## Unit 6: Weather For All Seasons

### Big Idea: How do weather and seasons affect us?
- 15 days to complete unit

### Week 1: The Four Seasons
- 5 days for week 1

#### Essential Question(s):
- How are the seasons different?

#### Vocabulary:
- weather, seasons, migrate, active, spot

### Common Core ELA Standards:
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant **RF.K.3a**
- Read common high-frequency words by sight. **RF.K.3c**
- Identify real-life connections between words and their use. **L.K.5c**
- With prompting and support, ask and answer questions about key details in a text. **RL.K.1**
- Blend and segment onsets and rimes of single-syllable spoken words. **RF.K.2c**

### INTRODUCE:
- Background Knowledge
  - Five Little Snowmen- Poem
  - “Seasons Change!” – Big Book pp. 6-7

### TEACH:
- **Close Read:** Mama, Is It Summer Yet? - Fiction- (200L)
- **Mini Lesson:** Strategy: Visualize   Skill: Key Details (Sequence)   Phonics: /b/ b- initial and final & /l/ l, initial

### APPLY:
- **Paired Text:** “Poetry”- Poem (NPL)
- **Shared Reading:** “Is It Hot?” - Nonfiction (200L)

### DIFFERENTIATE: Guided Reading (Each has a paired selection inside)
- A: It Is Hot! (BRL)
- O: Little Bear (300L)
## Kindergarten - Content Area: Reading

### ELL: Little Bear (300L)
- B: Ant and Grasshopper (280L)

### INTEGRATE: Whole Group

- Research and Inquiry – Season Chart T52-53: **W.K.7, W.K.6**
- Text Connections - Compare Seasons T54: **RL.K.5, RL.K.9, SL.K.1**
- Talk About Reading - Becoming Readers T55: **SL.K.2**

### ASSESS:

#### Week 1 Assessments

**Phonemic Awareness/Phonics:** letters /b/ and /l/- practice book pp. 153-154, 155-156, 158
**High Frequency Words:** is, little- practice book pp. 159-160
**Comprehension:** key details (sequence)- practice book p. 157

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### Unit 6: Weather For All Seasons

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<tr>
<th>Big Idea: How do weather and seasons affect us?</th>
<th>15 days to complete unit</th>
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<tbody>
<tr>
<td><strong>Week 2: What’s The Weather?</strong></td>
<td>5 days for week 2</td>
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<tr>
<th>Essential Question(s):</th>
<th>Vocabulary:</th>
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<tr>
<td>What happens in different kinds of weather?</td>
<td>predict, temperature, storm, clever, drought</td>
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### Common Core ELA Standards:

- **RF.K.3c**: Read common high-frequency words by sight.
- **RL.K.1**: With prompting and support, ask then answer questions about key details in a text.
- **L.K.5c**: Identify real-life connections between words and their use.
- **RF.K.2d**: Isolate and pronounce the initial sounds in three-phoneme words.
- **RF.K.3a**: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RL.K.6**: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
**INTRODUCE:**

Background Knowledge
Rain, Rain, Go Away Poem
“It's Raining Cats and Dogs!” – Big Book, pp 20-21

**TEACH:**

Close Read: Rain-fantasy (400L)
Mini Lesson: Strategy: Visualize Skills: Key Details (Sequence) Phonics: /k/ k- initial & /k/ ck- final

**APPLY:**

Shared Reading: “Kim and Nan”- Fiction (120L)
Paired Text: “Clouds Watch” – informational text (270L)

**DIFFERENTIATE:** Guided Reading (Each has a paired selection inside)

A: The Rain (BRL)
O: Weather is Fun (BRL)
ELL: Weather is Fun ( BRL)
B: Kate and Tuck (280L)

**INTEGRATE:** Whole Group

Research and Inquiry –Wind Chart T134-135  **W.K.7, W.K.8**
Text Connections- Compare Weather Conditions T136  **RL.K.9, SL.K.1**
Talk About Reading- Becoming Readers  **T137 SL.K.2**

**ASSESS:**

Week 2 Assessments

*Phonemic Awareness/Phonics:* initial K and final ck- practice book pp. 163-164, 165-166, 168

*High Frequency Words:* she, was- practice book pp. 169-170

*Comprehension:* key details (sequence)- practice book p. 167

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**Unit 6: Weather For All Seasons**

Big Idea: How do weather and seasons affect us?  

15 days to complete unit
## Week 3: Stormy Weather

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<tr>
<th>Essential Question(s):</th>
<th>Vocabulary:</th>
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<tbody>
<tr>
<td>How can you stay safe in bad weather?</td>
<td>safe, prepare, notice, celebration, enough</td>
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</tbody>
</table>

### Common Core ELA Standards:
- Use frequently occurring nouns and verbs. **L.K.1b**
- With prompting and support, ask then answer questions about key details in a text. **RL.K.1**
- Identify real-life connections between words and their use. **L.K.5c**
- Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme words. **RF.K.2d**
- Read common high-frequency words by sight. **RF.K.3c**
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant **RF.K.3a**
- With prompting and support, ask and answer questions about key details in a text. **RL.K.2**

### INTRODUCE:
- Background Knowledge
- Whether the Weather- Poem
- Lightning Strikes! Big Book pp. 34-35

### TEACH:
- **Close Read:** Waiting Out The Storm- Fiction (350L)
- **Mini Lesson:** Strategy: Visualize  Skill: Key Details  Phonics: /f/ f and /r/ r- initial

### APPLY:
- **Shared Reading:** “Mack and Ben”- Fiction (250L)
- **Paired Text:** “Be Safe in Bad Weather”- Informational Text (480L)

### DIFFERENTIATE: Guided Reading (Each has a paired selection inside)
- A: Bad Weather (BRL)
- O: Getting Ready (30L)
- ELL: Getting Ready (BRL)
- B: The Storm (170L)
## INTEGRATE: Whole Group

Research and Inquiry --Safety Book T216-T217 **W.K.7**  
Text Connections- Compare Storms T218 **RL.K.9, SL.K1**  
Talk About Reading- Becoming Readers T219 **SL.K.2**

## ASSESS:

### Week 3 Assessments

**Phonemic Awareness/Phonics:** Review (h,e,f,r,b,l,k) practice book pp. 173, 175-176  
**High Frequency Words:** my, are, he, with, is, little, she, was- practice book pp. 179-180  
**Comprehension:** key details-practice book p. 174

## Unit Assessments:

- Quarterly Comprehension Assessment  
- STAR Early Literacy Assessment