, circle the word that names the weather and may write a simple sentence with support (sentence frame, sound spelling cards) describing their daily observation. Students will then record the daily weather on a bar graph in their log.</p> 	<p>Differentiated Instruction:</p> <p>Advanced Learners: Write longer sentence independently.</p> <p>English Learners: Model sentence for students. Students repeat sentence orally as they draw. They may write key vocabulary such as “Sunny”. If capable assist students in writing a sentence. May offer an LP such as: “The weather is ____.” or “It is ____.”</p> <p>Special Needs: Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.</p>
	<p>Meteorologist Report: Students will work in Power Elbow Groups to report the day’s weather. Provide students chart paper, markers etc. so they can make a poster and report the day’s weather. Switch individual roles throughout the week so everyone gets an opportunity to speak.</p> <p>Suggested linguistic patterns: Today is _____. Today’s weather is _____. Today I am wearing _____. (Students report how they dress for that weather)</p>	
Lesson Reflection with the Students	<p>Big Idea:</p> <p>El clima entre cada estación puede ser predecible.</p> <p>Essential Questions:</p> <ul style="list-style-type: none">• ¿Cómo afecta el clima en nuestras vidas diariamente?• ¿ Por qué observamos el clima?• ¿ Cómo cambia el clima con el tiempo?	
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		




Sí


No

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Common Core Unit (Unit 4 in OCR)	Kindergarten Lesson #13	Time/Period: 75 min. Course: Language Arts Date: _____
Common Core and Content Standards	<p>K.RL.2 With prompting and support, retell familiar stories, including key details. K.RL.3 With prompting and support, identify characters, setting and major events in a story. K.RL.5 Recognize common types of texts. K.RL.7. Relationship b/w illustrations and story K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. K.RL.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RF 1. Organization and features of print. a. Follow words b. Spoken words = written language c. spaces b/w words d. name all upper /lowercase 2 Phonemes a. rhyming words b. segment syllables c. segment onsets and rimes d. isolate phonemes f. blend 2-3 phonemes . 3 Phonics and word analysis skills to decode a. one-to-one letter-sound correspondences c. High-frequency words d. Distinguish b/w similarly spelled words</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p>W.1 Drawing, dictating, and writing -Opinion W.2 Drawing, dictating, and writing -Inform/ explain W.5 Production and Distribution of Writing (Adding Details) W. 8 Recall information</p> <p>SL.1. Participate in collaborative conversations a. Follow discussion rules b. Multiple exchanges SL.2. Ask & answer key ideas/details a. 1- 2-step oral directions; SL.3. Ask/answer questions for help/inform; SL.4. Describe people, places, things, events; SL.5. Add drawings/visuals to descriptions SL.6. Speak audibly to express ideas</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p><u>Science</u> K.3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. K.4.a Observe common objects by using the five senses. K.4.b Describe the properties of common objects. K.4.c Describe the relative position of objects by using one reference (e.g., above or below). K.4.d Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight). K.4.e. Communicate observations orally and through drawings.</p>	
Materials/ Resources/ Lesson Preparation	<p>Green: Morning Message (chart paper, markers and 1 Magnifying Glass for each Elbow Group (real or from Lesson 2A); OCR The Wind, Teacher's Edition (T), Unit 4, Lesson 13, pp. 226-229 Red: "La canción del viento" song (11B); <u>El viento de las buenas noches</u> Book/Power Point ; Flow Map Picture Cards (Lesson 13A) Blue: Weather Log (Lesson 1D; 1 per student)</p>	
Objectives	<p>Content: Green: Students will identify action words and context clues. Students will: oral-blend, listening for vowels, and know /s/ and "". Red: Students will analyze and discuss story, Wind Says Goodnight by Katy Rydell. Students will sequence events of story. Blue: Students will identify, record, communicate the weather.</p>	<p>Language: Green: Students will read and interact with the Morning Message. Students will listen and participate in whole group activities. Red: Students will listen and answer questions citing evidence from the text and illustrations in a whole group and with partners. Students will assist in creating a flow map of story events. Blue: Students will observe, draw, write and graph the daily weather. Students will present the weather in Power Elbow Groups</p>
Depth of Knowledge Level	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p>	

College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence		<input checked="" type="checkbox"/> Building strong content knowledge	
		<input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline			
		<input checked="" type="checkbox"/> Comprehending as well as critiquing		<input checked="" type="checkbox"/> Valuing evidence	
		<input checked="" type="checkbox"/> Using technology and digital media strategically and capably			
		<input checked="" type="checkbox"/> Coming to understand other perspectives and cultures			
Common Core Literacy Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts			
		<input checked="" type="checkbox"/> Reading and writing grounded from text			
		<input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary			
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING		WORDS WORTH KNOWING	
		tamborileaban, compás, tañer, vaivén, resplandor, cabriolas, ráfaga,		bruma, melodía, faldones, pradera, aleteaban, sumergida,	
	STUDENTS FIGURE OUT THE MEANING	rama, vueltas, brillando, susurraba, desplegada, descargó, tibia		rozaba, brotaba, , acurrucó, mansa, garganta	
Pre-teaching Considerations		• Students must have worked in Elbow Groups and with a partner. Review rules and responsibilities of working in groups. Review Elbow Group roles (materials, reporter, captain, and editor).			
Lesson Delivery					
Instructional Methods		Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection			
CCSS Foundational Standards and Morning Message		<p>Morning Message – Focuses on action words and finding informational evidence from text.</p> <ul style="list-style-type: none">Review Content / Learning Objective.Write the following on chart paper or on the board: Ella recoge las flores. Ella mira las lloviznas. El viento sopla el paraguas Es la _____. <ul style="list-style-type: none">Review action words with students as needed.Read each sentence with students and have students interact with the message by writing a squiggly line under the action words. (recoge, mira, sopla)Depending on class ability/focus level continue and have students talk to their Elbow Partner to identify the capital letter at the beginning of the sentence, sight words and punctuation marks. (Suggestion: Circle the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)Take out a magnifying glass and tell students that they are now going to be Detectivos de las pistas. Students will use the magnifying glass to point out the context-clues that can tell them about the season being referenced.Have students circle the words that provide evidence to support the main idea/ theme spring in the Morning Message (flores; lluvia; viento sopla).Have students turn to a partner and take turns discussing their answers including why? Model answering and extending answers as needed.Chose two students to share their answers, and why. Ask if anyone disagrees with these students’ answers, and why? Accept all answers.Continue to the last sentence. Praise students for being excellent Detectivos de las pistas, and coming up with the context clues in the sentences analytically.			

	Foundational Skills (Green Section) Teachers may continue with the OCR Green Section they are currently working on, or use the following: OCR The Wind, Teacher's Edition (T), Unit 4, Lesson 13, pp. 226-229 (Remember to review content/language objectives.) <ul style="list-style-type: none"> • T226- Choose one or both Warming Up activities • T227- Oral blending and listening for vowel sounds • T208- The Sound Ss • T209- Linking the Sound to the Letter 	
Lesson Opening	Prior Knowledge, Context, and Motivation: Sing "La canción del viento" song (Lesson 11B) with the students. 	
Body of Lesson: Activities Tasks/ Strategies/Technology Questioning/Engagement/Writing/ Checking for Understanding	Power Point Read Aloud with Text Dependent Questions 1. Power Point: Ask students what they remember about the story yesterday. Then continue reading and asking questions from " <u>Viento de las buenas noches</u> " by Katy Rydell After each question, ask, <i>¿Cómo saben esto?</i> or <i>¿Cuál es la evidencia</i> Slide 10: <i>¿Qué están los animales haciendo aquí? ¿Por qué están corriendo/escondiéndose?</i> Slide 11: <i>¿Por qué la mariposa se quedo dormida?</i> (Use previous slides to explain why.) Slide 12: <i>¿Por qué paró de bailar la polilla?</i> Slide 13: <i>¿Por qué paró de tañer la rana?</i> Slide 14: <i>¿Por qué paró de tocar el grillo?</i> Slide 15: <i>¿Por qué paró de cantar el sinsonte?</i> Slide 16: <i>¿Por qué la niña se puede dormir finalmente?</i> Slide 17: <i>¿Qué tiempo del día es?</i> Comprehension Sequence <u>Viento de las buenas noches</u> whole group with re-telling cards in the pocket chart. Identify cards in chart. Ask, "What happens first in the story?" "What happens next?" etc. using transitional words.	Differentiated Instruction English Learners: El viento _____. El viento puede _____. Los animales están _____. El grillo/rana/polilla/sinsonte/ _____. El ____ (animal) _____ porque _____. La polilla paró de bailar porque _____. La rana paró de tañer porque _____. El grillo paró de tocar porque _____. El sinsonte paró de cantar porque _____. Students Who Need Additional Support: Add motor images to the vocabulary words to help students identify them. Spend extra time the complex text vocabulary in small groups. Point to illustrations and words in texts. Accelerated Learners: Encourage students to use context clues to identify word meanings in the story. Have students retell the story in their journals.

Writing	Weather Log – Observing and Recording Sing “La canción del clima” (Lesson 1C). (Tune: Row, Row, Row your Boat) Students will chant /sing the song before observing the weather. <div>Clima, clima, clima de hoy, No puedo esperar para verte. Soleado, lluvioso, ventoso, nublado. ¿Cómo estará hoy?</div>  Students will act as meteorologists observing and recording the daily weather. Students will draw the weather, circle the word that names the weather and may write a simple sentence with support (sentence frame, sound spelling cards) describing their daily observation. Students will then record the daily weather on a bar graph in their log. Students will work in Power Elbow Groups to report the weather. Provide students chart paper, markers etc. So they can make a poster and report weather. Switch individual roles throughout the week so everyone gets an opportunity to speak.	Differentiated Instruction: Advanced Learners: Write longer sentence independently. English Learners: Model sentence for students. Students repeat sentence orally as they draw. They may write key vocabulary such as “Soleado”. If capable assist students in writing a sentence. May offer an LP such as: “El clima es/está ____.” or “Es/está____.” Special Needs: Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Soleado”.
Lesson Reflection with the Students	Big Idea: El tiempo ocurre en patrones predecibles. Essential Questions: <ul style="list-style-type: none">• ¿Cómo impacta el clima nuestras vidas cotidianas?• ¿Cómo podemos observar el clima?• ¿Cómo cambia el clima con el tiempo?	
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

Canción del Viento

Tune: Bingo

¡Había un día cuando fuimos
soplados,

y el clima era ventoso!

¡Había viento,

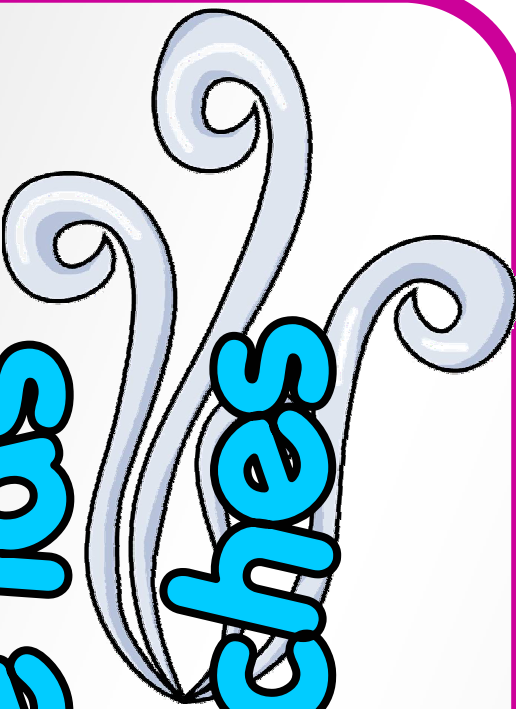
había viento,

había viento

el clima era ventoso!

You can also substitute
other weather words.

**El viento de las
buenas noches**


Three light blue, stylized swirls with black outlines are positioned behind the text, starting from the top right and curving around the words.



Common Core Unit (Unit 4 in OCR)	Kindergarten Lesson #14	Time/Period: 75 min. Course: Language Arts Date: _____
Common Core and Content Standards	<p>K.RL.2 With prompting and support, retell familiar stories, including key details. K.RL.3 With prompting and support, identify characters, setting and major events in a story. K.RL.5 Recognize common types of texts. K.RL.7. Relationship b/w illustrations and story K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. K.RL.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RF 1. Organization and features of print. a. Follow words b. Spoken words = written language c. spaces b/w words d. name all upper /lowercase 2 Phonemes a. rhyming words b. segment syllables c. segment onsets and rimes d. isolate phonemes f. blend 2-3 phonemes . 3 Phonics and word analysis skills to decode a. one-to-one letter-sound correspondences c. High-frequency words d. Distinguish b/w similarly spelled words</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p>W.1 Drawing, dictating, and writing -Opinion W.2 Drawing, dictating, and writing -Inform/ explain W.5 Production and Distribution of Writing (Adding Details) W. 8 Recall information</p> <p>SL.1. Participate in collaborative conversations a. Follow discussion rules b. Multiple exchanges SL.2. Ask & answer key ideas/details a. 1- 2-step oral directions; SL.3. Ask/answer questions for help/inform; SL.4. Describe people, places, things, events; SL.5. Add drawings/visuals to descriptions SL.6. Speak audibly to express ideas</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p><u>Science</u> K.3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. K.4.a Observe common objects by using the five senses. K.4.b Describe the properties of common objects. K.4.c Describe the relative position of objects by using one reference (e.g., above or below). K.4.d Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight). K.4.e. Communicate observations orally and through drawings.</p>	
Materials/ Resources/ Lesson Preparation	<p>Green: Morning Message (chart paper, markers and 1 Magnifying Glass for each Elbow Group (real or from Lesson 2A); OCR The Wind, Teacher's Edition (T), Unit 4, Lesson 14, pp. 234-237. Red: "La canción del viento" song (11B); El viento de las buenas noches Book/Power Point ; Character templates (Lesson 14C or D), Readers Theater Script (Lesson 14A or B); El viento de las buenas noches Emergent Reader (Lesson 14E); Pocket chart flow map (Lesson 13A) Blue: Weather Log (Lesson 1D; 1 per student)</p>	
Objectives	<p>Content: Green: Students will identify action words and context clues. Students will: rhyme, oral-blend, and know /s/ and "s". Red: Students will sequence the story, Wind Says Goodnight by Katy Rydell. Students will practice high frequency words, decode, and track words. Students will re-tell the story, Wind Says Good Night. Blue: Students will identify, record, communicate the weather.</p>	<p>Language: Green: Students will read and interact with the Morning Message. Students will listen and participate in whole group activities. Red: Students will order events using a flow map. Students will read emergent reader. Students will participate in Readers Theater. Blue: Students will observe, draw, write and graph the daily weather. Students will present the weather in Power</p>

		Elbow Groups	
Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Literacy Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	tamborileaban, compás, tañer, vaivén, resplandor, cabriolas, ráfaga,	bruma, melodía, faldones, pradera, aleteaban, sumergida,
		rama, vueltas, brillando, susurraba, desplegada, descargó, tibia	rozaba, brotaba, , acurrucó, mansa, garganta
Pre-teaching Considerations		<ul style="list-style-type: none">Students must have worked in Elbow Groups and with a partner. Review rules and responsibilities of working in groups. Review Elbow Group roles (materials, reporter, captain, and editor).	
Lesson Delivery			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection		
CCSS Foundational Standards and Morning Message	<p>Morning Message – Focuses on action words and finding informational evidence from text.</p> <ul style="list-style-type: none">Review Content / Learning Objective.Write the following on chart paper or on the board: <p style="text-align: center;">Las hojas se caen. Ellos rastrillan las hojas rojas y amarillas. Saltan en las hojas. Es el _____.</p> <ul style="list-style-type: none">Review action words with students as needed.Read each sentence with students and have students interact with the message by writing a squiggly line under the action words. (caen, rastrillan, brincan).Depending on class ability/focus level continue and have students talk to their Elbow Partner to identify the capital letter at the beginning of the sentence, sight words and punctuation marks. (Suggestion: Circle the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)Take out a magnifying glass and tell students that they are now going to be Detectivos de las pistas. Students will use the magnifying glass to point out the context-clues that can tell them about the season being referenced. Ask students what the season is and fill in the blanks.Have students circle the words that provide evidence to support the main idea/ theme fall in the Morning Message (hojas se caen; hojas rojas y amarillas).Have students turn to a partner and take turns discussing their answers including why?		

	<p>Model answering and extending answers as needed.</p> <ul style="list-style-type: none"> Chose two students to share their answers, and why. Ask if anyone disagrees with these students' answers, and why? Accept all answers. Continue to the last sentence. Praise students for being excellent Detectivos de las pistas, and coming up with the context clues in the sentences analytically. <p>Foundational Skills (Green Section) Teachers may continue with the OCR Green Section they are currently working on, or use the following:</p> <p>OCR The Wind, Teacher's Edition (T), Unit 4, Lesson 14, pp. 234-237 (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> T234- Choose one or both Warming Up activities T235- Oral blending T236- The Sounds of Ss T237- Linking the Sound to the Letter 	
Lesson Opening	<p>Prior Knowledge, Context, and Motivation</p> <p>Sing "La canción del viento" song (Lesson 11B) with the students.</p>	<p>Differentiated Instruction English Learners: My personaje favorito es ____. Primero ____, después ____, luego ____, al último ____.</p> <p>Differentiated Instruction English Learners: Assign multiple students (high and low English levels) to each roll. Students will feel more comfortable and have models to listen to.</p>
<p>Body of Lesson:</p> <p>Activities Tasks/ Strategies/Technology Questioning/Engagement/Writing/Checking for Understanding</p>	<p>Reader's Theater- <u>El viento de las buenas noches</u> Use the character templates to create character paper plate necklaces or headbands. (Lesson 14C or D) (Optional: Have students cut, color, and assemble their character necklaces or headbands). Assign roles (Optional: By making extra character necklaces, you can assign multiple students to one role.) Perform using scripts! (Lesson 14A or B)</p> <p>Emergent Reader- <u>El viento de las buenas noches</u> (Lesson 14E) Suggestions: Read whole group; read chorally two times. On the second read, divide the class into two groups. Group A chants the text on the left hand side (It is ____.) and Group B chants the text on the right hand side (The tree has ____). In small groups, students should read, track, and identify high frequency words.</p> <p>Comprehension Review and re-tell the story using picture cards and pocket chart flow map from previous lesson.</p>	<p>Students Who Need Additional Support: Allow students to re-tell story in small groups independently at workshop time.</p> <p>Accelerated Learners: Encourage students to add lines to the Readers Theater script.</p>

Writing	Weather Log – Observing and Recording Sing “La canción del clima” (Lesson 1C). (Tune: Row, Row, Row your Boat) Students will chant /sing the song before observing the weather. <div>Clima, clima, clima de hoy, No puedo esperar para verte. Soleado, lluvioso, ventoso, nublado. ¿Cómo estará hoy?</div> <div></div> Students will act as meteorologists observing and recording the daily weather. Students will draw the weather, circle the word that names the weather and may write a simple sentence with support (sentence frame, sound spelling cards) describing their daily observation. Students will then record the daily weather on a bar graph in their log. Students will work in Power Elbow Groups to report the weather. Provide students chart paper, markers etc. So they can make a poster and report weather. Switch individual roles throughout the week so everyone gets an opportunity to speak.	Differentiated Instruction: Advanced Learners: Write longer sentence independently. English Learners: Model sentence for students. Students repeat sentence orally as they draw. They may write key vocabulary such as “Soleado”. If capable assist students in writing a sentence. May offer an LP such as: “El clima es/está ____.” or “Es/está____.” Special Needs: Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Soleado”.
Lesson Reflection with the Students	Big Idea: El tiempo ocurre en patrones predecibles. Essential Questions: <ul style="list-style-type: none">• ¿Cómo impacta el clima nuestras vidas cotidianas?• ¿Cómo podemos observar el clima?• ¿Cómo cambia el clima con el tiempo?	
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

El viento de las buenas noches



Narrador 1: Una niña no podía dormir.



Viento: Shhh. Duérmete.



Narrador 2: Pero ella no podía. Sinsonte estaba cantando.



Viento ¿Sinsonte puedes dejar de cantar?



Sinsonte: No.



Viento ¿Grillo, puedes dejar de tocar?



Grillo: No.



Viento: ¿Rana, puedes dejar de tañer?



Rana: No.



Viento: ¿Mariposa, puedes dejar de bailar?



Mariposa: No.



Viento: ¿Luna, puedes dejar de brillar?



Luna: No, el clima necesita cambiar.



Viento: ¿Nube, puedes cubrir la Tierra?



Nube: Sí, pero cárgame.



Narrador 1: El viento sopló.



Narrador 2: Nube cubrió el cielo.



Narrador 1: La bruma cubrió la pradera.



Narrador 2: Todos pararon y se durmieron.



Narrador 1: La niña se durmió.

El viento de las buenas noches



Narrador 1: Una niña no podía dormir.



Viento: Shhh. Duérmete.



Narrador 2: Ella no podía. Sinsonte estaba cantando.



Viento ¿Sinsonte puedes dejar de cantar?



Sinsonte: No, hasta que Grillo dejé de tocar.



Viento ¿Grillo, puedes dejar de tocar?



Grillo: No, hasta que Rana dejé de tañer.



Viento: ¿Rana, puedes dejar de tañer?



Rana: No, hasta que Mariposa dejé de bailar.



Viento: ¿Mariposa, puedes dejar de bailar?



Mariposa: No, hasta que Luna dejé de brillar.



Viento: ¿Luna, puedes dejar de brillar?



Luna: No, el clima necesita cambiar.



Viento: ¿Nube, puedes cubrir la Tierra?



Nube: Sí, pero cárgame.



Narrador 1: El viento sopló.



Narrador 2: Nube cubrió el cielo.



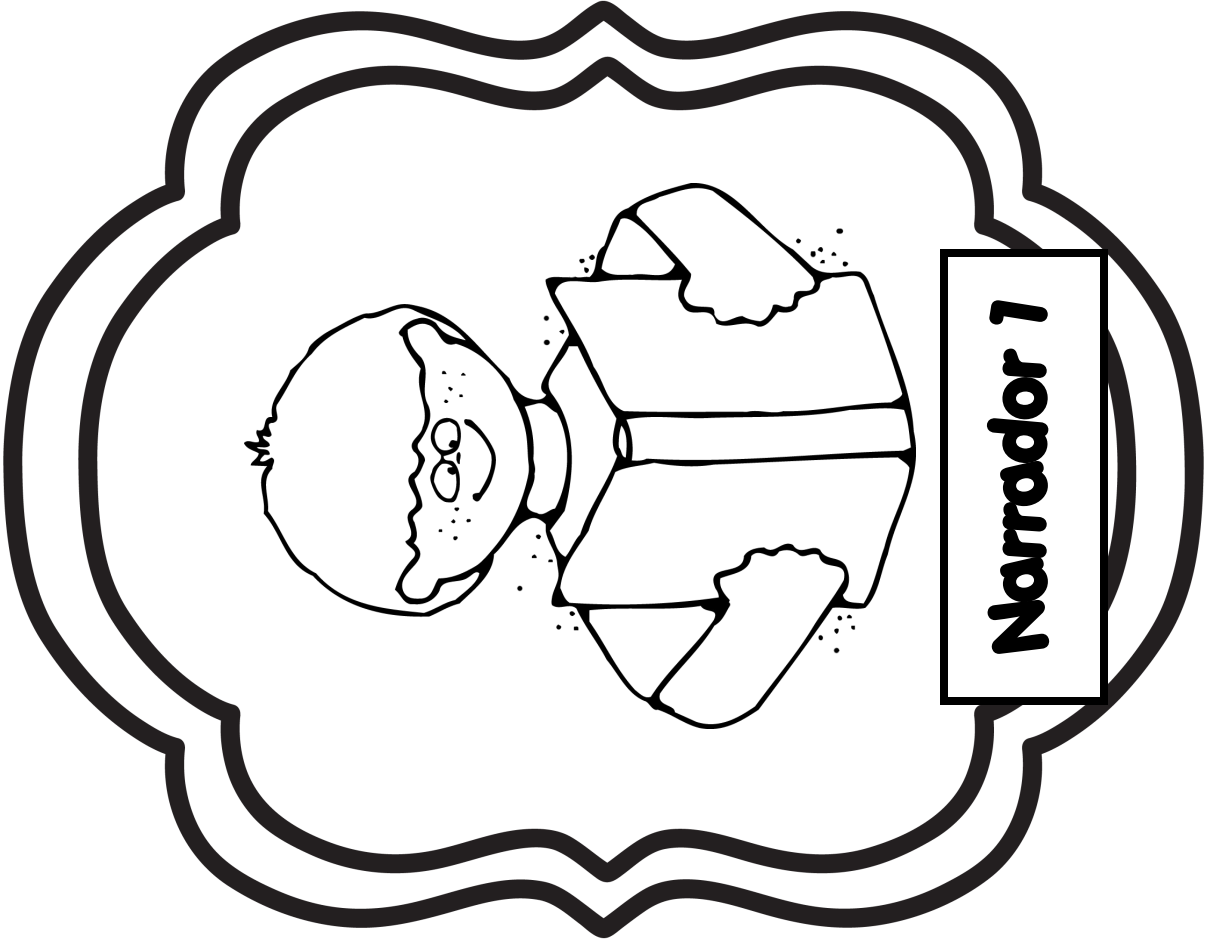
Narrador 1: La bruma cubrió la pradera.



Narrador 2: Todos pararon y se durmieron.



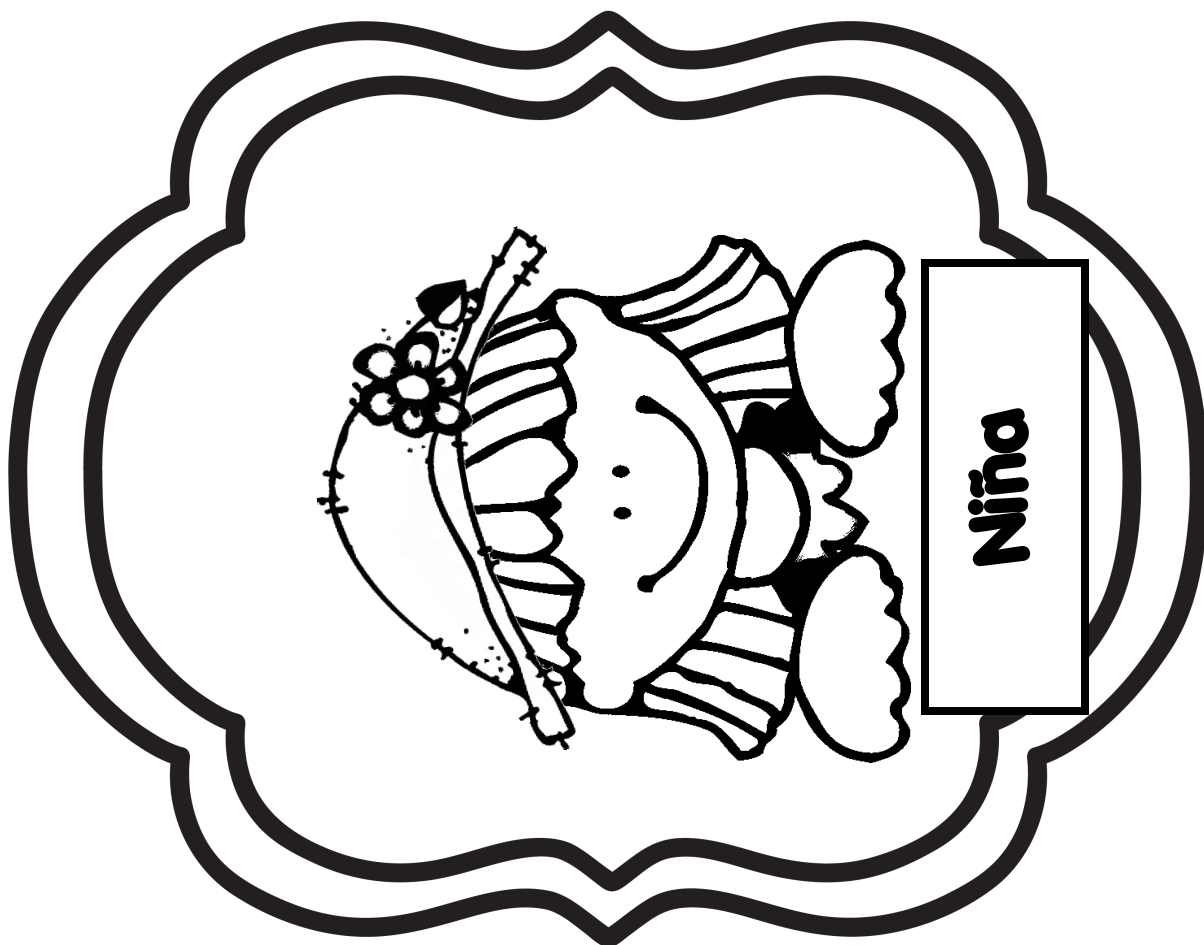
Narrador 1: La niña se durmió.

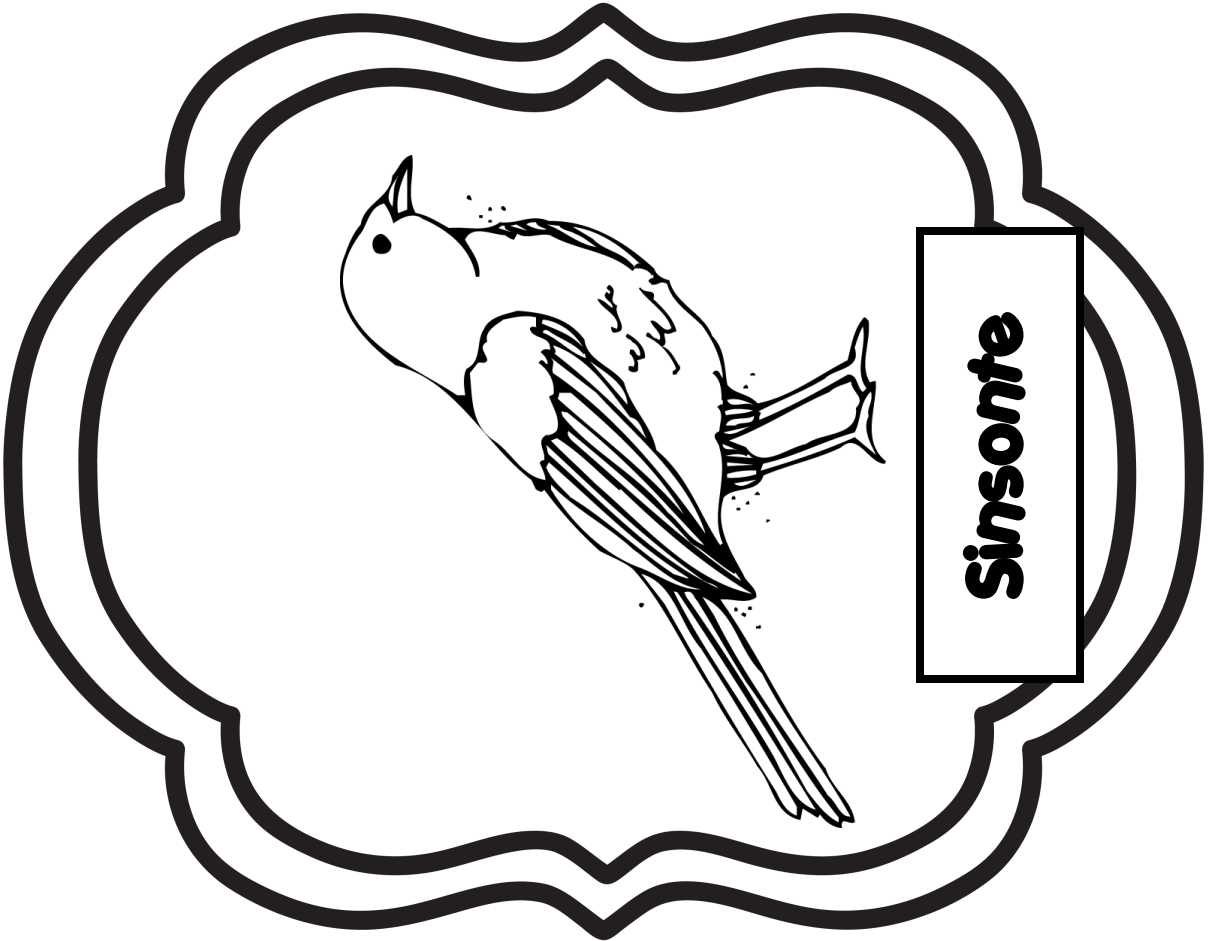


Narrador 1

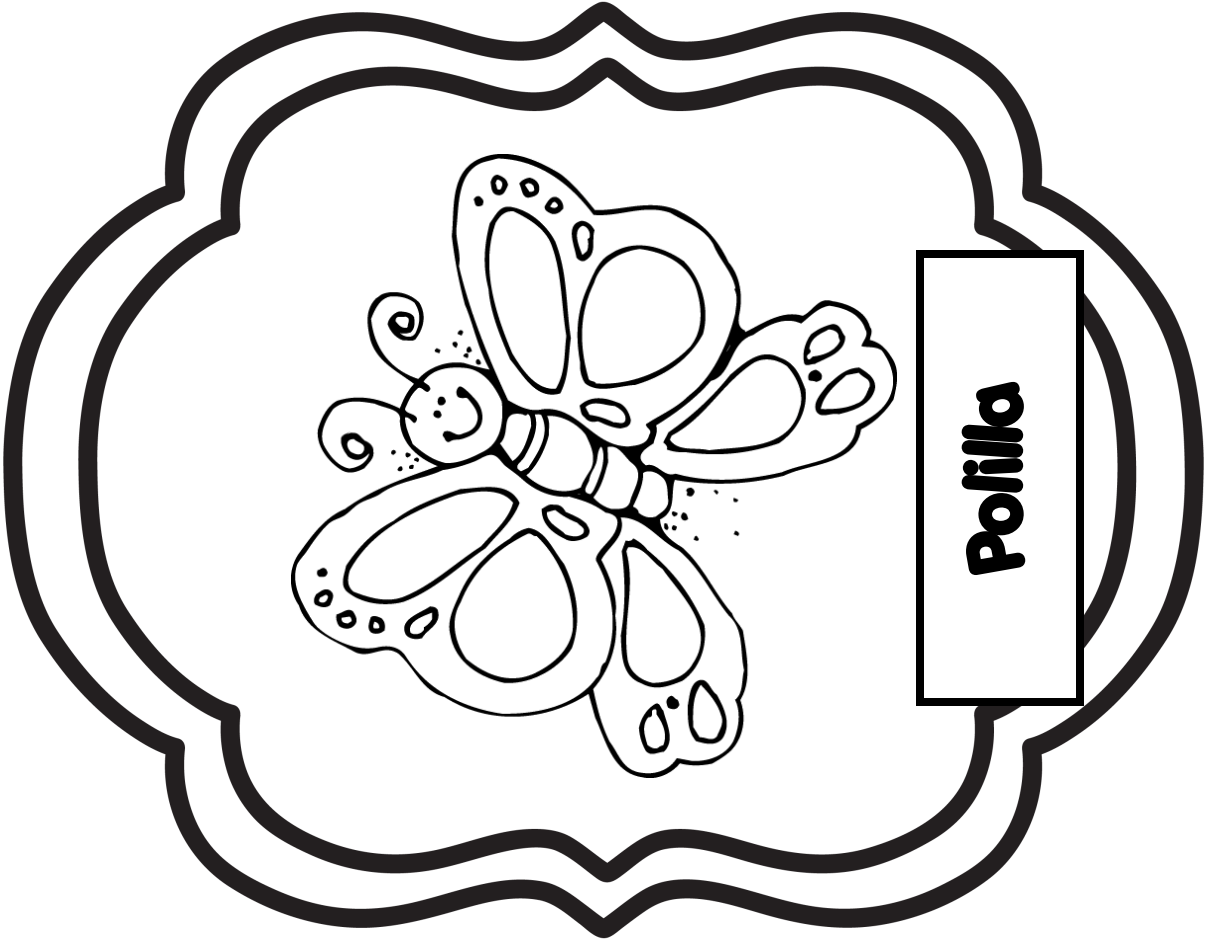


Narrador 2

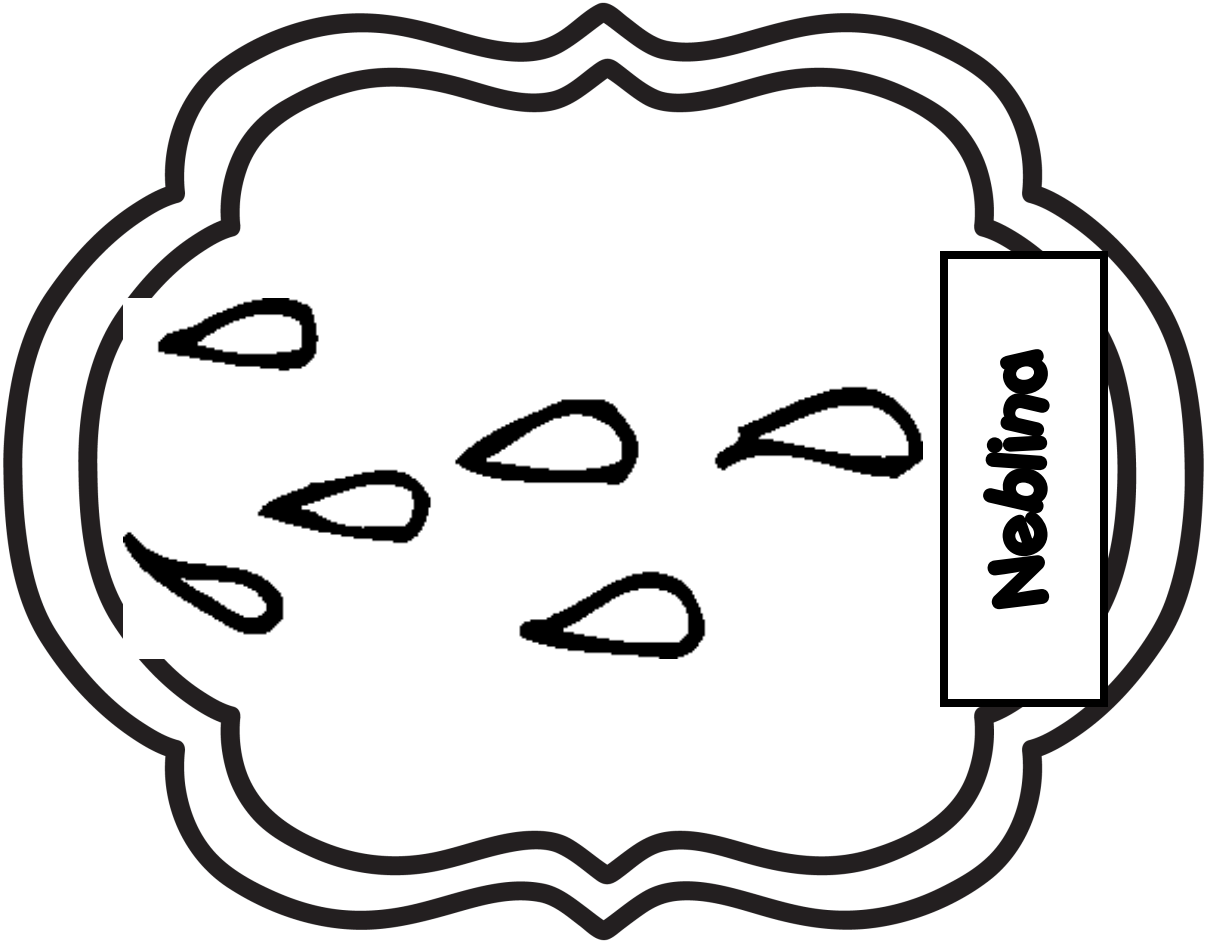




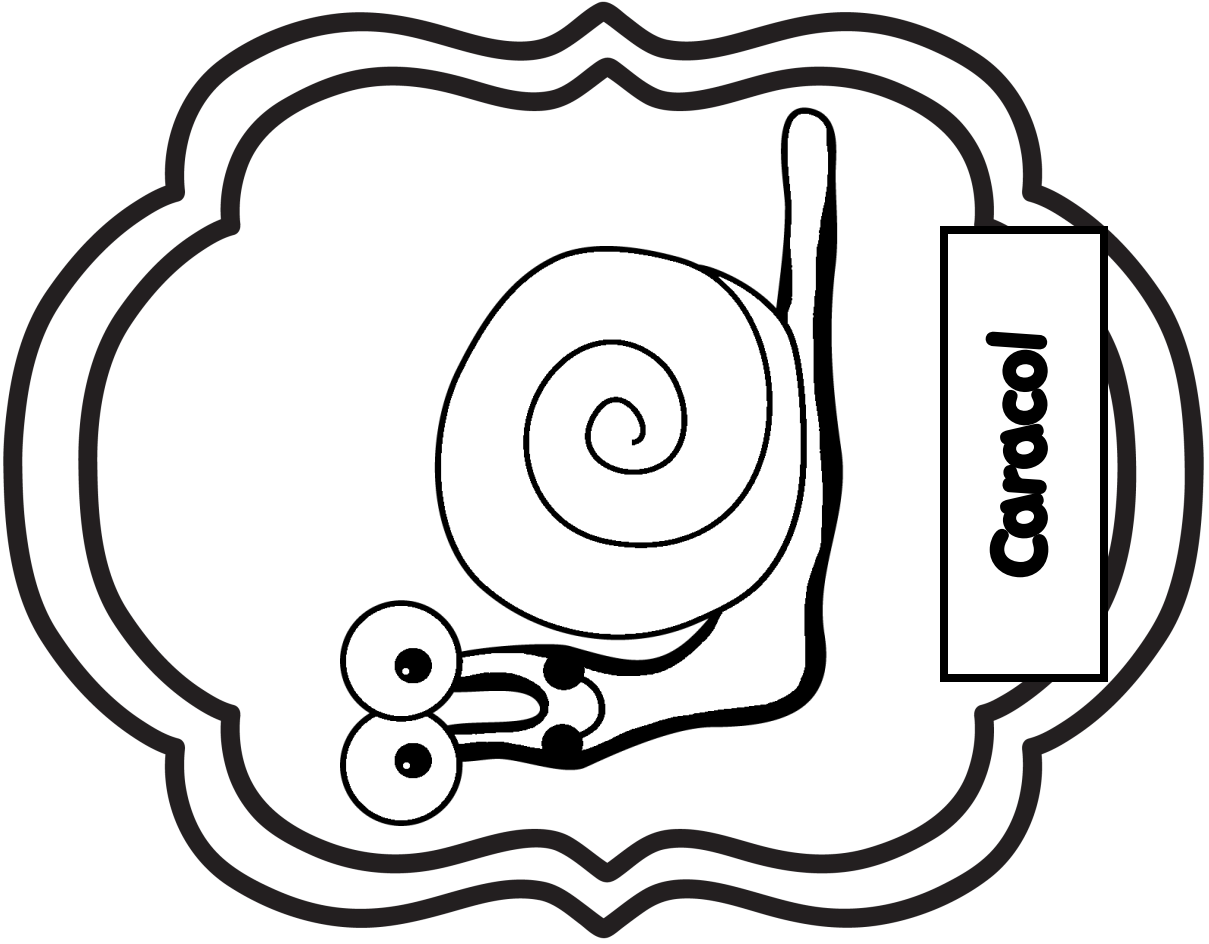
Sinsonte



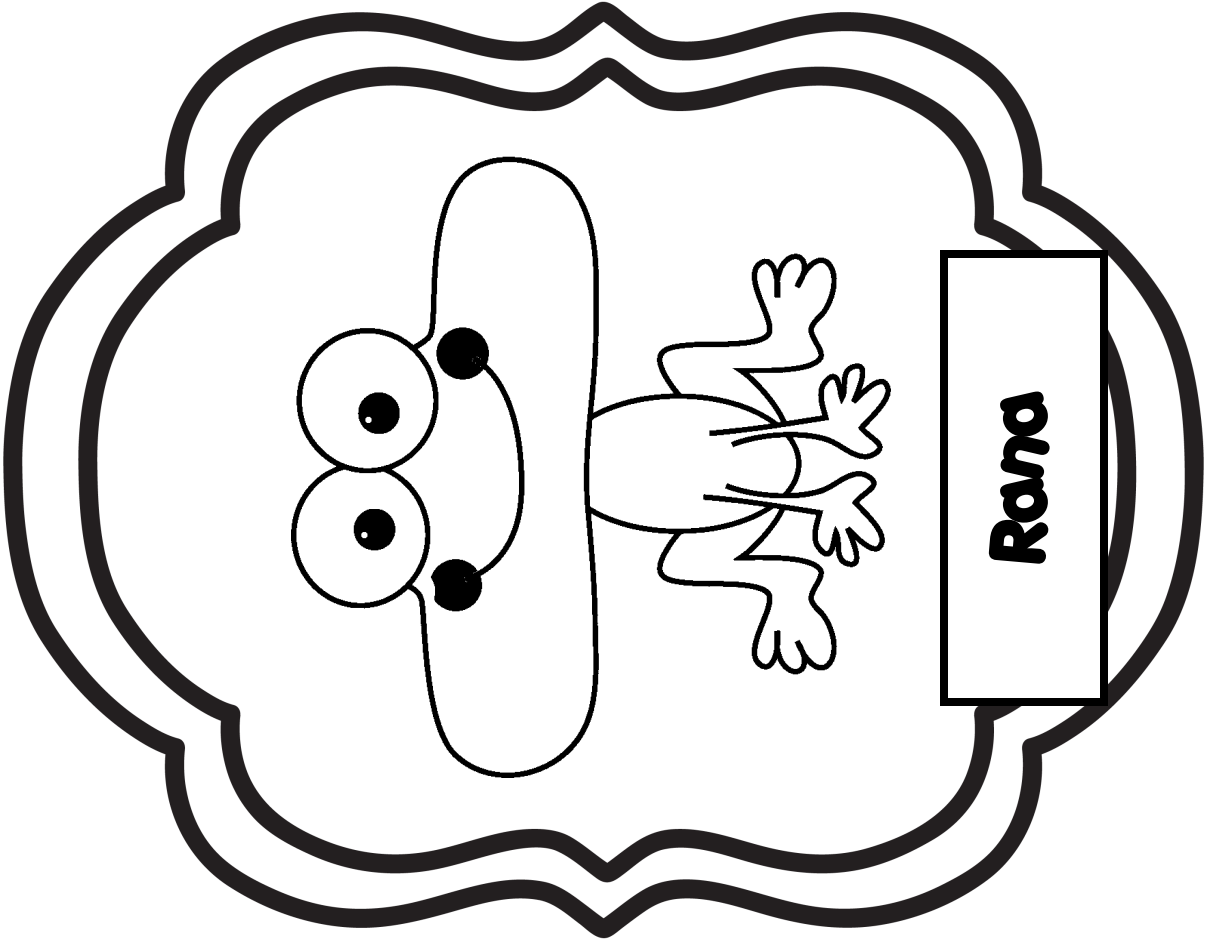
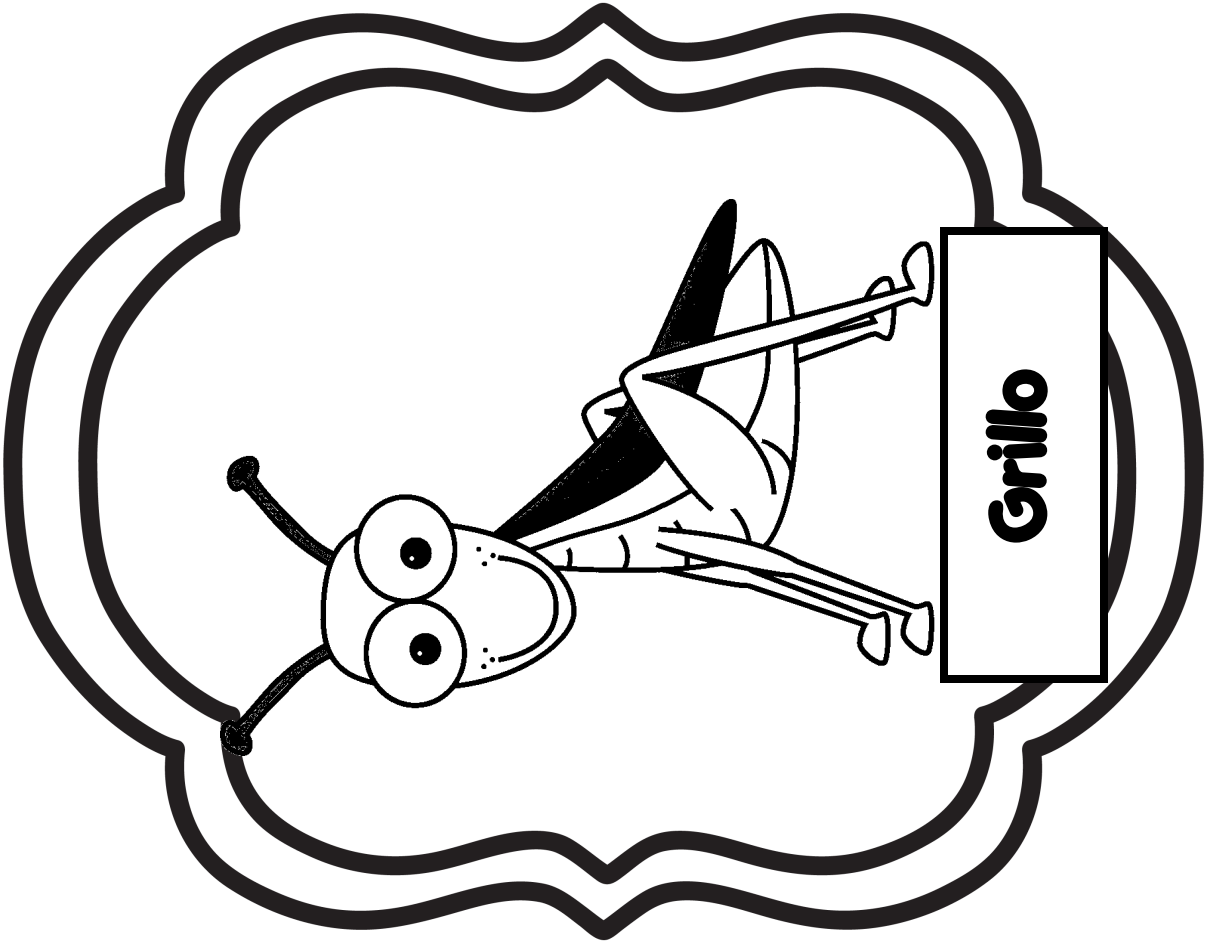
Polilla

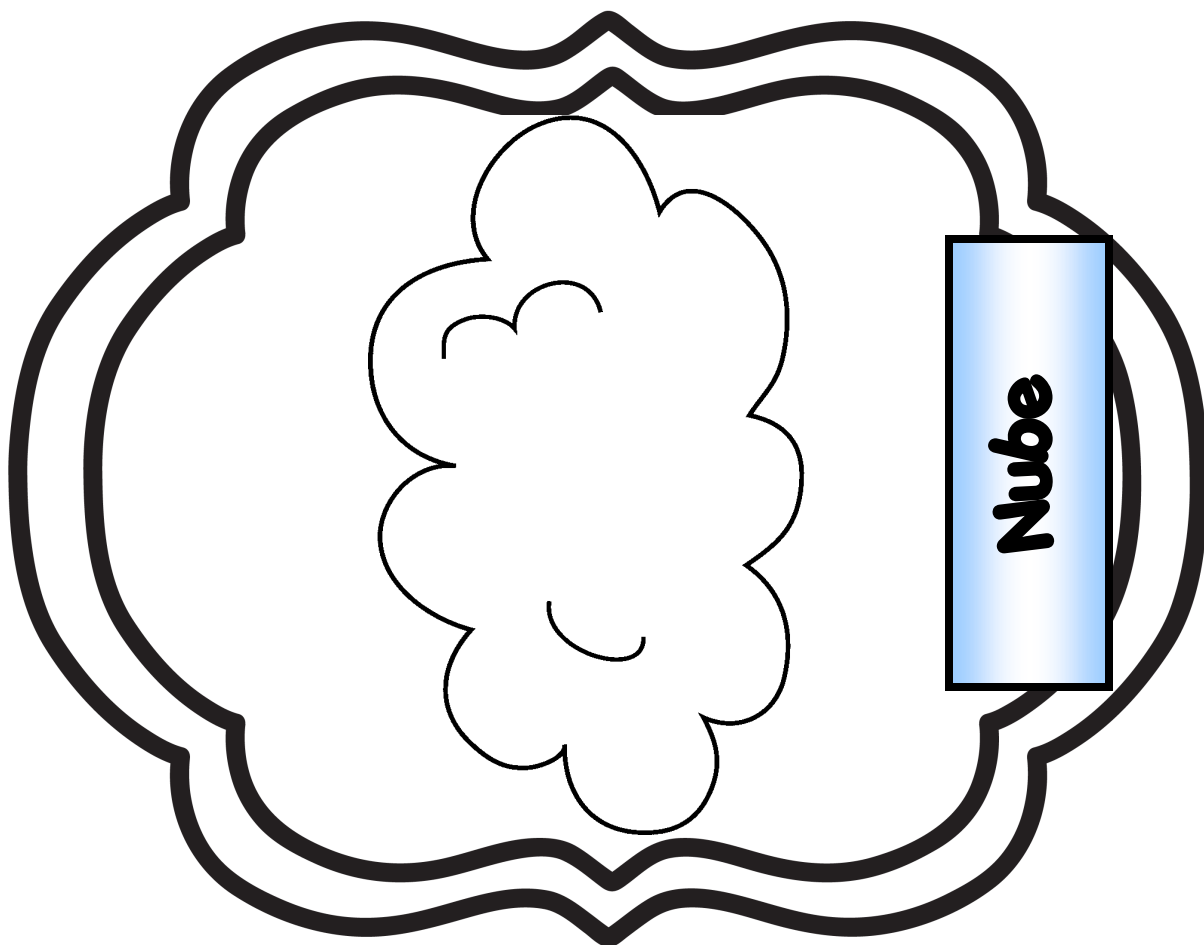
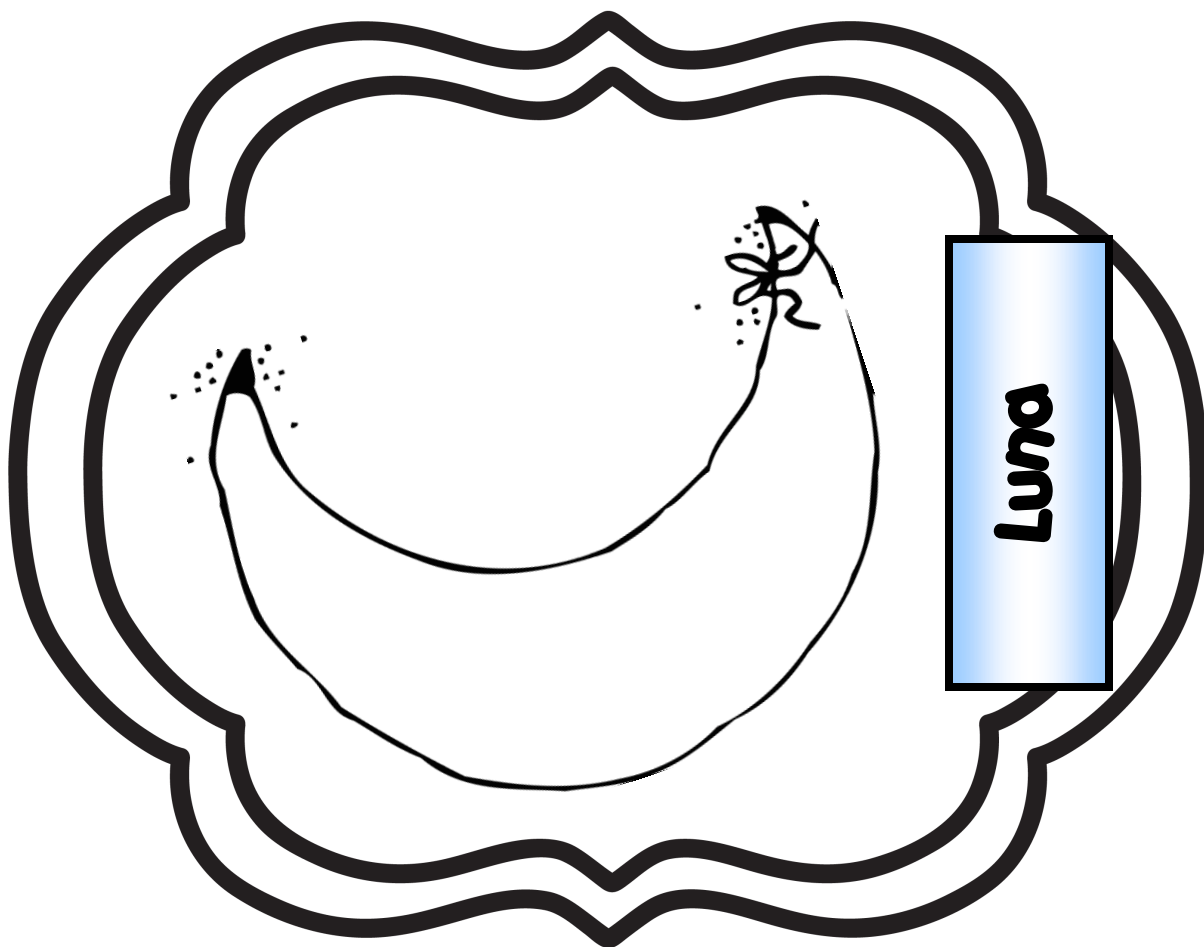


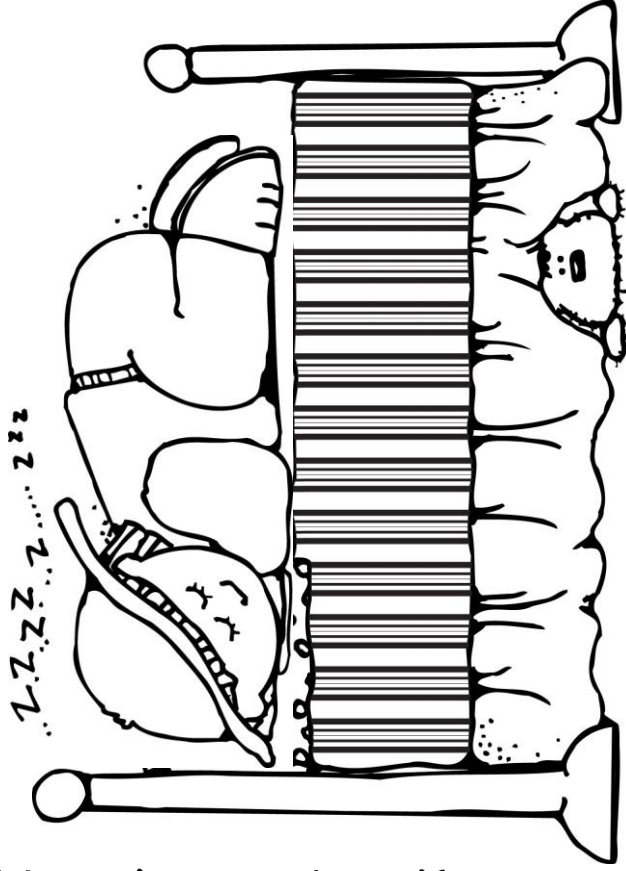
Nebula



Caracol







La niña se durmió.

El viento
de las
buenas
noches

Adapted from Wind Says Goodnight by: Katy Rudell

Images from DJ Inkers and Scrappin' Doodles

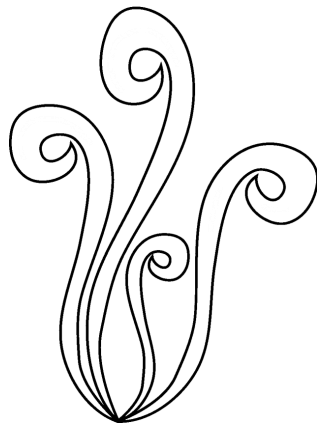
Leído por: _____



Una niña no se
podía dormir.

“Shhh. Duérmete,”

dijo el viento.

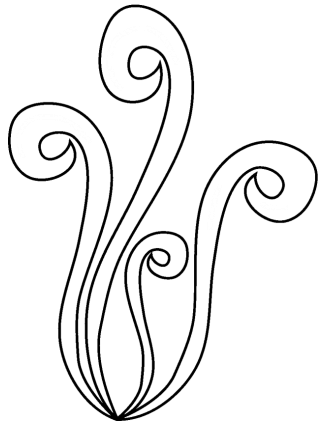


Ella no podía. Sinsonte
estaba cantando.

ZZZZ
ZZZZ

Todos pararon y se durmieron.

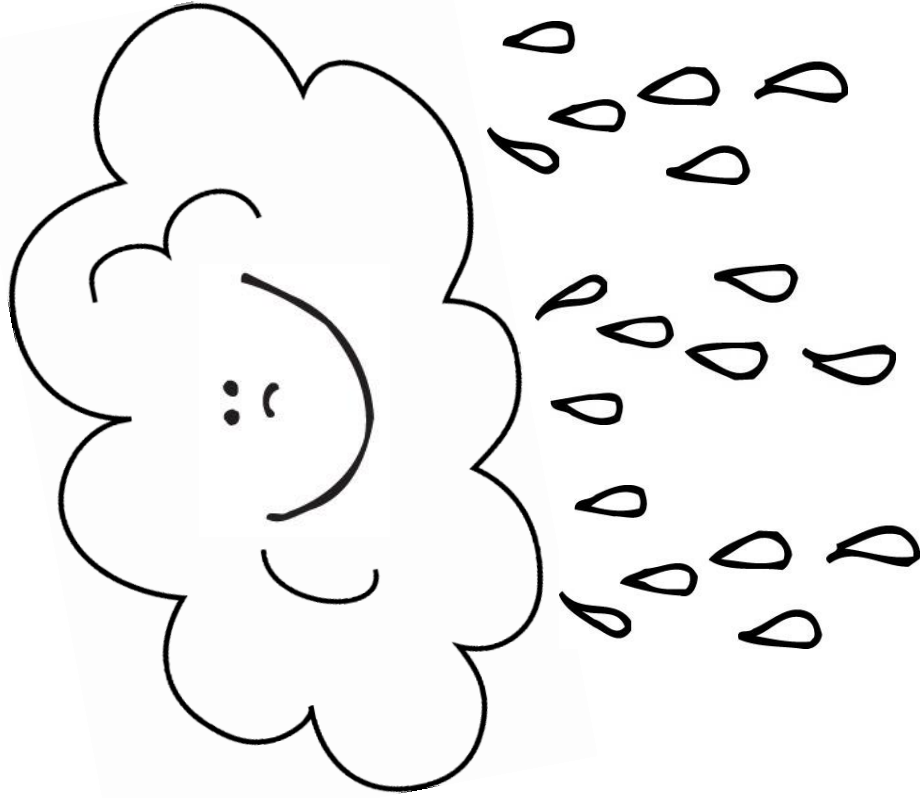
“Sinsonete, ¿puedes
dejar de cantar?”



dijo el viento.

“No,” dijo Sinsonete.

2

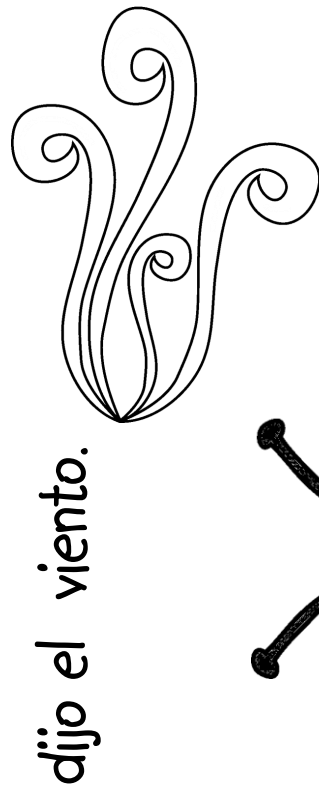


Nube cubrió el cielo.
Una bruma cubrió la pradera.

6

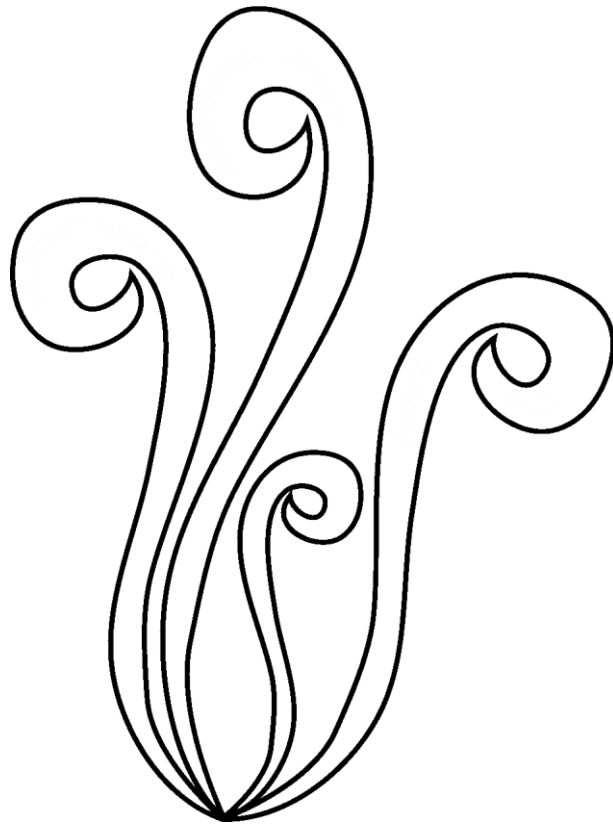
125

“Grillo, ¿puedes
dejar de tocar?”



dijo el viento.

“No,” dijo Grillo

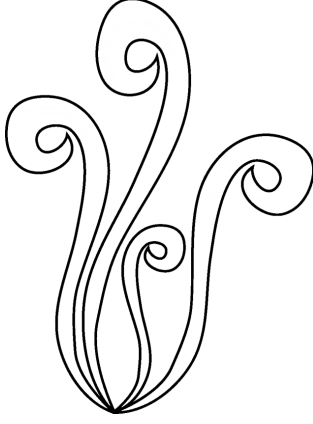


El viento sopló.

“Nube, ¿puedes

cubrir la Tierra?”

dijo el viento.



“Sí, pero cárgame,”

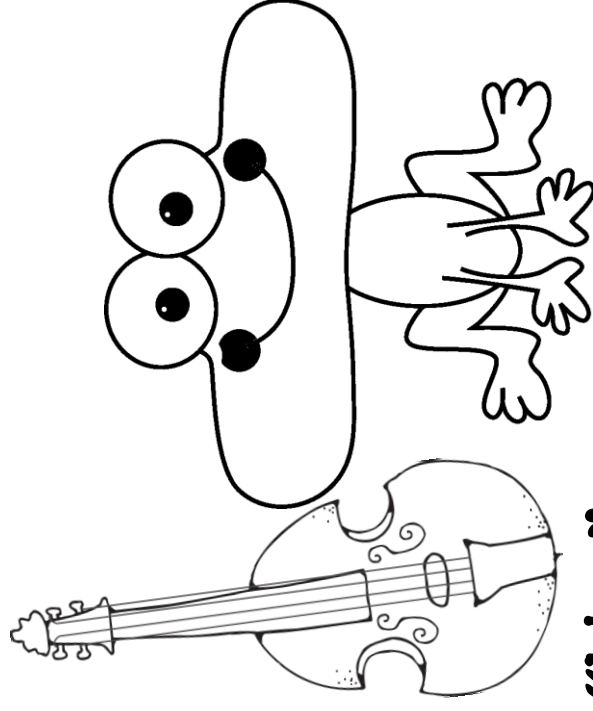
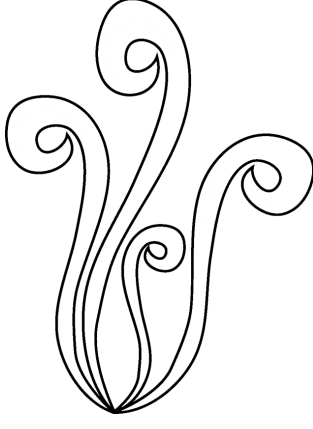
dijo Nube.

7

“Rana, ¿puedes

dejar de tañer?”

dijo el viento.

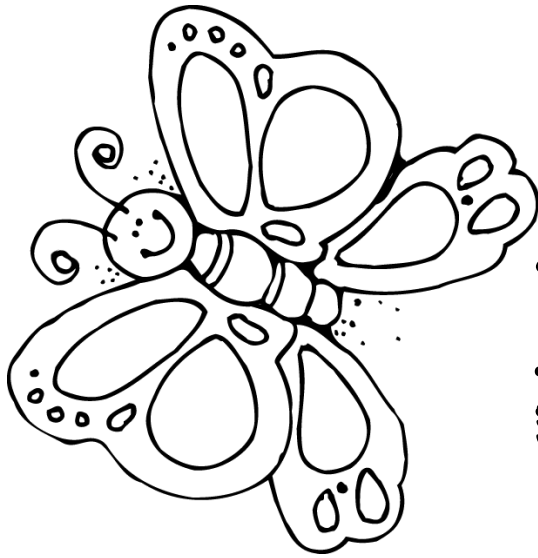
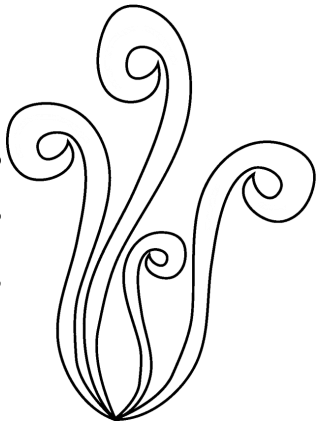


“No,” dijo Rana.

4

“Mariposa, ¿puedes dejar de bailar?”

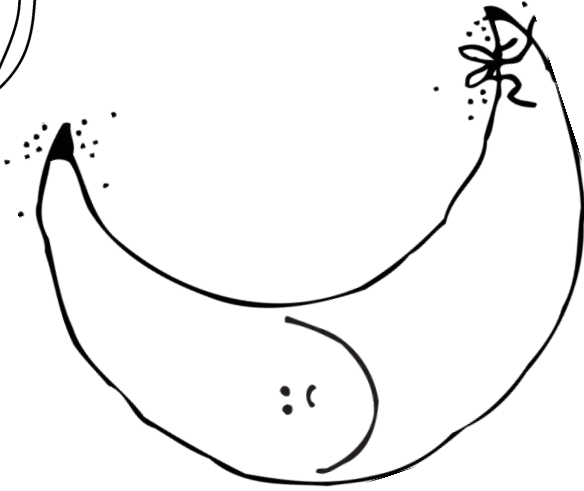
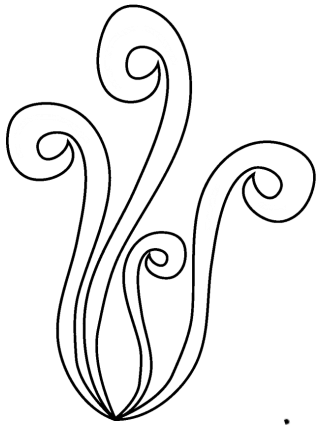
dijo el viento.



“No,” dijo Mariposa.

“Luna, ¿puedes dejar de brillar?”

dijo el viento.


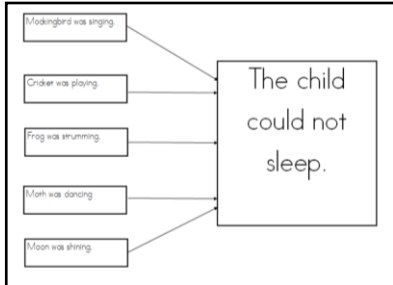
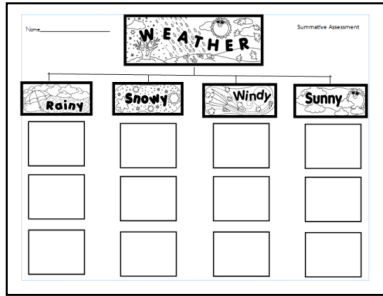






“No, el clima necesita cambiar,”

dijo Luna.

Common Core Unit (Unit 4 in OCR)	Kindergarten Lesson #15	Time/Period: 75 min. Course: Language Arts Date: _____
Common Core and Content Standards	<p>K.RL.2 With prompting and support, retell familiar stories, including key details. K.RL.3 With prompting and support, identify characters, setting and major events in a story. K.RL.5 Recognize common types of texts. K.RL.7. Relationship b/w illustrations and story K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. K.RL.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RF 1. Organization and features of print. a. Follow words b. Spoken words = written language c. spaces b/w words d. name all upper /lowercase 2 Phonemes a. rhyming words b. segment syllables c. segment onsets and rimes d. isolate phonemes f. blend 2-3 phonemes . 3 Phonics and word analysis skills to decode a. one-to-one letter-sound correspondences c. High-frequency words d. Distinguish b/w similarly spelled words</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p>W.1 Drawing, dictating, and writing -Opinion W.2 Drawing, dictating, and writing -Inform/ explain W.5 Production and Distribution of Writing (Adding Details) W. 8 Recall information</p> <p>SL.1. Participate in collaborative conversations a. Follow discussion rules b. Multiple exchanges SL.2. Ask & answer key ideas/details a. 1- 2-step oral directions; SL.3. Ask/answer questions for help/inform; SL.4. Describe people, places, things, events; SL.5. Add drawings/visuals to descriptions SL.6. Speak audibly to express ideas</p> <p>L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns f. Produce/expand complete sentences 2. Capitalization, punctuation, and spelling a. Capitalize first word in sentence and "I" b. Name end punctuation d. Spell simple words 5a. Sort common objects into categories 6. Use words and phrases acquired through conversation and responding to text</p> <p><u>Science</u> K.3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. K.4.a Observe common objects by using the five senses. K.4.b Describe the properties of common objects. K.4.c Describe the relative position of objects by using one reference (e.g., above or below). K.4.d Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight). K.4.e. Communicate observations orally and through drawings.</p>	
Materials/ Resources/ Lesson Preparation	<p>Green: Morning Message (chart paper, markers and 1 Magnifying Glass for each Elbow Group (real or from Lesson 2A); OCR The Wind, Teacher's Edition (T), Unit 4, Lesson 15, pp. 242-245. Red: "La canción del viento" song (11B); <u>El viento de las buenas noches</u> Book/Power Point ; Character templates (Lesson 14C or D), Readers Theater Script (Lesson 14A or B); <u>El viento de las buenas noches</u> Emergent Reader (Lesson 14E); Individual student assessment flow maps (Lesson 15A) Blue: Weather Log (Lesson 1D; 1 per student)</p>	
Objectives	<p>Content: Green: Students will identify action words and context clues. Students will: rhyme, oral-blend, and know /s//m/ and "s" and "m". Red: Students will sequence the story, Wind Says Goodnight by Katy Rydell. Students will practice high frequency words, decode, and track words. Students will re-tell the story. Blue: Students will identify, record, communicate the weather.</p>	<p>Language: Green: Students will read and interact with the Morning Message. Students will listen and participate in whole group activities. Red: Students will order events on individual flow maps (assessment). Students will read emergent reader. Students will participate in Readers Theater. Blue: Students will observe, draw, write and graph the daily weather. Students will present the weather in Power Elbow Groups</p>

Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall		<input checked="" type="checkbox"/> Level 2: Skill/Concept			
		<input checked="" type="checkbox"/> Level 3: Strategic Thinking		<input type="checkbox"/> Level 4: Extended Thinking			
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence				<input checked="" type="checkbox"/> Building strong content knowledge	
		<input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline					
		<input checked="" type="checkbox"/> Comprehending as well as critiquing				<input type="checkbox"/> Valuing evidence	
		<input type="checkbox"/> Using technology and digital media strategically and capably					
		<input checked="" type="checkbox"/> Coming to understand other perspectives and cultures					
Common Core Literacy Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts					
		<input checked="" type="checkbox"/> Reading and writing grounded from text					
		<input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary					
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING		WORDS WORTH KNOWING			
		tamborileaban, compás, tañer, vaivén, resplandor, cabriolas, ráfaga,		bruma, melodía, faldones, pradera, aleteaban, sumergida,			
	STUDENTS FIGURE OUT THE MEANING	rama, vueltas, brillando, susurraba, desplegada, descargó, tibia		rozaba, brotaba, , acurrucó, mansa, garganta			
Pre-teaching Considerations		<ul style="list-style-type: none">Students must have worked in Elbow Groups and with a partner. Review rules and responsibilities of working in groups. Review Elbow Group roles (materials, reporter, captain, and editor).					
Lesson Delivery							
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection					
CCSS Foundational Standards and Morning Message		<p>Morning Message – Focuses on action words and finding informational evidence from text.</p> <ul style="list-style-type: none">Review Content / Learning Objective.Write the following on chart paper or on the board: <p style="text-align: center;">El sol está brillando. El helado se derrite. Estamos nadando en la piscina. Es el _____.</p> <ul style="list-style-type: none">Review action words with students as needed.Read each sentence with students and have students interact with the message by writing a squiggly line under the action words (brillando, derrite, nadando).Depending on class ability/focus level continue and have students talk to their Elbow Partner to identify the capital letter at the beginning of the sentence, sight words and punctuation marks. (Suggestion: Circle the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)Take out a magnifying glass and tell students that they are now going to be Detectivos de las pistas. Students will use the magnifying glass to point out the context-clues that can tell them about the season being referenced. Ask students what the season is and fill in the blanks.Have students circle the words that provide evidence to support the main idea/ theme summer in the Morning Message sol; helado se derrite; and nadando).Have students turn to a partner and take turns discussing their answers including why? Model answering and extending answers as needed.					

	<ul style="list-style-type: none"> Chose two students to share their answers, and why. Ask if anyone disagrees with these students' answers, and why? Accept all answers. Continue to the last sentence. Praise students for being excellent Detectivos de las pistas, and coming up with the context clues in the sentences analytically. <p>Foundational Skills (Green Section) Teachers may continue with the OCR Green Section they are currently working on, or use the following:</p> <p>OCR The Wind, Teacher's Edition (T), Unit 4, Lesson 15, pp. 242-245 (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> T242-243- Choose one or both Warming Up activities T243- Oral blending (The following words may be used in lieu of the words found in OCR.) Initial Consonants /b/...rillar /c/...aliente /n/...ublado /d/...erritir /p/...iscina /c/...aloroso /v/...entisa /s/...oleado /n/...ubloso T244- The Sounds Mm and Ss T245- Linking the Sound to the Letter 	
Lesson Opening	<p>Prior Knowledge, Context, and Motivation:</p> <p>Sing "La canción del viento" song (Lesson 11B) with the students.</p> 	<p>Differentiated Instruction English Learners: Assign multiple students (high and low English levels) to each roll. Students will feel more comfortable and have models to listen to.</p>
	<p>Cause-Effect Map A completed map might look something like this:</p> <p>*Teacher tip: Use the large flow map pictures if you like (cut off the arrows) as graphics to support the text on the map.</p>  <p>Summative Assessment Students will sort weather pictures independently into four groups: windy, rainy, sunny and snowy.</p> 	<p>Students Who Need Additional Support: Add numbers to flow map to assist with sequencing.</p> <p>Allow students to re-tell story in small groups independently at workshop time.</p> <p>Accelerated Learners: Students may draw pictures in the flow map instead of cut and paste.</p> <p>Encourage students to add lines to the Readers Theater script.</p>

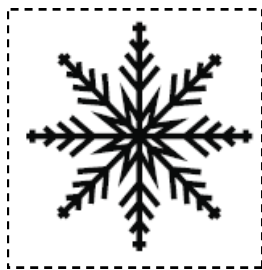
<p>Body of Lesson:</p> <p>Activities Tasks/ Strategies/Technology Questioning/Engagement/Writing/Checking for Understanding</p>	<p>Optional: Emergent Reader- <u>Wind Says Goodnight</u> Suggestions: Read whole group; read chorally two times. On the second read, divide the class into two groups. Group A chants the text on the left hand side (It is ____.) and Group B chants the text on the right hand side (The tree has ____). In small groups, students should read, track, and identify high frequency words.</p>  <p>Optional Readers Theater- <u>El viento de las buenas noches</u> Use the character templates to create character paper plate necklaces or headbands. (Lesson 14C or D) (Optional: Have students cut, color, and assemble their character necklaces or headbands). Assign roles (Optional: By making extra character necklaces, you can assign multiple students to one role.) Perform using scripts! (Lesson 14A or B)</p>  <p>Optional Emergent Reader- <u>El viento de las buenas noches</u> (Lesson 14E) Suggestions: Read whole group; read chorally two times. On the second read, divide the class into two groups. Group A chants the text on the left hand side (It is ____.) and Group B chants the text on the right hand side (The tree has ____). In small groups, students should read, track, and identify high frequency words.</p> 	
<p>Writing</p>	<p>Weather Log – Observing and Recording</p> <p>Sing “La canción del clima” (Lesson 1C). (Tune: Row, Row, Row your Boat) Students will chant /sing the song before observing the weather.</p> <p>Clima, clima, clima de hoy, No puedo esperar para verte. Soleado, lluvioso, ventoso, nublado. ¿Cómo estará hoy?</p>  <p>Students will act as meteorologists observing and recording the daily weather. Students will draw the weather, circle the word that names the weather and may write a simple sentence with support (sentence frame, sound spelling cards) describing their daily observation. Students will then record the daily weather on a bar graph in their log.</p> <p>Students will work in Power Elbow Groups to report the weather. Provide students chart paper, markers etc. So they can make a poster and report weather. Switch individual roles throughout the week so everyone gets an opportunity to speak.</p>	<p>Differentiated Instruction: Advanced Learners: Write longer sentence independently.</p> <p>English Learners: Model sentence for students. Students repeat sentence orally as they draw. They may write key vocabulary such as “Soleado”. If capable assist students in writing a sentence. May offer an LP such as: “El clima es/está ____.” or “Es/está____.”</p> <p>Special Needs: Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Soleado”.</p>

Lesson Reflection with the Students	<p>Big Idea:</p> <p>El clima entre cada estación puede ser predecible.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • ¿Cómo afecta el clima en nuestras vidas diariamente? • ¿ Por qué observamos el clima? • ¿ Cómo cambia el clima con el tiempo?
Lesson Reflection	
Teacher Reflection Evidenced by Student Learning/ Outcomes	

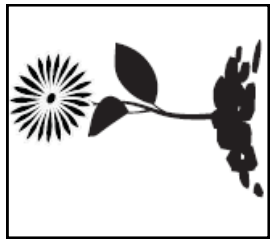
Tiempo y las 4 estaciones

Nombre _____

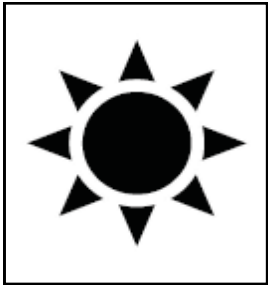
Invierno



Primavera

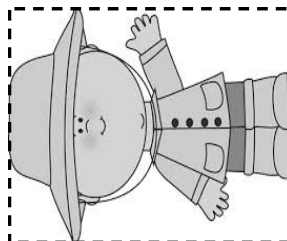
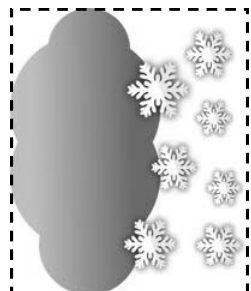
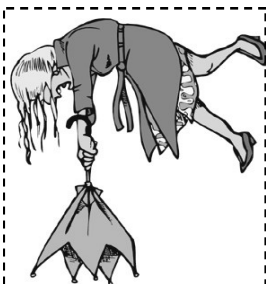
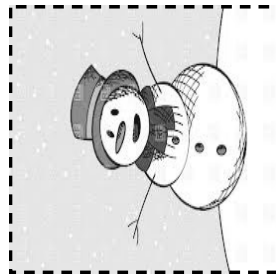
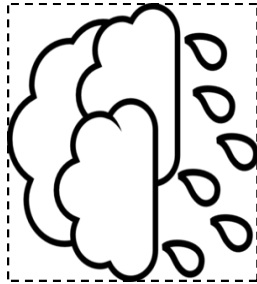
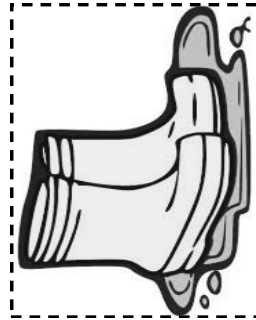
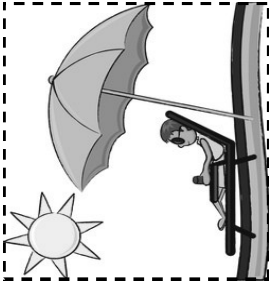
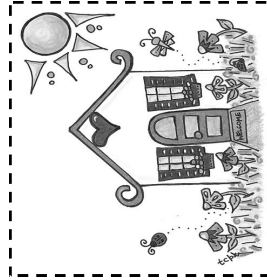
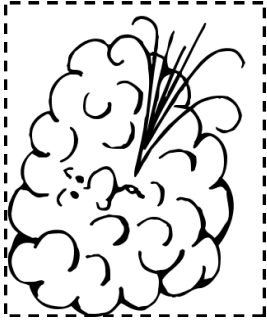


Verano



Otoño





Nombre:

