

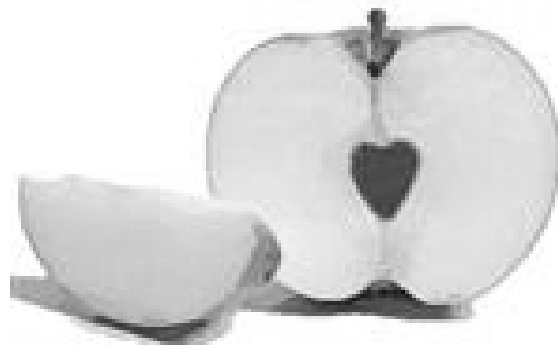


# Kindergarten

## Unit of Study



## Seasons & Weather





# 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

Seasons and Weather	
Unit Title:	Kindergarten
Grade Level/Course:	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:	<ol style="list-style-type: none"> <li>How does weather within each season impact our daily lives?</li> <li>Why do we observe weather?</li> <li>How does weather change over time?</li> </ol>
<b>Instructional Activities/Tasks</b>	
<b>Week 1</b> Informational Text: <b>What Happens When the Wind Blows?</b> By Daphne Butler	<b>Week 2</b> Informational Text: <b>Investigating the Seasons</b>
<b>Week 3</b> Complex Literature Text: <b>Wind Says Goodnight</b> By Katy Rydell, Illustrated by David Jorgensen	
Preparing the Learner → Reading of Text → Extending the Learning	Preparing the Learner → Reading of Text → Extending the Learning
Open Picture Sort Picture Walk, 1 <sup>st</sup> read with step asides	Season video clips Picture Walk, 1 <sup>st</sup> read with step asides
Text Dependent Questions & Note Taking Guide Emergent Reader: I See the Weather?	Text Dependent Questions Emergent Reader: The Four Seasons
The Weather Song Weather Log	My Seasons Tree art Seasons Writing; Weather Log
Experiment Prediction Picture Walk, 1 <sup>st</sup> read with step asides	Text Dependent Questions Sequencing Shared Reader: Wind Says Goodnight
Readers Theater Weather Log Meteorologist Presentation	

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

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"><b>Bundled Reading Literature Standards</b></p> <p><b>KRL.5</b> Recognize common types of texts (e.g. storybooks, poems, fantasy, realistic text)</p> <p><b>KRL.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>KRL.7</b> 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><b>KRL.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>KRL.10</b> 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><b>F:</b> Teacher observation.</p> <p><b>F:</b> Use of text- dependent questions for comprehension.</p> <p><b>F:</b> Choral Reading of Emergent Readers.</p> <p><b>F:</b> Readers Theater of the story, <u>Wind Says Goodnight</u>.</p> <p><b>S:</b> Flow map to sequence events in <u>Goodnight Says the Wind</u></p> <p><b>S:</b> 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"><b>Bundled Reading Informational Text Standards</b></p> <p><b>KRI.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>KRI.2</b> With prompting and support Identify the main topic and retell key details of a text.</p> <p><b>KRI.3</b> With prompting and support, describe the connection between two individuals, events ideas or pieces of information in a text.</p> <p><b>KRI.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>KRI.5</b> Identify the front cover, back cover and title page of a book.</p> <p><b>KRI.7</b> 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><b>KRI.8</b> 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><b>KRI.10</b> 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><b>F:</b> Teacher observation.</p> <p><b>F:</b> Use of text- dependent questions for comprehension.</p> <p><b>S:</b> Meteorologist Presentation.</p> <p><b>F:</b> Shades of Meaning Sort</p> <p><b>F:</b> Senses sort</p> <p><b>S:</b> Drawing and explanation of seasons</p> <p><b>S:</b> 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 align="center"><b>Bundled Foundational Skills Standards</b></p> <p><b>KFS.1</b> Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol> <p><b>KFS.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>Blend and segment onsets and rimes of single-syllable spoken words</li> <li>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</li> <li>Blend two to three phonemes into recognizable words. CA</li> </ol> <p><b>KFS.3</b> 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"> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li> <li>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are).</li> <li>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ol> <p><b>KFS.4</b> Read emergent-reader texts with purpose and understanding.</p>	<p><b>F:</b> Teacher observation</p> <p><b>S:</b> Trimester Results Assessment</p> <p><b>S:</b> SAUSD OCR/Award Sight Word Assessment.</p>	<p>Is the student able to....</p> <ul style="list-style-type: none"> <li>- read sight words?</li> <li>- Identify upper/lowercase letters?</li> <li>- orally blend words?</li> </ul>
<p><b>Bundled Writing Standards, Kindergarten</b></p> <p><b>KW.1</b> 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><b>KW.2</b> 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><b>KW.3</b> 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><b>KW.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>KW.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>F:</b> Daily Weather Observation Log with accompanying drawing.</p> <p><b>F:</b> Drawing/writing of each season.</p> <p><b>S:</b> 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><b>Bundled Speaking and Listening Standards, Kindergarten</b></p> <p><b>SLK.1</b> 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"> <li>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).</li> <li>Continue a conversation through multiple exchanges.</li> </ol> <p><b>SLK.2</b> 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><b>SLK.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SLK.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SLK.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SLK.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>F:</b> Teacher observation and student responses.</p> <p><b>F:</b> Discussion of various topics with partner, collaborative groups using linguistic patterns.</p> <p><b>F:</b> Retell <u>Goodnight Says the Wind</u> using flow map.</p> <p><b>S:</b> Unit weather presentation.</p>	<p>Can students ask questions/give answers to clarify information and understanding? Can students effectively participate in collaborative conversations? Can students sequence a story?</p>
<p><b>Bundled Language Standards, Kindergarten</b></p> <p><b>KL.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ol> <p><b>KL.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>Recognize and name end punctuation.</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol> <p><b>KL.4</b> 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"> <li>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>).</li> </ol> <p><b>KL.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the</li> </ol>	<p><b>F:</b> Teacher observation and student responses</p> <p><b>F:</b> Daily Weather Observation Log</p> <p><b>S:</b> SAUSD Writing Proficiency</p> <p><b>F:</b> Text-dependent question/answer activities.</p> <p><b>F:</b> Song and Choral Reading activities.</p> <p><b>F:</b> Retell of texts, and sharing of opinions and ideas.</p> <p><b>F:</b> Shades of Meaning Activity.</p> <p><b>S:</b> Drawing and explanation of seasons</p>	<p>Can students use information to draw/write, and stay on topic? Can students ask questions/give answers to clarify information and understanding, and participate in collaborative conversations? Student reading fluency/writing progress at specific times of the year. 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><b>KL.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
<p><b>Resources/ Materials:</b></p> <p><b>Complex Texts to be used:</b> “Wind Says Goodnight” by Katy Rydell, illustrated by David Jorgensen</p> <p><b>Informational Texts used:</b> <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); <u>Wind Says Goodnight</u> by Katy Rydell</p> <p><b>Literature Titles:</b> <u>Season and Weather</u> by SAUSD Kindergarten Team, <u>Investigating the Seasons</u> by SAUSD Kindergarten Team</p> <p><b>Media/Technology:</b> <u>Season and Weather, Investigating the Seasons, and Wind Says Goodnight Power Points</u></p> <p><b>Other Materials:</b> <u>Investigating the Seasons</u> and <u>Wind Says Goodnight Big Books</u>; I See the Weather, The Four Seasons, Wind Says Goodnight SAUSD Readers; Optional: “Seasons” by Kara D Hill (Science Reader); Weather Log, Power Elbow Group Activities, etc.</p>	
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>• Kindergarten Life Science 2, 2a, 2b, 3, 3b, 4, 4a-c, 4e (Please see Content Standards section).</li> <li>• Kindergarten Math Counting Cardinality 3, 4-4c, 5-7, Measurement and Data 3-4b (Please see Math CCCS).</li> <li>• 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)</li> </ul>	
<p><b>Differentiated Instruction:</b></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 &amp; EI: PowerPoint; pictures; speaking, reading, and writing</p> <p>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 &amp; 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</p> <p>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>



# Kindergarten Common Core Unit Overview: Week 1



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Morning Message Daily					
Reading Comprehension and/or Activities	<ul style="list-style-type: none"> <li>Pre-Assessment</li> <li>Picture Walk and Read: <u>Seasons and Weather</u> PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>"The Seasons" song</li> <li>Read OC text</li> <li><u>What Happens When the Wind Blows?</u></li> <li>Focus and Text dependent questions pp. 24-31</li> </ul>	<ul style="list-style-type: none"> <li>"The Seasons" song</li> <li>Read OC text</li> <li><u>What Happens When the Wind Blows?</u></li> <li>Text dependent questions pp. 25-45</li> </ul>	<ul style="list-style-type: none"> <li>Video: "Weather"</li> <li>Note Taking Guide</li> <li>Optional: Emergent Reader: <u>See the Weather</u></li> <li>Sing "The Seasons"</li> </ul>	<ul style="list-style-type: none"> <li>Video: "The Four Seasons" Science Flipbook pg. 39- (Chapter 4, Lesson 3)</li> <li>Optional: Science Levelled Reader <u>Seasons</u></li> <li>Emergent Reader: <u>See the Weather</u></li> </ul>
Content Connection					
Follow Up Writing Activities	<ul style="list-style-type: none"> <li>"The Weather Song"</li> <li>Introduce Meteorologist Logbook</li> </ul>	<ul style="list-style-type: none"> <li>"The Weather Song"</li> <li>Record weather in Meteorologist Logbook</li> </ul>	<ul style="list-style-type: none"> <li>"The Weather Song"</li> <li>Record weather in Meteorologist Logbook</li> </ul>	<ul style="list-style-type: none"> <li>"The Weather Song"</li> <li>Record weather in Meteorologist Logbook</li> </ul>	<ul style="list-style-type: none"> <li>Sing "The Weather Song"</li> <li>Record weather in Meteorologist Logbook</li> </ul>
Materials to Prepare or Compile	<ul style="list-style-type: none"> <li>Chart paper, markers</li> <li>PowerPoint: <u>Seasons and Weather</u></li> <li>"The Weather Song"</li> <li>Meteorologist Logbook</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, markers</li> <li>Optional: Student whiteboards &amp; marker</li> <li>"The Seasons" song</li> <li>PowerPoint: <u>Seasons and Weather</u></li> <li>"The Weather Song"</li> <li>Meteorologist Logbook</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, markers</li> <li>Optional: student whiteboards &amp; markers</li> <li>"The Seasons" song</li> <li>PowerPoint: <u>Seasons and Weather</u></li> <li>"The Weather Song"</li> <li>Meteorologist Logbook</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, markers</li> <li>Optional: student whiteboards &amp; markers</li> <li>Video link</li> <li>Emergent Reader: <u>See the Weather</u></li> <li>"The Weather Song"</li> <li>Meteorologist Logbook</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, markers</li> <li>Optional: student whiteboards &amp; markers</li> <li>Video link</li> <li>Science Flipbook</li> <li>Emergent Reader: <u>See the Weather</u></li> <li>"The Weather Song"</li> <li>Meteorologist Logbook</li> </ul>

# 2SAUSD Common Core Lesson Planner

<b>Common Core</b> (Unit 4 in OCR)		<b>Kindergarten</b> <b>Lesson # 1</b>	<b>Time/Period:</b> 75 min. <b>Course:</b> Language Arts <b>Date:</b> _____
<b>Common Core and Content Standards</b>		<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 &amp; 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 &amp; 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>	
<b>Materials/ Resources/ Lesson Preparation</b>		<p><b>Green:</b> Morning Message (chart paper and markers); OCR U.4 TE (Green Section) T22- 27,  <b>Red:</b> "Weather and non-weather" sorting material and rubric ; <u>Seasons and Weather</u> PowerPoint,  <b>Blue:</b> Weather Song ; Weather Log</p>	
<b>Objectives</b>		<p><b>Content:</b>  <b>Green:</b> Students will identify the position words.            Students will: rhyme, oral-blend, identify long vowel sounds, and know /s/ and "s".  <b>Red:</b> Students will sort picture cards.            Students will gather knowledge about expository text.  <b>Blue:</b> Students will identify and record the weather.</p>	<p><b>Language:</b>  <b>Green:</b> Students will play "Simon Says" (physically show position word) and write an interactive Morning Message. Students will listen and participate in whole group activities.  <b>Red:</b> Students will discuss and describe their sort in complete sentences in Elbow Groups.            Students will describe illustrations and make predictions about text.  <b>Blue:</b> Students will observe, draw, write and graph the daily weather.</p>
<b>Depth of Knowledge Level</b>		<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input type="checkbox"/> <b>Level 4: Extended Thinking</b>	
<b>College and Career Ready Skills</b>		<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input checked="" type="checkbox"/> <b>Valuing evidence</b> <input checked="" type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>	
<b>Common Core Instructional Shifts</b>		<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>	
<b>Aca</b>	<b>TEACHER PROVIDES</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>

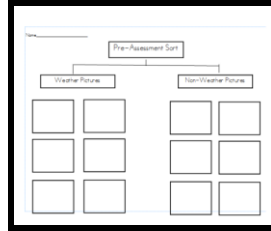
		pattern, weather log, meteorologist, difference, record	
	STUDENTS FIGURE OUT THE MEANING	winter, spring, summer, fall	
<b>Pre-teaching Considerations</b>	<ul style="list-style-type: none"> <li>Explain to students: for the next several weeks you will be learning about the seasons and the weather they experience during each season.</li> <li>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).</li> </ul>		
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>	<p><b>Check method(s) used in the lesson:</b></p> <p><input checked="" type="checkbox"/> Modeling    <input checked="" type="checkbox"/> Guided Practice    <input checked="" type="checkbox"/> Collaboration    <input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Guided Inquiry    <input checked="" type="checkbox"/> Reflection</p>		
<b>CCSS Foundational Standards (K-5 only)</b>	<p><b>Morning Message</b> – Focuses on <b>position</b> words.</p> <ul style="list-style-type: none"> <li>Review Content / Learning Objective.</li> <li>Introduce position words (such as: close, far, above, below, in front of, in back of, over, under, beside, next to, on, in, between ) by having students act out scenarios using position words. (<b>Suggestion:</b> Play Simon Says using the position words.) For example: “Simon says... <ul style="list-style-type: none"> <li>-put your hand above your head.</li> <li>-put your hand below your chin.</li> <li>-put your hand behind your back.</li> <li>-put your hand under your elbow.</li> <li>-put your hand on your nose.</li> <li>-put your hand close to your mouth.</li> <li>-put your hand between your knees.</li> <li>-put your hand over your eyes.</li> <li>-put your hand far from your body.”</li> </ul> </li> <li>Write an interactive Morning Message with students using position words.</li> <li>Have students talk to their Elbow Partner to identify the capital letter at the beginning of the sentence, periods, and sight words. (<b>Suggestion:</b> Underline the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)</li> </ul> <p><b>Foundational Skills (Green Section)</b>  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"> <li>T22- Choose one or both Warming Up activities</li> <li>T23- Oral blending (The following words may be used in lieu of the words found in OCR.)  Initial Consonants  /s/...unny            /f/...unny  /r/ ...ain            /p/...ain            /g/ ...ain  /f/ ...all            /t/...all            /c/ ...all  /c/..old            /t/...old            /f/ ...old</li> </ul>		

- T24- Listening for Long Vowel Sounds
- T25-26- The Sound of Ss
- T26- Linking the Sounds to the Letter

**Prepare the Learner**

**Pre-Assessment:**

Give students the opportunity to sort pictures into two groups: Weather Pictures/Non-Weather Pictures.



Use inquiry questions to facilitate students' thinking (ex: *I see you put the \_\_\_\_\_ with the \_\_\_\_\_ . Why did you put them together? or I see this picture has \_\_\_\_\_ . Do you see another picture with \_\_\_\_\_ ?*) Students may use the following frames to describe their sort: *This group has \_\_\_\_\_ . This group does not have \_\_\_\_\_ . These are \_\_\_\_\_ . These are not \_\_\_\_\_ . The \_\_\_ and \_\_\_ are \_\_\_\_ . These pictures go together because \_\_\_\_\_ . This is a group because \_\_\_\_\_ .*

Note observations

**Interact with text/concept**

Activities Tasks/  
Strategies/Technology  
Questioning/Engagement/ Writing/Checking for Understanding

**Building Background:** Introduce "The Season Song"

Introduce the song on the PowerPoint to the students. Add motions to the words when applicable. Emphasize the season and weather words in each stanza.



**Preview: Seasons and Weather PowerPoint - Expository Text**

(As you preview, note student's knowledge and vocabulary to help guide your instruction)

**Picture Walk:** Review the title page. Say: *What do you see in the picture? What do you think this book is about?*

As you continue through the subsequent pages, you may want to use some of these suggested questions:

What do you see?

What questions do you have? (What do you wonder about?)

What does this picture make you think about or remind you of?

Students talk with a partner to share ideas.

I see \_\_.

I wonder \_\_.

I think \_\_.

Share out with whole group.

**Differentiated Instruction:**

**English Learners:**

I see \_\_\_\_ . He/She has \_\_\_\_ .

The \_\_\_\_ is \_\_\_\_ .

The animals can \_\_\_\_ .

The people can \_\_\_\_ .

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 \_\_\_\_ .

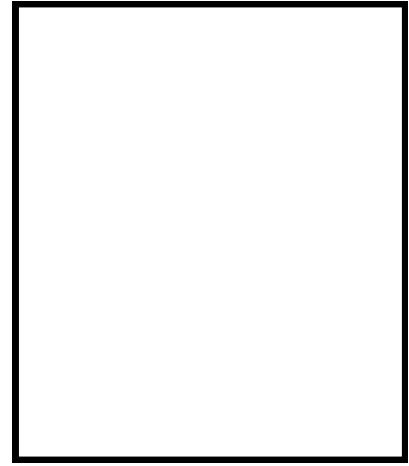
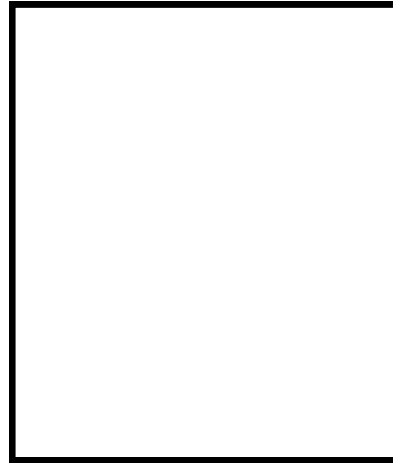
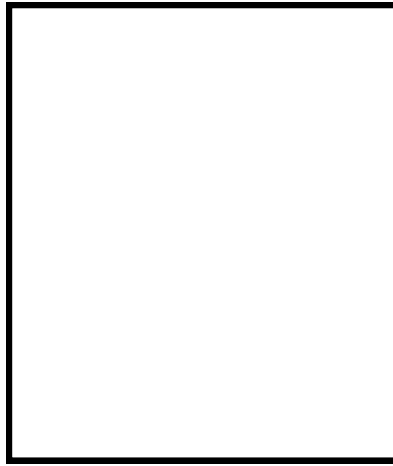
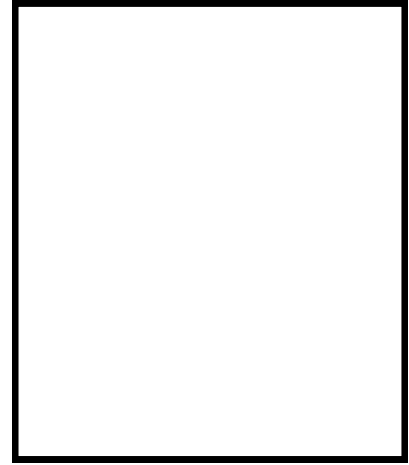
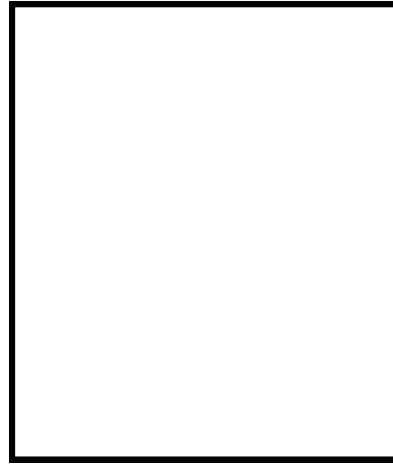
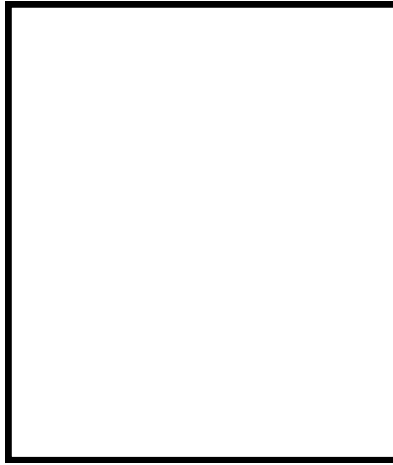
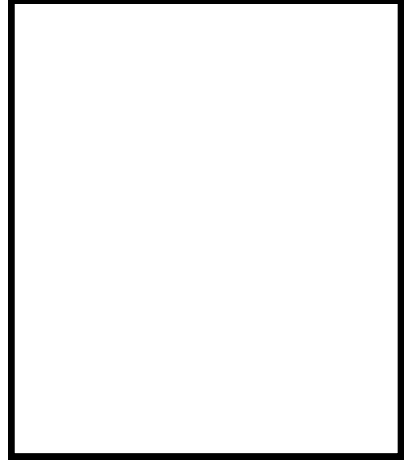
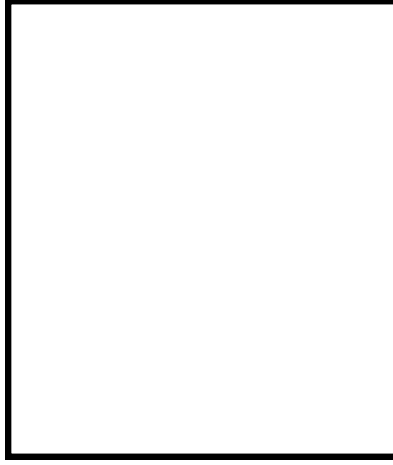
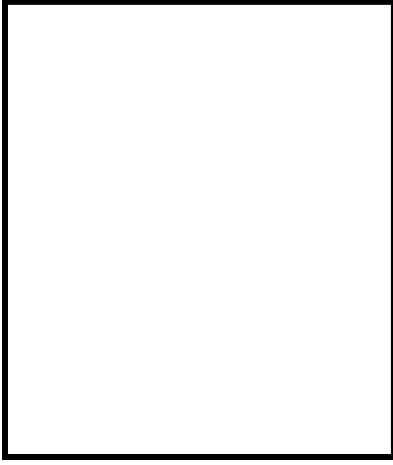
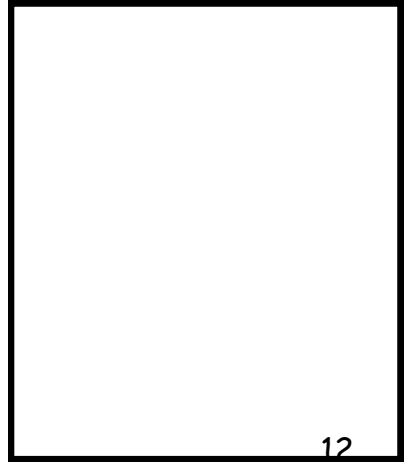
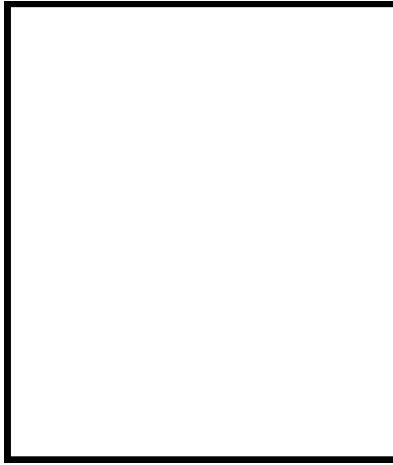
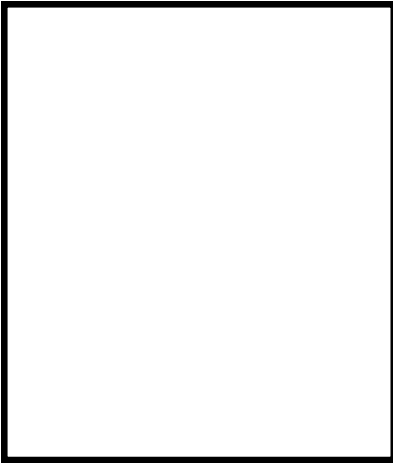
	<p><b>Read:</b> Read the PowerPoint in its entirety with step asides, as needed.</p>	
<p><b>Extending Understanding Writing</b></p>	<p><b>Weather Log – Observing and Recording</b></p> <p>Introduce students to “The Weather Song.” (Tune: Row, Row, Row your Boat) Students will chant /sing the song before observing the weather.</p> <p><b>What is the weather today, I can’t wait to see. Sunny, rainy, windy, cloudy, Which one will it be?</b></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><b>Differentiated Instruction:</b> <b>Advanced Learners:</b> Write longer sentence independently.</p> <p><b>English Learners:</b> 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><b>Special Needs:</b> Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.</p>
<p><b>Lesson Reflection with Students</b></p>	<p><b>Big Idea:</b> Weather within each season can be predictable.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does weather within each season impact our daily lives?</li> <li>• Why do we observe weather?</li> <li>• How does weather change over time?</li> </ul>	
<p><b>Lesson Reflection</b></p>		
<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>		

Name \_\_\_\_\_

Pre-Assessment Sort

Weather Pictures

Non-Weather Pictures





# Pre Assessment Lesson 1



# Open Sort Collaboration Rubric

Group Name: \_\_\_\_\_

## Members

\_\_\_\_\_  
\_\_\_\_\_

- Members work collaboratively on sort. \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_

- Each member introduces himself/herself. \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_

- Team members (2) help place sort on pocket chart.

Notes: \_\_\_\_\_  
\_\_\_\_\_

- Presenter explains sort. \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_

- Team members helps point out pictures as presenter speaks. \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_

## Seasons and Weather



Pictures from Google Images

1

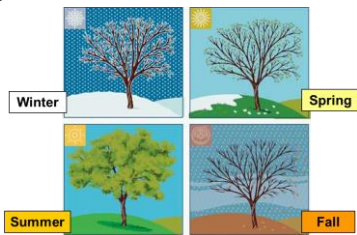


Weather changes from day to day, but it can be predictable during a season.

2

### Four Seasons

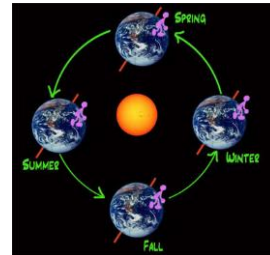
There are four **seasons** in a year - winter, spring, summer, and fall. The **weather** changes during each season. In each season, you can expect a certain type of weather.



Weather changes from day to day, but it can be predictable during a season.

3

Every season has its own type of weather. Seasons follow one another in a **cycle**. The change in each season is due to the earth **revolving** around the sun.



Weather changes from day to day, but it can be predictable during a season.

### Wind and Weather

But each day, the weather can be different. The air around the earth is moving all the time. This moving air is called **wind**. Wind can blow clouds and **storms** across the sky, changing the weather.



Wind brings in clouds.

Weather changes from day to day, but it can be predictable during a season.

5

### Winter

Winter is the coldest season. The days are shorter and the nights are longer. People need to dress warmly in order to protect themselves from the colder air. It snows in many places. So trees are **bare**, without leaves. Some animals **hibernate**, while others **migrate** to warmer places.



Weather changes from day to day, but it can be predictable during a season.

### Spring

Spring is a warmer season. The days get a little longer, and the nights get shorter. There are more sunny days. There can be **breezy** days, rainy days, or **foggy** days. Leaves and **buds** appear on trees again. Baby animals are born. People begin to spend more time outside.



Weather changes from day to day, but it can be predictable during a season.

### Summer

Summer is the hottest season. The days are very long and the nights are short. There are many hot, **scorching** days. People like to go to a pool or the beach. Animals try to stay cool in the shade. Some fruits and vegetables begin to **ripen** on trees and plants.



Weather changes from day to day, but it can be predictable during a season.

### Fall

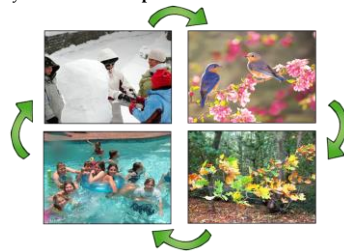
Fall is a cool season. The days get shorter and the nights get longer. There are more windy days. There are more rainy days. People need to dress for the **chilly** weather. Apples, pumpkins and corn are harvested. The animals **prepare** for winter and students **prepare** for school.



Weather changes from day to day, but it can be predictable during a season.

### Changing Seasons

What happens when fall is over? The cycle begins again. Can you **predict** what will happen in winter? In the spring? In the summer? In the fall? Do you remember the **predictable** weather for each season?



Weather changes from day to day, but it can be predictable during a season.

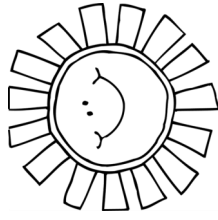
# The Weather Song

(Tune: Row, Row, Row your Boat)

Weather, Weather, Weather today,  
I can't wait to see.  
Sunny, rainy, windy, cloudy,  
Which one will it be?

# Weather Graph

Sunny	Windy	Rainy	Cloudy	Foggy	Snowy



# Meteorologist

## Log Book



What is the weather today?

I can't wait to see!

Sunny, windy, rainy, cloudy...

Which one will it be?

Name \_\_\_\_\_

Date: \_\_\_\_\_

Observation:

Large empty rounded rectangular box for observation notes.



sunny



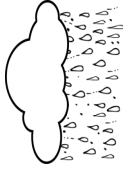
windy



cloudy



foggy



rainy



snowy

Four horizontal lines for writing: a solid top line, a dashed middle line, and two solid bottom lines.

Date: \_\_\_\_\_

Observation:

Large empty rounded rectangular box for observation notes.



sunny



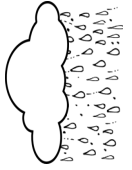
windy



cloudy



foggy



rainy



snowy



Four horizontal lines for writing: a solid top line, a dashed middle line, and two solid bottom lines.

# SAUSD Common Core Lesson Planner

<b>Common Core Unit</b> (Unit 4 in OCR)	<b>Kindergarten Lesson # 2</b>	<b>Time/Period: 75 min. Course: Language Arts</b> <b>Date: _____</b>	
<b>Common Core and Content Standards</b>	<p>RI. 1 Ask/answer questions 2. Main topic and key details 3. Connections b/w individuals/events/information            5. Front &amp; 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 &amp; 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 &amp; 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 &amp; 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>		
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<b>Objectives</b>	<b>Content:</b> <b>Green:</b> Students will identify position words and context clues. Students will: rhyme, oral-blend, identify long vowel sounds, and know /s/ and "s". <b>Red:</b> Students learn and understand the four seasons.  <b>Blue:</b> Students will identify and record the weather.	<b>Language:</b> <b>Green:</b> Students will read and interact with the Morning Message. Students will listen and participate in whole group activities. <b>Red:</b> 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. <b>Blue:</b> Students will observe, draw, write and graph the daily weather.	
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input type="checkbox"/> <b>Level 4: Extended Thinking</b>		
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<b>Aca</b>	<b>TEACHER PROVIDES</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>



		pattern, daily, migrate, bloom, ripen, chilly, hibernate, scorching	difference, storm, cool
	STUDENTS FIGURE OUT THE MEANING	revolving, season, breezy, harvested	winter, spring, summer, fall, wind, windy, warm,
<b>Pre-teaching Considerations</b>	<ul style="list-style-type: none"> <li>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).</li> </ul>		
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <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		
<b>CCSS Foundational Standards (K-5 only)</b>	<p><b>Morning Message</b> – Focuses on <b>position</b> words and finding informational evidence from text.</p> <ul style="list-style-type: none"> <li>Review Content / Learning Objective.</li> <li>Write the following on chart paper or on the board:</li> </ul> <p style="text-align: center;"> <b>The boy puts a scarf around his neck.</b>  <b>He puts a hat on his head.</b>  <b>He sleds on the snow.</b>  <b>The season is winter.</b> </p> <ul style="list-style-type: none"> <li>Review position words with students as needed.</li> <li>Read each sentence with students and have students interact with the message by underlining the position words (<b>around, on</b>).</li> <li>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. (<b>Suggestion:</b> Underline the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)</li> <li>Ask students what information the morning message gave to show it was winter.</li> </ul> <p><b>Foundational Skills (Green Section)</b>  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 2, pp. 36-39.  (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> <li>T36- Choose one or both Warming Up activities</li> <li>T37- Oral blending (The following words may be used in lieu of the words found in OCR.)  Initial Consonants                    /w/...eather                    /m/...eteorologist                    /w/ ...inter                    /s/...pring                    /s/ ...ummer                    /f/ ...all                    /w/ ...ind                    /s/...pring                    /r/ ...ain</li> <li>T37- Listening for Long Vowel Sounds</li> <li>T38- The Sound of Ss</li> <li>T39- Linking the Sound to the Letter</li> </ul>		<p><b>Suggestion:</b> 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>

<p><b>Prepare the Learner</b></p>	<p><b>Prior Knowledge, Context, and Motivation:</b> Sing: "The Season Song"</p> 	
<p><b>Interact with text/concept</b></p> <p>Activities Tasks/ Strategies/Technology Questioning/Engagement/ Writing/Checking for Understanding</p>	<p><b>Unencumbered read: <u>Seasons and Weather</u> PowerPoint - Expository Text</b></p> <p>As students become aware of the repetitive phrase at the bottom of each page, encourage them to join in.</p>	<p><b>Differentiated Instruction:</b></p> <p><b>English Learners:</b> I see _____. He/She has _____. The _____ is _____. The animals can _____. The people can _____. I think that _____ because _____.</p> <p><b>Special Needs:</b> Point to illustrations and words in text.</p> <p><b>Accelerated Learners:</b> What do you think is the most important detail on this page? How do you know?</p>
<p><b>Extending Understanding</b></p> <p><b>Writing</b></p>	<p><b>Weather Log – Observing and Recording</b></p> <p>Sing/ Chant "The Weather Song" (Tune: Row, Row, Row your Boat).</p> <p><b>What is the weather today, I can't wait to see. Sunny, rainy, windy, cloudy, Which one will it be?</b></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><b>Differentiated Instruction:</b></p> <p><b>Advanced Learners:</b> Write longer sentence independently.</p> <p><b>English Learners:</b> 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><b>Special Needs:</b> Assist in writing beginning sounds of words in small group. They can write key vocabulary such as "Sunny".</p>
<p><b>Lesson Reflection with Students</b></p>	<p><b>Big Idea:</b> Weather within each season can be predictable.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does weather with in each season impact our daily lives?</li> <li>• Why do we observe weather?</li> <li>• How does weather change over time?</li> </ul>	
<p><b>Lesson Reflection</b></p>		

<b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b>	
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# The Seasons Song

Tune: Row, Row, Row Your Boat

Spring, Spring, Spring is here

What weather will I find?

Get your umbrella and light sweater

The weathers rainy outside

Summer, Summer, Summer's here

What weather will I find?

Put on my swimsuit and grab a towel

The weather's sunny outside

Fall, Fall, Fall is here

What weather will I find?

Put on your jacket and get your rake.

The wind is blowing outside

Winter, Winter, Winter's here

What weather will I find?



Put on the jacket, gloves, and hat

The weather's cold outside

# SAUSD Common Core Lesson Planner

<b>Common Core Unit</b> (Unit 4 in OCR)	<b>Kindergarten Lesson # 3</b>	<b>Time/Period: 75 min. Course: Language Arts</b> <b>Date: _____</b>	
<b>Common Core and Content Standards</b>	<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 &amp; 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 &amp; 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 &amp; 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>		
<b>Materials/ Resources/ Lesson Preparation</b>	<b>Green:</b> Morning Message (chart paper, markers); OCR U.4 TE (Green Section) T 58-61 <b>Red:</b> "The Seasons Song" OC Unit 4 Big Book <u>Wind: What Happens When the Wind Blows</u> <b>Blue:</b> Weather Log		
<b>Objectives</b>	<b>Content:</b> <b>Green:</b> Students will identify position words and context clues. Students will: rhyme, oral-blend, identify long vowel sounds, and know /s/ and "s". <b>Red:</b> Students learn and understand the four seasons. <b>Blue:</b> Students will identify and record the weather.	<b>Language:</b> <b>Green:</b> Students will read and interact with the Morning Message. Students will listen and participate in whole group activities. <b>Red:</b> Students will listen and answer questions citing evidence from the text and illustrations in a whole group and with partners. <b>Blue:</b> Students will observe, draw, write and graph the daily weather.	
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input type="checkbox"/> <b>Level 4: Extended Thinking</b>		
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input checked="" type="checkbox"/> <b>Valuing evidence</b> <input checked="" type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>		
<b>Common Core Instructional Shifts</b>	<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>		
<b>Aca</b> TEACHER PROVIDES	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>	

		daily, migrate, bud, ripen, chilly, hibernate, scorching, predictable, season, foggy	difference, storm, cool, certain, type, expect, due, prepare									
	STUDENTS FIGURE OUT THE MEANING	revolving, breezy, cycle	winter, spring, summer, fall, wind, windy, warm, harvested									
<b>Pre-teaching Considerations</b>	<ul style="list-style-type: none"> <li>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).</li> </ul>											
<b>Lesson Delivery</b>												
<b>Instructional Methods</b>	<p><b>Check method(s) used in the lesson:</b></p> <p><input checked="" type="checkbox"/> Modeling    <input checked="" type="checkbox"/> Guided Practice    <input checked="" type="checkbox"/> Collaboration    <input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Guided Inquiry    <input checked="" type="checkbox"/> Reflection</p>											
<b>CCSS Foundational Standards (K-5 only)</b>	<p><b>Morning Message</b> – Focuses on <b>position</b> words and finding informational evidence from text.</p> <ul style="list-style-type: none"> <li>Review Content / Learning Objective.</li> <li>Write the following on chart paper or on the board: <ul style="list-style-type: none"> <li><b>The blossom grows beside the green leaf.</b></li> <li><b>The baby bunnies hop around the garden.</b></li> <li><b>The season is spring.</b></li> </ul> </li> <li>Review position words with students as needed.</li> <li>Read each sentence with students and have students interact with the message by underlining the position words (<b>beside, around</b>).</li> <li>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. (<b>Suggestion:</b> Underline the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)</li> </ul> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p><b>Suggestion:</b> 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><b>Foundational Skills (Green Section)</b> 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 3, pp. 58-61. (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> <li>T58- Choose one or both Warming Up activities</li> <li>T59- Oral blending (The following words may be used in lieu of the words found in OCR.) Initial Consonants <table style="margin-left: 40px; border: none;"> <tr> <td>/o/...cean</td> <td>/h/...ot</td> <td>/c/ ...oral</td> </tr> <tr> <td>/b/...each</td> <td>/s/...ummer</td> <td>/s/ ...ea</td> </tr> <tr> <td>/s/...eagull</td> <td>/s/...wimming</td> <td>/s/...and</td> </tr> </table> </li> <li>T60- The Sound of Ss</li> <li>T60-61- Linking the Sound to the Letter</li> </ul>			/o/...cean	/h/...ot	/c/ ...oral	/b/...each	/s/...ummer	/s/ ...ea	/s/...eagull	/s/...wimming	/s/...and
/o/...cean	/h/...ot	/c/ ...oral										
/b/...each	/s/...ummer	/s/ ...ea										
/s/...eagull	/s/...wimming	/s/...and										

<p><b>Prepare the Learner</b></p>	<p><b>Prior Knowledge, Context, and Motivation:</b>  <b>“The Season Song”</b>  Review the song with the students. Have students act out the song with the motions.</p> 	
<p><b>Interact with the text/concept</b></p> <p>Activities Tasks/ Strategies/Technology Questioning/Engagement/Writing/Checking for Understanding</p>	<p><b>2<sup>nd</sup> Read: <u>Seasons and Weather</u></b></p> <p><b>Text Dependent Questions</b></p> <p>Page 3 How many seasons are there in a year? (4) How can you tell?</p> <p>Page 4 Based on the picture, what do you think ‘cycle’ is? (<i>arrows show a circular motion</i>) Do you see how they are moving? Step Aside: When things are moving in a circular motion, we call that ‘revolving.’ What is the yellow ball in the middle? (<i>sun</i>)</p> <p>Page 5 What causes weather to change? (<i>wind</i>) Read the caption. What does the caption tell you about the picture? (<i>wind brings in clouds</i>)</p> <p>Allow students to share their ideas in a Power Elbow Group. Invite groups to share with the whole class.</p>	<p><b>Differentiated Instruction:</b></p> <p><b>English Learners:</b>  I see _____. He/She has _____.  The _____ is _____.  The animals can _____.  The people can _____.  I think that _____ because _____.</p> <p><b>Special Needs:</b>  Point to illustrations and words in text.</p> <p><b>Accelerated Learners:</b>  What do you think is the most important detail on this page? How do you know?</p>
<p><b>Extending Understanding Writing</b></p>	<p><b>Weather Log – Observing and Recording</b></p> <p>Sing/ Chant “The Weather Song”  (Tune: Row, Row, Row your Boat).</p> <p><b>What is the weather today,  I can’t wait to see.  Sunny, rainy, windy, cloudy,  Which one will it be?</b></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><b>Differentiated Instruction:</b></p> <p><b>Advanced Learners:</b> Write longer sentence independently.</p> <p><b>English Learners:</b> 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><b>Special Needs:</b> Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.</p>
<p><b>Lesson Reflection with Students</b></p>	<p><b>Big Idea:</b>  Weather within each season can be predictable.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does weather with in each season impact our daily lives?</li> <li>• Why do we observe weather?</li> </ul>	

	<ul style="list-style-type: none"><li>• How does weather change over time?</li></ul>
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**Lesson Reflection**



<b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b>	
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# SAUSD Common Core Lesson Planner

<b>Common Core Unit</b> (Unit 4 in OCR)	<b>Kindergarten Lesson # 4</b>	<b>Time/Period: 75 min. Course: Language Arts</b> <b>Date: _____</b>	
<b>Common Core and Content Standards</b>	<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 &amp; 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 &amp; 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 &amp; 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>		
<b>Materials/ Resources/ Lesson Preparation</b>	<b>Green:</b> Morning Message (chart paper, markers) ; OCR U.4 TE (Green Section) T 78-81 <b>Red:</b> <a href="http://app.discoveryeducation.com/search?Ntt=weather&amp;N=18340">http://app.discoveryeducation.com/search?Ntt=weather&amp;N=18340</a> , note taking guide Optional   See the Weather Emergent Reader <b>Blue:</b> Weather Log		
<b>Objectives</b>	<b>Content:</b> <b>Green:</b> Students will identify position words and context clues. Students will: rhyme, oral-blend, identify long vowel sounds, and know /m/ and "m". <b>Red:</b> Students will sort vocabulary picture cards. Students practice reading sight words and weather words with fluency. <b>Blue:</b> Students will identify and record the weather.	<b>Language:</b> <b>Green:</b> Students will read and interact with the Morning Message. Students will listen and participate in whole group activities. <b>Red:</b> Students will discuss and describe their sort in complete sentences in Power Elbow Groups. Students will read the emergent reader chorally. <b>Blue:</b> Students will observe, draw, write and graph the daily weather.	
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b>		
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input checked="" type="checkbox"/> <b>Valuing evidence</b> <input checked="" type="checkbox"/> <b>Using technology and digital media strategically and capably</b>		
<b>Common Core Instructional Shifts</b>	<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>		

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	scorching, chilly, balmy, freezing,	cool, warm, icy
<b>Pre-teaching Considerations</b>	<ul style="list-style-type: none"> <li>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).</li> </ul>		
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> <b>Modeling</b> <input checked="" type="checkbox"/> <b>Guided Practice</b> <input checked="" type="checkbox"/> <b>Collaboration</b> <input checked="" type="checkbox"/> <b>Independent Practice</b> <input checked="" type="checkbox"/> <b>Guided Inquiry</b> <input checked="" type="checkbox"/> <b>Reflection</b>		
<b>CCSS Foundational Standards and Morning Message</b>	<p><b>Morning Message</b> – Focuses on <b>position</b> words and finding informational evidence from text.</p> <ul style="list-style-type: none"> <li>Review Content / Learning Objective.</li> <li>Write the following on chart paper or on the board:</li> </ul> <p style="text-align: center;"> <b>The soft sand is under my feet.</b>  <b>The hot sun is in the sky.</b>  <b>The bathing suit is next to the towel.</b>  <b>The season is summer.</b> </p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p><b>Suggestion:</b> 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"> <li>Review position words with students as needed.</li> <li>Read each sentence with students and have students interact with the message by underlining the position words. (<b>under, in, far</b>)</li> <li>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. (<b>Suggestion:</b> Underline the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)</li> </ul> <p><b>Foundational Skills (Green Section)</b>  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 4, pp. 78-81.  (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> <li>T78- Choose one or both Warming Up activities</li> <li>T79- Oral blending (The following words may be used in lieu of the words found in OCR.)  Initial Consonants                    /f/...all            /a/...pples            /w/...ind                    /r/...ed            /s/..un                /p/...umpkin                    /l/... eaves        /r/...ake              /w/...arm</li> <li>T79- Listening for Long Vowel Sounds</li> <li>T80- The Sound of Mm</li> </ul>		

	<ul style="list-style-type: none"> <li>T81- Linking the Sound to the Letter</li> </ul>	
<p><b>Prepare the Learner</b></p>	<p><b>Prior Knowledge, Context, and Motivation:</b>          “The Season Song”          Review the song with the students. Have students act out the song with the motions.</p> 	
<p><b>Interact with text/concept</b></p> <p>Activities Tasks/ Strategies/Technology          Questioning/Engagement/Writing/Checking for Understanding</p>	<p><b>Text Dependent Questions</b></p> <p>Page 5 What is wind? (<i>moving air</i>)</p> <p>Page 6 Look at the bear. The bear is hibernating. What do you think hibernating means? Look at the birds. The birds are migrating. What do you think that means?</p> <p>Page 7 What season are we talking about on this page? What two kinds of weather might you find in spring? (<i>breezy, rainy</i>) What do you think breezy means? (<i>light, gentle wind</i>)</p> <p>Page 8 What do you think scorching means? (<i>hot</i>) Why do people like to go to the pool or beach in the summer? (<i>there are many hot, scorching days</i>)</p> <p>Page 9 What kind of weather do we have in the fall? (<i>windy, rainy, chilly</i>) How do you know it is windy? (point to picture of trees)</p> <p>Page 10 Use questions on the page. What does ‘predictable’ mean?</p> <p><b>Optional: Emergent Reader <u>I See the Weather</u></b>          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.          *save this reader to reread in lesson 5</p>  <p><b>Sing “The Seasons Song”</b> – sing song using actions.</p>	<p><b>Differentiated Instruction:</b></p> <p><b>English Learners:</b>          I see _____. He/She has _____.          The _____ is _____.          The animals can _____.          The people can _____.          I think that _____ because _____.</p> <p><b>Special Needs:</b>          Point to illustrations and words in text.</p> <p><b>Accelerated Learners:</b>          What do you think is the most important detail on this page? How do you know?</p>
<p><b>Writing</b></p>	<p><b>Weather Log – Observing and Recording</b>          Sing/ Chant “The Weather Song”          (Tune: Row, Row, Row your Boat).  <b>What is the weather today,          I can’t wait to see.          Sunny, rainy, windy, cloudy,          Which one will it be?</b></p>	<p><b>Differentiated Instruction:</b></p> <p><b>Advanced Learners:</b> Write longer sentence independently.</p> <p><b>English Learners:</b> Model sentence for students. Students repeat sentence orally as they</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>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><b>Special Needs:</b> Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.</p>
<p><b>Lesson Reflection with Students</b></p>	<p><b>Big Idea:</b> Weather within each season is predictable.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does weather impact our daily lives?</li> <li>• How can we observe weather?</li> <li>• How does weather change over time?</li> </ul>	
<b>Lesson Reflection</b>		
<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>		

I

See the

Weather

Images from DJ Inkers and  
Scrappin' Doodles

Read by: \_\_\_\_\_


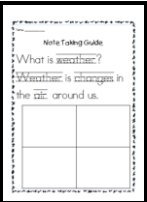
I can see the weather.

11


# SAUSD Common Core Lesson Planner

<b>Common Core Unit</b> (Unit 4 in OCR)	<b>Kindergarten Lesson # 5</b>	<b>Time/Period: 75 min. Course: Language Arts</b> <b>Date: _____</b>	
<b>Common Core and Content Standards</b>	<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 &amp; 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 &amp; 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 &amp; 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 &amp; use d. Spell simple words          5b. Antonyms c. Connections with words &amp; 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>		
<b>Materials/ Resources/ Lesson Preparation</b>	<b>Green:</b> Morning Message (chart paper, markers); OCR U.4 TE (Green Section) T 88-93 <b>Red:</b> Video clip: The Four Seasons Introduction, Science Flipbook pg. 39; <u>See the Weather</u> Emergent Reader <b>Blue:</b> Weather Log		
<b>Objectives</b>	<b>Content:</b> <b>Green:</b> Students will identify position words and context clues. Students will: rhyme, oral-blend, identify long vowel sounds, and know /m/ and "m". <b>Red:</b> Students learn and understand the four seasons. Students practice reading sight words and weather words with fluency. <b>Blue:</b> Students will identify, record, and analyze the weather.	<b>Language:</b> <b>Green:</b> Students will read and interact with the Morning Message. Students will listen and participate in whole group activities. <b>Red:</b> Students will listen and answer questions citing evidence from the text and illustrations. Students will read the emergent reader chorally. <b>Blue:</b> Students will observe, draw, write and graph the daily weather.	
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input type="checkbox"/> <b>Level 4: Extended Thinking</b>		
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input type="checkbox"/> <b>Comprehending as well as critiquing</b> <input type="checkbox"/> <b>Valuing evidence</b> <input type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>		
<b>Common Core Instructional Shifts</b>	<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>		

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING								
	STUDENTS FIGURE OUT THE MEANING			winter, spring, summer, fall, pattern							
<b>Pre-teaching Considerations</b>	<ul style="list-style-type: none"> <li>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).</li> </ul>										
<b>Lesson Delivery</b>											
<b>Instructional Methods</b>	<p><b>Check method(s) used in the lesson:</b></p> <p><input checked="" type="checkbox"/> Modeling    <input checked="" type="checkbox"/> Guided Practice    <input checked="" type="checkbox"/> Collaboration    <input checked="" type="checkbox"/> Independent Practice</p> <p><input type="checkbox"/> Guided Inquiry    <input checked="" type="checkbox"/> Reflection</p>										
<b>CCSS Foundational Standards And Morning Message</b>	<p><b>Morning Message</b> – Focuses on <b>position</b> words <b>and</b> finding informational evidence from text.</p> <ul style="list-style-type: none"> <li>Review Content / Learning Objective.</li> <li>Write the following on chart paper or on the board:</li> </ul> <p style="text-align: center;"> <b>The leaves fall on the ground.</b>  <b>The wind blows the brown leaves around the trees.</b>  <b>The season is fall.</b> </p> <ul style="list-style-type: none"> <li>I Review position words with students as needed.</li> <li>Read each sentence with students and have students interact with the message by underlining the position words. (<b>on, around</b>)</li> <li>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. (<b>Suggestion:</b> Underline the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)</li> </ul> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p><b>Suggestion:</b> 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>										
	<p><b>Foundational Skills (Green Section)</b></p> <p>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 4, pp. 88-93. (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> <li>T88- Choose one or both Warming Up activities</li> <li>T89- Oral blending (The following words may be used in lieu of the words found in OCR.) Initial Consonants</li> </ul> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>/w/...inter</td> <td>/s/...now</td> <td>/c/...old</td> </tr> <tr> <td>/c/...ocoa</td> <td>/b/... oots</td> <td>/f/...oggy</td> </tr> <tr> <td>/b/...are</td> <td>/m/...ittens</td> <td>/b/...almy</td> </tr> </table> <ul style="list-style-type: none"> <li>T89- Listening for Long Vowel Sounds</li> <li>T90- The Sound of Mm</li> <li>T91- Linking the Sound to the Letter</li> </ul>			/w/...inter	/s/...now	/c/...old	/c/...ocoa	/b/... oots	/f/...oggy	/b/...are	/m/...ittens
/w/...inter	/s/...now	/c/...old									
/c/...ocoa	/b/... oots	/f/...oggy									
/b/...are	/m/...ittens	/b/...almy									

	<ul style="list-style-type: none"> <li>T92-93-Decodable Book 12 "What Can We Do?"</li> </ul>	
<p><b>Prepare the Learner</b></p>	<p><b>Prior Knowledge, Context, and Motivation:</b>          "The Season Song"          Review the song with the students. Have students act out the song with the motions.</p> 	
<p><b>Interact with text/concept</b></p> <p>Activities Tasks/          Strategies/Technology          Questioning/Engagement/          Writing/Checking          for Understanding</p>	<p><b>View video:</b>  <a href="http://app.discoveryeducation.com/search?Ntt=weather&amp;N=18340">http://app.discoveryeducation.com/search?Ntt=weather&amp;N=18340</a></p> <p><b>Note Taking Guide</b></p> <ul style="list-style-type: none"> <li>1<sup>st</sup> view: in its entirety as an unencumbered view</li> <li>2<sup>nd</sup> view: Play video and stop at :30 for students to read question and trace answer on note taking guide. Let students read the question together and answer out loud.</li> <li>Say: <i>We are going to watch the rest of the video to discover the four kinds of weather. Be listening for the types of weather and what it looks like in the picture.</i></li> <li>Stop video at 1:12 to record two kinds of weather. Students may write the words or draw pictures.</li> <li>Continue to the end of the video and let students draw two more kinds of weather.</li> </ul>  <p><b>Science Connection</b></p> <p><b>Science Flipbook</b> pg. 39- Chapter 4, Lesson 3          TE pages 168-169</p> <p>Optional: Science Levelled Reader <u>Seasons</u></p>	<p><b>Differentiated Instruction:</b></p> <p><b>English Learners:</b>          I see _____. He/She has _____.          The _____ is _____.          The animals can _____.          The people can _____.          I think that _____          because _____.</p> <p><b>Special Needs:</b>          Point to illustrations and words in text.</p> <p><b>Accelerated Learners:</b>          What do you think is the most important detail on this page?          How do you know?</p>



<p><b>Extending Understanding Writing</b></p>	<p><b>Weather Log – Observing and Recording</b></p> <p>Sing/ Chant “The Weather Song” (Tune: Row, Row, Row your Boat).</p> <p><b>What is the weather today, I can’t wait to see. Sunny, rainy, windy, cloudy, Which one will it be?</b></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><b>Differentiated Instruction:</b> <b>Advanced Learners:</b> Write longer sentence independently.</p> <p><b>English Learners:</b> 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><b>Special Needs:</b> Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.</p>
<p><b>Lesson Reflection with Students</b></p>	<p><b>Big Idea:</b> Weather within each season can be predictable.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does weather within each season impact our daily lives?</li> <li>• Why do we observe weather?</li> <li>• How does weather change over time?</li> </ul>	
<p><b>Lesson Reflection</b></p>		
<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>		

Name \_\_\_\_\_



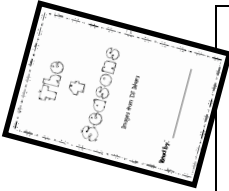
## Note Taking Guide

What is weather?

Weather is “changes in  
the air around us”.


# Kindergarten Common Core Unit Overview: Week 2


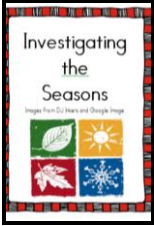

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Morning Message Daily					
Reading Comprehension and/or Activities	<ul style="list-style-type: none"> <li>Spring video</li> <li>Sing: The Season Hokey Pokey</li> <li>Read <u>Investigating the Seasons</u> PowerPoint with step asides for vocabulary</li> <li>Student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




# SAUSD Common Core Lesson Planner

<b>Common Core Unit</b> (Unit 4 in OCR)	<b>Kindergarten Lesson # 6</b>	<b>Time/Period: 75 min. Course: Language Arts</b> <b>Date: _____</b>	
<b>Common Core and Content Standards</b>	<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 &amp; 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 &amp; 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 &amp; 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>		
<b>Materials/ Resources/ Lesson Preparation</b>	<p><b>Green:</b> Morning Message (chart paper, markers); OCR U.4 TE (Green Section) T 106-111  <b>Red:</b> "Weather Hokey Pokey" Song; <u>Investigating the Seasons</u> PowerPoint; <u>Investigating the Seasons</u> student book; Student trees; paint, tissue paper, and/or crayons.  <b>Blue:</b> Paper and pencils or whiteboards and markers for students, guided drawing sample ; Weather Log</p>		
<b>Objectives</b>	<p><b>Content:</b>  <b>Green:</b> Students will identify sensory words. Students will: rhyme, oral-blend, identify long vowel sounds, and know /s/ and "s" and /m/ and "m".  <b>Red:</b> Students will discuss and understand the text.  Students will learn information about spring.  <b>Blue:</b> Students will show character and setting details.  Students will identify and record the weather.</p>	<p><b>Language:</b>  <b>Green:</b> Students will read and interact with the Morning Message.  Students will listen and participate in whole group activities.  <b>Red:</b> 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.  <b>Blue:</b> Students will draw a picture.  Students will observe, draw, write and graph the daily weather.</p>	
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input type="checkbox"/> <b>Level 4: Extended Thinking</b>		
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input type="checkbox"/> <b>Valuing evidence</b> <input checked="" type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>		

<b>Common Core Literacy Shifts</b>		<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	
<b>Academic Vocabulary</b>	<b>TEACHER PROVIDES SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>
	<b>STUDENTS FIGURE OUT THE MEANING</b>	senses, scientist, investigate, ripening, sipping, nectar, bloom , crackling, nip	chirping, vines, melting, underneath, crunching, pie, freshly, melting, cocoa
<b>Pre-teaching Considerations</b>		<ul style="list-style-type: none"> <li>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).</li> </ul>	
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <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><b>Morning Message</b> – Focuses on weather words and finding informational evidence from text.</p> <ul style="list-style-type: none"> <li>Review Content / Learning Objective.</li> <li>Write the following on chart paper or on the board:</li> </ul> <p style="text-align: center;"> <b>Weather is all around us.</b>  <b>It can be rainy.</b>  <b>It can be windy.</b>  <b>It can be sunny.</b> </p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p><b>Suggestion:</b> 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"> <li>Review weather words with students as needed. (<b>Suggestion:</b> Assign a physical motion to each of the weather words.)</li> <li>Read each sentence with students and draw a box around the weather words.</li> <li>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. (<b>Suggestion:</b> Underline the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)</li> </ul> <p><b>Foundational Skills (Green Section)</b>  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 6, pp. 106-111  (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> <li>T106- Choose one or both Warming Up activities</li> <li>T107- Oral blending</li> <li>T108- Listening for Long Vowel Sounds</li> <li>T109- The Sound of Mm and Ss</li> <li>T110-111- Linking the Sound to the Letter</li> </ul>		
<b>CCSS Foundational Standards and Morning Message</b>			

<p><b>Prepare the Learner</b></p>	<p><b>Video:</b> Students watch and listen to the spring video as an introduction for the day’s focus season.  <a href="http://app.discoveryeducation.com/search?Ntt=weather+and+seasons&amp;N=18340">http://app.discoveryeducation.com/search?Ntt=weather+and+seasons&amp;N=18340</a></p> <p>Introduce “Seasons Hokey Pokey” song to the students. Add motions to the words when applicable.</p> 	<p><b>Differentiated Instruction</b></p> <p><b>English Learners:</b>          I see _____. He/She has _____.          The _____ is _____.          The animals can _____.          I think that _____ because _____.          The text is about _____.</p>
<p><b>Interact with the text/concept</b></p> <p>Activities Tasks/Strategies/Technology          Questioning/Engagement/Writing/Checking for Understanding</p>	<p><b>Big Book/PowerPoint: Investigating the Seasons</b></p>  <p><b>1<sup>st</sup> read:</b> Unencumbered with the whole group.</p> <p><b>2<sup>nd</sup> read:</b> pp. 1-4. Read page 4 slowly as students listen for spring details.</p> <p><b>Student Book-</b> Students listen for details as the teacher reads. They add the details into their book (baby birds, rain, grass, strawberries). Students write “<i>It is spring.</i>” on the line.</p>  <p><b>Art/Science:</b> 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. <b>Keep trees for sharing in lesson 10.</b></p>	<p><b>Special Needs:</b>          Point to details in the pictures.</p> <p><b>Accelerated Learners:</b>          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><b>Extending Understanding</b></p> <p><b>Writing</b></p>	<p><b>Guided Drawing-</b> Students draw a self- portrait with appropriate <b>spring</b> clothing/details. See example.</p> <p><b>Weather Log – Observing and Recording</b></p>  <p>Sing/ Chant “The Weather Song” (Tune: Row, Row, Row your Boat).</p> <p><b>What is the weather today, I can’t wait to see. Sunny, rainy, windy, cloudy, Which one will it be?</b></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><b>Differentiated Instruction:</b></p> <p><b>Advanced Learners:</b> Write longer sentence independently.</p> <p><b>English Learners:</b> 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><b>Special Needs:</b> Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.</p>
<p><b>Lesson Reflection with the Students</b></p>	<p><b>Big Idea:</b> Weather within each season can be predictable.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does weather within each season impact our daily lives?</li> <li>• Why do we observe weather?</li> <li>• How does weather change over time?</li> </ul>	
<p><b>Lesson Reflection</b></p>		
<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>		

# Seasons Hokey Pokey

Tune: Hokey Pokey

(Spring)

I put my rain boots on. I take my rain boots off.

I put my rain boots on and I shake them all about. I

do the spring dance and I turn myself around.

That's what it's all about.

(Summer)

I put my sunglasses on. I take my sunglasses off.

I put my sunglasses on and we shake them all about.

I do the summer dance and I turn myself around.

That's what it's all about.

(Fall)

I put my sweater on. I take my sweater off.

I put my sweater on and we shake them all about.

I do the fall dance and I turn myself around.

That's what it's all about.

(Winter)

I put my mittens on. I take my mittens off.

I put my mittens on and we shake them all about.

I do the winter dance and I turn myself around.

That's what it's all about.

Change clothing items on verses that match each season.



## Investigating the Seasons

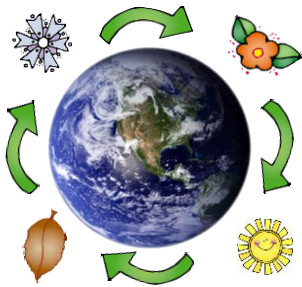


1



There are four seasons in a year. They are winter, spring, summer, and fall.

2



The weather changes during each season. What are some of the changes?

3



How do we know when it is spring?

Let's investigate!

4



In spring, we can see new leaves and buds on the trees. We can hear baby birds chirping. We can feel the drops of rain. We can smell the flowers in the gardens. We can taste the delicious strawberries picked from the fields.

5



How do we know when it is summer?

Let's investigate!



6



In summer, we can see many green leaves on the trees. We can hear bees buzzing from flower to flower. We can feel the days grow warmer and warmer. We can smell fruit ripening on the trees. We can taste yummy ice cream during a picnic in the park.

7



How do we know when it is autumn?

Let's investigate! 

8



In autumn, we can see the colorful leaves falling from the trees. We can hear their crunch under our feet. We can feel the wind blowing our hair. We can smell the pumpkin pie baking in the oven. We can taste the freshly picked apples.

9



How do we know when it is winter?

Let's investigate! 

10



In winter, we can see the bare trees. All their leaves are gone. We can hear the crackling of the warm fire. We can feel the cold air nip at our nose. We can smell the hot cocoa in the cup, while snowflakes fall all around us.

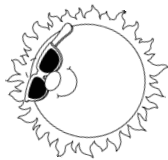
11

## Seasons Hokey Pokey

I put my rain boots on. I take my rain boots off.  
 I put my rain boots on an I shake them all about.  
 I do the spring dance and I turn myself around.  
 That's what it's all about.



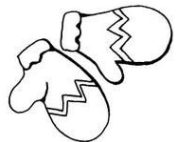
I put my sunglasses on. I take my sunglasses off.  
 I put my sunglasses on an I shake them all about.  
 I do the summer dance and I turn myself around.  
 That's what it's all about.



I put my sweater on. I take my sweater off.  
 I put my sweater on an I shake it all about.  
 I do the fall dance and I turn myself around.  
 That's what it's all about.



I put my mittens on. I take my mittens off.  
 I put my mittens on an I shake them all about.  
 I do the winter dance and I turn myself around.  
 That's what it's all about.



This is a sample of the student book

# Investigating the Seasons

Images from DJ Inkers and Google image



# Student Book



Be sure to add seasonal weather (raindrops) to the Pictorial and Student Tree.

# Student Tree







# Guided Drawing



# SAUSD Common Core Lesson Planner

<b>Common Core Unit</b> (Unit 4 in OCR)	<b>Kindergarten Lesson # 7</b>	<b>Time/Period: 75 min. Course: Language Arts</b> <b>Date: _____</b>
<b>Common Core and Content Standards</b>	<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 &amp; 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 &amp; 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 &amp; 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>	
<b>Materials/ Resources/ Lesson Preparation</b>	<p><b>Green:</b> Morning Message (chart paper, markers); OCR U.4 TE (Green Section) TE 130-133  <b>Red:</b> Seasons Hokey Pokey song; " Investigating the Seasons PowerPoint; <u>Investigating the Seasons</u> student book; Student trees; paint, tissue paper, and/or crayons.  <b>Blue:</b> Paper and pencils or whiteboards and markers for students, guided drawing sample ;Weather Log</p>	
<b>Objectives</b>	<p><b>Content:</b>  <b>Green:</b> Students will identify sensory words and context clues.          Students will: rhyme, oral-blend, identify long vowel sounds, and know /d/ and "d".  <b>Red:</b> Students learn and understand the four seasons.          Students will learn information about summer.  <b>Blue:</b> Students will show character and setting details.          Students will identify and record the weather.</p>	<p><b>Language:</b>  <b>Green:</b> Students will read and interact with the Morning Message.          Students will listen and participate in whole group activities.  <b>Red:</b> 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.  <b>Blue:</b> Students will draw a picture.          Students will observe, draw, write and graph the daily weather.</p>
<b>Depth of Knowledge Level</b>	<p><input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b>  <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input type="checkbox"/> <b>Level 4: Extended Thinking</b></p>	
<b>College and Career Ready Skills</b>	<p><input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b>  <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b>  <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input type="checkbox"/> <b>Valuing evidence</b>  <input checked="" type="checkbox"/> <b>Using technology and digital media strategically and capably</b>  <input type="checkbox"/> <b>Coming to understand other perspectives and cultures</b></p>	

<b>Common Core Literacy Shifts</b>		<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	
<b>Academic Vocabulary</b>	<b>TEACHER PROVIDES SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b> showers, blossoms, bloom, harvested	<b>WORDS WORTH KNOWING</b> chirping, gentle
	<b>STUDENTS FIGURE OUT THE MEANING</b>	baby birds, rain	branches, leaves, trunk
<b>Pre-teaching Considerations</b>		<ul style="list-style-type: none"> <li>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).</li> </ul>	
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <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		
<b>CCSS Foundational Standards and Morning Message</b>	<p><b>Morning Message</b> – Focuses on weather words.</p> <ul style="list-style-type: none"> <li>Review Content / Learning Objective.</li> <li>Write the following on chart paper or on the board: <p style="text-align: center;"><b>The weather is sunny and it is hot.</b>  <b>We get cool in the pool.</b>  <b>It is summer.</b></p> </li> <li>Review weather words with students as needed.</li> <li>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. (<b>Suggestion:</b> Underline the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.</li> </ul> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p><b>Suggestion:</b> Depending on student level you may substitute the last sentence with: It is _____. This will allow students the opportunity to determine the season on their own using context clues.</p> </div> <p><b>Foundational Skills (Green Section)</b>  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 7, pp. 130-33  (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> <li>T130- Choose one or both Warming Up activities</li> <li>T131- Oral blending (The following words may be used in lieu of the words found in OCR.) <p><b>Initial Consonants</b></p> /w/...inter            /s/...carf  /s/ ...led            /m/...ittens  /b/ ...oots            /c/...old <p><b>Final Consonants</b></p> coa.../t/            ska.../t/  ha.../t/            we.../t/  win.../d/            free.../z/</li> </ul> <ul style="list-style-type: none"> <li>T131- Listening for Long Vowel Sounds</li> <li>T132- The Sound of Dd</li> <li>T133- Linking the Sound to the Letter</li> </ul>		

<p><b>Prepare the Learner</b></p>	<p><b>Video:</b> Students watch and listen to the summer video as an introduction for the day's focus season.</p> <p><a href="http://app.discoveryeducation.com/search?Ntt=weather+and+seasons&amp;N=18340">http://app.discoveryeducation.com/search?Ntt=weather+and+seasons&amp;N=18340</a></p> <p>Sing Seasons Hokey Pokey</p> 	<p><b>Differentiated Instruction</b></p> <p><b>English Learners:</b> I see _____. He/She has _____. The _____ is _____. I think that _____ because _____. The text is about _____.</p>
<p><b>Interact with text/concept</b></p> <p>Activities Tasks/ Strategies/Technology Questioning/Engagement/Writing/Checking for Understanding</p>	 <p><b>Investigating the Seasons:</b> Read pp. 5-6. Read page 6 slowly as students listen for summer details.</p> <p><b>Student Book-</b> Students listen for details as the teacher reads. They add the details into their book (bees, sun, ice cream, tree fruit, flowers). Students write <i>"It is summer."</i> in their book.</p>  <p><b>Art/Science:</b> In power elbow groups, students will color tree trunk, cut, glue, and decorate their tree with apples and leaves. Students can paint/color the apples. Students can draw the seasonal weather (sunny) above their tree. <b>Save trees for sharing in lesson 10.</b></p>	<p><b>Special Needs:</b> Point to details in the picture.</p> <p><b>Accelerated Learners:</b> 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><b>Extending Understanding Writing</b></p>	<p><b>Guided Drawing-</b> Students draw a self- portrait with appropriate <b>summer</b> clothing/details. See example.</p> <p><b>Weather Log – Observing and Recording</b></p> <p>Sing/ Chant “The Weather Song” (Tune: Row, Row, Row your Boat).</p> <p><b>What is the weather today, I can't wait to see. Sunny, rainy, windy, cloudy, Which one will it be?</b></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><b>Differentiated Instruction:</b> <b>Advanced Learners:</b> Write longer sentence independently.</p> <p><b>English Learners:</b> 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><b>Special Needs:</b> Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.</p>

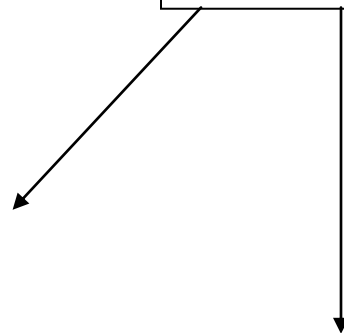
<b>Lesson Reflection with the Students</b>	<p><b>Big Idea:</b> Weather within each season can be predictable.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does weather within each season impact our daily lives?</li> <li>• Why do we observe weather?</li> <li>• How does weather change over time?</li> </ul>
<b>Lesson Reflection</b>	
<b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b>	



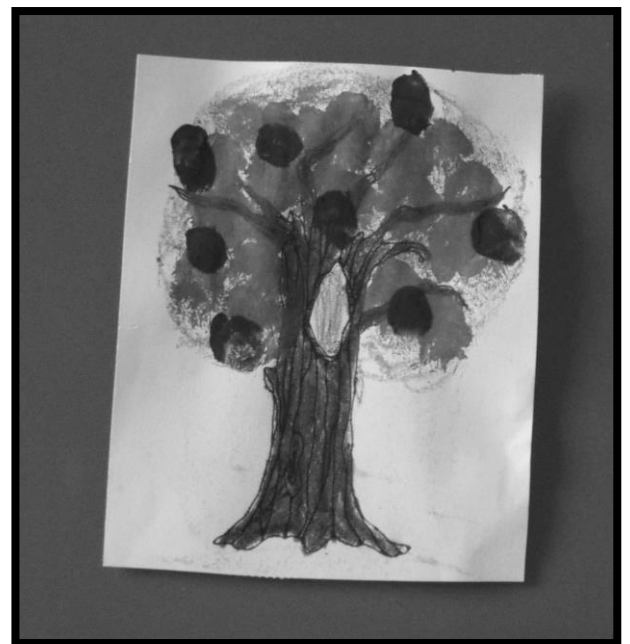
# Student Book



Be sure to add seasonal weather (sunny) to the Pictorial and Student Tree.



# Student Tree





# Guided Drawing

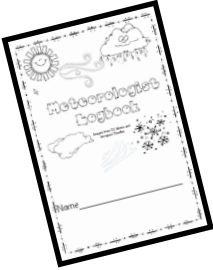


# SAUSD Common Core Lesson Planner

<b>Common Core Unit</b> (Unit 4 in OCR)	<b>Kindergarten Lesson # 8</b>	<b>Time/Period: 75 min. Course: Language Arts</b> <b>Date: _____</b>	
<b>Content CCSS</b>	<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 &amp; 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 &amp; 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 &amp; 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>		
<b>Materials/ Resources/ Lesson Preparation</b>	<p><b>Green:</b> Morning Message (chart paper, markers); OCR U.4 TE (Green Section) TE 142-145  <b>Red:</b> "The Weather Song"; "Investigating the Seasons", PowerPoint; <u>Investigating the Seasons</u> student book; student trees; paint, tissue paper, and/or crayons.  <b>Blue:</b> Paper and pencils or whiteboards and markers for students, guided drawing sample ; Weather Log</p>		
<b>Objectives</b>	<p><b>Content:</b>  <b>Green:</b> Students will identify sensory words and context clues.          Students will: rhyme, oral-blend, identify long vowel sounds, and know /d/ and "d".  <b>Red:</b> Students practice reading sight words and sensory words with fluency.          Students will learn information about fall.  <b>Blue:</b> Students will show character and setting details. Students will identify and record the weather.</p>	<p><b>Language:</b>  <b>Green:</b> Students will read and interact with the Morning Message.          Students will listen and participate in whole group activities.  <b>Red:</b> Students will read, draw, and write in the emergent reader. Students will gather information from pictorial and art project.  <b>Blue:</b> Students will draw a picture. Students will observe, draw, write and graph the daily weather.</p>	
<b>Depth of Knowledge Level</b>	<p><input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b>  <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input type="checkbox"/> <b>Level 4: Extended Thinking</b></p>		
<b>College and Career Ready Skills</b>	<p><input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b>  <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b>  <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input type="checkbox"/> <b>Valuing evidence</b>  <input type="checkbox"/> <b>Using technology and digital media strategically and capably</b>  <input type="checkbox"/> <b>Coming to understand other perspectives and cultures</b></p>		

<b>Common Core Literacy Shifts</b>		<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>													
<b>Academic Vocabulary</b>	<b>TEACHER PROVIDES SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>												
	<b>STUDENTS FIGURE OUT THE MEANING</b>	grainy													
		sandy, ocean	hot, cool												
<b>Pre-teaching Considerations</b>		<ul style="list-style-type: none"> <li>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).</li> </ul>													
<b>Lesson Delivery</b>															
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> <b>Modeling</b> <input checked="" type="checkbox"/> <b>Guided Practice</b> <input checked="" type="checkbox"/> <b>Collaboration</b> <input type="checkbox"/> <b>Independent Practice</b> <input checked="" type="checkbox"/> <b>Guided Inquiry</b> <input checked="" type="checkbox"/> <b>Reflection</b>														
<b>CCSS Foundational Standards and Morning Message</b>	<p><b>Morning Message</b> – Focuses on sensory words and finding informational evidence from text.</p> <ul style="list-style-type: none"> <li>Review Content / Learning Objective.</li> <li>Write the following on chart paper or on the board: <div style="text-align: center;"> <p><b>I step on the crunchy leaves.</b>  <b>The leaves are red, yellow, orange and brown.</b>  <b>The weather is cool and it is fall.</b></p> </div> </li> <li>Review weather words with students as needed.</li> <li>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. (<b>Suggestion:</b> Underline the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)</li> </ul> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p><b>Suggestion:</b> 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><b>Foundational Skills (Green Section)</b>  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. 142-145  (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> <li>T142- Choose one or both Warming Up activities</li> <li>T143- Oral blending (The following words may be used in lieu of the words found in OCR.)</li> </ul> <p><b>Initial Consonants</b></p> <table style="margin-left: 20px;"> <tr> <td>/s/...unny</td> <td>/b/...ug</td> </tr> <tr> <td>/b/ ...utterfly</td> <td>/f/...un</td> </tr> <tr> <td>/r/ ...ainbow</td> <td>/c/...ool</td> </tr> </table> <p><b>Final Consonants</b></p> <table style="margin-left: 20px;"> <tr> <td>rai.../n/</td> <td>win.../d/</td> </tr> <tr> <td>ki.../t/</td> <td>wor.../m/</td> </tr> <tr> <td>clou.../d/</td> <td>bree.../z/</td> </tr> </table> <ul style="list-style-type: none"> <li>T143- Listening for Long Vowel Sounds</li> <li>T144- The Sound of Dd</li> <li>T144-145- Linking the Sound to the Letter</li> </ul>			/s/...unny	/b/...ug	/b/ ...utterfly	/f/...un	/r/ ...ainbow	/c/...ool	rai.../n/	win.../d/	ki.../t/	wor.../m/	clou.../d/	bree.../z/
/s/...unny	/b/...ug														
/b/ ...utterfly	/f/...un														
/r/ ...ainbow	/c/...ool														
rai.../n/	win.../d/														
ki.../t/	wor.../m/														
clou.../d/	bree.../z/														

<p><b>Prepare The Learner</b></p>	<p><b>Video:</b> Students watch and listen to the fall video as an introduction for the day's focus season.</p> <p><a href="http://app.discoveryeducation.com/search?Ntt=weather+and+seasons&amp;N=18340">http://app.discoveryeducation.com/search?Ntt=weather+and+seasons&amp;N=18340</a></p>	
<p><b>Interact with Text/concept</b></p> <p>Activities Tasks/ Strategies/Technology Questioning/Engagement/Writing/Checking for Understanding</p>	<p><b>Big Book/PowerPoint:</b> <u>Investigating the Seasons</u></p>  <p>Read pp. 7-8 slowly as students listen for fall details.</p> <p><b>Student Book-</b> Students listen for details as the teacher reads. They add the details into their book (colored leaves, pumpkins, apples). Students write "<i>It is fall.</i>" in their book.</p>  <p><b>Art/Science:</b> 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 or painted. Have students draw in the weather (wind) around their tree. <b>Keep trees for sharing in lesson 10.</b></p>	<p><b>Differentiated Instruction:</b></p> <p><b>English Learners:</b> I see _____. He/She has _____. The _____ is _____. I think that _____ because _____. The text is about _____.</p> <p><b>Special Needs:</b> Point to details in the picture.</p> <p><b>Accelerated Learners:</b> 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><b>Extending Understanding Writing</b></p>	<p><b>Guided Drawing-</b> Students draw a self- portrait with appropriate fall clothing/details. See example.</p> <p><b>Weather Log – Observing and Recording</b></p> <p>Sing/ Chant “The Weather Song” (Tune: Row, Row, Row your Boat).</p> <p><b>What is the weather today, I can’t wait to see. Sunny, rainy, windy, cloudy, Which one will it be?</b></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><b>Differentiated Instruction:</b> <b>Advanced Learners:</b> Write longer sentence independently.</p> <p><b>English Learners:</b> 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><b>Special Needs:</b> Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.</p>
<p><b>Lesson Reflection with the Students</b></p>	<p><b>Big Idea:</b> Weather within each season can be predictable.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does weather within each season impact our daily lives?</li> <li>• Why do we observe weather?</li> <li>• How does weather change over time?</li> </ul>	
<p><b>Lesson Reflection</b></p>		
<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>		

# Student Book

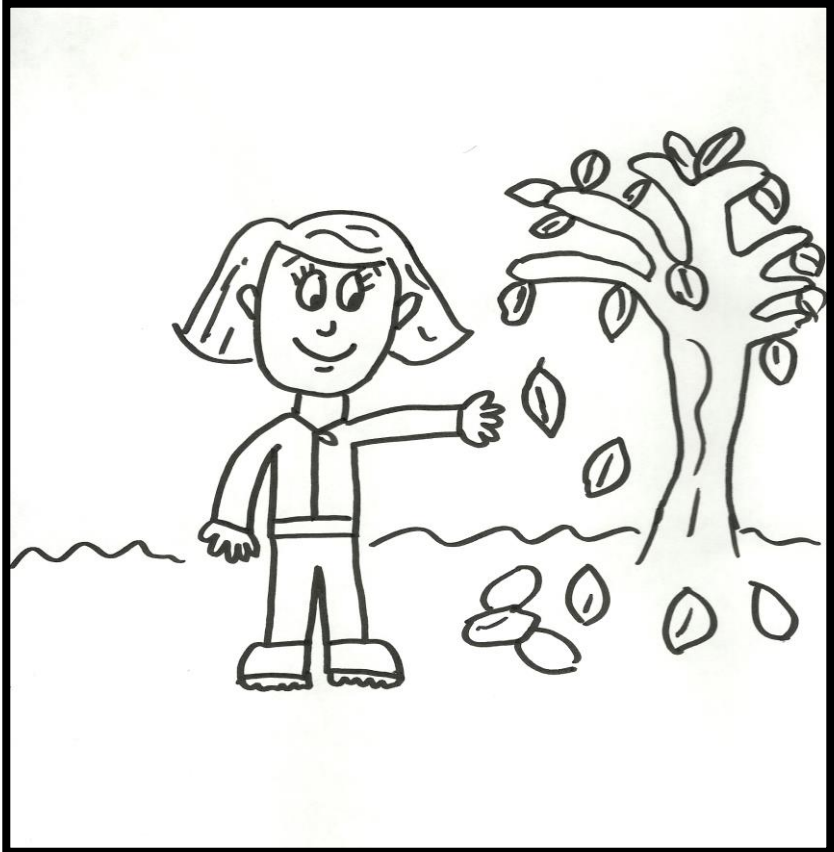


Be sure to add seasonal weather (wind spirals) to the Pictorial and Student Tree.

# Student Tree



# Guided Drawing




# SAUSD Common Core Lesson Planner

<b>Common Core Unit</b> (Unit 4 in OCR)	<b>Kindergarten Lesson # 9</b>	<b>Time/Period: 75 min. Course: Language Arts</b> <b>Date: _____</b>	
<b>Common Core and Content Standards</b>	<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 &amp; 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 &amp; 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 &amp; 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>		
<b>Materials/ Resources/ Lesson Preparation</b>	<p><b>Green:</b> Morning Message (chart paper, markers); OCR U.4 TE (Green Section) TE 155-157  <b>Red:</b> Song "Seasons Hokey Pokey;" <u>Investigating the Seasons</u> PowerPoint; Student book; Student trees; paint, cotton, and/or crayons.  <b>Blue:</b> Paper and pencils or whiteboards and markers for students, guided drawing sample; Weather Log</p>		
<b>Objectives</b>	<p><b>Content:</b></p> <p><b>Green:</b> Students will identify sensory words and context clues.          Students will: rhyme, oral-blend, identify long vowel sounds, and know /d, s, m/ and "d, s, m".</p> <p><b>Red:</b> Students will learn information about winter. Students practice reading sight words and sensory words with fluency.</p> <p><b>Blue:</b> Students will show character and setting details. Students will identify and record the weather.</p>	<p><b>Language:</b></p> <p><b>Green:</b> Students will read and interact with the Morning Message.          Students will listen and participate in whole group activities.</p> <p><b>Red:</b> Students will gather information from pictorial and art project. Students will read, draw, and write in the emergent reader.</p> <p><b>Blue:</b> Students will draw a picture. Students will observe, draw, write and graph the daily weather.</p>	
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input type="checkbox"/> <b>Level 4: Extended Thinking</b>		
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input type="checkbox"/> <b>Valuing evidence</b> <input type="checkbox"/> <b>Using technology and digital media strategically and capably</b>		

		<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  crunchy, harvest	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	step, leaves	red, yellow, orange, brown
Pre-teaching Considerations		<ul style="list-style-type: none"> <li>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).</li> </ul>	
<b>Lesson Delivery</b>			
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><b>Morning Message</b> – Focuses on sensory words and finding informational evidence from text.</p> <ul style="list-style-type: none"> <li>Review Content / Learning Objective.</li> <li>Write the following on chart paper or on the board:</li> </ul> <p style="text-align: center;"><b>The snow is cold.</b>  <b>My hands are freezing.</b>  <b>The trees are bare because it is winter.</b></p> <ul style="list-style-type: none"> <li>Review weather words with students as needed.</li> <li>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. (<b>Suggestion:</b> Underline the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)</li> </ul> <p><b>Foundational Skills (Green Section)</b>  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 9, pp. 155-157  (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> <li>T154- Choose one or both <i>Warming Up</i> activities</li> <li>T155- Oral blending (The following words may be used in lieu of the words found in OCR.)</li> </ul> <p><b>Initial Consonants</b>  /s/...ummer      /h/...ot  /s/ ...and      /b/...each  /t/...owel      /p/...ool</p> <p><b>Final Consonants</b>  su.../n/      she.../l/  sur.../f/      towe.../l/  swi.../m/      di.../v/</p> <ul style="list-style-type: none"> <li>T155- Listening for Long Vowel Sounds</li> </ul>		



	<ul style="list-style-type: none"> <li>• T156- The Sounds of Dd, Mm, and Ss.</li> <li>• T156-157- Linking the Sound to the Letter</li> </ul>
<p><b>Prepare the Learner</b></p>	<p><b>Video:</b> Students watch and listen to the winter video as an introduction for the day’s focus season.  <a href="http://app.discoveryeducation.com/search?Ntt=weather+and+seasons&amp;N=18340">http://app.discoveryeducation.com/search?Ntt=weather+and+seasons&amp;N=18340</a>          Today you will show the section “winter” (2:28).          1. <u>Intro into the video</u> : Purpose:  <b>Say:</b> Yesterday we learned about autumn, also called _____. (review the tree map) Today’s video will talk about the next season.          Use your eyes and ears to learn about the next season . What do you think it will be? (winter)</p> <p>2. Now show the “Winter” video section. <b>Ask:</b> What findings, things you saw or heard , should we add them to our tree map? (Students share with partners) and teacher adds their findings to the tree map.</p> <p>3. <b>Sing:</b> “Seasons, Hokey, Pokey” song to the students (available in Power Point) Add motions to the words where applicable- get the students moving!</p> 

**Differentiated Instruction****English Learners:**

I see \_\_\_\_\_. He/She has \_\_\_\_\_.  
 The \_\_\_\_\_ is \_\_\_\_\_.  
 The animals can \_\_\_\_\_.  
 I think that \_\_\_\_\_  
 because \_\_\_\_\_.  
 The text is about \_\_\_\_\_.

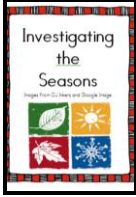


**Special Needs:**

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><b>Interact with text/concept</b></p> <p>Activities Tasks/ Strategies/Technology Questioning/Engagement/Writing/Checking for Understanding</p>	<p><b>Big Book-</b> Read pp. 9-10 slowly as students listen for winter details.</p>  <p><b>Student Book-</b> Students listen for details as the teacher reads. They add the details to their picture in their book (snowflakes and hot cocoa). Students write <i>“It is winter.”</i> in their book.</p>  <p><b>Art/Science:</b> 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</p>	
<p><b>Extending Understanding Writing</b></p>	<p><b>Guided Drawing-</b> Students draw a self- portrait with appropriate winter clothing and details.</p> <p><b>Weather Log – Observing and Recording</b></p> <p>Sing/ Chant <i>“The Weather Song”</i> (Tune: Row, Row, Row your Boat).</p> <p><b>What is the weather today, I can’t wait to see. Sunny, rainy, windy, cloudy, Which one will it be?</b></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><b>Differentiated Instruction:</b></p> <p><b>Advanced Learners:</b> Write longer sentence independently.</p> <p><b>English Learners:</b> Model sentence for students. Students repeat sentence orally as they draw. They may write key vocabulary such as <i>“snowy”</i>. If capable assist students in writing a sentence. May offer an LP such as: <i>“The weather is____.”</i> or <i>“It is____.”</i></p> <p><b>Special Needs:</b> Assist in writing beginning sounds of words in small group. They can write key vocabulary such as <i>“Snowy”</i>.</p>
<p><b>Lesson Reflection with the Students</b></p>	<p><b>Big Idea:</b> Weather within each season can be predictable.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does weather within each season impact our daily lives?</li> <li>• Why do we observe weather?</li> <li>• How does weather change over time?</li> </ul>	
<p><b>Lesson Reflection</b></p>		

<b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b>	
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# SAUSD Common Core Lesson Planner

<b>Common Core Unit</b> (Unit 4 in OCR)	<b>Kindergarten Lesson # 10</b>	<b>Time/Period: 75 min. Course: Language Arts</b> <b>Date: _____</b>	
<b>Common Core and Content Standards</b>	<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 &amp; 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 &amp; 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 &amp; 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>		
<b>Materials/ Resources/ Lesson Preparation</b>	<b>Green:</b> Morning Message (chart paper, markers); OCR U.4 TE (Green Section) TE 155-157 <b>Red:</b> Song ; construction paper, glue and/or crayons, <u>Four Seasons</u> Emergent Reader <b>Blue:</b> Formative assessment paper; guided drawing sample; Weather Log		
<b>Objectives</b>	<b>Content:</b> <b>Green:</b> Students will identify sensory words and context clues. Students will: rhyme, oral-blend, identify long vowel sounds, and know /p/ and "p". <b>Red:</b> Students will learn information about the seasons. Students practice reading sight words and sensory words with fluency. <b>Blue:</b> Students will show character and setting details. Students will identify and record the weather.	<b>Language:</b> <b>Green:</b> Students will read and interact with the Morning Message. Students will listen and participate in whole group activities. <b>Red:</b> Students will make a book using self created trees.  Students will read, draw, and write in the emergent reader. <b>Blue:</b> Students will draw a picture.  Students will observe, draw, write and graph the daily weather.	
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input type="checkbox"/> <b>Level 4: Extended Thinking</b>		
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input type="checkbox"/> <b>Valuing evidence</b> <input type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>		

<b>Common Core Literacy Shifts</b>		<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>	
<b>Academic Vocabulary</b>	<b>TEACHER PROVIDES SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>
	<b>STUDENTS FIGURE OUT THE MEANING</b>	<b>bare</b>	
		<b>freezing</b>	<b>winter, cold</b>
<b>Pre-teaching Considerations</b>		<ul style="list-style-type: none"> <li>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).</li> </ul>	
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> <b>Modeling</b> <input checked="" type="checkbox"/> <b>Guided Practice</b> <input checked="" type="checkbox"/> <b>Collaboration</b> <input checked="" type="checkbox"/> <b>Independent Practice</b> <input checked="" type="checkbox"/> <b>Guided Inquiry</b> <input checked="" type="checkbox"/> <b>Reflection</b>		
<b>CCSS Foundational Standards and Morning Message</b>	<p><b>Morning Message</b> – Focuses on sensory words and finding informational evidence from text.</p> <ul style="list-style-type: none"> <li>Review Content / Learning Objective.</li> <li>Write the following on chart paper or on the board:</li> </ul> <p style="text-align: center;"> <b>In the winter we see the cold snow.</b>  <b>In the spring we see the wet rain.</b>  <b>In the summer we feel the hot sun.</b>  <b>In the fall we feel the wind.</b>  <b>These are the seasons.</b> </p> <ul style="list-style-type: none"> <li>Review weather words with students as needed.</li> <li>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. (<b>Suggestion:</b> Circle the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)</li> </ul> <p><b>Foundational Skills (Green Section)</b>  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 10, pp. 166-170  (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> <li>T166- Choose one or both Warming Up activities</li> <li>T167- Oral blending (The following words may be used in lieu of the words found in OCR.)</li> </ul> <p><b>Initial Consonants</b>  /f/...all            /w/...ind  /l/ ...eaf            /b/...are  /r/ ...ed            /o/...range</p> <p><b>Final Consonants</b>  whea.../t/...        pumpki.../n/  ra.../k/                cor.../n/  harves.../t/         fiel.../d/</p>		

	<ul style="list-style-type: none"> <li>• T167- Listening for Long Vowel Sounds</li> <li>• T156- The Sounds of Pp</li> <li>• T169- Linking the Sound to the Letter</li> <li>• T170-Decodable Book 13 “What Do We See?”</li> </ul>	
<p><b>Prepare the Learner</b></p>	<p><b>Video clip:</b> The Four Seasons  <a href="http://app.discoveryeducation.com/search?Ntt=four+seasons&amp;N=18340">http://app.discoveryeducation.com/search?Ntt=four+seasons&amp;N=18340</a>          Discuss the weather patterns shown in each season and the clothing and actions of people in video clip. This video is a springboard into the collaborative conversation that students are having about their trees.</p>	<p><b>Differentiated Instruction</b></p> <p><b>English Learners:</b>          I see _____. He/She has _____.          The _____ is _____.          I think that _____ because _____.          The text is about _____.</p>
<p><b>Interact with the text/concept</b></p> <p>Activities Tasks/ Strategies/Technology          Questioning/Engagement/Writing/Checking for Understanding</p>	<p><b>Emergent Reader- <u>The Four Seasons</u></b>          Suggestions: Read whole group; read chorally two times. Chorally, divide 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 ____); or small group.</p>  <p><b>Four Corners</b>          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 at 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: I like ____ because _____. OR My favorite season is ____ because _____.          For a conclusion, have one student from each group share out something that someone in their group said.</p>	<p><b>Special Needs:</b>          Point to details in the picture.</p> <p><b>Accelerated Learners:</b>          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>
<p><b>Extending Understanding Writing</b></p>	<p><b>Formative Assessment: Independent Drawing-</b> Students independently draw a self- portrait in their favorite season. They should include appropriate clothing/details. Prompt students to write a sentence to go with the picture.</p> <p><b>Weather Log – Observing and Recording</b></p> <p>Sing/ Chant “The Weather Song”          (Tune: Row, Row, Row your Boat).</p> <p><b>What is the weather today,          I can’t wait to see.          Sunny, rainy, windy, cloudy,          Which one will it be?</b></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><b>Differentiated Instruction:</b></p> <p><b>Advanced Learners:</b> Write longer sentence independently.</p> <p><b>English Learners:</b> 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><b>Special Needs:</b> Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.</p>

<b>Lesson Reflection with the Students</b>	<b>Big Idea:</b> Weather within each season can be predictable.  <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How does weather within each season impact our daily lives?</li> <li>• Why do we observe weather?</li> <li>• How does weather change over time?</li> </ul>
<b>Lesson Reflection</b>	
<b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b>	

This is a sample of the student book

# The 4 SEASONS

Images from DJ Inkers

Read by: \_\_\_\_\_

My favorite season.



# Student Book



Be sure to add seasonal weather (snowflakes) to the Pictorial and Student Tree.

# Student Tree



# Guided Drawing

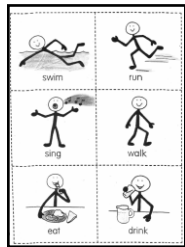




# Kindergarten Common Core Unit Overview: Week 3



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

<p><b>Common Core Unit</b> (Unit 4 in OCR)</p>	<p><b>Kindergarten Lesson #11</b></p>	<p><b>Time/Period:</b> 75 min. <b>Course:</b> Language Arts <b>Date:</b> _____</p>	
<p><b>Common Core and Content Standards</b></p>	<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 &amp; 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 &amp; 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 &amp; 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>		
<p><b>Materials/ Resources/ Lesson Preparation</b></p>	<p><b>Green:</b> Cut action picture cards for charades game (Lesson 11A; one set for whole group or one set per elbow group for collaborative groups); OCR The Wind, Teacher’s Edition (T), Unit 4, Lesson 11, pp. 184-209  <b>Red:</b> WINDY song (11B); <u>Wind Says Goodnight</u> Book/Power Point; Blank Circle Map  <b>Blue:</b> Weather Log ( Lesson 1D; 1 per student)</p>		
<p><b>Objectives</b></p>	<p><b>Content:</b>  <b>Green:</b> Students will identify action words.</p> <p>Students will: rhyme, oral-blend, identify long vowel sounds, and know /p/ and “p”.</p> <p><b>Red:</b> Students will discuss story, Wind Says Goodnight by Katy Rydell.</p> <p>Students will predict objects that can be moved by wind.</p> <p><b>Blue:</b> Students will listen and answer questions citing evidence from the text and illustrations in a whole group and with partners.</p>	<p><b>Language:</b>  <b>Green:</b> Students will play charades and write an interactive Morning Message.                  Students will listen and participate in whole group activities.  <b>Red:</b> 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.</p> <p><b>Blue:</b> Students will observe, draw, write, and orally describe the daily weather.</p>	

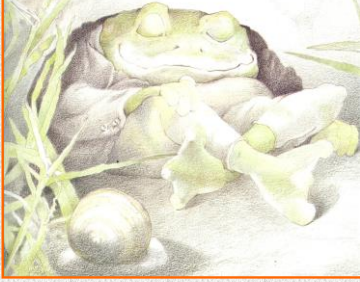
<b>Depth of Knowledge Level</b>		<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking										
<b>College and Career Ready Skills</b>		<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										
<b>Common Core Literacy Shifts</b>		<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										
<b>Academic Vocabulary</b>	<b>TEACHER PROVIDES SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b> throat, tapping, strumming, beat, fiddle	<b>WORDS WORTH KNOWING</b> mist, melody, coattails, meadow,									
	<b>STUDENTS FIGURE OUT THE MEANING</b>	cheerful, branch, dip, twirl, shining, whispered, widespread	brushed, hovered, scooped, snuggled									
<b>Pre-teaching Considerations</b>		<ul style="list-style-type: none"> <li>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).</li> </ul>										
<b>Lesson Delivery</b>												
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <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											
<b>CCSS Foundational Standards and Morning Message</b>	<p><b>Morning Message</b> – Focuses on <b>action</b> words.</p> <ul style="list-style-type: none"> <li>Review Content / Learning Objective.</li> <li>Introduce action words by playing charades with students.</li> <li>Play charades whole group. You may make multiples sets of picture cards (<b>Lesson 11A</b>) and have students play in Power Elbow Groups (collaborative groups).</li> </ul> <div style="text-align: right;">  </div> <p><b>Foundational Skills (Green Section)</b>  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. 184-209  (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> <li>T184- Choose one or both Warming Up activities</li> <li>T185- Oral blending (The following words may be used in lieu of the words found in OCR.)</li> </ul> <p><b>Final Consonants</b></p> <table style="width: 100%; border: none;"> <tr> <td>ho.../p/</td> <td>ta.../p/</td> <td>ski.../p/</td> </tr> <tr> <td>wee.../p/</td> <td>tri.../p/</td> <td>di.../p/</td> </tr> <tr> <td>po.../p/</td> <td>ti.../p/</td> <td>swee.../p/</td> </tr> </table> <ul style="list-style-type: none"> <li>T185- Listening for Long Vowel Sounds</li> <li>T186- The Sounds of Pp</li> <li>T186-187- Linking the Sound to the Letter</li> </ul>			ho.../p/	ta.../p/	ski.../p/	wee.../p/	tri.../p/	di.../p/	po.../p/	ti.../p/	swee.../p/
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<p><b>Preparing the Learner</b></p>	<p><b>Prior Knowledge, Context, and Motivation:</b> Review Big Idea: Weather happens in predictable patterns.</p> <p>Introduce “WINDY” song (<b>Lesson 11B</b>) to the students.</p> 	<p><b>Differentiated Instruction</b> <b>English Learners:</b> The wind ____. The wind can ____. The wind cannot ____. I think the wind ____. I predict the wind can/cannot ____.</p>
<p><b>Interact with text/concept</b></p> <p>Activities Tasks/ Strategies/Technology Questioning/Engagement/Writing/Checking for Understanding</p>	<p><b>Big Book</b> Read <u>The Wind Says Goodnight</u> in whole group with step asides as needed for vocabulary (see academic vocabulary).</p> <p><b>Circle Map</b> Draw a circle map on chart paper or board in front of students. The title of the circle map should be: The Wind Can Move. Ask students to predict what the wind can move. Suggest objects that will be used in Lesson 12 experiment (book, paper, pencil, glue stick, and eraser). This will facilitate students as they confirm predictions in the next lesson.</p>	<p>I predict ____ because ____.</p> <p><b>Students Who Need Additional Support:</b> Add motor images to the vocabulary words to help students identify them.</p> <p><b>Accelerated Learners:</b> Encourage students to use context clues to identify word meanings in the story. Ask students to explain the rationale for their predictions on the circle map.</p>
<p><b>Extending Understanding Writing</b></p>	<p><b>Weather Log – Observing and Recording</b></p> <p>Sing/ Chant “The Weather Song” (Tune: Row, Row, Row your Boat).</p> <p><b>Weather, Weather, Weather today, I can’t wait to see. Sunny, rainy, windy, cloudy, Which one will it be?</b></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><b>Differentiated Instruction:</b> <b>Advanced Learners:</b> Write longer sentence independently.</p> <p><b>English Learners:</b> 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><b>Special Needs:</b> Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.</p>
<p><b>Lesson Reflection with the Students</b></p>	<p><b>Big Idea:</b> Weather happens in predictable patterns.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does weather impact our daily lives?</li> <li>• How can we observe weather?</li> <li>• How does weather change over time?</li> </ul>	
<p><b>Lesson Reflection</b></p>		

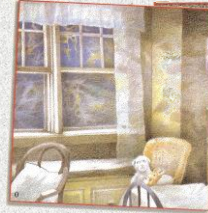
<b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b>	
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# Wind Says Good Night

KATY RYDELL Illustrated by DAVID JORGENSEN



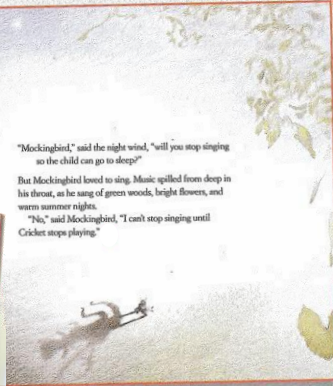
It was late at night. All little children were in their beds,  
fast asleep. All except one.  
The night wind brushed against a window. "Sib-b-a"  
whispered the wind. "Go to sleep."  
But the child could not fall asleep. Outside, on the  
branch of a tree, Mockingbird was singing.



"Mockingbird," said the night wind, "will you stop singing  
so the child can go to sleep?"

But Mockingbird loved to sing. Music spilled from deep in  
his throat, as he sang of green woods, bright flowers, and  
warm summer nights.

"No," said Mockingbird, "I can't stop singing until  
Cricket stops playing."



From the tall grass by the back steps came the cheerful ring  
of Cricket's tune.

"Cricket," said the night wind, "will you stop playing  
so Mockingbird will stop singing  
so the child can go to sleep?"

But Cricket didn't want to stop playing. His toes were tapping,  
his coxalls flapping, as the melody flowed from his fiddle-  
strings.

"No," said Cricket, "I can't stop playing until Frog stops  
strumming."



"Frog," said the night wind, "will you stop strumming  
so Frog will stop strumming  
so Mockingbird will stop singing  
so the child can go to sleep?"

But Frog was deep in the swing, lost in the beat, with a  
rhythm full of rhythm in his hands and feet.

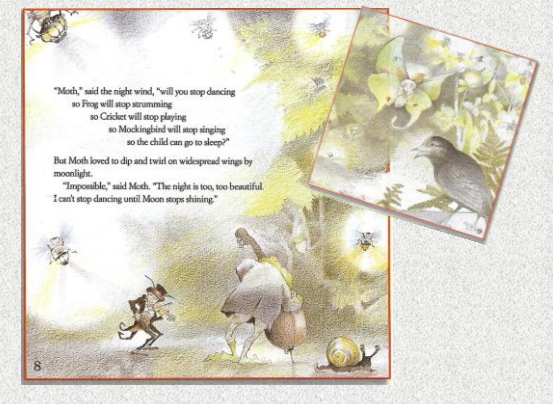
"No," said Frog, "I can't stop strumming until Moth  
stops dancing."

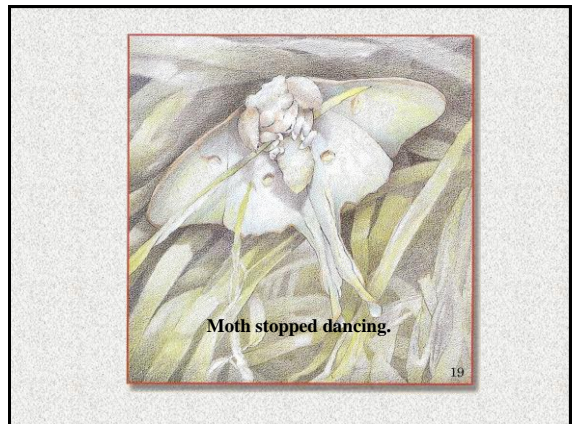
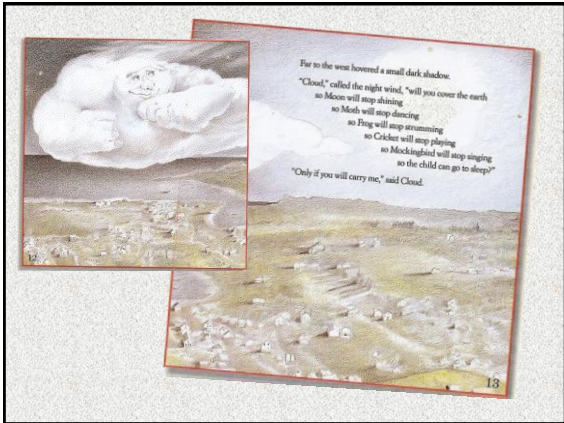
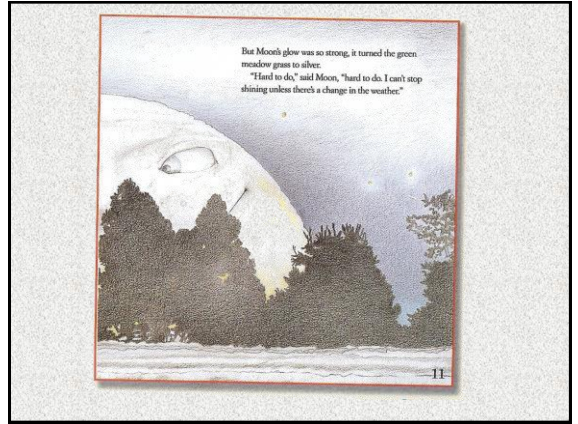
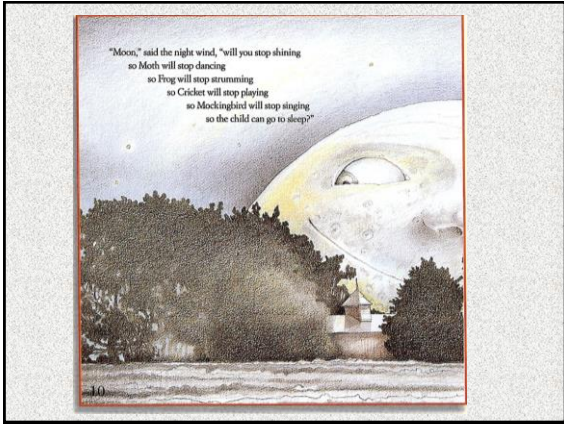


"Moth," said the night wind, "will you stop dancing  
so Frog will stop strumming  
so Cricket will stop playing  
so Mockingbird will stop singing  
so the child can go to sleep?"

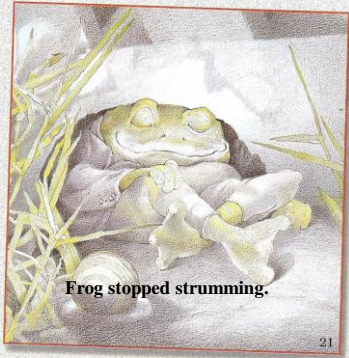
But Moth loved to dip and twirl on widespread wings by  
moonlight.

"Impossible," said Moth. "The night is too, too beautiful.  
I can't stop dancing until Moon stops shining."



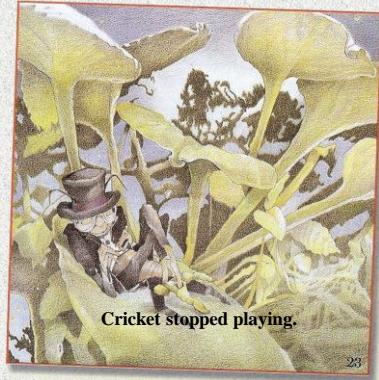






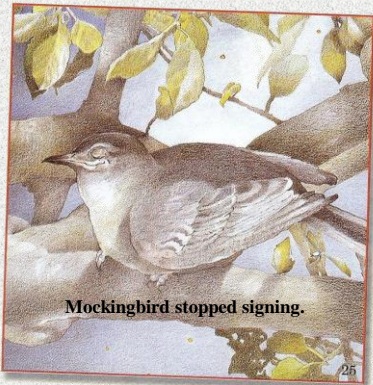
**Frog stopped strumming.**

21



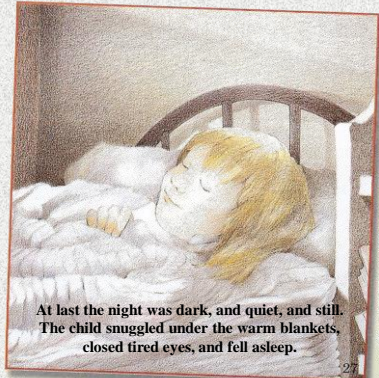
**Cricket stopped playing.**

23



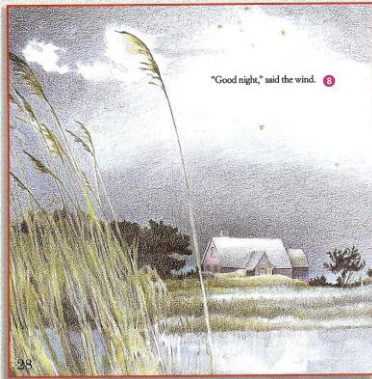
**Mockingbird stopped signing.**

25



**At last the night was dark, and quiet, and still.  
The child snuggled under the warm blankets,  
closed tired eyes, and fell asleep.**

27



**"Good night," said the wind.**

29



swim



run



sing



walk



eat



drink

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stand



dance



fly



swing



hide



jump

# WINDY SONG

Tune: Bingo

There was a day when we were  
blown,

And windy was the weather!

W-I-N-D-Y, W-I-N-D-Y,

W-I-N-D-Y

And windy was the weather!


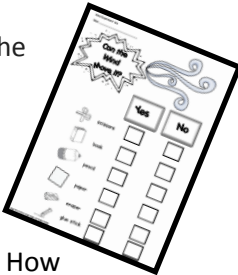
Clap out letters in Windy just as  
in the Bingo song.


You can also substitute other  
weather words: sunny, chilly...

# SAUSD Common Core Lesson Planner

<b>Common Core Unit</b> (Unit 4 in OCR)	<b>Kindergarten Lesson #12</b>	<b>Time/Period: 75 min. Course: Language Arts</b> <b>Date: _____</b>	
<b>Common Core and Content Standards</b>	<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 &amp; 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 &amp; 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 &amp; 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>		
<b>Materials/ Resources/ Lesson Preparation</b>	<p><b>Green: Green:</b> Morning Message (chart paper, markers); OCR The Wind, Teacher’s Edition, Unit 4, Lesson 11, pp. 196-199.  <b>Red:</b> “WINDY” song; <u>Wind Says Goodnight</u> Book/Power Point; Science experiment supplies: glue stick, pencil, scissors, eraser, book, and a piece of paper. Each student will need a recording sheet(from lesson 11)  <b>Blue:</b> Weather Log</p>		
<b>Objectives</b>	<p><b>Content:</b>  <b>Green:</b> Students will identify action words and context clues.          Students will: rhyme, oral-blend, and know /a/ and “a”.  <b>Red:</b> Students will discuss and understand the text, <u>Wind Says Goodnight</u> by Katy Rydell.          Students identify objects the wind moves.          Students will confirm predictions made on circle map.  <b>Blue:</b> Students will identify, record, communicate the weather.</p>	<p><b>Language:</b>  <b>Green:</b> Students will read and interact with the Morning Message.          Students will listen and participate in whole group activities.  <b>Red:</b> 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.  <b>Blue:</b> Students will observe, draw, write and graph the daily weather. Students will present the weather in Power Elbow Groups.</p>	
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b>		
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input checked="" type="checkbox"/> <b>Valuing evidence</b> <input checked="" type="checkbox"/> <b>Using technology and digital media strategically and capably</b>		

		<input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>	
<b>Common Core Literacy Shifts</b>		<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>	
<b>Academic Vocabulary</b>	<b>TEACHER PROVIDES SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>
	<b>STUDENTS FIGURE OUT THE MEANING</b>	throat, tapping, strumming, beat, fiddle	mist, melody, coattails, meadow,
		cheerful, branch, dip, twirl, shining, whispered, widespread	brushed, hovered, scooped, snuggled
<b>Pre-teaching Considerations</b>		<ul style="list-style-type: none"> <li>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).</li> </ul>	
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> <b>Modeling</b> <input checked="" type="checkbox"/> <b>Guided Practice</b> <input checked="" type="checkbox"/> <b>Collaboration</b> <input type="checkbox"/> <b>Independent Practice</b> <input checked="" type="checkbox"/> <b>Guided Inquiry</b> <input type="checkbox"/> <b>Reflection</b>		
<b>CCSS Foundational Standards and Morning Message</b>	<p><b>Morning Message</b> – Focuses on <b>action</b> words and finding informational evidence from text.</p> <ul style="list-style-type: none"> <li>Review Content / Learning Objective.</li> <li>Write the following on chart paper or on the board:</li> </ul> <p style="text-align: center;"> <b>They _____ snowballs.</b>  <b>He _____ in the snow.</b>  <b>We _____ a snowman.</b>  <b>It is _____.</b> </p> <ul style="list-style-type: none"> <li>Review action words with students as needed.</li> <li>Read each sentence with students and have students interact with the message by writing a squiggly line under the action words (<b>building, skiing, throwing</b>).</li> <li>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. (<b>Suggestion:</b> Underline the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)</li> </ul> <p><b>Foundational Skills (Green Section)</b>  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 12, pp. 196-199  (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> <li>T196- Choose one or both Warming Up activities</li> <li>T197- Oral blending</li> <li>T198- The Sounds of /a/</li> <li>T199- Linking the Sound to the Letter</li> </ul>		

<p><b>Prepare the Learner</b></p>	<p><b>Prior Knowledge, Context, and Motivation:</b></p> <p>Sing “WINDY” song</p> 	
<p><b>Interact with text/concept</b></p> <p>Activities Tasks/ Strategies/Technology Questioning/Engagement/Writing/Checking for Understanding</p>	<p><b>Science Experiment</b></p> <p>In this science experiment, students blow on objects to simulate the wind. Place the following objects in front of students: glue stick, pencil, scissors, eraser, book, and a piece of paper. Students place them on a nearby table and blow on them. (Initially, this should be done whole group. Teacher should choose students to demonstrate wind. Later, the objects can be moved to the science station so all students will have a chance to experiment. Students should record results on the <i>Can the Wind Move It?</i> recording sheet with a pencil or color different from their prediction color.</p>  <p>Why did some objects move and some did not? How could you make them all move?</p> <p><b>Confirming Predictions</b></p> <p>Refer to the predictions made in lesson 11. Ask: “<i>Were the predictions we made correct?</i>”</p> <p><b>Power Point Read Aloud with Text Dependent Questions</b> Read aloud: <u>Wind Says Good Night</u> by Katy Rydell After each question, ask: <i>How do you know that?</i> or <i>What is the evidence in the text?</i></p> <p><b>Page 1:</b> What is keeping the girl awake? (<i>Mockingbird was singing</i>) <b>Page 2:</b> How does mockingbird feel about singing? (<i>loved to sing</i>) <b>Page 5:</b> What instrument is the cricket playing? (<i>fiddle</i>) Is that real or fantasy? Why? <b>Page 7:</b> What word describes how Frog plays his instrument? (<i>strumming</i>) <b>Page 8:</b> What is moth doing? (<i>dancing</i>) <b>Page 13:</b> What causes the moon to stop shining? (<i>wind carried cloud across the moon-evidence from picture</i>) (<i>across the earth-evidence from words</i>)</p>	<p><b>Differentiated Instruction</b></p> <p><b>English Learners:</b> The wind ____. The wind can ____. The wind cannot ____. I think the wind ____. I predict the wind can/cannot ____. I predict ____ because ____. My prediction was ____.</p> <p><b>Students Who Need Additional Support:</b> 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><b>Accelerated Learners:</b> Encourage students to use context clues to identify word meanings in the story.</p> <p>Have students retell the story in their journals.</p>

<p><b>Writing</b></p>	<p><b>Weather Log – Observing and Recording</b></p>  <p>Sing/ Chant “The Weather Song” (Tune: Row, Row, Row your Boat).</p> <p><b>What is the weather today, I can’t wait to see. Sunny, rainy, windy, cloudy, Which one will it be?</b></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><b>Meteorologist Report:</b> 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>	<p><b>Differentiated Instruction:</b> <b>Advanced Learners:</b> Write longer sentence independently.</p> <p><b>English Learners:</b> 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><b>Special Needs:</b> Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.</p>
<p><b>Lesson Reflection with the Students</b></p>	<p><b>Big Idea:</b> Weather within each season can be predictable.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does weather within each season impact our daily lives?</li> <li>• Why do we observe weather?</li> <li>• How does weather change over time?</li> </ul>	
<p><b>Lesson Reflection</b></p>		
<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>		

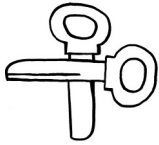


Name \_\_\_\_\_

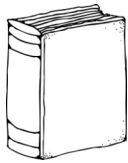


**Yes**

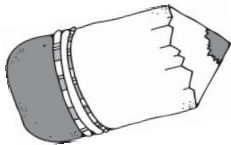
**No**



scissors



book



pencil



paper




eraser




glue stick

# SAUSD Common Core Lesson Planner

<b>Common Core Unit</b> (Unit 4 in OCR)	<b>Kindergarten Lesson #13</b>	<b>Time/Period: 75 min. Course: Language Arts</b> <b>Date: _____</b>	
<b>Common Core and Content Standards</b>	<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 &amp; 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 &amp; 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 &amp; 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>		
<b>Materials/ Resources/ Lesson Preparation</b>	<p><b>Green: Green:</b> Morning Message (chart paper, markers); OCR The Wind, Teacher’s Edition, Unit 4, Lesson 13, pp. 206-209.  <b>Red:</b> WINDY song ; <u>Wind Says Goodnight</u> Book/Power Point; Flow Map Picture Cards  <b>Blue:</b> Weather Log</p>		
<b>Objectives</b>	<p><b>Content:</b>  <b>Green:</b> Students will identify action words and context clues.          Students will: rhyme, oral-blend, and know /a/ and “a”.  <b>Red:</b> Students will analyze and discuss story, <u>Wind Says Goodnight</u> by Katy Rydell.          Students will sequence events of story.  <b>Blue:</b> Students will identify, record, communicate the weather.</p>	<p><b>Language:</b>  <b>Green:</b> Students will read and interact with the Morning Message.          Students will listen and participate in whole group activities.  <b>Red:</b> 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.  <b>Blue:</b> Students will observe, draw, write and graph the daily weather. Students will present the weather in Power Elbow Groups</p>	
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b>		
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input checked="" type="checkbox"/> <b>Valuing evidence</b> <input checked="" type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>		

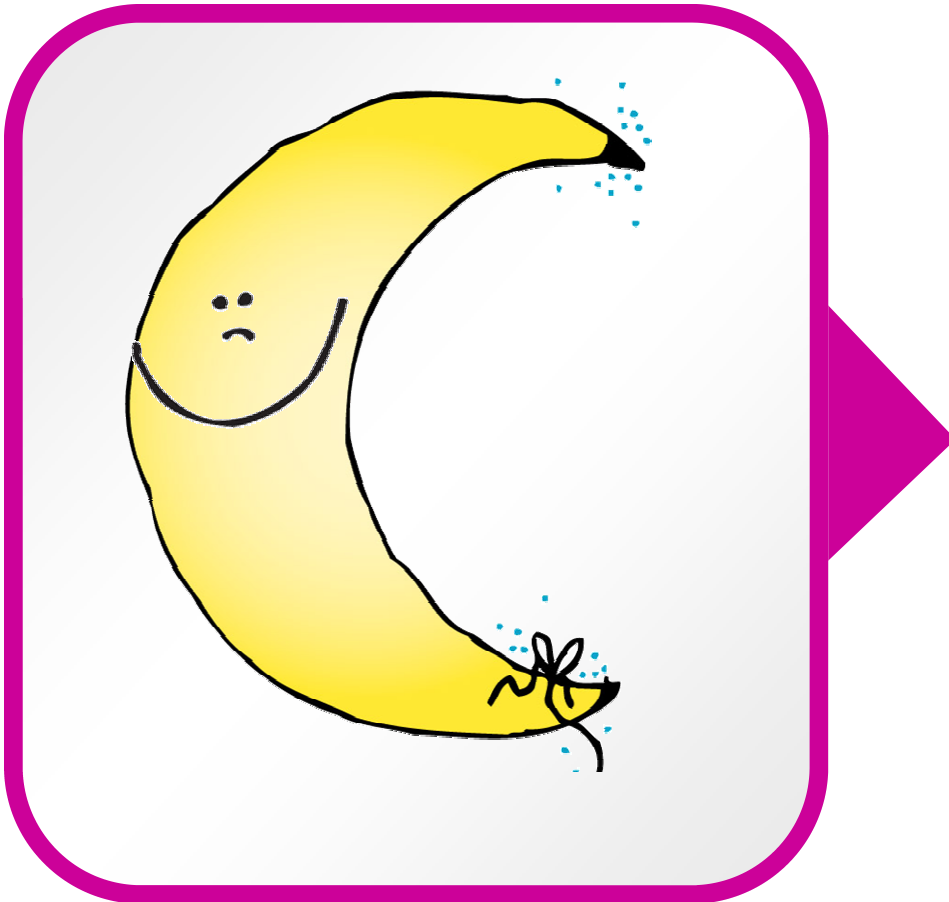
Common Core Literacy Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING throat, tapping, strumming, beat, fiddle	WORDS WORTH KNOWING mist, melody, coattails, meadow,
	STUDENTS FIGURE OUT THE MEANING	cheerful, branch, dip, twirl, shining, whispered, widespread	brushed, hovered, scooped, snuggled
Pre-teaching Considerations		<ul style="list-style-type: none"> <li>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).</li> </ul>	
<b>Lesson Delivery</b>			
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><b>Morning Message</b> – Focuses on <b>action</b> words and finding informational evidence from text.</p> <ul style="list-style-type: none"> <li>Review Content / Learning Objective.</li> <li>Write the following on chart paper or on the board:  <div style="text-align: center;"> <p><b>She picks flowers.</b>  <b>Look at the pouring rain.</b>  <b>The wind blows the umbrella.</b>  <b>It is_____.</b></p> </div> </li> <li>Review action words with students as needed.</li> <li>Read each sentence with students and have students interact with the message by writing a squiggly line under the action words. (<b>picks, look, blows</b>)</li> <li>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. (<b>Suggestion:</b> Underline the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)</li> </ul> <p><b>Foundational Skills (Green Section)</b>          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. 206-209          (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> <li>T206- Choose one or both Warming Up activities</li> <li>T207- Oral blending</li> <li>T208- The Sounds of long and short a.</li> <li>T208-209- Linking the Sound to the Letter</li> </ul>		
Prepare the Learner	Prior Knowledge, Context, and Motivation:  Sing “WINDY” song		<b>Differentiated Instruction English Learners:</b> The wind ____. The wind can ____. The animals are ____. The cricket/frog/moth/mockingbird

<p><b>Interact with Text/concept</b></p> <p>Activities Tasks/ Strategies/Technology Questioning/Engagement/Writing/ Checking for Understanding</p>	<p><b>Read Aloud with Text Dependent Questions</b></p> <p><b>Continue reading:</b> <u>Wind Says Good Night</u> by Katy Rydell After each question, ask, <i>How do you know that?</i> or <i>What is the evidence in the text?</i></p> <p><b>Pages 18-19:</b> <i>Why did the moth stop dancing?</i> <b>Pages 20-21:</b> <i>Why did the frog stop strumming?</i> <b>Pages 22-23:</b> <i>Why did the cricket stop playing?</i> <b>Pages 24-25:</b> <i>Why did the mockingbird stop singing?</i> <b>Page 26:</b> <i>What time of day is it?</i></p> <p><b>Comprehension</b></p> <p>Sequence <u>Wind says Good Night</u> whole group with large 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.</p>	<p>_____.</p> <p>The animals are _____.</p> <p>The _____ did _____ because _____.</p> <p>The moth stopped dancing because _____.</p> <p>The frog stopped strumming because _____.</p> <p>The cricket stopped playing because _____.</p> <p>The mockingbird stopped singing because _____.</p> <p><b>Students Who Need Additional Support:</b> Add motor images to the vocabulary words to help students identify them.</p> <p>Spend extra time the complex text vocabulary in small groups.</p> <p>Point to illustrations and words in texts.</p> <p><b>Accelerated Learners:</b> Encourage students to use context clues to identify word meanings in the story.</p> <p>Have students retell the story in their journals.</p>
<p><b>Extending Understanding Writing</b></p>	<p><b>Weather Log – Observing and Recording</b></p> <p>Sing/ Chant “The Weather Song” (Tune: Row, Row, Row your Boat).</p> <p><b>Weather, Weather, Weather today, I can’t wait to see. Sunny, rainy, windy, cloudy, Which one will it be?</b></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><b>Meteorologist Report:</b> 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>Suggested linguistic patterns: Today is _____. Today’s weather is _____. Today I am wearing _____. (Students report how they dress for that weather)</p>	<p><b>Differentiated Instruction:</b></p> <p><b>Advanced Learners:</b> Write longer sentence independently.</p> <p><b>English Learners:</b> 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><b>Special Needs:</b> Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.</p>

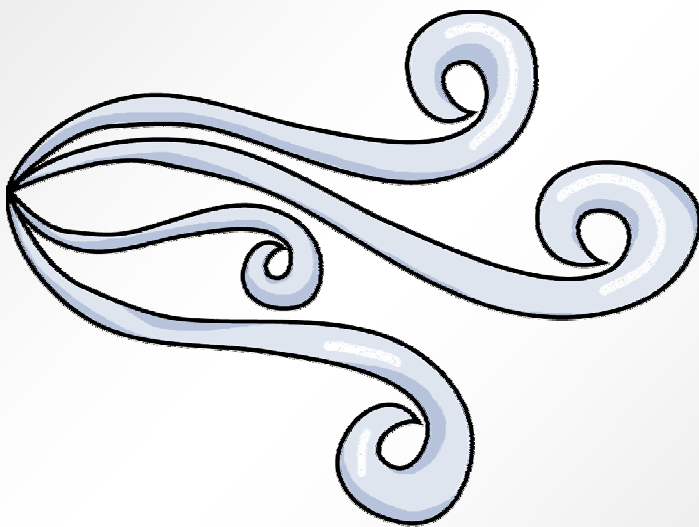
<b>Lesson Reflection with the Students</b>	<p><b>Big Idea:</b> Weather within each season can be predictable.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does weather within each season impact our daily lives?</li> <li>• Why do we observe weather?</li> <li>• How does weather change over time?</li> </ul>
<b>Lesson Reflection</b>	
<b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b>	



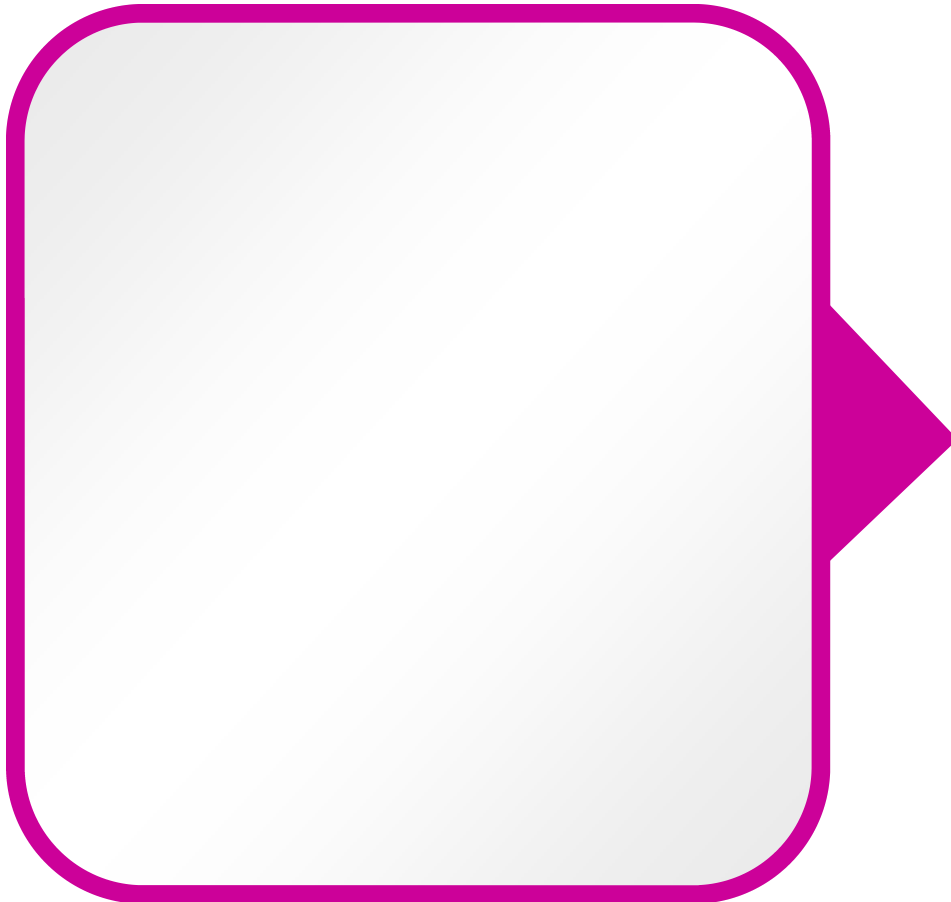
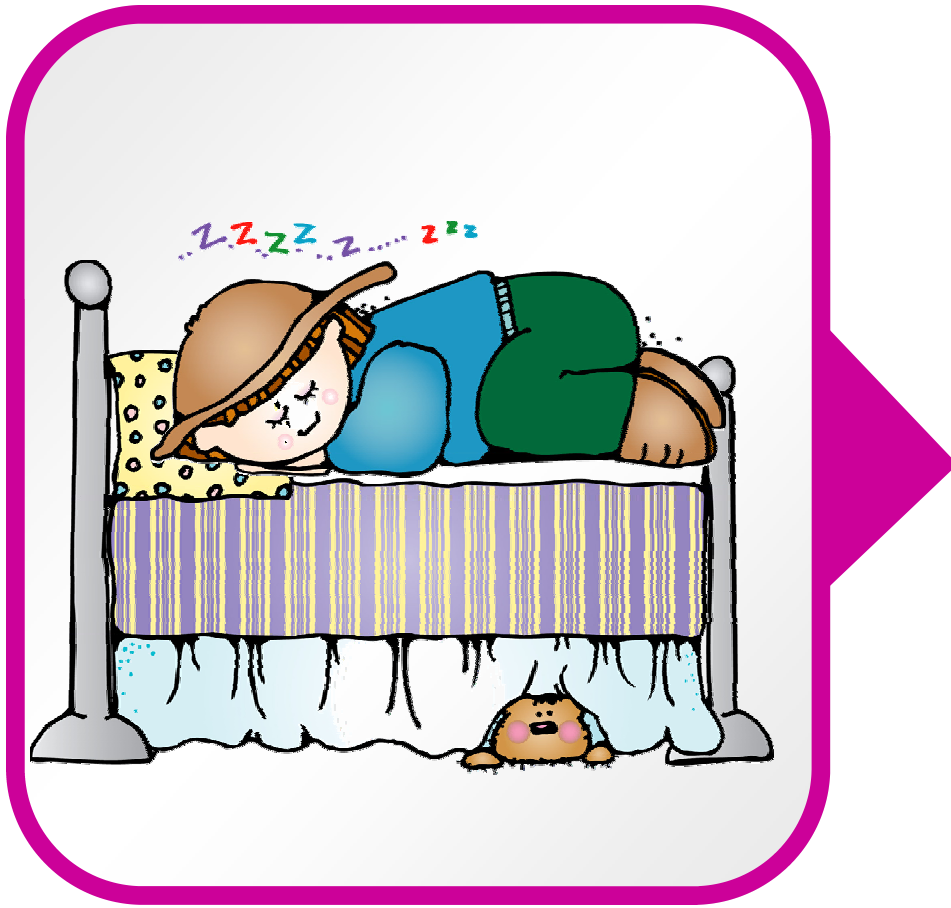




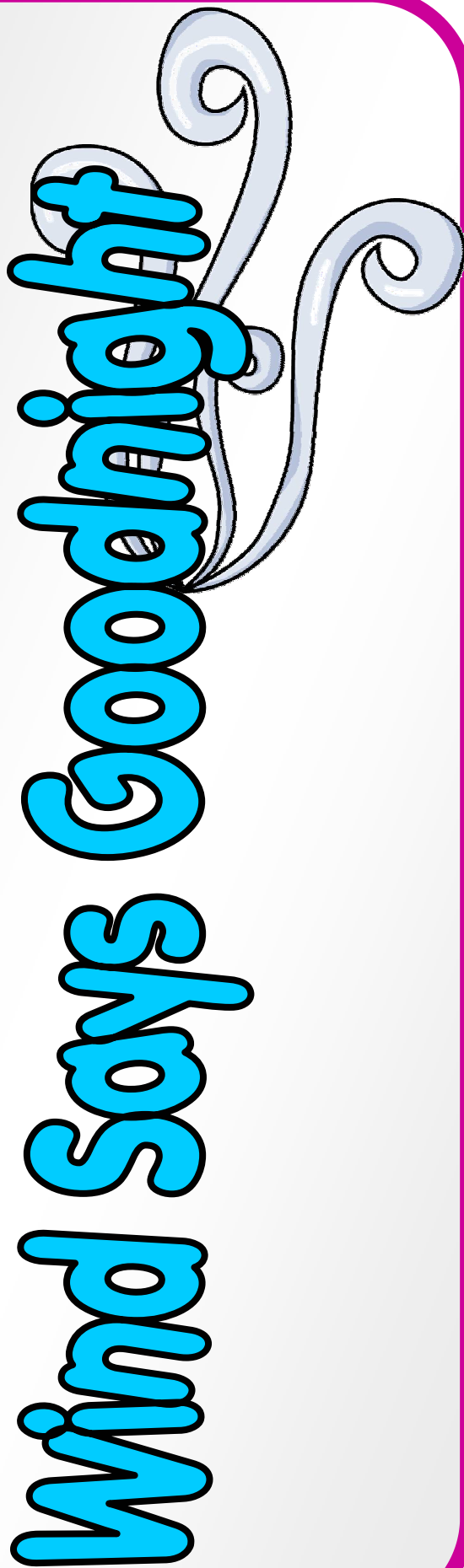












Wind says Goodnight



# SAUSD Common Core Lesson Planner

<b>Common Core Unit</b> (Unit 4 in OCR)	<b>Kindergarten Lesson #14</b>	<b>Time/Period: 75 min. Course: Language Arts</b> <b>Date: _____</b>
<b>Common Core and Content Standards</b>	<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.</p> <p>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 &amp; 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 &amp; 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 &amp; 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>	
<b>Materials/ Resources/ Lesson Preparation</b>	<p><b>Green:</b> Morning Message (chart paper); OCR The Wind, Teacher’s Edition , Unit 4, Lesson 14, pp. 214-217. <b>Red:</b> WINDY song; <u>Wind Says Goodnight</u> ; Character templates , Readers Theater Script <u>Wind Says Good Night</u>; Shared Reader; Pocket chart flow map <b>Blue:</b> Weather Log</p>	
<b>Objectives</b>	<p><b>Content:</b> <b>Green:</b> Students will identify action words and context clues. Students will: rhyme, oral-blend, and know /h/ and “h”. <b>Red:</b> Students will sequence the story, <u>Wind Says Goodnight</u> by Katy Rydell. Students will practice high frequency words, decode, and track words. Students will re-tell the story, <u>Wind Says Good Night</u>. <b>Blue:</b> Students will identify, record, communicate the weather.</p>	<p><b>Language:</b> <b>Green:</b> Students will read and interact with the Morning Message. Students will listen and participate in whole group activities. <b>Red:</b> Students will order events using a flow map.  Students will read emergent reader.  Students will participate in Readers Theater.  <b>Blue:</b> Students will observe, draw, write and graph the daily weather. Students will present the weather in Power Elbow Groups</p>
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input type="checkbox"/> <b>Level 4: Extended Thinking</b>	
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input type="checkbox"/> <b>Valuing evidence</b>	

		<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									
		throat, tapping, strumming, beat, fiddle	mist, melody, coattails, meadow,									
	STUDENTS FIGURE OUT THE MEANING	cheerful, branch, dip, twirl, shining, whispered, widespread	brushed, hovered, scooped, snuggled									
Pre-teaching Considerations		<ul style="list-style-type: none"> <li>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).</li> </ul>										
<b>Lesson Delivery</b>												
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><b>Morning Message</b> – Focuses on <b>action</b> words and finding informational evidence from text.</p> <ul style="list-style-type: none"> <li>Review Content / Learning Objective.</li> <li>Write the following on chart paper or on the board:</li> </ul> <p style="text-align: center;"> <b>The leaves fall.</b>  <b>They rake the red and yellow leaves.</b>  <b>They jump in the leaves.</b>  <b>It is _____.</b> </p> <ul style="list-style-type: none"> <li>Review action words with students as needed.</li> <li>Read each sentence with students and have students interact with the message by writing a squiggly line under the action words. (<b>fall, rake, jump</b>).</li> <li>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. (<b>Suggestion:</b> Underline the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)</li> </ul> <p><b>Foundational Skills (Green Section)</b>  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 14, pp. 214-217  (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> <li>T214- Choose one or both Warming Up activities</li> <li>T215- Oral blending (The following words may be used in lieu of the words found in OCR.)  <b>Initial Consonants</b></li> </ul> <table style="width: 100%; border: none;"> <tr> <td>/h/...ot</td> <td>/f/...all</td> <td>/h/...urricane</td> </tr> <tr> <td>/h/ ...umid</td> <td>/f/...oggy</td> <td>/h/...eat</td> </tr> <tr> <td>/h/ ...arvest</td> <td>/s/...nowy</td> <td>/h/...ail</td> </tr> </table> <ul style="list-style-type: none"> <li>T216- The Sounds of Hh</li> </ul>			/h/...ot	/f/...all	/h/...urricane	/h/ ...umid	/f/...oggy	/h/...eat	/h/ ...arvest	/s/...nowy	/h/...ail
/h/...ot	/f/...all	/h/...urricane										
/h/ ...umid	/f/...oggy	/h/...eat										
/h/ ...arvest	/s/...nowy	/h/...ail										

	<ul style="list-style-type: none"> <li>T217- Linking the Sound to the Letter</li> </ul>	
<p><b>Prepare the Learner</b></p>	<p><b>Prior Knowledge, Context, and Motivation</b></p> <p>Sing “WINDY”</p> 	<p><b>Differentiated Instruction English Learners:</b> My favorite character is ____. First ____, next ____, then ____, last ____.</p> <p><b>Differentiated Instruction English Learners:</b> Assign multiple students (high and low English levels) to each roll. Students will feel more comfortable and have models to listen to.</p>
<p><b>Interact with Text/concept</b></p> <p>Activities Tasks/ Strategies/Technology Questioning/Engagement/Writing/Checking for Understanding</p>	<p><b>Readers Theater-<u>Wind Says Goodnight</u></b> Use the character templates to create character paper plate necklaces or headbands. <b>(Optional:</b> Have students cut, color, and assemble their character necklaces or headbands). Assign roles. <b>(Optional:</b> By making extra character necklaces, you can assign multiple students to one role.) Perform using scripts!</p>  <p><b>Optional: Shared Reader- <u>Wind Says Goodnight</u></b> 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><b>Students Who Need Additional Support:</b> Allow students to re-tell story in small groups independently at workshop time.</p> <p><b>Accelerated Learners:</b> Encourage students to add lines to the Readers Theater script.</p>
<p><b>Extending Understanding Writing</b></p>	<p><b>Weather Log – Observing and Recording</b></p> <p>Sing/ Chant “The Weather Song” (Tune: Row, Row, Row your Boat).</p> <p><b>What is the weather today, I can’t wait to see. Sunny, rainy, windy, cloudy, Which one will it be?</b></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><b>Meteorologist Report:</b> 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>Suggested linguistic patterns: Today is _____. Today’s weather is _____. Today I am wearing _____. (Students report how they dress for that weather)</p>	<p><b>Differentiated Instruction: Advanced Learners:</b> Write longer sentence independently.</p> <p><b>English Learners:</b> 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><b>Special Needs:</b> Assist in writing beginning sounds of words in small group. They can write key vocabulary such as “Sunny”.</p>

<b>Lesson Reflection with the Students</b>	<p><b>Big Idea:</b> Weather within each season can be predictable.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does weather within each season impact our daily lives?</li> <li>• Why do we observe weather?</li> <li>• How does weather change over time?</li> </ul>
<b>Lesson Reflection</b>	
<b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b>	



# Wind Says Goodnight



Narrator 1: A girl could not go to sleep.



Wind: Shhh. Go to sleep.



Narrator 2: She could not. Mockingbird was



singing. Wind: Mockingbird, can you stop singing?



Mockingbird: No.



Wind: Cricket, can you stop playing?



Cricket: No.



Wind: Frog, can you stop strumming?



Frog: No.



Wind: Moth, can you stop dancing?



Moth: No.



Wind: Moon, can you stop shining?



Moon: No, the weather needs to change.



Wind: Cloud, can you cover the earth?



Cloud: Yes, but carry me.



Narrator 1: The wind blew.



Narrator 2: Cloud covered the sky.



Narrator 1: The mist covered the meadow.



Narrator 2: They all stopped and fell asleep.



Narrator 1: The girl fell asleep.



# Wind Says Goodnight



Narrator 1: A girl could not go to sleep.



Wind: Shhh. Go to sleep.



Narrator 2: She could not. Mockingbird was signing.



Wind: Mockingbird, can you stop singing?



Mockingbird: No, until Cricket stops playing.



Wind: Cricket, can you stop playing?



Cricket: No, until Frog stops strumming.



Wind: Frog, can you stop strumming?



Frog: No, until Moth stops dancing.



Wind: Moth, can you stop dancing?



Moth: No, until Moon stops shining.



Wind: Moon, can you stop shining?"



Moon: No, the weather needs to change.



Wind: Cloud, can you cover the earth?



Cloud Yes, but carry me.



Narrator 1: The wind blew.



Narrator 2: Cloud covered the sky.



Narrator 1: The mist covered the meadow.



Narrator 2: They all stopped and fell asleep.



Narrator 1: The girl fell asleep.

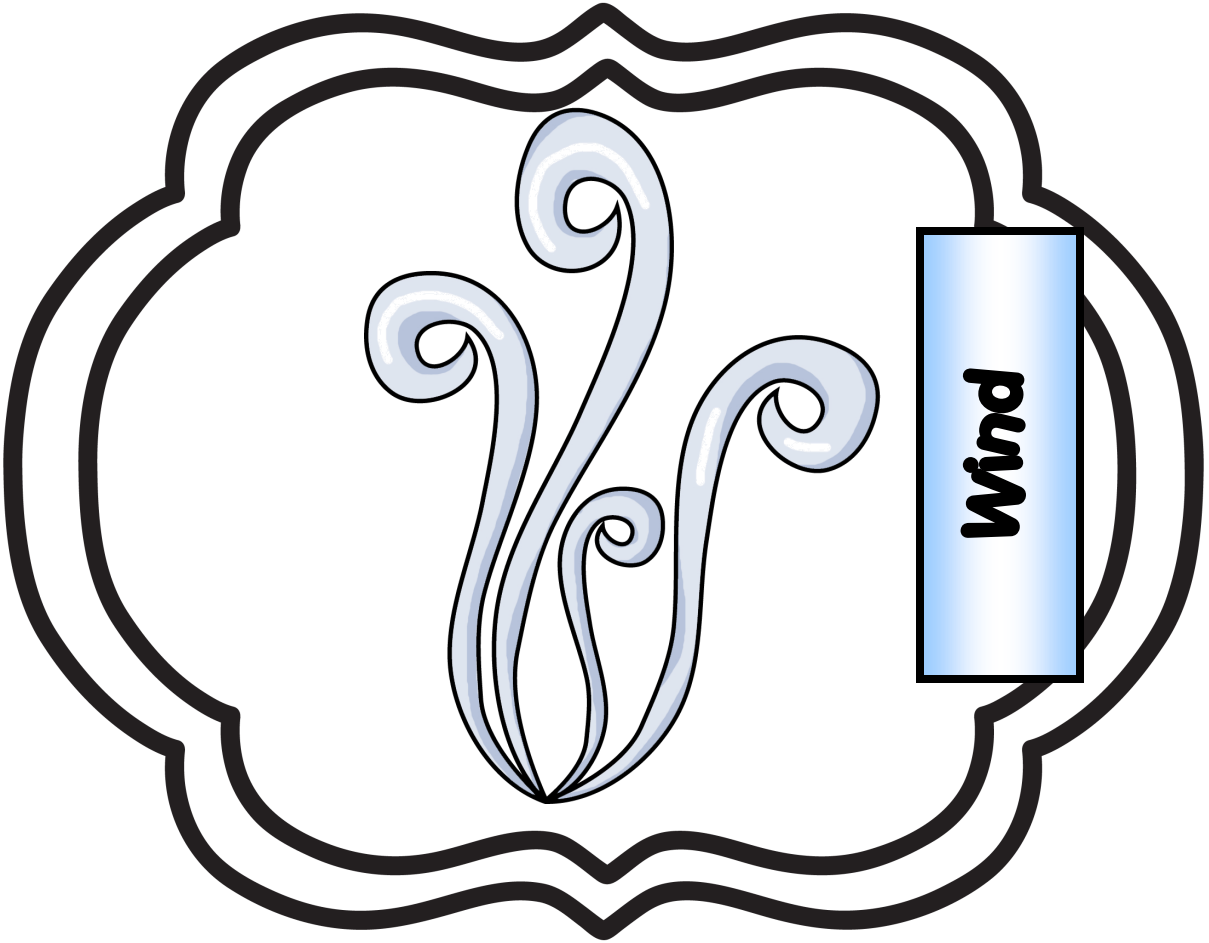


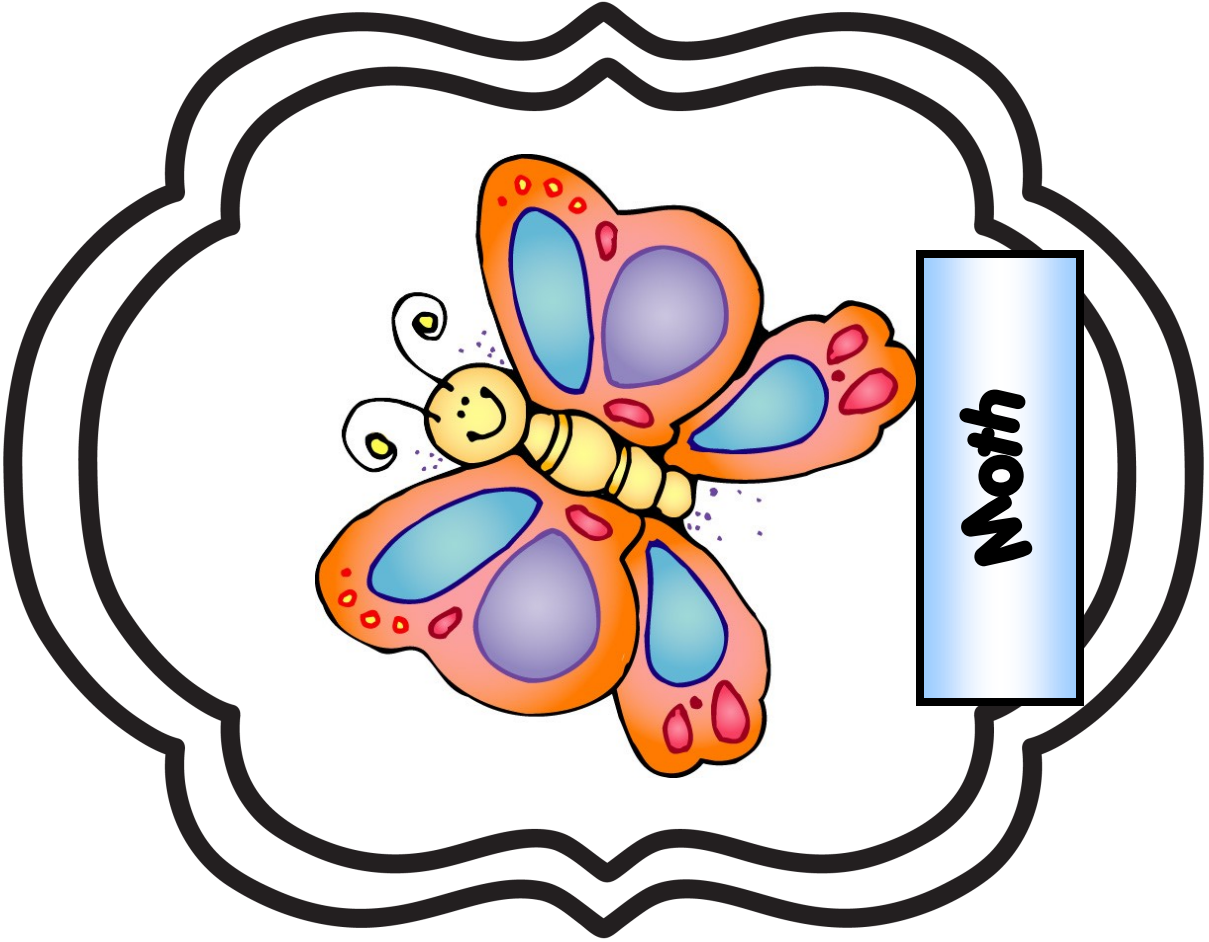


**Narrator 1**

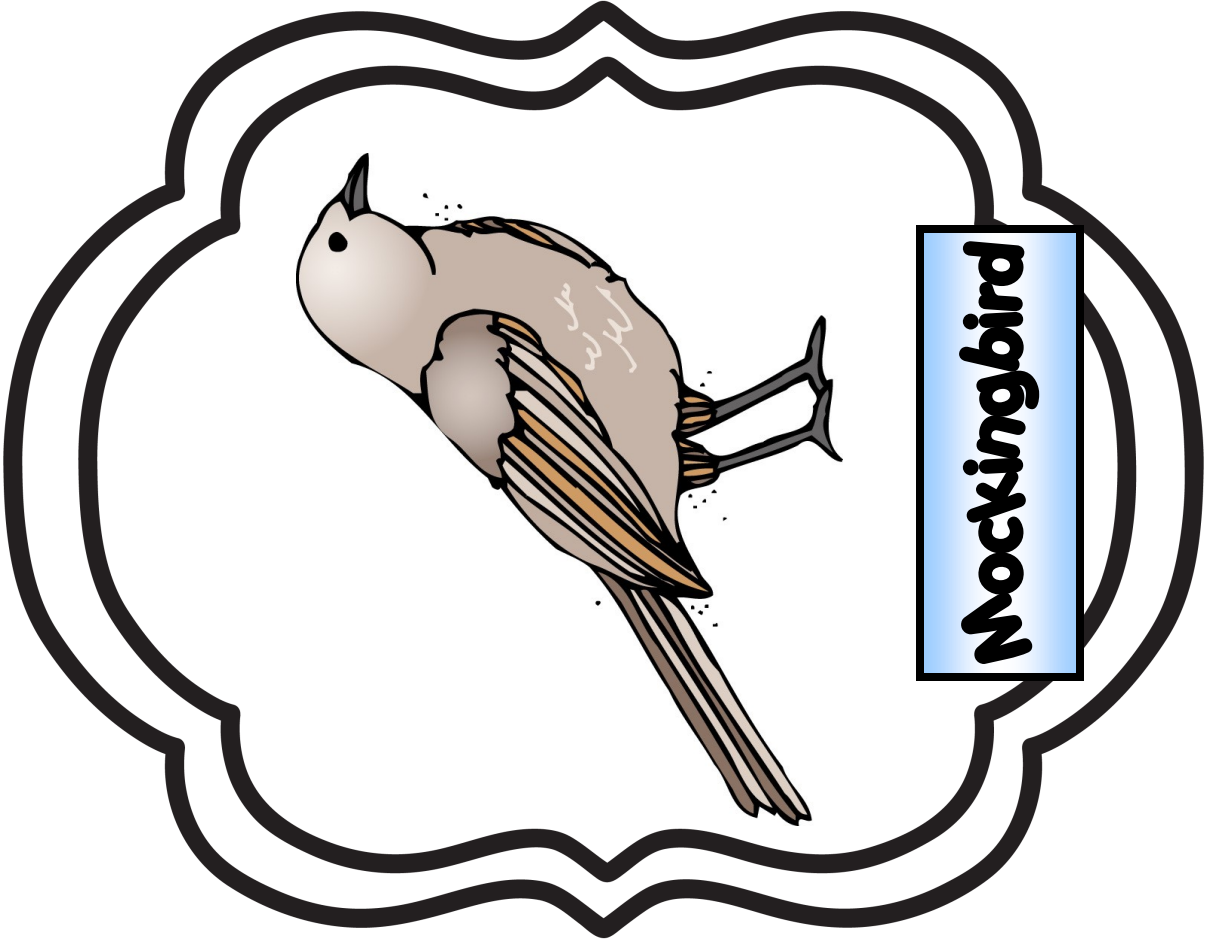


**Narrator 2**

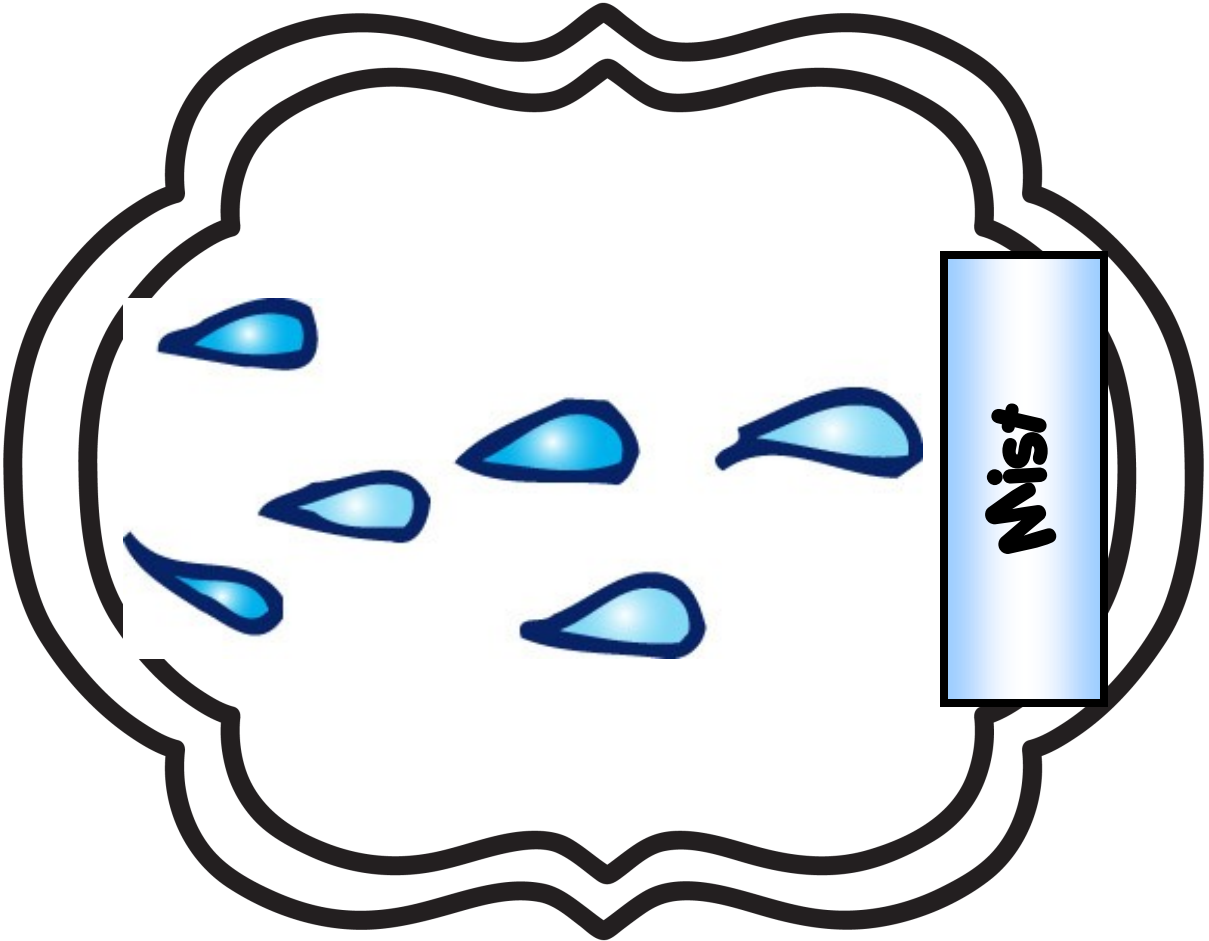
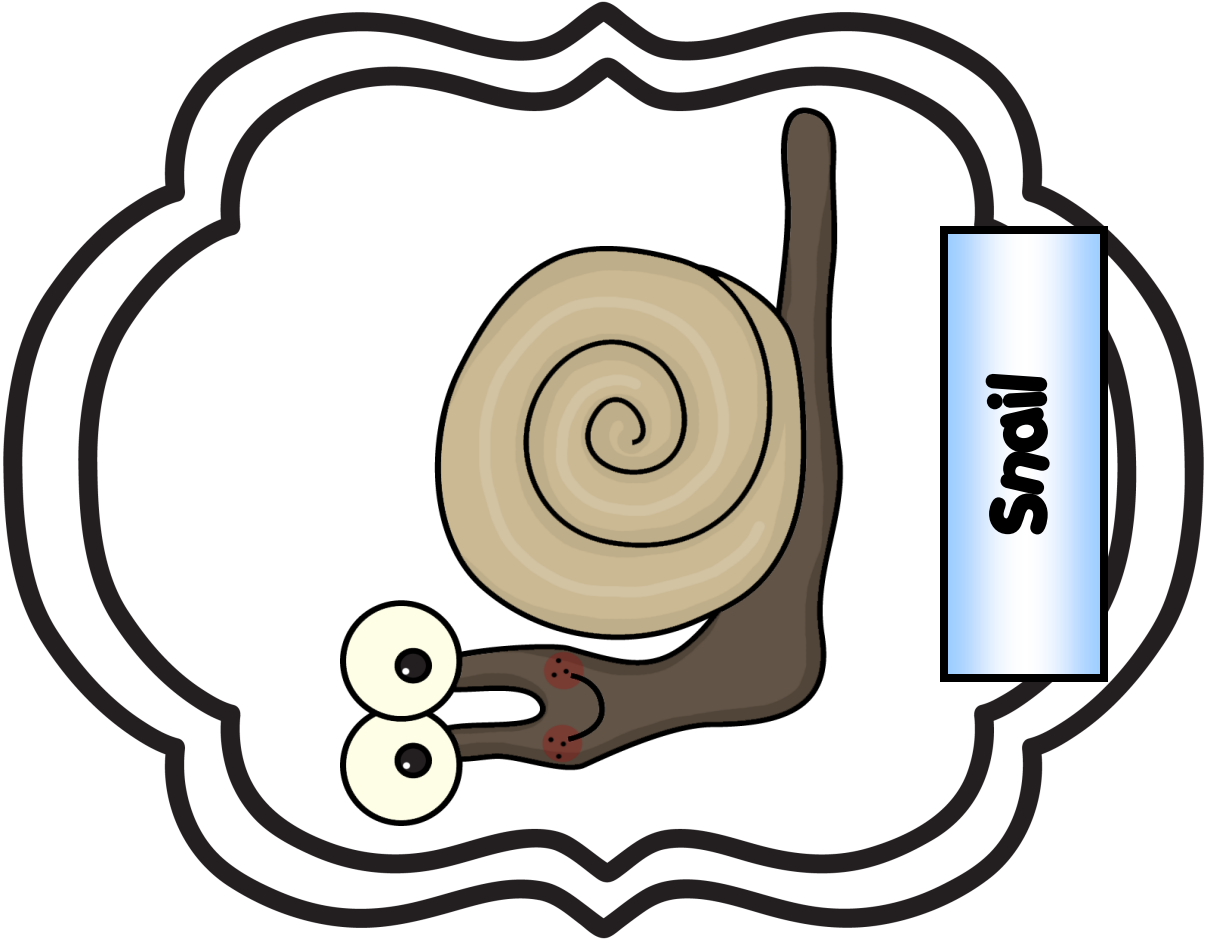


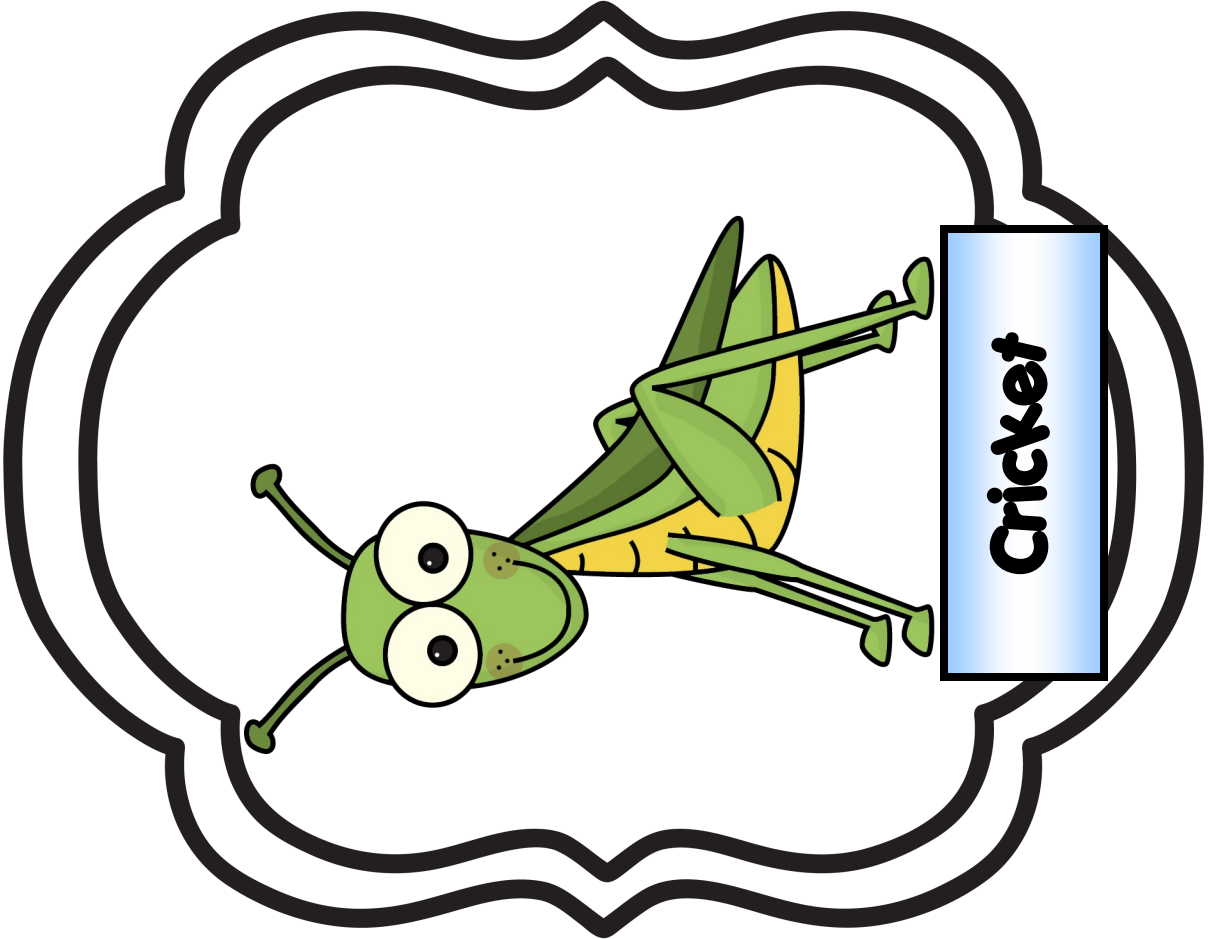
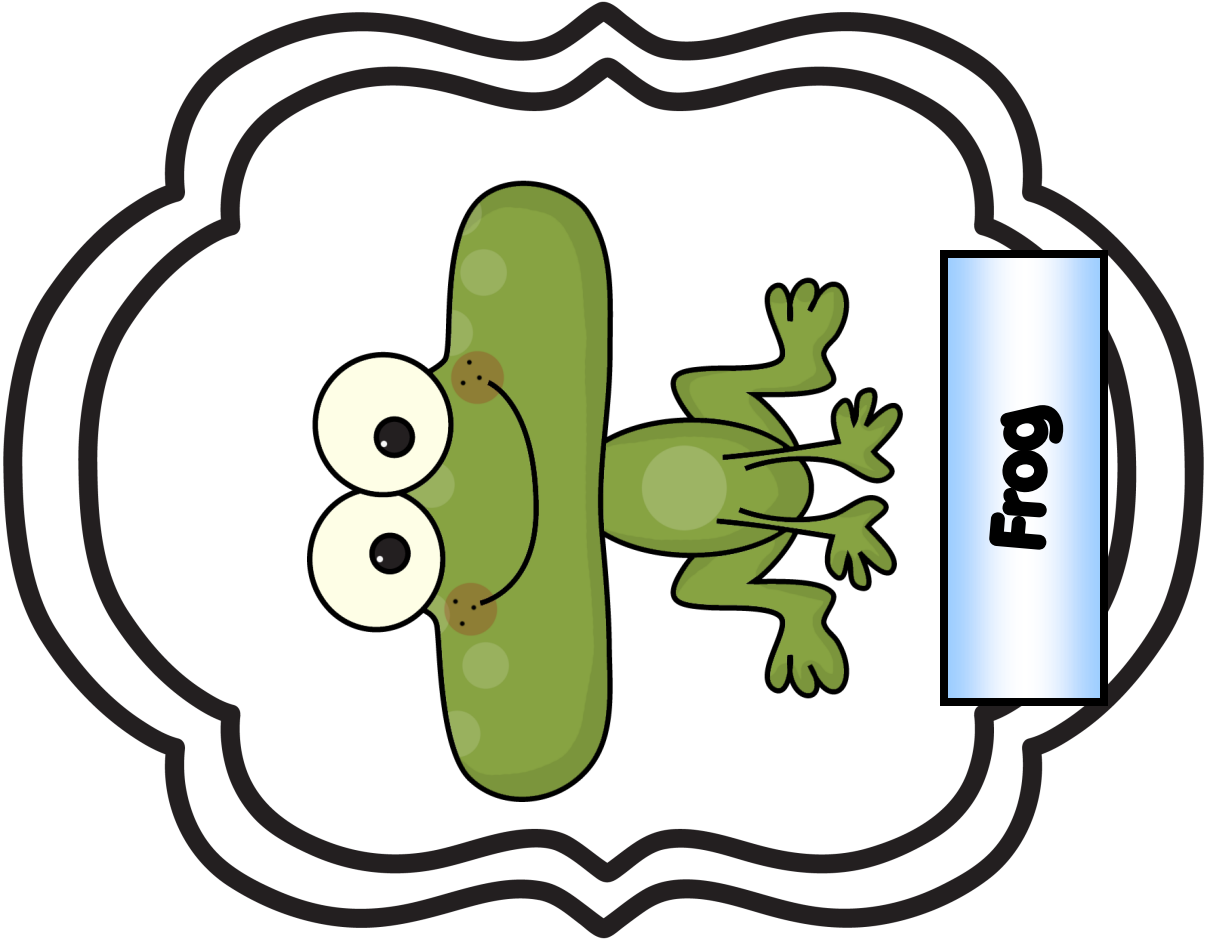


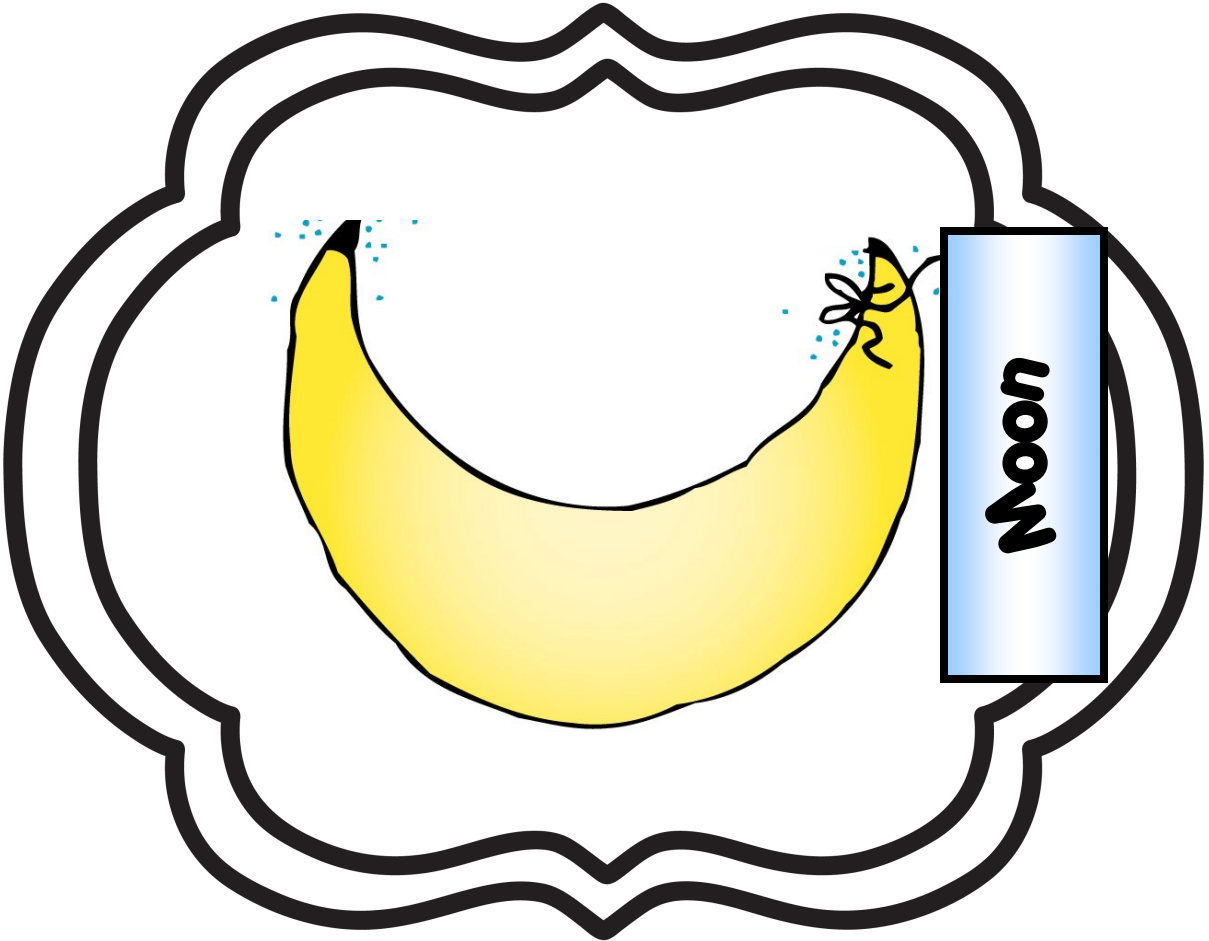
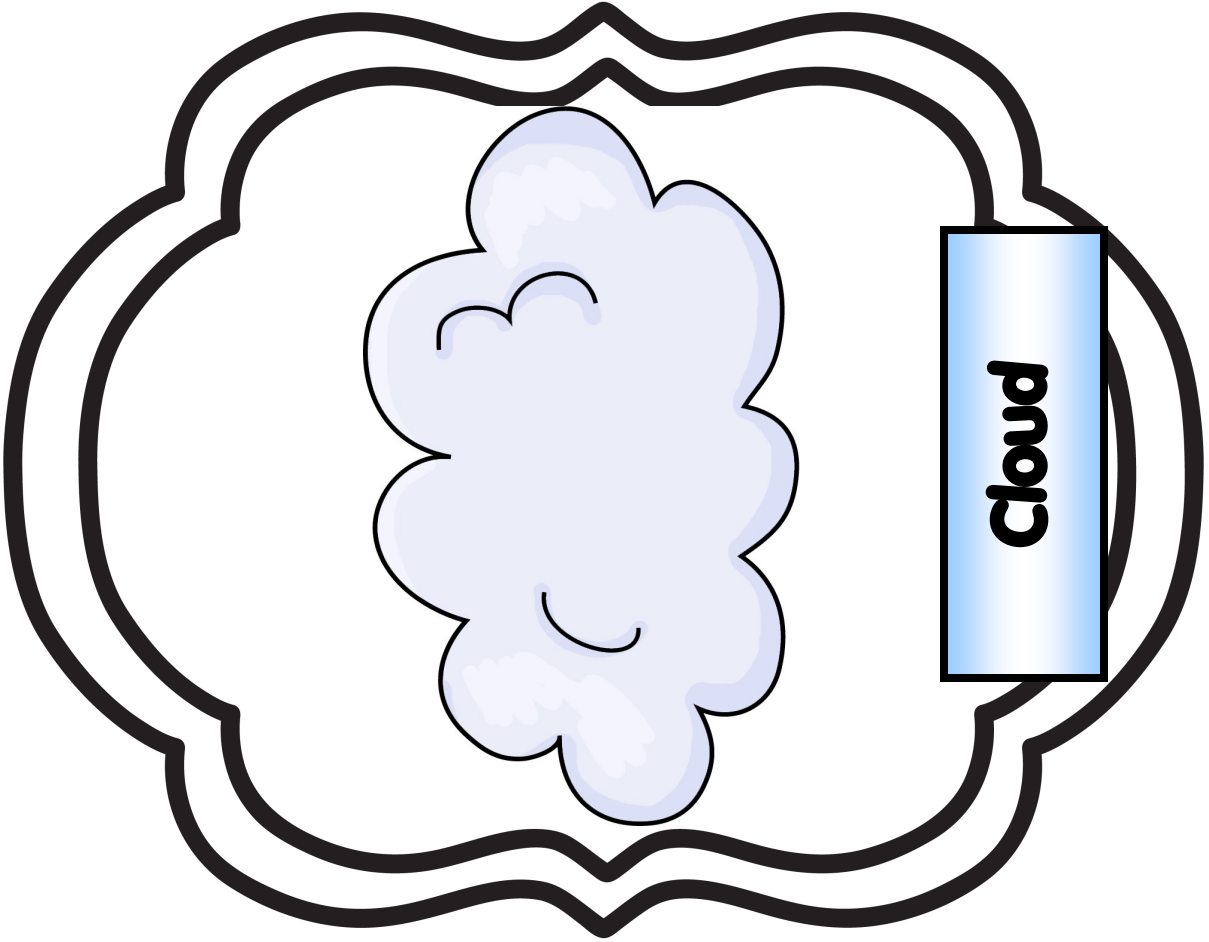
**Moth**



**Mockingbird**









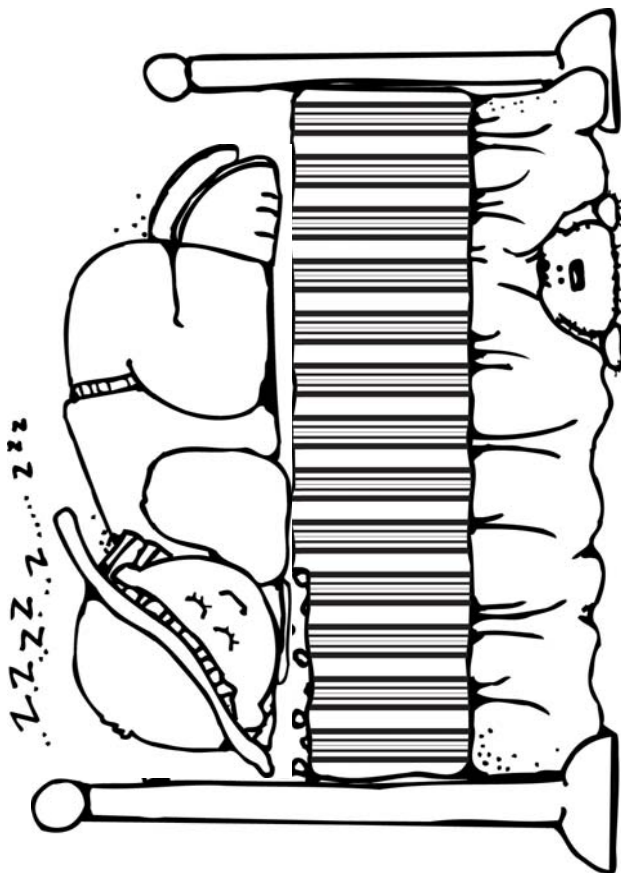
This is a sample of the student book

# Wind Says Goodnight

Adapted from Wind Says Goodnight by: Katy Rudell

Images from DJ Inkers and Scrappin' Doodles

Read by: \_\_\_\_\_



The girl fell asleep.



# SAUSD Common Core Lesson Planner

<b>Common Core Unit</b> (Unit 4 in OCR)	<b>Kindergarten Lesson #15</b>	<b>Time/Period: 75 min. Course: Language Arts</b> <b>Date: _____</b>	
<b>Common Core and Content Standards</b>	<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 &amp; 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 &amp; 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 &amp; 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>		
<b>Materials/ Resources/ Lesson Preparation</b>	<p><b>Green:</b> Morning Message (chart paper, markers); OCR The Wind, Teacher’s Edition, Unit 4, Lesson 15, pp. 222-227.  <b>Red:</b> <u>Wind Says Goodnight</u> by Katy Rydell, Character templates, Readers Theater Script- <u>Wind Says Good Night</u>; Shared Reader- <u>Wind Says Goodnight</u>; Summative assessment sort  <b>Blue:</b> Weather Log</p>		
<b>Objectives</b>	<p><b>Content:</b>  <b>Green:</b> Students will identify action words and context clues.          Students will: rhyme, oral-blend, and know /h/ and “h”.  <b>Red:</b> Students will sequence the story, <u>Wind Says Goodnight</u> by Katy Rydell.          Students will practice high frequency words, decode, and track words.          Students will re-tell the story.  <b>Blue:</b> Students will identify, record, communicate the weather.</p>	<p><b>Language:</b>  <b>Green:</b> Students will read and interact with the Morning Message.          Students will listen and participate in whole group activities.  <b>Red:</b> Students will sort by weather and seasons (Summative Assessment).          Students will read shared reader.            Students will participate in Readers Theater.  <b>Blue:</b> Students will observe, draw, write and graph the daily weather. Students will present the weather in Power Elbow Groups</p>	
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input type="checkbox"/> <b>Level 4: Extended Thinking</b>		
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input type="checkbox"/> <b>Valuing evidence</b> <input type="checkbox"/> <b>Using technology and digital media strategically and capably</b>		

		<input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>	
<b>Common Core Literacy Shifts</b>		<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>	
<b>Academic Vocabulary</b>	<b>TEACHER PROVIDES SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>
		throat, tapping, strumming, beat, fiddle	mist, melody, coattails, meadow,
	<b>STUDENTS FIGURE OUT THE MEANING</b>	cheerful, branch, dip, twirl, shining, whispered, widespread	brushed, hovered, scooped, snuggled
<b>Pre-teaching Considerations</b>		<ul style="list-style-type: none"> <li>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).</li> </ul>	
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> <b>Modeling</b> <input type="checkbox"/> <b>Guided Practice</b> <input type="checkbox"/> <b>Collaboration</b> <input type="checkbox"/> <b>Independent Practice</b> <input checked="" type="checkbox"/> <b>Guided Inquiry</b> <input type="checkbox"/> <b>Reflection</b>		
<b>CCSS Foundational Standards and Morning Message</b>	<p><b>Morning Message</b> – Focuses on <b>action</b> words and finding informational evidence from text.</p> <ul style="list-style-type: none"> <li>Review Content / Learning Objective.</li> <li>Write the following on chart paper or on the board:</li> </ul> <p style="text-align: center;"> <b>The sun is shining.</b>  <b>The ice cream is melting.</b>  <b>We are swimming in the pool.</b>  <b>It is _____.</b> </p> <ul style="list-style-type: none"> <li>Review action words with students as needed.</li> <li>Read each sentence with students and have students interact with the message by writing a squiggly line under the action words (<b>shining, melting, swimming</b>).</li> <li>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. (<b>Suggestion:</b> Underline the capital letters in green, circle the periods in red, and sight words may be highlighted in yellow.)</li> </ul> <p><b>Foundational Skills (Green Section)</b>  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 15, pp. 222-227  (Remember to review content/language objectives.)</p> <ul style="list-style-type: none"> <li>T222- Choose one or both Warming Up activities</li> <li>T223- Oral blending (The following words may be used in lieu of the words found in OCR.)  <b>Initial Consonants</b>  /s/...inging      /h/...ot      /w/...indy  /m/ ...elting      /p/...ool      /c/...loudy  /s/ ...corching      /s/...unny      /f/...oggy</li> <li>T224- The Sounds of Tt</li> <li>T225- Linking the Sound to the Letter</li> <li>T226-227-Decodable Book 14: We Can Have a Team</li> </ul>		

## Prepare the Learner

## Prior Knowledge, Context, and Motivation:

Sing "WINDY"



## Introduce Cause/Effect

Discuss with students what a 'cause' is and what an 'effect' is. Give familiar examples. Say: *What would CAUSE me to get a drink of water?* (you feel thirsty) *The EFFECT of feeling thirsty is getting a drink of water.*

Partner talk: *Share with your partner what might CAUSE you to run. Running is the EFFECT. Why would you run?* (playing baseball, running a race, afraid of something, etc.) *Turn and talk.*

\_\_\_\_\_ causes me to run.

I run because \_\_\_\_\_.

## 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.

## Students Who Need Additional Support:

Allow students to re-tell story in small groups independently at workshop time.

## Accelerated Learners:

Students may draw their own Cause-Effect map and fill it in independently or in pairs.

Encourage students to add lines to the Readers Theater script.

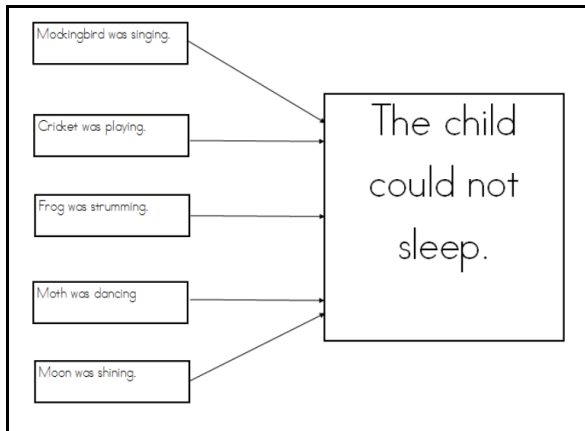
**Interact with text/concept:**

Activities Tasks/  
Strategies/Technology  
Questioning/Engagement/Writing/Checking for Understanding

**Cause-Effect Map**

Say: *Today we will be identifying the CAUSES in the story that led to the child not being able to sleep. The child not being able to sleep is the EFFECT.*

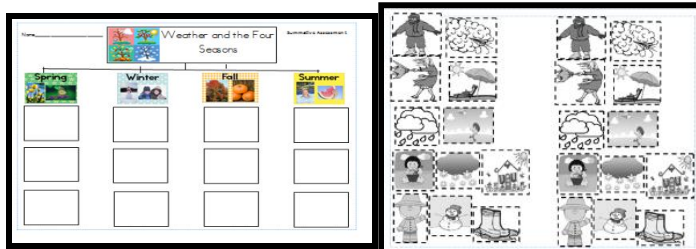
Create the following map with the students:



\*Teacher tip: Use large flow map pictures (cut off the arrows) as graphics to support the text on the map.

**Summative Assessment**

Students will sort weather pictures into four groups: fall, winter, spring and summer.



**Optional: Readers Theater-Practice Wind Says Goodnight**

Use the character templates to create character paper plate necklaces or headbands. Assign roles and perform using scripts!



**Optional: Shared Reader- Wind Says Goodnight**

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.



**Extending Understanding Writing**

**Weather Log – Observing and Recording**



Sing/ Chant “The Weather Song”  
(Tune: Row, Row, Row your Boat).

**What is the weather today?  
I can’t wait to see.  
Sunny, rainy, windy, cloudy,  
Which one will it be?**

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.

**Meteorologist Report:** 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.)

Suggested linguistic patterns:  
Today is \_\_\_\_\_. Today’s weather is \_\_\_\_\_. Today I am wearing \_\_\_\_.  
(Students report how they dress for that weather)

**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 the Students**

**Big Idea:**  
Weather within each season can be predictable.

**Essential Questions:**

- How does weather within each season impact our daily lives?
- Why do we observe weather?
- How does weather change over time?

**Lesson Reflection**

**Teacher Reflection Evidenced by Student Learning/ Outcomes**

# Weather and the Four Seasons



Name \_\_\_\_\_



