

Newark Board of Education

ELA Integrated Science Curriculum- Kindergarten



Roger León, Superintendent

Nicole T. Johnson, Deputy Superintendent

Dr. Mary Ann Reilly, Assistant Superintendent for Teaching and Learning

2021 - 2022

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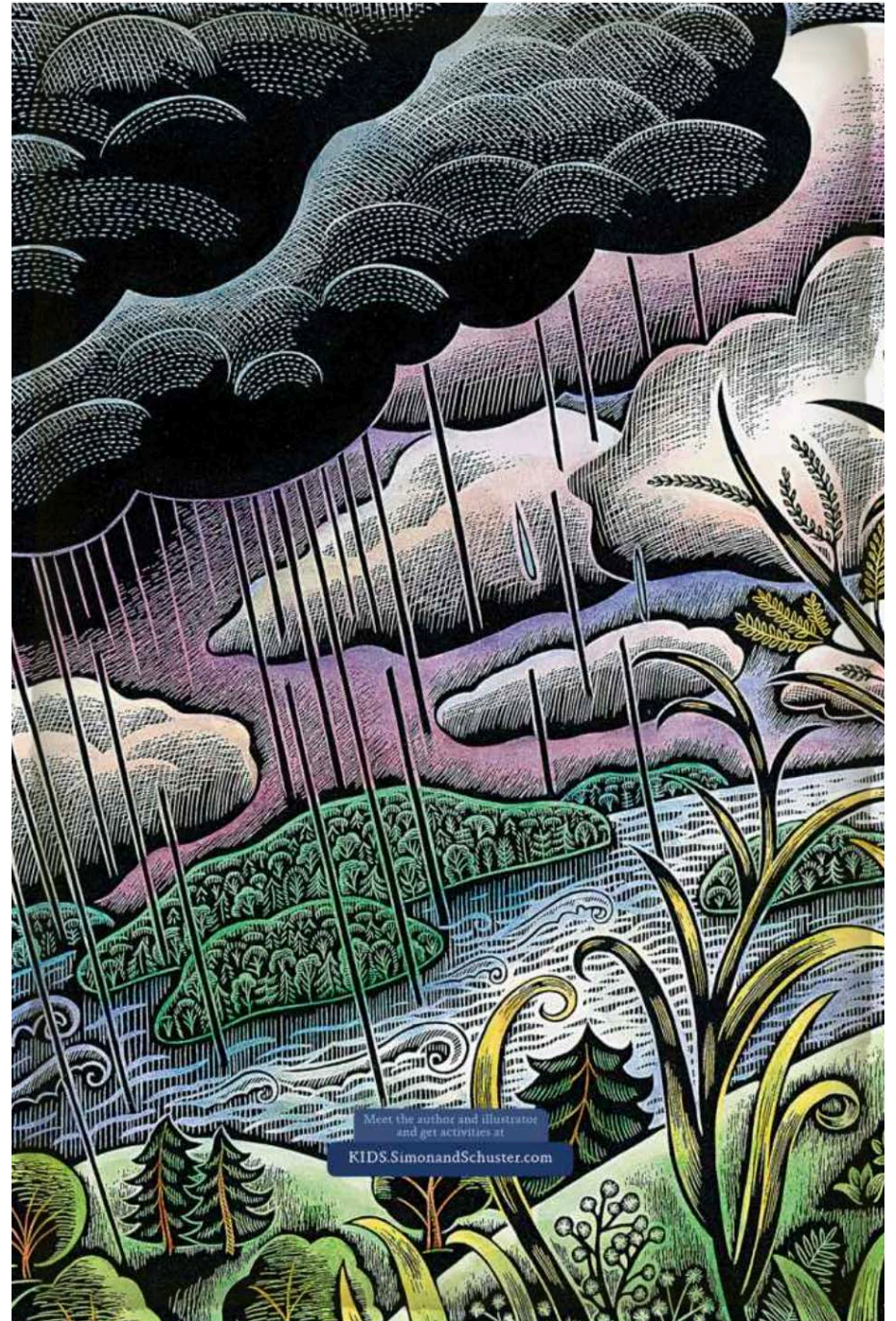
Curriculum Reviewers

Dr. Mary Ann Reilly, Assistant Superintendent for Teaching and Learning

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Earth's Systems: Exploring Weather

Based on the *Next Generation Science Standards* for Kindergarten, students explore how weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. Specifically they study hurricanes, rain, and floods. This is a 3-week unit.



OUTCOMES: STUDENTS WILL...

1. Use and share observations of local weather conditions to describe patterns over time (K-ESS2-1)
2. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). (RL & RI.K.1)
3. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). (RL.K.2)
4. With prompting and support, identify characters, settings, and major events in a story and describe the connection between two individuals, events, ideas, or pieces of information in a text. (RL & RI..K.3).
5. With prompting and support, identify the main topic and retell key details of a text. (RI.K.2)
6. With prompting and support, ask and answer questions about unknown words in a text. (RI.K.4)
7. With prompting and support, describe the relationship between illustrations and the text in which they appear.. (RL & RI.K.7).
8. With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.8)
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.K.9)

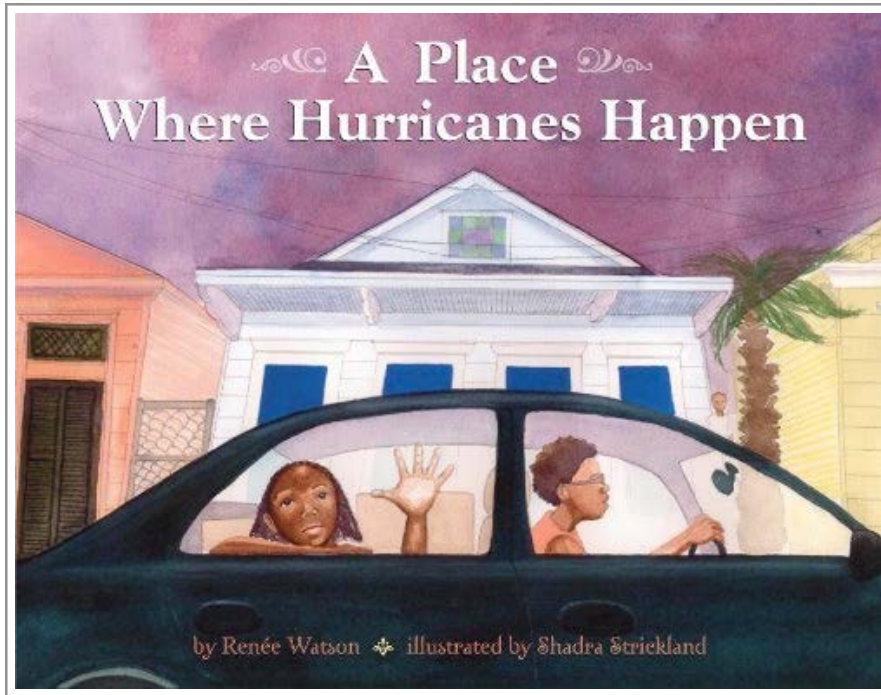
OUTCOMES: STUDENTS WILL...

10. 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. W.K.2.
11. Draw evidence from literary or informational texts to support analysis, reflection, and research. (NJSLSA.W9.)
12. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)
13. 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. (SL.K.2.)
14. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3).
15. Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6).
16. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4)
17. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6)

READ ALOUD CALENDAR FOR WEATHER UNIT: 35 - 40 MINUTE LESSONS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Lesson 1: <i>A Place Where Hurricanes Happen</i></p> <p>Shared Writing: Notice/Wonder Chart</p> <p>Read Aloud</p> <p>Shared Writing: Retelling Chart</p>		<p>Lesson 2: <i>A Place Where Hurricanes Happen</i></p> <p>Review Retelling Chart, Reread Before the Storm, Shared Writing: Character Chart</p>	<p>Lesson 3: <i>A Place Where Hurricanes Happen</i></p> <p>Neighborhood Before, During and After Chart, Reread During the Storm, 3-Column Chart, Text Dependent Questions, Interactive Writing</p>	<p>Lesson 4: <i>A Place Where Hurricanes Happen</i></p> <p>Neighborhood Before, During and After Chart, Reread After the Storm, Text Dependent Questions, Interactive Writing</p>
<p>Lesson 5: <i>Hurricane Watch</i></p> <p>Shared Writing: K-W-L, Read aloud 1st half of book, PAVE Vocabulary, Asking Text Dependent Questions, Text Feature: Glossary</p>	<p>Lesson 6: <i>Hurricane Watch</i></p> <p>Shared Writing: K-W-L, Read aloud all but the last 4 pages., Asking Text Dependent Questions, PAVE Vocabulary, Interactive Writing</p>	<p>Lesson 7 <i>Hurricane Watch</i></p> <p>Shared Writing: K-W-L, Read last four pages. , Conduct an experiment from the book: Record Scientific Method through Shared Writing</p>	<p>Lesson 8: <i>Hurricane Watch</i></p> <p>Predictions based on cover illustrations;, Interactive Writing, read a loud, Turn and Talk</p>	<p>Lesson 9: <i>Blue on Blue</i></p> <p>Asking & answering Questions in order to Get Inside a Character's Head, Reread the text stopping in 6 places, Shared Writing</p>
<p>Lesson 10: <i>Blue on Blue</i></p> <p>Reread the Text,</p> <p>PAVE vocabulary, Interactive Writing</p>	<p>Lesson 11: <i>Down Comes the Rain</i></p> <p>Shared Writing: K-W-L, Read aloud 1st part of book, PAVE Vocabulary, Asking Text Dependent Questions</p>	<p>Lesson 12: <i>Down Comes the Rain</i></p> <p>Shared Writing: K-W-L, Read aloud Middle of book, PAVE Vocabulary, Asking Text Dependent Questions, Shared Writing</p>	<p>Lesson 13: <i>Down Comes the Rain 2 -days</i></p> <p>Shared Writing: K-W-L, Read aloud remaining pages, Asking Text Dependent Questions, PAVE Vocabulary, Shared Writing</p>	

Lesson 1: A Place Where Hurricanes Happen



Watson, Renee. (2010). *A Place Where Hurricanes Happen*. Illustrated by Shadra Strickland. New York: Random House for Young Readers.

Lexile Level: 590

AWARDS: Arkansas Diamond Primary Book Award
2012-2013

Learning Intention: I am learning that some kinds of severe weather are more likely than others happen in a given region.

Success Criteria: I can add to a shared writing about my noticing and wondering about the story, *A Place Where Hurricanes Happen*.

1. **Shared Writing:** Show students the cover, and the endpapers and ask them to say what they notice and wonder. Record these so that you can use their noticings and wonderings to guide a discussion of the book after a first reading.

WHAT WE NOTICE	WHAT WE WONDER

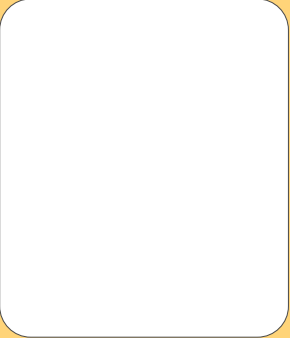
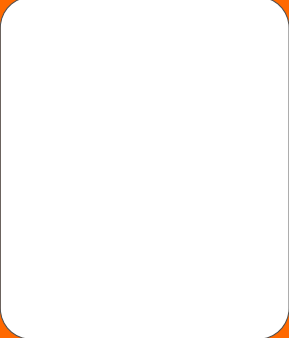
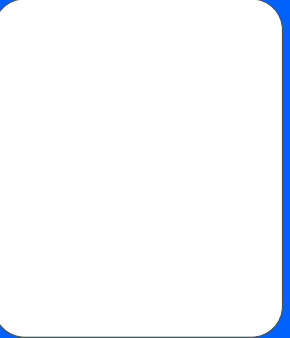
2. Read aloud the text. (See note below).

Note: It is recommended that you read this book through once stopping only briefly to respond to children's questions/wonderings. During subsequent re-readings, the following questions can be explored.

3. Retelling Map (RL.K.1, RL.K.2) through shared writing.

Set up four pieces of chart paper.

4. Record the title, author and illustrator.
5. Invite children to imagine that they are retelling the story to a friend who has not read it. They should retell the story by focusing on what happens before the storm, during the storm and after the storm.
6. Scribe what they say and separate the story into its beginning, middle and end.
7. Leave a space at the top of each page for children to illustrate the story. This task might be saved for an story retelling center.
8. When the story is complete, have children chorally reread it and then post the story in the classroom.

Title: Author: Illustrator:		
Beginning	Middle	End
		

Lesson 2: *A Place Where Hurricanes Happen* - Focus is on *Before the Storm*

Learning Intention:

1. I am learning that some kinds of severe weather are more likely than others happen in a given region.
2. I am learning how to retell texts using important details in sequence.

Success Criteria:

1. I can share a part of the story from the beginning with a partner.
2. I can add to a shared writing anchor chart retelling the beginning, of 'A Place Where Hurricanes Happen'.







1. Review the Retelling Map. (RL.K.2).

2. Tell students that during this rereading you will be focusing on the four friends in the book and what happens **BEFORE the storm**.

3. Ask students, Who are the four friends in this book? Show them the chart and ask them to put a thumb up if they hear information they want you to add to the map. (RL.K.3)

4. Reread the text focusing on the pages of story focusing on **BEFORE** the storm. Stop as needed to add information to the chart.

Question 1: What do the four children enjoy most about their homes and their community prior to the storm? Turn and tell your partner one thing. Record Information as learned. (RL.K.3)

CHARACTER	DESCRIPTION
 <p data-bbox="365 386 508 418">Adrienne</p>	
 <p data-bbox="373 711 499 743">Michael</p>	
 <p data-bbox="380 1019 493 1052">Keesha</p>	
 <p data-bbox="375 1328 497 1360">Tommy</p>	



Lesson 3: A Place Where Hurricanes Happen :During the Storm

Learning Intention:

- 1.) I am learning that some kinds of severe weather are more likely than others happen in a given region.
- 2.) I am learning to use pictures to help me better understand the events in a text.
- 3.) I am learning how to retell texts using important details in sequence.

Success Criteria:

I can share a part of the story from the beginning with a partner.

I can add to a shared writing anchor chart retelling the beginning, of 'A Place Where Hurricanes Happen'.

Explain to the children that you will be rereading the book and stopping to discuss the four children and their neighborhood before and during, the hurricane. Study the illustrations. Slowly turn the pages so children can see the illustrations for the events that happen **before the storm**. What do you notice about the neighborhood where the children live before the storm? (Record via **Shared Writing** on chart the descriptions the children notice before the storm.) (RL.K.1., RL.K.7)

**WHAT IS THE NEIGHBORHOOD LIKE...
(HOUSES [INSIDE AND OUT], STREETS, YARDS, THE BELONGINGS)**

Before the Storm

During the Storm

After the Storm

Question 2: Where were the children (Adrienne, Michael, Keesha, Tommy) during Hurricane Katrina? How did they feel?

Use 3-column Chart to Record: (RL.K.1, RL.K.3)

CHILD	LOCATION DURING STORM	FEELINGS
Adrienne		
Michael		
Keesha		
Tommy		

Question 3:

Michael's family remained in New Orleans during the hurricane. Listen as I reread Michael's thoughts. Listen for words and

phrases that help you to make a picture of what Michael experienced. (Have this on a chart so children can see the words as you read. Don't show illustration.)

Michael

Cars are turned upside down
and the street sign is floating in in the water.
Daddy tells us to get to the attic
as fast as we can.
I take Jasmine's hand and hold it tight,
like big brothers do.
She's too scared to look out the window,
but I'm not.



I look out the window
and I see the whole block swimming in water.
Furniture, clothes and toys are swirling in the flood.
Roofs are crumbling and windows shattering.
Big winds have come and trees are breaking.
And all I can see is more water rising,
So I look away and I squeeze Jasmine's hand
real tight because now I am scared too.

Question 4: Invite students to say what they saw. What words and phrases helped them to see what Michael was experiencing? (RL.K.4, L.K.4)

Question 5: What do you think Michael might have heard during the hurricane? What sounds? (RL.K.3)

Question 6: Now, I'm going to reread the poem and this time I will show you the illustrations (make sure you turn the page as there is a 2-page spread). Your job is to study the illustrations and explain how the illustrator, Shandra Strickland, captured Michael's thoughts and feelings. (RL.K.7)

Writing Extension: Interactive Writing (RL.K.1, 2; W.K.2)

1. Say to the children: "If we wanted to write about what happened during the storm how might we begin? What might our sentence sound like?"
2. Have children volunteer responses and settle on one sentence that you can write interactively with the students.

Lesson 4: After the Storm

Learning Intentions:

I am learning that some kinds of severe weather are more likely than others happen in a given region.

I am learning how to identify facts from the text that help to understand what happened after Hurricane Katrina.

Success Criteria:

I can add information to a shared interactive writing with my class.

Explain to students that you will be rereading the end of the book that focuses on what happens after Hurricane Katrina ended. Ask the students to put a thumbs up when they hear information you could add to the **Neighborhood Chart**.





As you read pose some or all of these questions.

Question 7: Where are the children living after the storm?
(RL.K.1)

Question 8: What community sharing did Keesha experience while waiting at the Astrodome? (RL.K.1)

Question 9: Tell your partner what happened to Michael. How did community workers help Michael and his family?
(RL.K.3)

Question 10: What do you notice about the aftermath of the storm as you study the illustration? Turn and tell your partner. (RL.K.7)

Question 131: What are some of the things Keesha worries about after the hurricane is over? (RL.K.1)

Question 12: How did Adrienne show friendship to Keesha, Tommy and Michael when she and her family came back to New Orleans after the storm? (RL.K.3)

Question 13: Why do the children place a wreath of flowers and a picture on a tree? (RL.K.1)

Interactive Writing

RL.K.1, 2; W.K.2)

1. Say to the children: “If we wanted to write about a lesson this story teaches, how might we begin? What might our sentence sound like?”
2. Have children volunteer responses and settle on one sentence that you can write interactively with the students.

Lesson 5: Hurricane Watch

Learning Intentions:

I am learning about hurricanes.
I am learning what the vocabulary words evaporates and hurricane mean.

Success Criteria:

I can add to a shared writing KWL chart about hurricanes.



Stewart, Melissa. (2015). *Hurricane Watch*. Illustrated by Taia Moreley. New York: HarperCollins.

Lexile Level: N/A

Before reading the text aloud, ask students to help you construct a K-W-L chart. Based on what they already know and what they learned while reading *A Place Where Hurricanes Happens*, ask them to think about what they know and then what they want to learn.

WHAT DO WE KNOW?	WHAT DO WE WANT TO LEARN?	WHAT HAVE WE LEARNED?

Book Introduction: Winds whip. Waves crash. Rain pours down. A superstorm moves across the ocean and gets closer and closer to land. There's a hurricane brewing. This nonfiction picture book is all about hurricanes. Let's read to find out how hurricanes form, how scientists track the storms, and what we can do to keep ourselves safe if one strikes.

1. Begin reading aloud, showing the students the illustrations as you read.

After you read this page:



stop as you will want to record information on a PAVE vocabulary sheet.

Use the vocabulary strategy, PAVE (Prediction-Association-Verification-Evaluation) to help students understand key terms from the text. During this book, you will create 4 PAVE charts .

Steps:

1. Write the sentence in which the word appears ahead of time and reveal this to students.
2. Write the the word again in isolation in front of the students.
3. Have the class help you to create a sentence using the word in order to show an initial understanding of the word's meaning. Record these using interactive writing.
4. Prepare a dictionary definition/explanation written on the chart and reveal it to students explaining that you had defined the word using a dictionary. You may want to show them a dictionary if you have one that is age appropriate.
5. Invite the students to compare the explanation with the sentence the class wrote and, if necessary, write a new sentence that better captures the word.
6. Have students suggest a visual representation of the word to help the class remember. The chart can be illustrated by children while at a center.

Reference: Bannon, E., Fisher, P., Pozzi, L., & Wessel, D. (1990). "Effective definitions for word learning." *Journal of Reading: 34*, pp.301-302.

HURRICANE

What is a hurricane?

hurricane

(Class sentence)

A huge, powerful spinning storm that moves across the ocean.

Illustration

Continue reading aloud. Stop again after you read this page:



Reread the page and then ask students if they heard another important term. Introduce the word, **evaporates**, and then follow the PAVE steps. In this case, like the last word (hurricane), context can be used.

EVAPORATES

When air over the ocean heats up, seawater evaporates. That means it changes from liquid into a gas called water vapor.

evaporates

(Class sentence)

When water changes from liquid to gas.

Illustration

Lesson 6: Hurricane Watch

Learning Intention:

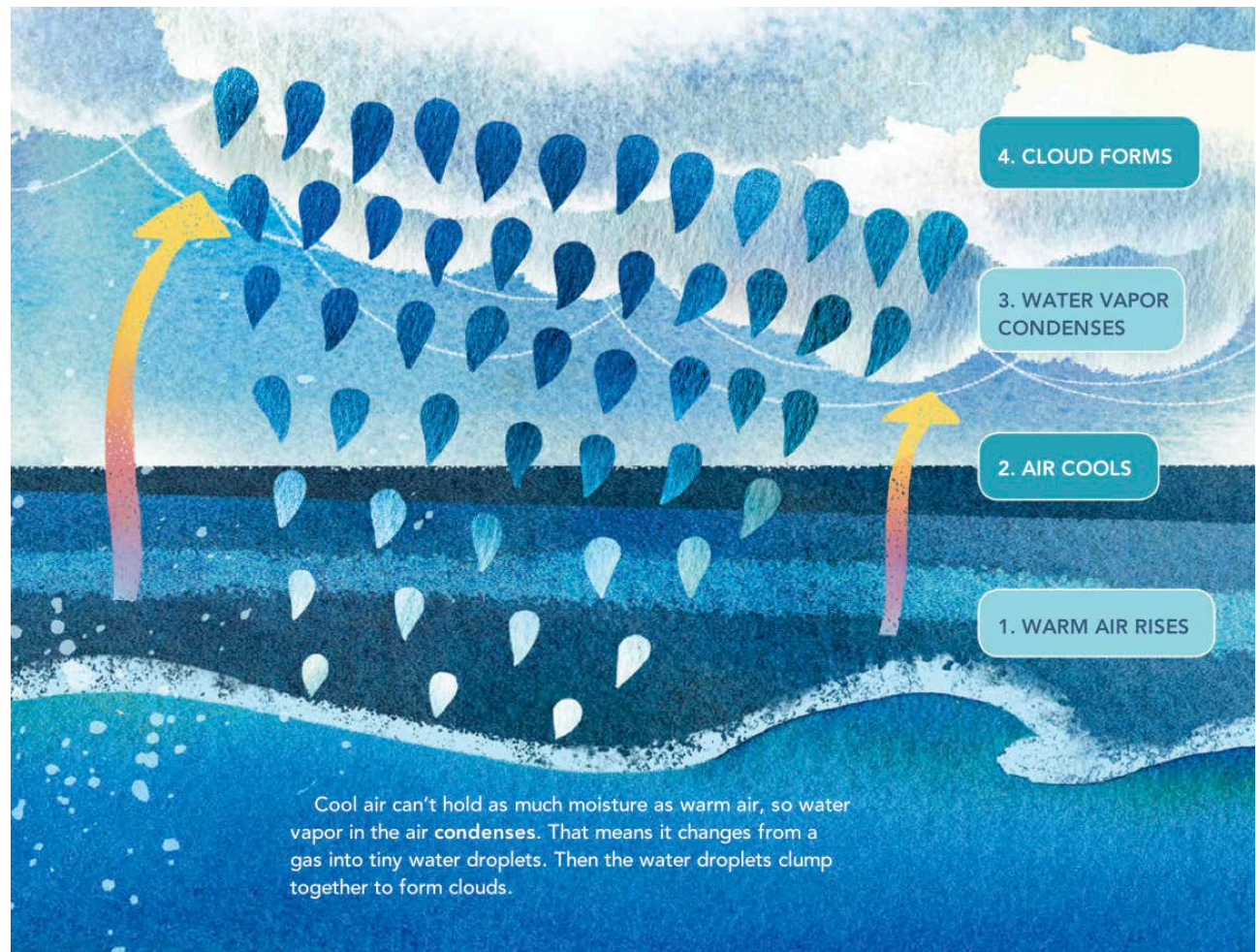
I am learning that hurricanes are the most destructive storm. I am learning about tropical storms.
I am learning the stages of the water cycle.
I am learning that scientist use different types of technology to track storms.

Success Criteria:

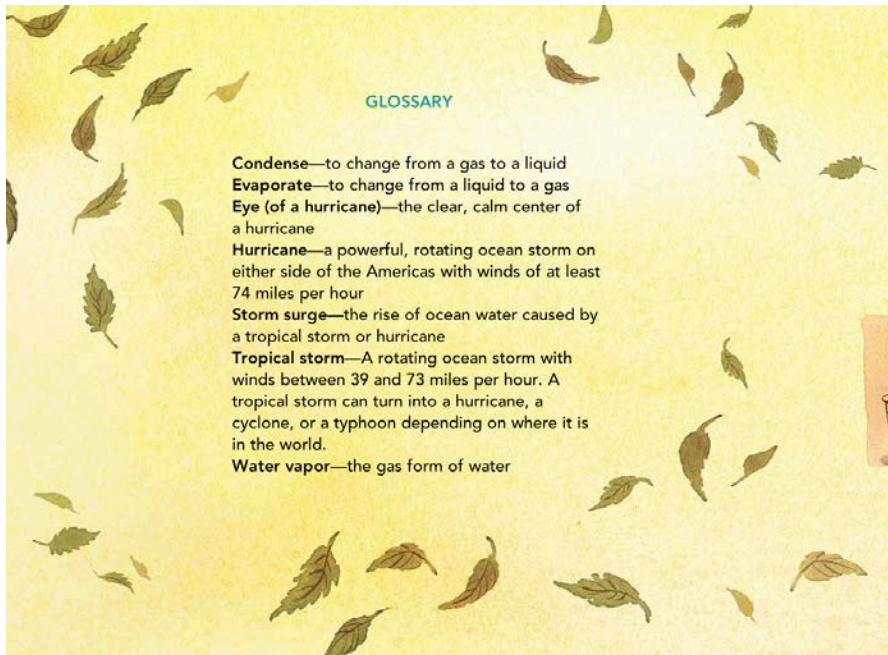
I can share with a partner how i think a hurricane and a tropical storm are different.
I can add information to a KWL chart about hurricanes.

Question 1:

Ask students how clouds form. Show them this illustration from the book (after you read the page) and ask them to explain the four step process to their partner.



Explain to students that you don't understand what condenses means. Show them that at the back of the book there is a glossary. Read what the definition for water vapor is. Then make another PAVE Chart.



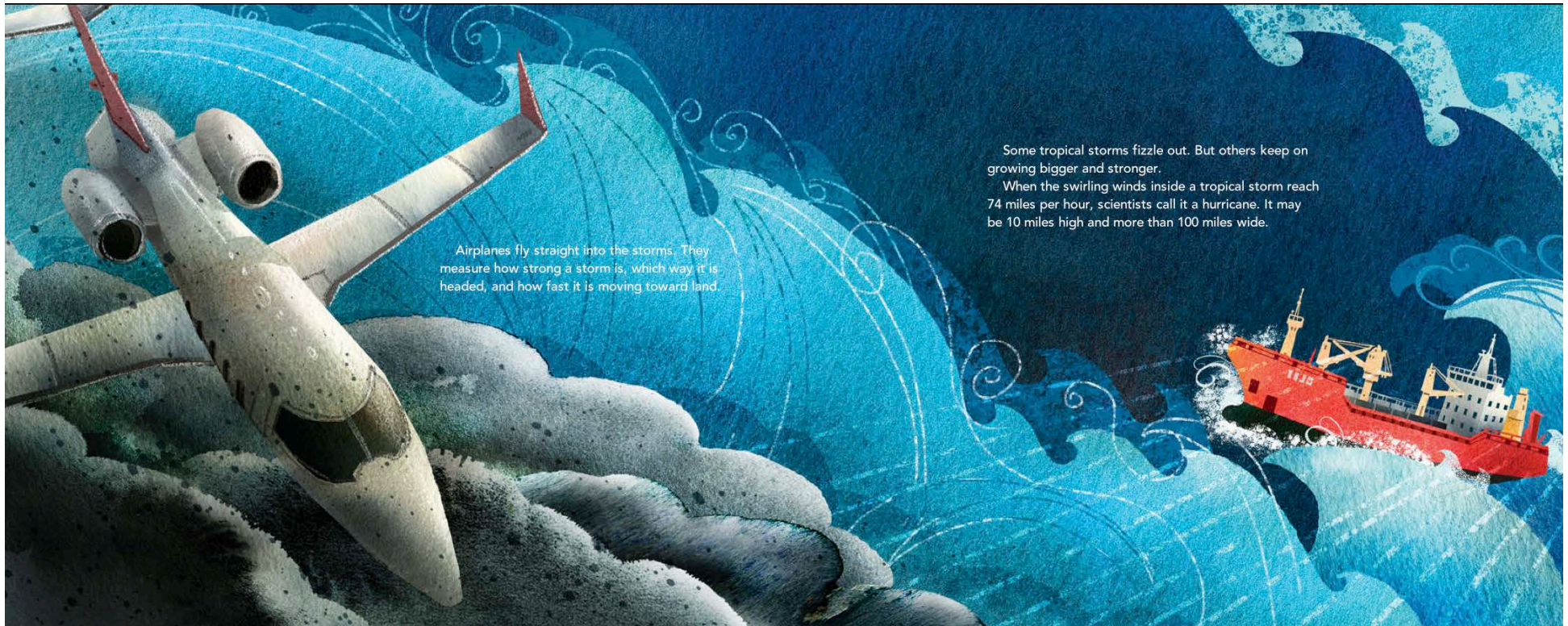
CONDENSE
3. Water vapor condenses.
condense
(Class sentence)
To change from gas to liquid.
<i>Illustration</i>

Question 2: What is a tropical storm? How is it different from a hurricane? Turn and talk to your partner.

Shared Writing: Write an explanation together

Question 3: What technologies are used to track hurricanes? (Satellites, airplanes)

After reading this page, stop for the day.



Airplanes fly straight into the storms. They measure how strong a storm is, which way it is headed, and how fast it is moving toward land.

Some tropical storms fizzle out. But others keep on growing bigger and stronger. When the swirling winds inside a tropical storm reach 74 miles per hour, scientists call it a hurricane. It may be 10 miles high and more than 100 miles wide.

Students may be interested to know about Katrina. It was a Category 5 storm. 174 mph was the highest recorded sustained wind speed and at its largest point the storm reached 400 miles wide.

Lesson 7: Hurricane Watch

Learning Intentions

I am learning that hurricanes are the most destructive storm.

I am learning about tropical storms.

I am learning the stages of the water cycle.

I am learning that scientist use different types of **technology to track storms.**

Success Criteria:

I can discuss different weather storms that occur.

Review what K-W-L chart and make any adjustments. Add any new learning from yesterday. Refer to already read sections of text as needed. Begin reading from here:

As you read pose these questions:

Question 4: If scientists cannot stop superstorms like Hurricane Katrina from happening, why do they track the storm?

Question 5: What happens when a hurricane hits land? Tell your partner one thing you remember from the book.

After reading this page, conduct another PAVE lesson.



STORM SURGE

Strong winds create a storm surge that pushes ocean water toward the shore.

storm surge

(Class sentence)

A storm surge is a rise in sea level that happens during storms and is caused when strong winds push the ocean water towards the shore.

Illustration

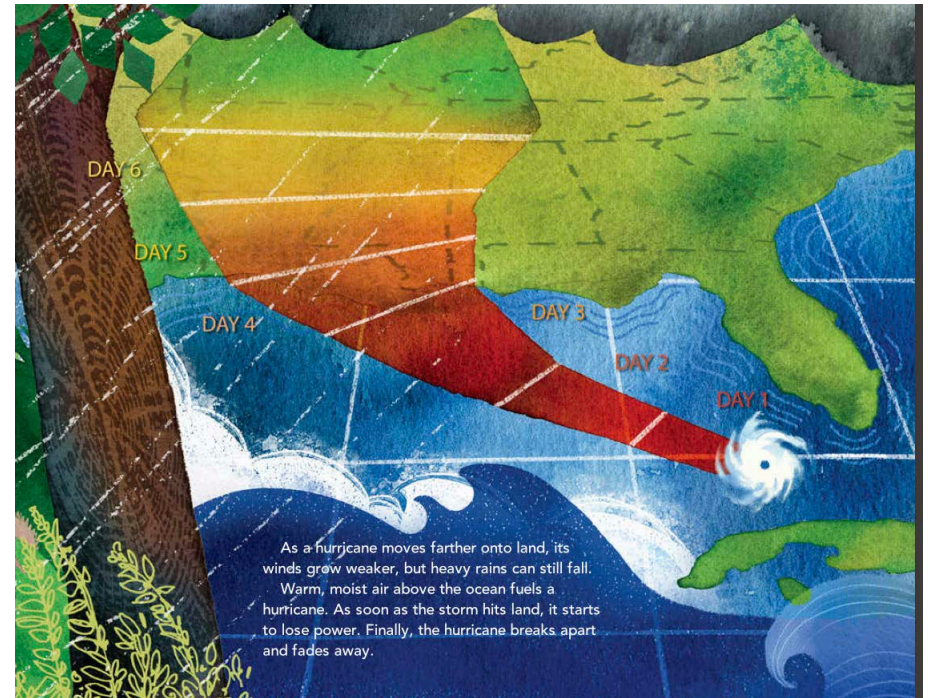


Question 6: Listen as I reread this page. Study the illustration and then turn and tell your partner what the eye of a hurricane is. Is it safe to go out after the eye has passed?

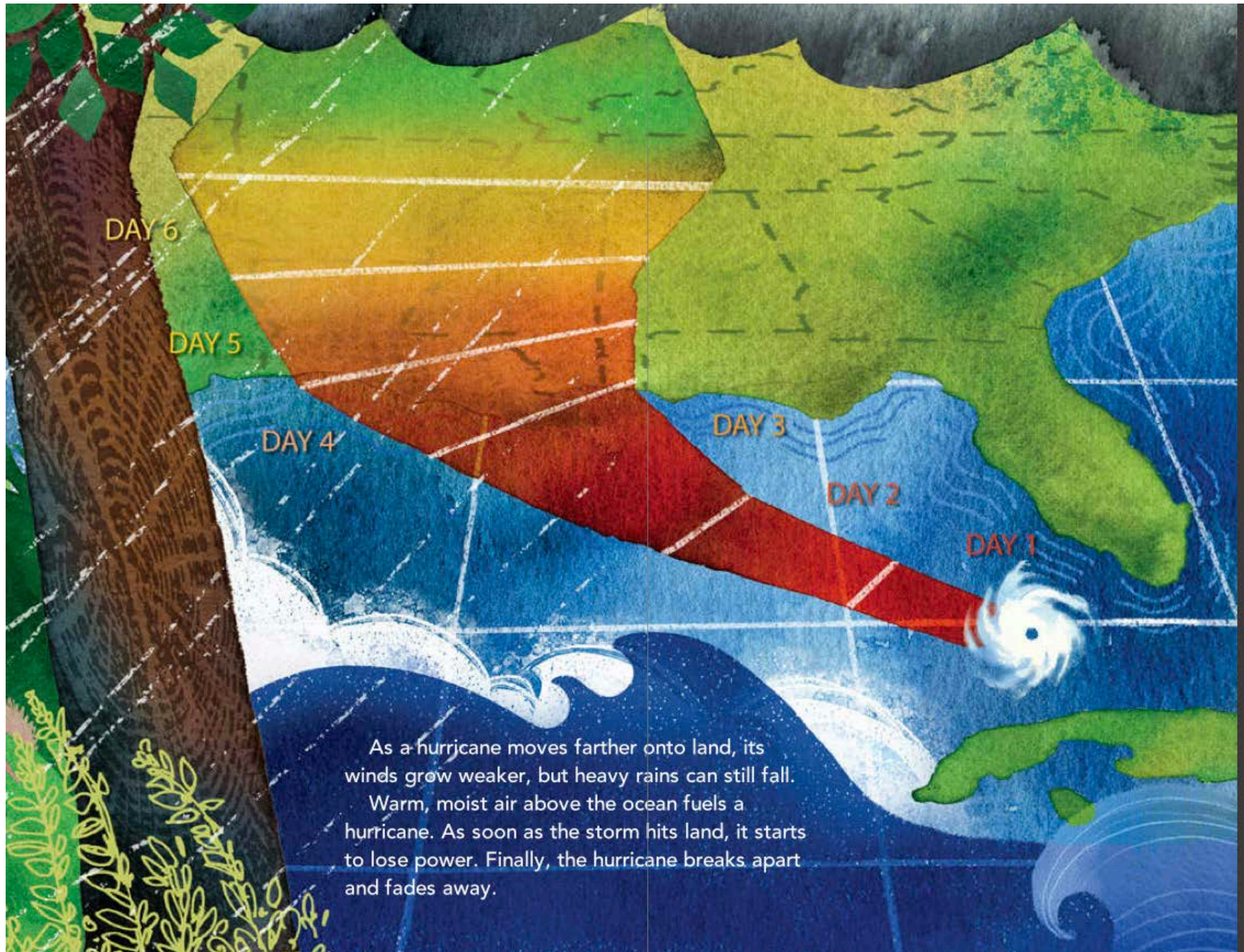
Interactive Writing

RL.K.1, 2; W.K.2)

1. Say to the children: What happens after a hurricane moves further onto land? Study this illustration (Show book, also I have enlarged it on the next page) and let's see if we can write what happens.



2. “If we wanted to write about what happens as a hurricane moves further onto land, how might we begin? What might our first sentence sound like?”
3. Have children volunteer responses and settle on one sentence that you can write interactively with the students.
4. What should we write next?
5. Continue process until a clear explanation has been written and then post the writing so students can reread it.



As a hurricane moves farther onto land, its winds grow weaker, but heavy rains can still fall. Warm, moist air above the ocean fuels a hurricane. As soon as the storm hits land, it starts to lose power. Finally, the hurricane breaks apart and fades away.

Lesson 8: Hurricane Watch

Learning Intentions:

I am learning that hurricanes are the most destructive storm.
I am learning about tropical storms.
I am learning the stages of the water cycle.
I am learning that scientist use different types of technology to track storms.

Success Criteria:

I can discuss about different weather storms.
I can explain why warm air rises.

1. Review what K-W-L chart and make any adjustments. Add any new learning from yesterday. Refer to already read sections of text as needed.
2. Begin reading from here:



3. What should you do if a hurricane is headed to where we live? Tell your partner one thing. (RI.K.1, SL.K.2)

Conducting an Experiment

1. Show students the last page of the book *Find Out More*


FIND OUT MORE ABOUT HURRICANES
Activities to Try

Going Up!
We can't see air, so how do we know that warm air rises? To find out, you will need a 6- x 6-inch piece of construction paper, scissors, a 4-inch piece of string, and a lamp with the shade removed.

1. Cut the paper into a spiraling line like the shape of a snail's shell.
2. Tie a knot in one end of the string.
3. Poke a small hole in the top of the paper spiral and pull the string through.
4. Turn on the lightbulb, hold the paper spiral above it, and watch what happens. The lightbulb heats the air around it. As the warm air rises, it makes the paper spiral spin.

Fast and Fierce
Which part of a hurricane has the strongest winds? To find out, you will need a paper clip, a 10-inch piece of string, a large bowl, water, and a wooden spoon.

1. Tie the paper clip to the string.
2. Add water to the bowl until it is about three-quarters full.
3. Using the wooden spoon, stir the water round and round.
4. Dip the paper clip in various parts of the spinning water. Where does it circle the fastest?
The water in the bowl moves just like the wind inside a hurricane. It is strongest just outside the central eye.

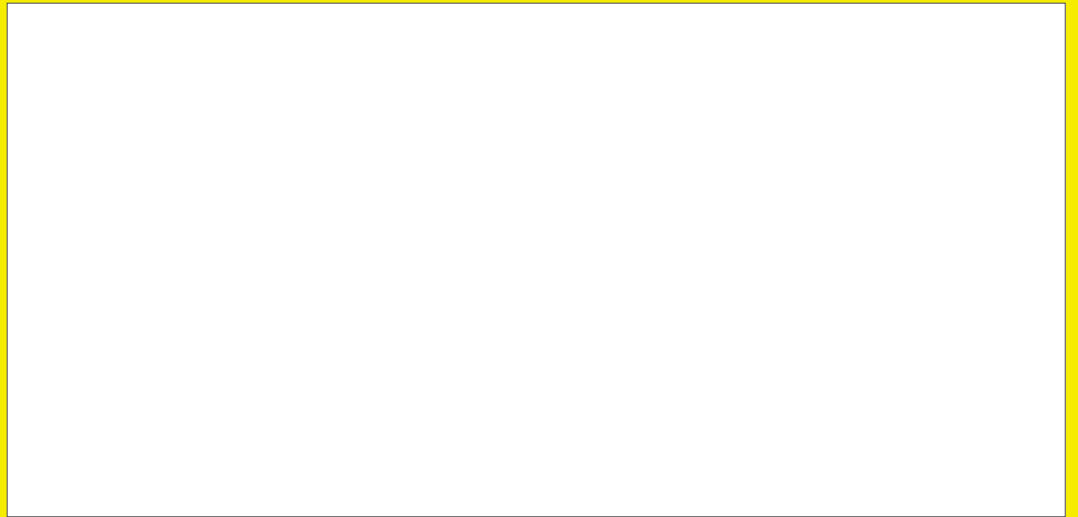


About Hurricanes: Activities to Try. Make sure you are set up for the first experiment.

2. Point out to students that there is a question: We can't see air, so how do we know warm air rises?
3. Explain the experiment you will be conducting.
4. Ask students to hypothesize what they think will happen. Record the predictions (with their names next to it) and then conduct the experiment so students can see.
3. After the experiment is complete, record what happened using **Shared Writing**.

Our Question: We can't see air, so how do we know warm air rises?

Our Experiment:



What Conclusions Can We Draw from Our Experiment?

We know that warm air rises because as the light bulb warmed the air, the air rose and made the paper spiral spin.



Lesson 9: Blue on Blue

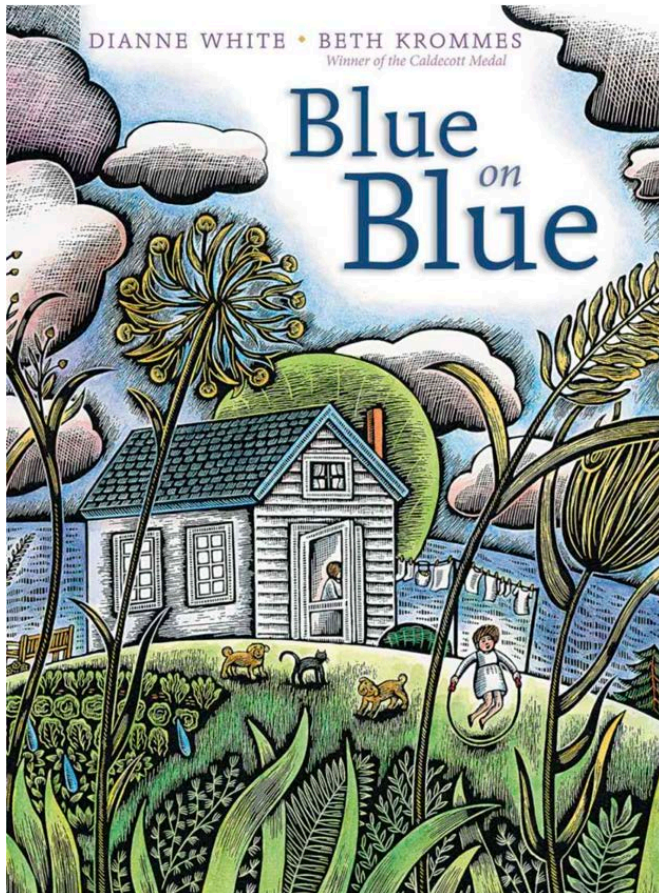
Learning Intentions:

1. I am learning the stages of the water cycle.
2. I am learning how to use the front and back cover of a book to make predictions.

Success Criteria:

I can explain the stages of the water cycle.

I can interactively write my predictions.



White, Dianne. (2014). *Blue on Blue*. Illustrated by Beth Krommes. New York: Beach Lane Books.

Lexile Level: 280

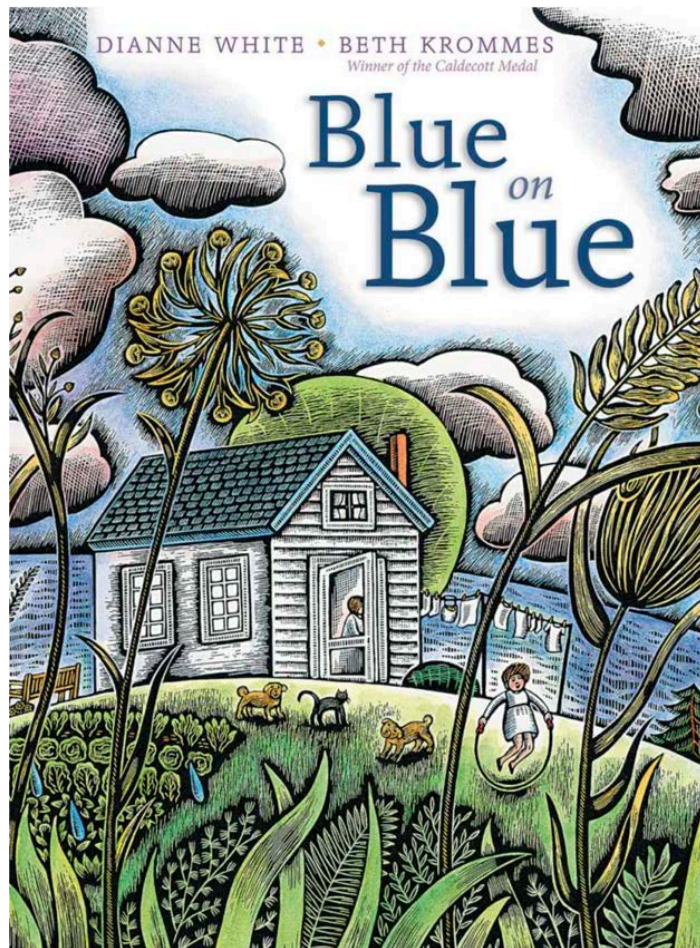
- Best Picture Books of 2014 — *The Boston Globe*
- Amazon Best Children's Books of 2014 — Ages 3-5
- *The Washington Post* -- December's Best Books for Young Readers
- The Premio Gianni Rodari 2016 Award for Best Picture Book, published in Italian
- 34th International Exhibition of Illustration for Children, 2016, Sarmede, Italy

Making Story Predictions Based on Front and Back Cover Illustrations

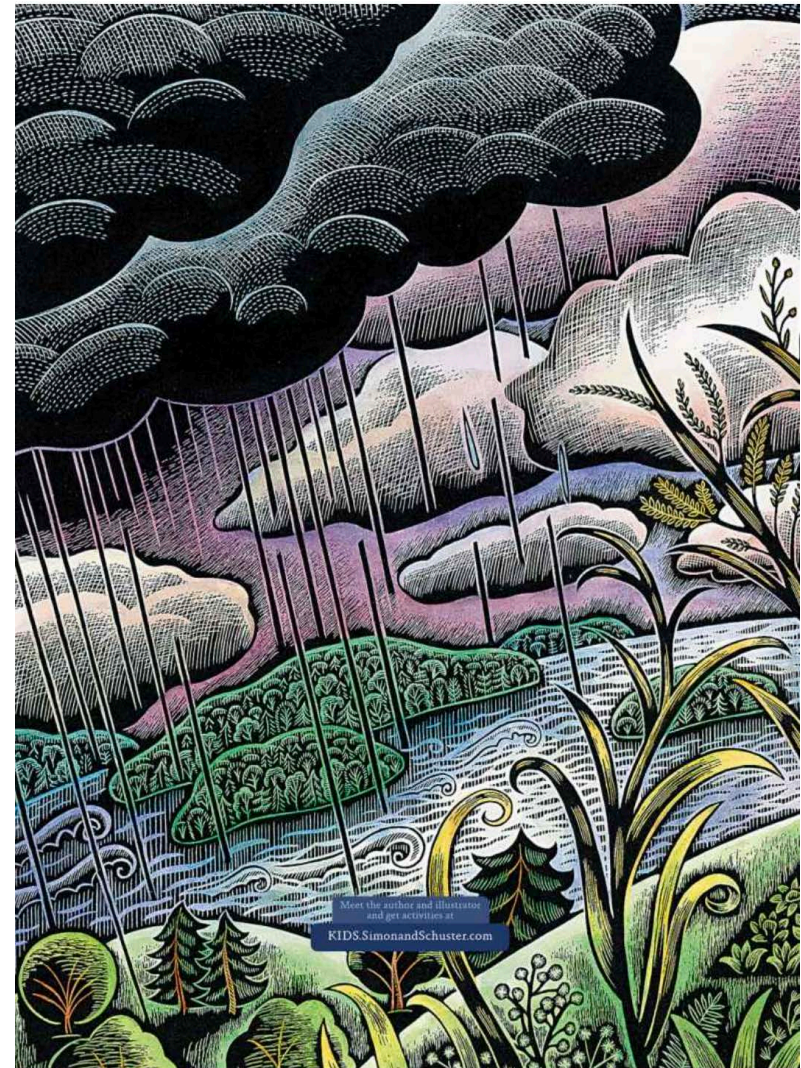
Teacher says:

Before I open the book to begin reading, I am going to look at the cover and the title to see if I can make any predictions before I read. I am going to read the title, and look at the pictures and see what I think the story might be before I open the book. I want to think of what the pictures might remind me of from my own life.

1. Let's look carefully at the front cover of the book, *Blue on Blue*.
Tell your partner two things you notice.



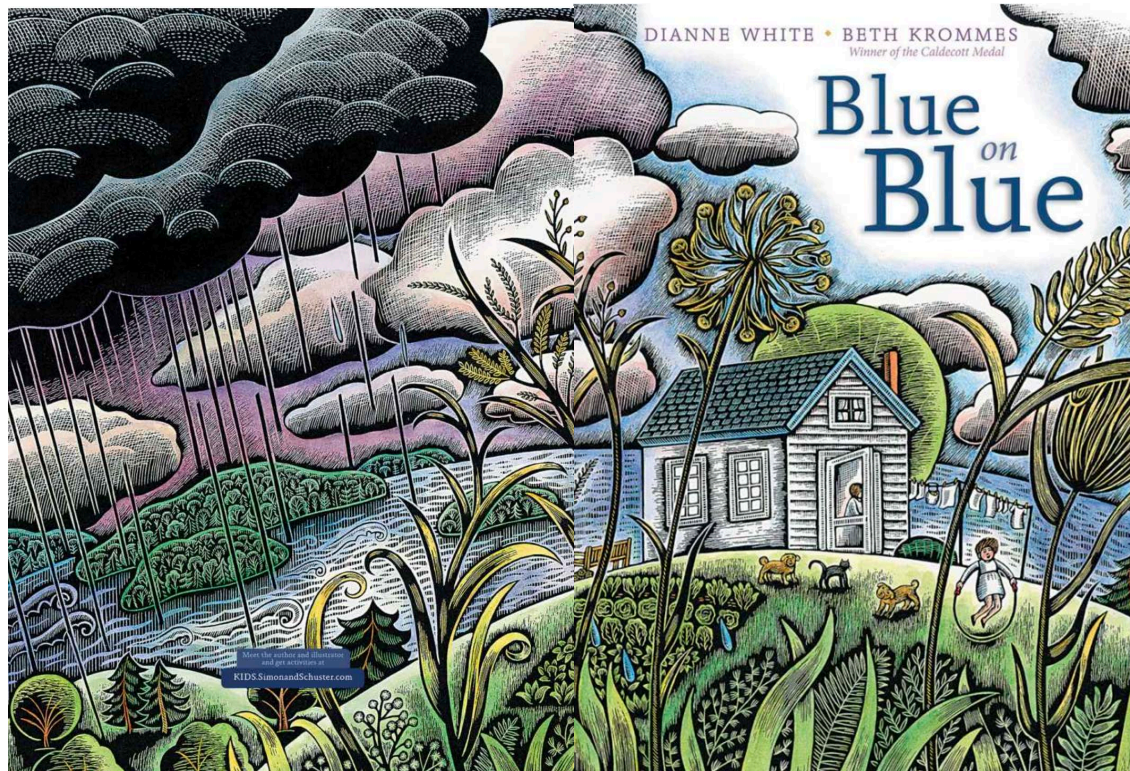
2. Now let's look carefully at the back cover of the book. Tell your partner two things you notice.



Based on what we noticed when we studied the front and back covers to the book, *Blue on Blue*, what do we think this story will be about?

3. Interactive Writing (RL.K.1, 2; W.K.2)

- Say to the children: “If we wanted to write what this story will likely be about based on what we learned from the illustrations, how might we begin? What might our sentence sound like?”
- Have children volunteer responses and settle on one sentence that you can write interactively with the students.



4. **Book Introduction:** It is a beautiful sunny day that suddenly darkens as clouds gather and rain arrives. From morning till bedtime, this story follows a young family on their farm. Let's read to experience the full day.

Read this book straight through without stopping. Allow children to hear the poetry of the text, while experiencing the beautiful sunny day that suddenly turns into a drenching thunderstorm.

After Reading

Tell your partner one thing you enjoyed about the story.

Lesson 10: Blue on Blue: Characterization

Learning Intentions:

I am learning how to identify a character and their feelings.

I am learning how asking and answering questions help me understand the text.

I am learning how rereading helps me understand the topic.

I am learning about the water cycle

Success Criteria:

I can identify a character and the characters feeling.

I can ask and answer questions to understand the text.

I can reread a text to understand the topic.

I can explain the water cycle.



1. Go Inside a Character's Head :

Introduce students to the child in the story.

Tell them that during today's rereading of *Blue on Blue*, you are inviting them to go into this character's head and imagine what she is thinking.

Model how you might do this.

Show students this picture.

Then, model the first round for students.

Teacher Model

I would ask her. What song are you singing as you jump rope?

She might respond: (tune: Row, Row, Row your Boat)

Jump, jump, jump a rope,

Merrily in the spring.

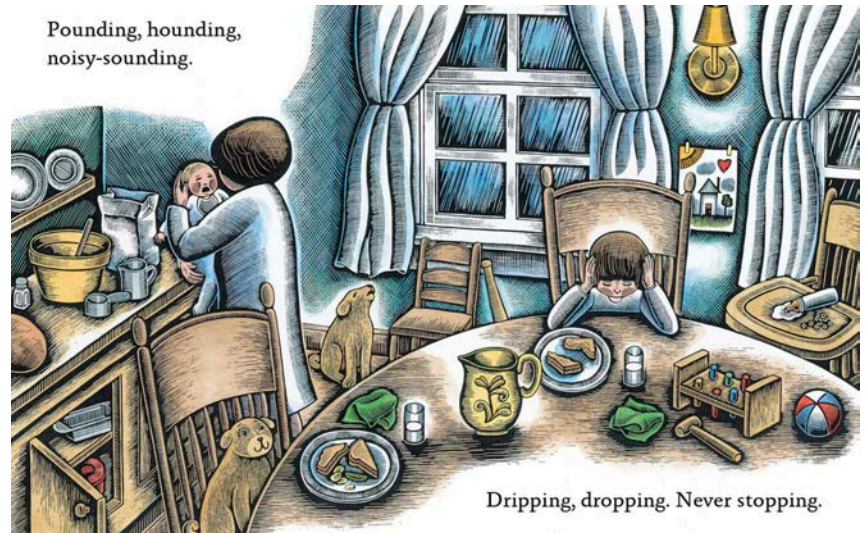
Hop, hop on each foot,

As fast as you can sing.

What do you think this character is thinking and feeling? What might she answer? Turn and tell your partner one question you might ask the girl.

Partners should answer the question as if you were the girl.

2. **Reread the text.** Tell students you will be stopping 6 times. Stop on these 6 pages and ask students what the girl is thinking and feeling. What question would you ask her? What might she say?

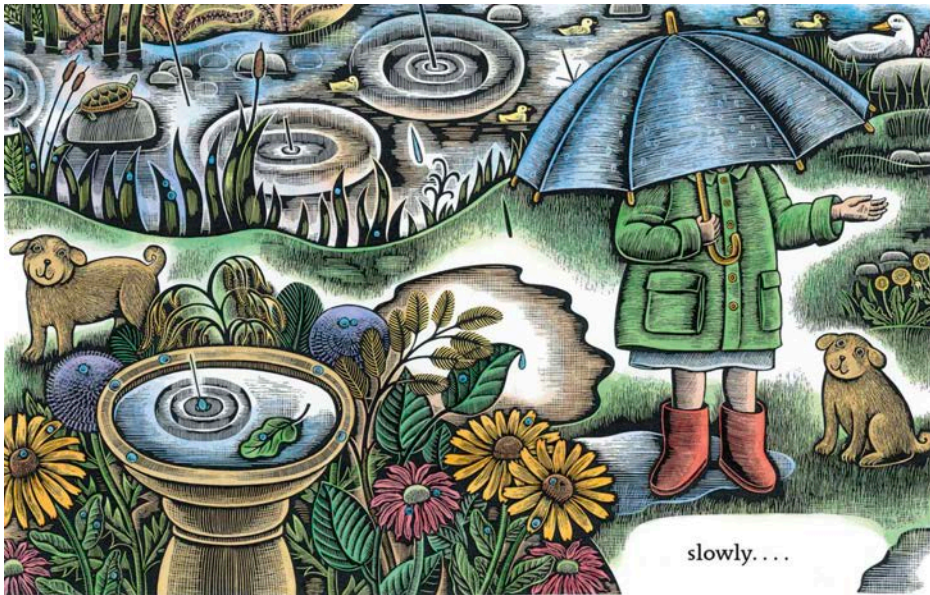




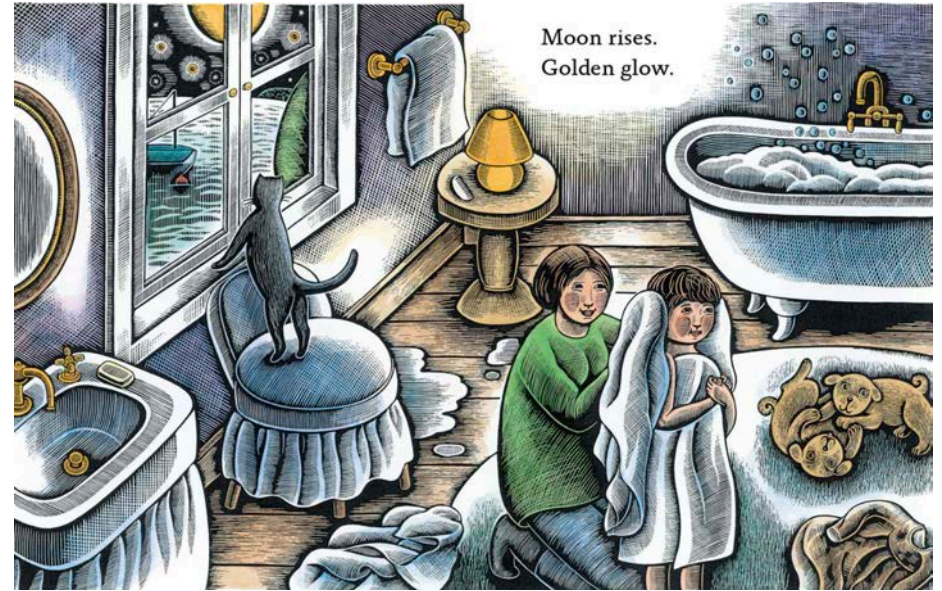
Winds shift.
Drops drip.



everywhere!



slowly...



Moon rises.
Golden glow.

3. Shared Writing (RL.K.1, 3)

After the read aloud is complete and students have posed and answered questions based on the illustrations about the girl, ask students what we now know about the girl.

Record student responses using Shared Writing.

Lesson 11: Blue on Blue - Vocabulary

Learning Intention:

I am learning how to identify and understand key terms from the text.

I am learning how to use key terms.

I am learning how to show the meaning of a key term through illustrations.

Success Criteria:

I can identify and understand key terms from the text.

I can use key terms.

I can show the meaning of a key term through illustrations.

Reading Strategy: Making Sense of Text- Asking: Does this Word make Sense?

Teacher says:

When I read I can ask myself if the words I am reading make sense in the text. I then stop to look at those to help me understand what they mean in the text.

Today as we read we will be paying attention to words and trying our best to explain them.

Use the vocabulary strategy, PAVE (Prediction-Association-Verification-Evaluation) to help students understand key terms from the text. During this book, you will create **4 PAVE** charts .

1. Clouds swell.

2. Winds blow bolder.

3. Black on Black. Storm is looming.

4. Sun sneaks back.

As you read, stop when you get to each vocabulary word and work through the PAVE process.

Steps:

1. Write the sentence in which the word appears ahead of time and reveal this to students.
2. Write the the word again in isolation in front of the students.
3. Have the class help you to create a sentence using the word in order to show an initial understanding of the word's meaning. Record these using interactive writing.
4. Prepare a dictionary definition/explanation written on the chart and reveal it to students explaining that you had defined the word using a dictionary. You may want to show them a dictionary if you have one that is age appropriate.

5. Invite the students to compare the explanation with the sentence the class wrote and, if necessary, write a new sentence that better captures the word.

6. Have students suggest a visual representation of the word to help the class remember. The chart can be illustrated by children while at a center.

Reference: Bannon, E., Fisher, P., Pozzi, L., & Wessel, D. (1990). "Effective definitions for word learning." *Journal of Reading: 34*, pp.301-302

SWELL
Clouds swell.
swell
(Class sentence)
to grow in bulk, by absorbing moisture
<i>Illustration</i>

LOOMING

Black on Black. Storm is looming.

looming

(Class sentence)

rising before, approaching

Illustration

SNEAKS

Sun sneaks back.

sneaks

(Class sentence)

to creep unnoticed

Illustration

BOLDER

Winds blow bolder.

bolder

(Class sentence)

not hesitating or fearful; daring

Illustration

Interactive writing (RL.K.2)

- Say to the children: “If we wanted to write what the little girl learned, how might we begin? What might our sentence sound like?”
- Have children volunteer responses and settle on one sentence that you can write interactively with the students.
- Compose the sentence.

Lesson 12: *Down Comes the Rain*

Learning Intention:

I am learning how to identify and understand key terms from the text.

I am learning the stages of the water cycle.

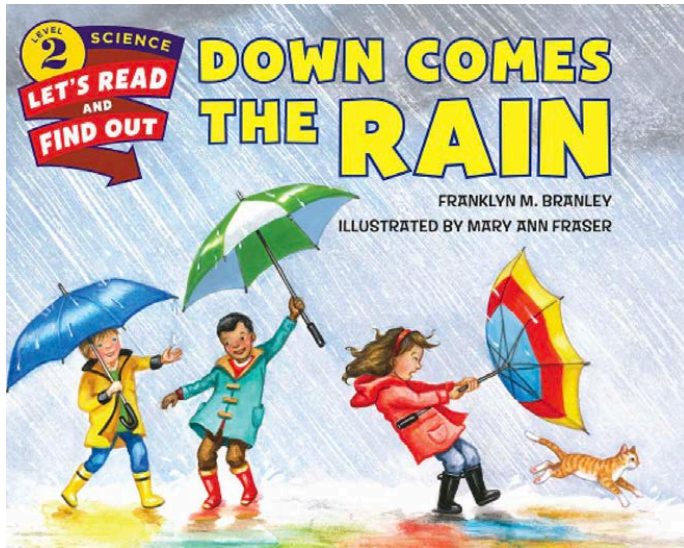
I am learning that there are different types of clouds.

Success Criteria:

I can identify the key terms in a text.

I can name the stages in a water cycle.

I can identify the different types of clouds.



Branley, Franklyn M. (1997/2017). *Down Comes the Rain*. Illustrated by Mary Ann Fraser. New York: HarperCollins.

Lexile Level: N/A

K-W-L

Ask students to think about all they have learned so far in this unit. What do they know about how rain forms or the water cycle? What do they want to know? Construct a K-W-L chart.

WHAT DO WE KNOW ABOUT HOW RAIN FORMS & THE WATER CYCLE?	WHAT DO WE WANT TO LEARN ABOUT HOW RAIN FORMS & THE WATER CYCLE?	WHAT HAVE WE LEARNED ABOUT HOW RAIN FORMS & THE WATER CYCLE?

Book Introduction: After rain comes down, the sun comes out and dries the puddles. But the water isn't gone. The heat from the sun has turned it into water vapor--it has evaporated. Eventually, this moisture in the air condenses to form new clouds. Soon the rain will fall again. Let's read to find out all the ups and downpours of the water cycle!

1. Begin reading aloud, showing the students the illustrations as you read.

After you read this page:



stop as you will want to record information on a PAVE vocabulary sheet.

Use the vocabulary strategy, PAVE (Prediction-Association-Verification-Evaluation) to help students understand key

terms from the text. During this book, you will create **4 PAVE** charts .

Steps:

1. Write the sentence in which the word appears ahead of time and reveal this to students.
2. Write the the word again in isolation in front of the students.
3. Have the class help you to create a sentence using the word in order to show an initial understanding of the word's meaning. Record these using interactive writing.
4. Prepare a dictionary definition/explanation written on the chart and reveal it to students explaining that you had defined the word using a dictionary. You may want to show them a dictionary if you have one that is age appropriate.
5. Invite the students to compare the explanation with the sentence the class wrote and, if necessary, write a new sentence that better captures the word.
6. Have students suggest a visual representation of the word to help the class remember. The chart can be illustrated by children while at a center.

DROPLET

The drops are called droplets because they are so small.

droplet

(Class sentence)

Illustration



When wet clothes hang on the clothesline, the water in them evaporates. The heat from the sun changes the water drops and droplets into water vapor.

Just like the heat from the stove changes water in the kettle to water vapor. If you heat it long enough, all the water boils away. The water vapor goes into the air.

Reference: Bannon, E., Fisher, P., Pozzi, L., & Wessel, D. (1990). "Effective definitions for word learning." *Journal of Reading: 34*, pp.301-302.

Question 1: Listen and I reread this page. Then turn and tell your partner how wet clothes hanging outside on a line get dry. What happens to the wetness?

Point to your previous PAVE charts for evaporation and condense. Place them alongside Droplet.



The air holds the water vapor. Breezes carry it from one place to another. Much of the vapor moves up and away from the earth.

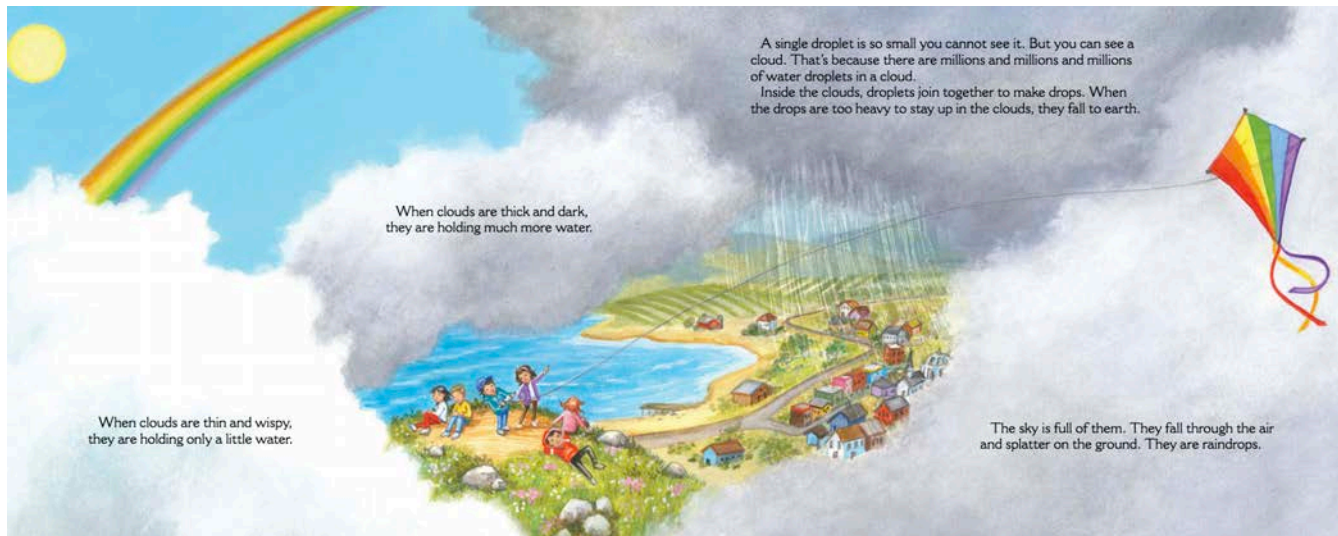
Water droplets growing by combining with each other to form larger drops

Water vapor condensing to form droplets

Rising water vapor

* This is not visible to the human eye.

Air above the earth is *always* cold. The higher you go, the colder it gets. When air gets cold enough, the water vapor in it condenses. The vapor changes to water droplets. The water droplets make clouds.



A single droplet is so small you cannot see it. But you can see a cloud. That's because there are millions and millions and millions of water droplets in a cloud. Inside the clouds, droplets join together to make drops. When the drops are too heavy to stay up in the clouds, they fall to earth.

When clouds are thick and dark, they are holding much more water.

When clouds are thin and wispy, they are holding only a little water.

The sky is full of them. They fall through the air and splatter on the ground. They are raindrops.

Question 2: Let's study these two stages again. Listen as I re-read them and see if you can tell your partner how clouds are made.

Question 3: How are raindrops formed? What causes them to fall to earth? Tell your partner.

Question 4: What is the difference between drizzling and pouring? Record answer through **Shared Writing**.

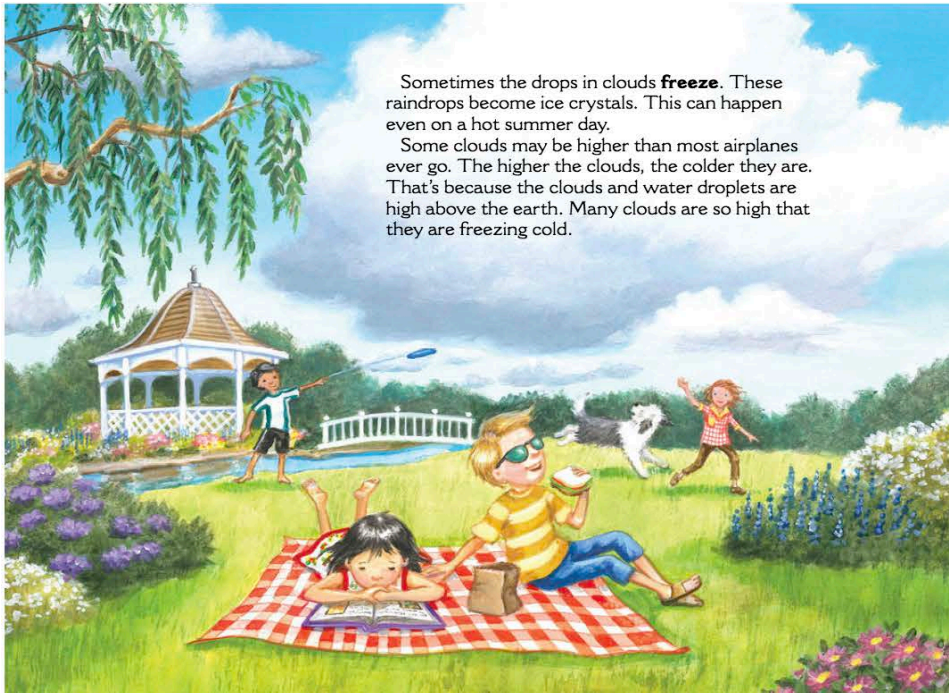
Lesson 13: *Down Comes the Rain*
Learning Intentions:

I am learning the stages in a water cycle.
I am learning how to explain what the text is about.

Success Criteria:

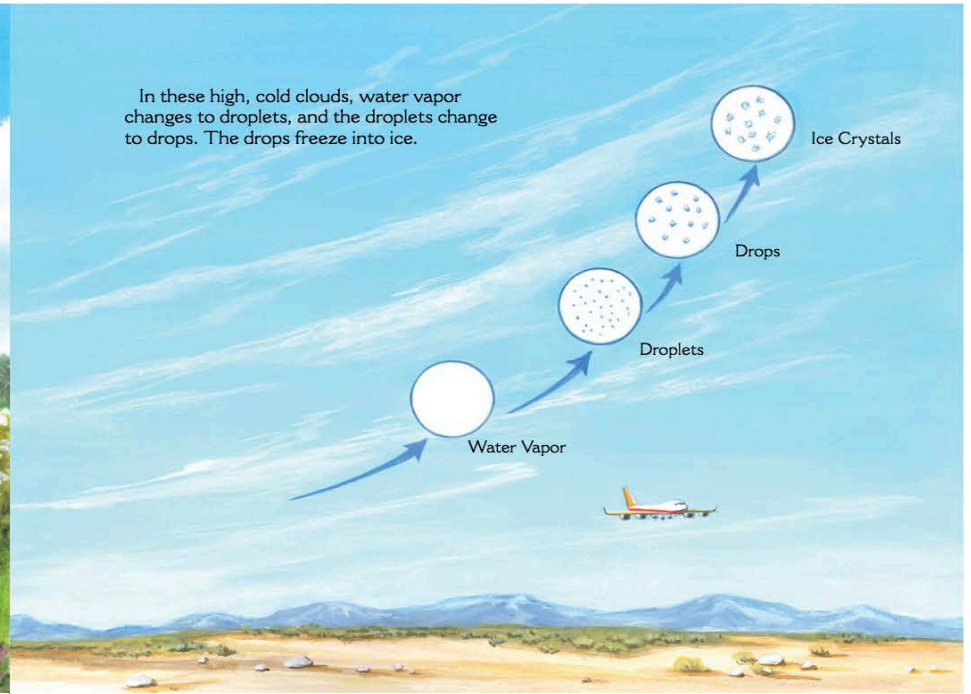
I can name the stages in a water cycle.
I can explain what the text is about.

1. Review what K-W-L chart and make any adjustments. Add any new learning from yesterday. Refer to already read sections of text as needed.
2. Begin reading from here:



Sometimes the drops in clouds **freeze**. These raindrops become ice crystals. This can happen even on a hot summer day.

Some clouds may be higher than most airplanes ever go. The higher the clouds, the colder they are. That's because the clouds and water droplets are high above the earth. Many clouds are so high that they are freezing cold.



3. Question 5: what does freeze mean? Let's record in on our PAVE Charts. (Complete process with students)
4. Keep reading and complete PAVE chart for hailstones.
5. Let's explain how rain happens. Listen carefully as I read the last few pages and let's list how rain happens. (Complete this through **Shared Writing**).

FREEZE

Sometimes the drops in clouds **freeze**. These raindrops become ice crystals.

freeze

(Class sentence)

Change from liquid to solid.

Illustration

HAILSTONE

The ice crystals grow larger and fall to earth as hailstones....Hailstones are not stones. They're pieces of ICE.

hailstone

(Class sentence)

Heavy ice that falls from a cloud.

Illustration

