

Lesson 9: Reading, Speaking, and Writing: Clouds



CCS Standards

- **RI.K.1:** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2:** With prompting and support, identify the main topic and retell key details of a text.
- **W.K.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **SL.K.1:** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- **SL.K.1a:** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- **SL.K.1b:** Continue a conversation through multiple exchanges.
- **L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings.
- **L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



Daily Learning Targets

- I can ask and answer questions about clouds using the text *Weather*. (RI.K.1, RI.K.2, L.K.5)
- I can talk about clouds with my classmates. (SL.K.1, L.K.5, L.K.6)
- I can use pictures and words to teach my reader a fact about clouds. (W.K.2, L.K.6)

Ongoing Assessment

- During the Opening, monitor students' general understanding of how to make connections between words. As needed, re-teach and re-model this concept. (L.K.5, L.K.6)
- During Work Time A, listen for students to ask and answer questions about clouds using the text *Weather (National Geographic Readers)*. (RI.K.1, RI.K.2)
- During Work Time B, circulate and listen for students to answer the question about clouds using information from the text read or the Cloud Facts chart in Work Time A (L.K.6). Circulate and observe students' abilities to participate appropriately in the Science Talk. Use the Speaking and Listening Checklist to monitor students' progress toward SL.K.1a and SL.K.1b (see Assessment Resources and Overview).
- During Work Time C, circulate and observe students as they draw and write a cloud fact. Notice whether they are able to apply the information read aloud during Work Time A to communicate a cloud fact clearly using pictures and words. (W.K.2, L.K.6)
- During the Closing, listen for students to share an idea about how they showed responsibility during the Back-to-Back and Face-to-Face protocol. (SL.K.1, SL.K.1a)

Agenda

1. Opening

A. Interactive Word Wall: Building Vocabulary (10 minutes)

2. Work Time

A. Focused Read-aloud, Session 2: *Weather* Pages 12–15 (10 minutes)

B. Science Talk: How Do Clouds Make the Weather? (15 minutes)

C. Independent Writing: Cloud Fact Page (15 minutes)

3. Closing and Assessment

A. Interactive Writing: Class Weather Journal (5 minutes)

B. Back-to-Back and Face-to-Face: Reflecting on Responsibility (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In the Opening, students participate in a modified version of the Interactive Word Wall protocol. The protocol is intended to be small group work, but today they are led through it as a whole group. This introduction supports students' thinking about the relationships between words as they develop language skills and bolster their vocabulary bank of weather-related words (L.K.5, L.K.6).
- In Work Time C, students create a fact page as part of their Meteorologist's notebook. This writing activity provides them with an outlet for sharing the content knowledge about weather they have heard read aloud and discussed with their peers (W.K.2).

How this lesson builds on previous work:

- In Lesson 8, students heard an excerpt about the sun from *Weather (National Geographic Readers)* read aloud. Today, students hear an excerpt about clouds read aloud and use the information recorded on the Cloud Facts chart as a resource during the Science Talk and independent writing that follow.
- Throughout Unit 1, students have focused on responsibility as a habit of character. Today, students revisit the idea of showing responsibility through a reflection in the Closing. They reflect on their ability to show responsibility through their work, actions, materials and space.

Areas in which students may need additional support:

- During the Interactive Word Wall protocol, students may continue to find it challenging to make connections between various weather-related words. Verbalizing the reason for a connection also may be challenging. If needed, provide additional scaffolding for students by limiting the number of words or choosing the word for the student and asking the student to think about how the two words are connected.
- During the Science Talk, students may need additional support as they answer the question about clouds. Consider posting the Cloud Facts chart in a place easily viewed by all students and rereading for struggling students as needed.

- As students record facts about clouds on the Cloud Facts page, they may need additional support to grasp the idea of a fact or to recall facts about clouds. Consider placing the Cloud Facts chart in a space where it is easily accessible to all students.

Down the road:

- In Lesson 11, students will be introduced to two additional steps in the class weather journal. In these steps, they will help to select the most appropriate clothing to wear based on the daily weather. Students also will generate ideas for activities to do based on the daily weather.
- In Lesson 12, students will experience the Unit 1 Assessment as a lesson in which they use pictures and words to complete a Weather Fact page.
- In Lesson 13, students share their learning about weather with a small group and some class visitors. If you have not yet confirmed visitors, consider reaching out to include older students, colleagues or other school community members.

In advance:

- Prepare:
 - Interactive Word Wall cards and arrow cards (see supporting materials).
 - Mystery photos for use during Work Time A (see supporting materials).
 - Weather Word Wall card for *droplet*. Write or type the word on a card and create or find a visual to accompany it.
- Distribute materials for Work Time C at student workspaces. This ensures a smooth transition into Work Time C.
- Review the Picture Tea Party and Interactive Word Wall protocols. (Refer to the Classroom Protocols document for the full version of the protocol.) Additionally, watch the “Interactive Word Wall protocol” video to prepare for when students participate in this protocol in Work Time A (<https://eleducation.org/resources/classroom-protocols-in-action-using-an-interactive-word-wall>).
- Post: Learning targets, class weather journal template, and applicable anchor charts (see materials list).

Consider using an interactive whiteboard or document camera to display lesson materials.

- Video-record students participating in the Interactive Word Wall protocol to watch with students to evaluate strengths and areas for improvement, or to review in later lessons as a reminder of what happened. Post it on a teacher web page or on a portfolio app like Seesaw (<https://web.seesaw.me/>) for students to watch at home with their families. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- If students were recorded during the Picture Tea Party, Science Talk, or Back-to-Back and Face-to-Face protocols in previous lessons, consider playing the recordings to remind students of the process.
- Create a slideshow of the Mystery Photos: Clouds images.
- Create the Cloud Facts chart in an online format, such as a Google Doc, for display and for families to access at home to reinforce these skills.
- Students complete the Cloud Fact page using word-processing software, such as Google Docs.
- Students use Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>)

Supporting English Language Learners

Supports guided in part by CA ELD Standards K.I.A.1, K.I.B.5, K.I.B.6, K.I.C.10, and K.I.C.12

Important points in the lesson itself:

- The basic design of this lesson supports ELLs by providing opportunities to use all language modalities to comprehend and apply their learning. This will reinforce content knowledge and English language development.
- ELLs may find it challenging to write independently after relying on the support of teachers and peers during shared and interactive writing experiences in previous lessons. Consider providing additional modeling and practice before transitioning to independent work.

Levels of support:

For lighter support:

- During the Mini Language Dive in Work Time A, challenge students to generate questions about the sentence before asking the prepared questions. Example: “What questions can we ask about this sentence? Let’s see if we can answer them together.”
- Invite students to use a similar structure to the sentence discussed in the Mini Language Dive as they write about and discuss facts about clouds. (Examples: “Gray clouds mean _____. Fluffy clouds mean _____.”)

- During Closing and Assessment A, consider providing students with personal white boards or their own copies of the class weather journal so they can complete their own writing along with the class. This will allow all students to practice, to remain engaged throughout the activity, and to provide real-time assessment data.

For heavier support:

- During Work Time C, distribute a partially filled-in copy of the Cloud Facts page from the Meteorologist’s notebook. This will give students models for the kind of information they should enter while reducing the volume of work required.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** During the Closing, students share how they showed responsibility throughout the lesson. Create a supportive classroom community by inviting students to share examples of how their *peers* showed responsibility. Provide alternatives for auditory information by scribing students’ responses on chart paper or a white board.
- **Multiple Means of Action & Expression (MMAE):** In the Opening, students are introduced to the Interactive Word Wall protocol. When modeling how to connect the Interactive Word Wall cards, provide options for physical action and reinforce the meaning of *connect* by inviting students to hook their index fingers together and make a “click” sound.
- **Multiple Means of Engagement (MME):** In this lesson, students participate in a Science Talk in small groups. Create an accepting classroom environment by recognizing that sometimes two students might have the same idea to share.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- interact, connect (L)
- droplet, cumulus, stratus, cirrus (T)

Review:

- weather, temperature, rain, wind, sun, snow, light, heat (L)

Materials

- ✓ Interactive Word Wall Protocol anchor chart (new; teacher-created; see supporting materials)
- ✓ Interactive Word Wall cards (class set)
- ✓ Arrow cards (class set)
- ✓ Mystery Photos: Clouds (one per student)
- ✓ Picture Tea Party Protocol anchor chart (begun in Lesson 1)

- ✓ “Learning Target” poem (from Module 1; one to display)
- ✓ *Weather* (*National Geographic Readers*) (one to display; for teacher read-aloud)
- ✓ Cloud Facts chart (new; co-created with students during Work Time A; see supporting materials)
- ✓ Sun Facts chart (from Lesson 8; one to display)
- ✓ Weather Word Wall card (new; teacher-created; one)
- ✓ Weather Word Wall (begun in Lesson 1; added to in Work Time A; see Teaching Notes)
- ✓ Science Talk Protocol anchor chart (begun in Lesson 8)
- ✓ Weather talking stick (from Lesson 8; one per Science Talk group)
- ✓ Science Talk Groups chart (from Lesson 8; one to display)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Conversation Partners chart (from Module 1; one to display)
- ✓ Meteorologist’s notebook (from Lesson 2; one per student)
 - Cloud Fact (page 4 of Meteorologist’s notebook; one per student and one to display)
- ✓ Pencils (one per student)
- ✓ Class weather journal template (blank; from Lesson 1; one to display)
- ✓ Responsibility anchor chart (begun in Lesson 2)
- ✓ Back-to-Back and Face-to-Face anchor chart (begun in Module 1)

Opening

A. Interactive Word Wall: Building Vocabulary (10 minutes)

- With excitement, share with students that they will be learning a new way to practice interacting with words about the sun.
- Define *interact* (to have an effect on or change one another).
- Tell students they will soon interact with the cards to move them around!
- Referring to the **Interactive Word Wall Protocol anchor chart**, read aloud the steps. Tell students you will now show them how to participate in the Interactive Word Wall protocol.
- Invite students to move to a spot around the edge of the whole group gathering area. As needed, remind them to move safely and make space for everyone.
- Lay the **Interactive Word Wall cards** and **arrow cards** on the floor in the middle of the whole group area, leaving space between the cards.
- Invite students to look at the cards laid out on the floor, and then point to the place in the classroom where they have seen the same words (i.e., Weather Word Wall).
- Invite students to notice that these cards have words and pictures on them, just like the cards on the Weather Word Wall.
- Hold up each Interactive Word Wall card, reading the word aloud. Make sure all students can see the word and picture icon on each card.

- Define *connect* (join together) and explain that now the class will connect two Interactive Word Wall cards using the arrow cards.
- Model making a connection between two Weather Word Wall cards. Refer to the Interactive Word Wall Protocol anchor chart:
 1. Choose an Interactive Word Wall card. Read the word on the card aloud (e.g., *sun*).
 2. Using an arrow card, connect this card to another Interactive Word Wall card (e.g., *sun*→*heat*).
 3. Read the word on the second card aloud (e.g., *heat*).
 4. Explain why the two Interactive Word Wall cards belong together (e.g., These two words belong together because the sun gives us heat).
- Read the remaining Interactive Word Wall cards aloud: *weather, temperature, rain, wind, snow, light*.

Meeting Students' Needs

- When connecting the Interactive Word Wall cards, provide options for physical action and reinforce the meaning of *connect* by inviting students to hook their index fingers together and make a "click" sound. (MMAE, MMR)
- For ELLs: Check for comprehension by inviting students to paraphrase the rationale for each connection in their own words. Restate or rephrase as necessary. (Example: "The sun gives heat. Cynthia, can you tell me in your own words why we connected *sun* and *heat*?")
- Invite students to help you to repeat this process by adding another Interactive Word Wall card to the chain (e.g., *sun*→*heat*→*light*).
- As time permits, repeat this process to add several Interactive Word Wall cards to the chain.
- Debrief with students by inviting them to show a thumbs-up or touch their heads to indicate a positive response to these questions:
 - "Did we put the word cards and arrow cards in the middle of our group?"
 - "Did we choose one word to connect to another word using an arrow card?"
 - "Did we explain why the words belong together?"
- Give students specific, positive feedback on their ability to think about how these different words connect. (Example: "I noticed that Jamirah and Dylan took time to really think about how their words connect.") With excitement, share that next time they will get to participate in the Interactive Word Wall with their classmates in small groups!

Work Time

A. Focused Read-aloud, Session 2: Weather, Pages 12–15 (10 minutes)

- Tell students they are now going to use the Picture Tea Party protocol to view **some mystery photos**. Remind them that they have practiced using this protocol and review as necessary using the **Picture Tea Party Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)

- Distribute the **Mystery Photos: Clouds** and invite students to begin the protocol.
- Refocus whole group. Invite students back to the whole group area, and collect the mystery photos.
- Using a total participation technique, invite responses from the group:
“Based on the images you saw in the mystery photos, what do you think we will learn about today?” (clouds)
- Introduce the first posted learning target:
“I can ask and answer questions about clouds using the text Weather.”
- Remind students that they worked on a similar learning target in Lesson 8.
- Using a total participation technique, invite responses from the group:
**“What is new about today’s learning target?” (learning about clouds)*
- Share that this target means students will learn new information about clouds by asking and answering questions.
- Invite students to take out their magic bows and take aim at the target while you recite the **“Learning Target” poem** aloud.
- Display the cover of *Weather*. Remind students that they heard part of this text read aloud in Lesson 8.
- Direct students’ attention to the **Cloud Facts chart**. Remind them of the **Sun Facts chart** from the previous lesson and review how they recorded important facts about the sun on this chart. Explain that today, as students hear information read aloud, they will record important cloud facts.
- Display pages 12–13 of the text. Read the title on page 12 aloud, and then read page 13 slowly, fluently, with expression, and without interruption.
- Point to the green box at the bottom of page 13 and read it aloud. Explain that this box helps the reader learn the definition of *droplet* (a tiny bit of liquid). Invite students to listen for a word they know inside of this word. (drop)
- Using a total participation technique, invite responses from the group:
“What are clouds made of?” (droplets of water; water; small bits of liquid called droplets)
“How do droplets move in the sky?” (They group together. They make a cloud.)
- Emphasize that these are two important facts about clouds and record them on the Cloud Facts chart.
- Reread the last sentence on page 13.
- Using a total participation technique, invite responses from the group:
“What does that sentence tell us?” (White, fluffy clouds mean the weather will be good.)
- Explain that in the text, “good” means sunny. Record this fact on the Cloud Facts chart (e.g., “White, fluffy clouds mean the weather will be sunny”).
- Explain that these clouds are called *cumulus* clouds and define cumulus (a large, puffy, white cloud with a flat base).
- Invite students to say *cumulus* together and then use their hands to show the shape of fluffy clouds.
- While still displaying the text, read page 14 aloud slowly, fluently, and with expression.
- Using a total participation technique, invite responses from the group:

“What does that sentence tell us?” (Flat, gray clouds mean the weather will be rainy.)

- Record this fact on the Cloud Facts chart.
- Explain that these clouds are called *stratus* clouds and define stratus (a low-lying, extended gray cloud formation with a relatively flat bottom).
- Invite students to say *stratus* together and then use their hands to show the shape of flat clouds lying low to the ground.
- While still displaying the text, read page 15 aloud slowly, fluently, and with expression.
- Explain that the clouds on this page are called cirrus clouds and define *cirrus* (a high-altitude cloud usually appearing in the form of filaments or threads).
- Invite students to say *cirrus* together and then use their hands to show the shape of thin, wispy clouds.
- Using a total participation technique, invite responses from the group:

“What does this information teach us about clouds?” (Responses will vary, but may include: There are different kinds of clouds; clouds tell us if it is going to rain or what the weather will be like; clouds have different names and shapes.)

- If productive, cue students to listen carefully and seek to understand:
- “Who can tell us what your classmate said in your own words?” (Responses will vary.)**
- Choose several important facts about clouds that were shared to record on the Cloud Facts chart. (Examples: There are different kinds of clouds; clouds tell us if it is going to rain or what the weather will be like; clouds have different names and shapes.)
 - Tell students that one of the words learned in the read-aloud is so important it will go on the Weather Word Wall.
 - Show students the **Weather Word Wall card** for *droplet* and follow the same process established in Lesson 1: Review its definition (a tiny bit of liquid), clap out its syllables, use it in a sentence, and place the Word Wall card and picture on the **Weather Word Wall**.
 - With excitement, share with students that now they get to pretend to be droplets whose job is to form a cloud!
 - Invite students to quietly and safely stand up in their spot.
 - Choose two students to model forming a cloud as droplets. (Example: Students move their bodies close together.)
 - Designate four or five students to be the first droplets, and then invite other students to act as water droplets and move to join the clouds. If time permits, prompt students to consider:
- “How could you move together to show a fluffy cloud? How could you move together to show a flat cloud? How could you move together to show a thin, wispy cloud?”**
- After all students have pretended to be a droplet and joined a cloud, refocus whole group.

Meeting Students' Needs

- Before reading, support students in organizing information by encouraging them to discuss a question they already have about clouds through a Think-Pair-Share. Write some of students' initial questions on chart paper or a white board. Tell students that as you read the book, they can see if their question is answered. (MMAE)

- For ELLs: Mini Language Dive. Ask students about the meaning of chunks of this key sentence from the text: "White, fluffy clouds mean good weather." Write and display student responses next to the chunks. Examples:
 - Ask:
 - “**What does this sentence mean?**” (Responses will vary.)
 - Read and display the chunk *White, fluffy clouds* and ask:
 - “**What does this chunk tell us?**” (what clouds look like)
 - Reread the two words *fluffy* and *white*. Ask:
 - “**What do these two words describe, or tell about?**” (clouds)
 - Invite students to pretend they are looking up at the sky and watching clouds.
 - “**What are some other things that are fluffy?**” (cotton, pillows, stuffed animal)
 - Point to the comma. Ask:
 - “**Why do you think there is a comma between white and fluffy?**” (to separate the two describing words; the comma means the same thing as and, so we know to pause when we read it.)
 - Erase the comma and read the chunk aloud without the comma. Ask:
 - “**How did it sound without the comma?**” (The words sounded smooshed together; too fast.)
 - Read and display the chunk *mean good weather* and ask:
 - “**Why is the word mean here? Are the clouds not nice?**” (In this sentence, the author uses mean to say that white, fluffy clouds tell or show us that there is good weather.)
 - “**What kind of weather do you think the author means by good weather?**” (sunny, warm, dry)
 - Display and reread each chunk on its own. After rereading each chunk, ask:
 - “**If I read this by itself, would that be a good weather fact?**” (No, you need both parts of the sentence to make a weather fact.)
 - Display the following sentence stems and invite students to Think-Pair-Share to complete them:
 - Dark, gray clouds mean _____. (rainy weather)
 - Frozen raindrops mean _____. (snowy weather)
 - Tornadoes mean _____. (windy weather)
 - Ask:
 - “**Now what do you think this sentence means?**” (When I see white and fluffy clouds, the weather will be sunny.)
 - “**What facts does the sentence tell us about the weather?**” (Responses will vary.)

Work Time

B. Science Talk: How Do Clouds Make the Weather? (15 minutes)

- Invite students to move safely to a spot on the edge of the whole group meeting area.
- Direct students’ attention to the learning targets and read the second one aloud:
 - “**I can talk about clouds with my classmates.**”

- Invite students to take out their imaginary bow and take aim at the target.
- Tell students they will now participate in a Science Talk about clouds in a small group. Remind them that they used this protocol in the previous lesson and review as necessary using the **Science Talk Protocol anchor chart**.
- Also remind students of how to use the weather talking stick to take turns speaking. Model using the **weather talking stick** and how to participate in the protocol, as necessary.
- Post and review the question students will talk about in small groups today:
“How do clouds make the weather?” (Clouds can make the weather sunny, rainy, or stormy; gray clouds show us rain is coming; white clouds show us the weather will stay sunny; droplets come together and make clouds.)
- Move students into their Science Talk groups using the **Science Talk Groups chart** and invite groups to sit on the floor in a circle. Distribute weather talking sticks.
- Refocus whole group.
- Prompt all students to silently think about the question:
“How do clouds make the weather?” (Clouds can make the weather sunny, rainy, or stormy; gray clouds show us rain is coming; white clouds show us the weather will stay sunny; droplets come together and make clouds.)
- Provide a sentence stem:
 - “Clouds make the weather because _____.”
- Remind students to:
 - Take turns and listen when others are speaking.
 - Talk about the question.
- Invite the students with the weather talking stick to begin. As groups begin to share, circulate and remind them of the directions using the Science Talk anchor chart as needed. Re-model passing the weather talking stick, answering the question, or waiting for a turn if needed. Also, consider using the **Speaking and Listening Checklist** (see Assessment Overview and Resources).
- If productive, cue students to clarify the conversation by confirming what they mean:
“So, do you mean _____?” (Responses will vary.)
- After 5–7 minutes, signal all students to stop speaking through the use of a designated sound, such as a chime or whistle.
- Invite students to bring the weather talking sticks and return to the whole group area.
- Briefly review the Science Talk anchor chart.
- Invite students to turn and talk to an elbow partner:
“What is one thing you did well during your Science Talk?” (waited my turn, listened when others were speaking, talked about the question)
- Select a few volunteers to share out.

Meeting Students' Needs

- Before students move into Science Talk groups, create an accepting classroom environment by recognizing that sometimes two students might have the same idea to share. Say: “With your group, you will try to come up with lots of different

ideas about how clouds make weather. But sometimes someone will share the same idea you were planning to share! If two people share the same idea about clouds, that is okay. It just means you were both thinking about the same thing." (MME)

- For ELLs: Create groups with varying levels of language proficiency. The students with greater language proficiency can serve as models in the group, initiating discussions and providing implicit sentence frames. If possible, consider grouping students who speak the same home language to help one another interpret and comprehend the conversation in their home language.
- For ELLs: Display the sentence stem "Clouds make the weather because ____" and reread it several times. Invite students to practice using it as a class before beginning the Science Talk. Provide alternative sentence stems drawn from the Mini Language Dive. (Examples: "White clouds mean ____" and "Gray clouds mean ____.")

Work Time

C. Independent Writing: Cloud Fact Page (15 minutes)

- Direct students' attention to the learning targets and read the third one aloud:

"I can use pictures and words to teach my reader a fact about clouds."
- Review the definition of a *fact* (something said or known to be true).
- Prompt students to notice that they have learned many new facts about clouds today. Refer to the Cloud Facts chart and *Weather* text to reinforce as needed.
- Referring to the **Conversation Partners chart**, invite students to partner up with their predetermined talking partner and sit facing one another. Make sure students know which partner is A and which is B.
- Invite students to turn and talk with their partner:

"What fact did you learn about clouds today?" (Responses will vary, but may include: Droplets make clouds; there are different kinds of clouds; clouds tell us what the weather will be like.)
- Provide a sentence stem:
 - "Today I learned that _____."
- As students discuss, circulate and listen in. Take note of the ideas students are sharing and target a few students to share out whole group.
- Refocus whole group and call on the selected students to share out.
- Explain that as writers, students will use pictures and words to share their cloud fact with the reader.
- Display the **Cloud Fact page**.
 - Point to the picture box and tell students that a picture to show a fact about clouds can be drawn here.
 - Point to the words box/line and tell students that words to tell a fact about clouds can be written here.
- Invite students to turn and talk with their partner:

"What picture will you draw to show your cloud fact?" (Responses will vary.)

- Refocus whole group and select a few students to share out.
- Invite students to turn and talk with their partner:
“What words will you write to tell your cloud fact?” (Responses will vary.)
- Refocus whole group and select a few students to share out.
- Invite students to show a thumbs-up or touch their head if they are ready to begin drawing and writing their fact about clouds.
- Invite students showing the ready signal to move safely to their designated workspace.
- Direct students’ attention to the **pencils** and their **Meteorologist’s notebook** placed there in advance.
- Invite students to turn to the Cloud Facts page and begin writing and drawing.
- Give students 10–15 minutes to write and draw. As they work, circulate and engage with them about their drawing and writing. Consider prompting students by saying and asking:
“Tell me what you are drawing/writing.”
“What are you drawing/writing?”
- As needed, direct students to the Weather Word Wall and Cloud Facts chart to support their work.
- Signal students to stop working through the use of a designated sound, such as a chime or whistle. Model cleanup procedures, keeping directions clear and brief. Consider reminding students to show responsibility with their materials and space when cleaning up.
- Direct students to clean up their workspace and then walk safely to the whole group gathering area.

Meeting Students’ Needs

- To help students express their ideas about clouds, offer options for drawing utensils (e.g., thick markers, colored pencils), writing tools (e.g., fine-tipped markers, pencil grips, slant boards), and scaffolds (e.g., picture cues, shared writing, extended time). (MMAE)
- For ELLs: Before students begin working independently, invite them to share some of the cloud facts they discussed with their partners. Record and display some of the responses with quick sketches. Encourage students to think of their own facts and give them the option of using one of the recorded responses from the class if they are stuck.
- For ELLs: While circulating, support students in writing complete sentences by prompting them to reflect on their work. (Example: “Hmm, this just says *clouds*. Can I learn anything by just reading that word? What can you tell me about clouds? I want to learn more!”)

Closing and Assessment

A. Interactive Writing: Class Weather Journal (5 minutes)

- Offer students specific, positive feedback on their drawing and writing. (Example: “I noticed you all took great care to record facts that related to your drawings.”)

- Display the **class weather journal template**. Remind students that because they are becoming weather experts, they are reporting on the weather, just like meteorologists do.
- Follow the Interactive Writing: Class Weather Journal instructional practice from Lesson 5 to complete Parts 1, 2, 3, and 4 of the class weather journal template.

Meeting Students' Needs

- For ELLs: Briefly review the learning target from Work Time A. Ask students to provide an example of one question they asked or answered about clouds. Ask how they showed responsibility as they learned about clouds.

Closing and Assessment

B. Back-to-Back and Face-to-Face: Reflecting on Responsibility (5 minutes)

- Direct students' attention to the Responsibility anchor chart and briefly review it.
- Prompt students to consider how they showed responsibility in their work, actions, and materials and space today.
- Direct students' attention to the posted **Back-to-Back and Face-to-Face anchor chart**.
- Tell students that they are going to share about how they showed responsibility using the Back-to-Back and Face-to-Face protocol. Remind them that they used this protocol in Lesson 7 and review as necessary using the Back-to-Back and Face-to-Face anchor chart. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through three rounds of the protocol using the following questions:
 - “*How did you show responsibility in your work today?*”
 - “*How did you show responsibility in your actions today?*”
 - “*How did you show responsibility with your materials and space today?*”
- Provide sentence starters:
 - “I showed responsibility in my work/actions/with my materials by ____.”
- Ask students to return to their seats.
- Invite a few students to share their response whole group, highlighting specific examples that demonstrate responsibility well (e.g., “I showed responsibility in my work by finishing my weather fact page”).

Meeting Students' Needs

- For ELLs: As students share how they showed responsibility, create a supportive classroom community by inviting them to share examples of how their *peers* showed responsibility. Provide alternatives for auditory information by scribing students' responses on chart paper or a white board. (MMR, MME)
- For ELLs: As students complete the sentence stem “I showed responsibility ... by____,” point out that the next word will always be a word ending in -ing. Prompt students to generate -ing words that might help them complete their thoughts. (Examples: thinking, working, writing)