

Lesson 3: Reading, Speaking, and Writing: *The Snowy Day* Focused Read-aloud and Drawing the Setting of My Weather Story



CCS Standards

- **RL.K.3:** With prompting and support, identify characters, settings, and major events in a story.
- **W.K.3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- **L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



Daily Learning Targets

- I can identify the setting and weather in the text *The Snowy Day*. (RL.K.3)
- I can draw the setting of my weather story. (W.K.3)

Ongoing Assessment

- During Work Time A, observe if students are able to correctly identify the setting and weather in *The Snowy Day*. Use the Reading Literature checklist to track students' progress toward RL.K.3.
- During Work Time B, circulate and listen in as students role-play the weather and setting of their weather story with a partner. Notice if students can verbalize the setting and weather in their weather story using the character puppet. (RL.K.3, L.K.6)
- During Work Time C, circulate as students draw the setting and weather. Notice if students can show the setting and weather using pictures and possibly labels. (W.K.3, RL.K.3)
- During the Closing, listen as students reflect on high-quality work with a partner. Notice if students use the language from the High-Quality Work anchor chart to guide their conversations. (L.K.6)

Agenda

1. Opening

- A. Engaging the Learner: "Sofia Says" Game (5 minutes)

2. Work Time

- A. Focused Read-aloud: *The Snowy Day*, Pages 1–4, 19–22 (10 minutes)
- B. Role Play: Setting and Weather Event (15 minutes)
- C. Independent Writing: Drawing the Setting and Weather Event (25 minutes)

3. Closing and Assessment

- A. Pair Share: High-Quality Work in My Weather Story (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- As in Lesson 2, students focus on just one story element throughout the focused read-aloud of *The Snowy Day*. Today, they focus on setting (including the weather). Students continue to use *The Snowy Day* as a mentor text for their writing by recording information about the setting and weather for this text.
- During Work Time B, students use the character puppets they created in Lesson 2 to role-play ideas for the weather and setting in their weather stories. This activity helps them orally rehearse their ideas before recording them in their My Weather Story booklet.

How this lesson builds on previous work:

- In Lesson 1, students drew a character on page 1 of their My Weather Story booklet. During Work Time C of this lesson, students add the setting and weather to this illustration.
- Work Time of this lesson follows a similar pattern to Lesson 2.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Students may need additional support in order to grasp the relationship between weather and setting. If needed, give students a picture of a setting (e.g., an illustration in *The Snowy Day*) and invite them to describe the setting and the weather. This will help students understand that the weather is a part of the setting in a weather story.

Down the road:

- In Lessons 2–5, students draw illustrations in their My Weather Story booklet. In Lessons 6–9, students will add writing to their illustrations.

In advance:

- Pre-distribute materials for Work Time C at student workspaces to ensure a smooth transition.
- Post: Learning targets, My Weather Story booklet, Rainy Day chart, Snowy Day chart, Hot Day chart, Windy Day chart, Conversation Partners chart, and applicable anchor charts (see materials list).

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

- If students were recorded participating in the Think-Pair-Share protocol or role-playing in previous units, consider replaying these recordings to remind students of the process.
- Students complete their My Weather Story booklet using word-processing software—for example, a Google Doc.
- Students use Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>)
- Students use drawing apps or software to draw their setting—for example, the Kids Doodle plug-in for Google or app for Apple products.

Supporting English Language Learners

Supports guided in part by CA ELD Standards K.I.B.6 and K.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs through the use of the expert meteorologist charts students created in Lesson 1, the use of drawing to plan writing, and the use of a teacher model to demonstrate the task of creating a setting and weather event for their weather stories.
- During the close read, students participate in a Language Dive conversation that guides them through the meaning of a sentence from *The Snowy Day* (W.K.3, RL.K.3). Students then apply their understanding of the structure of this sentence when completing their My Weather Story booklets and discussing their booklets during the Unit 3 Assessment. Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting materials). Select from the questions and goals provided to best meet your students' needs.

Levels of support

For lighter support:

- When reviewing the information about the setting and the weather recorded on *The Snowy Day* anchor chart, have a student read the information on the chart out loud to the class.

For heavier support:

- ELLs may find it challenging to transition throughout the lesson and to comprehend each cumulative step toward creating a setting for their story. Throughout the lesson, remind students to be thinking about the character they want to create for their own story. (Example: “Remember, in this lesson you will be creating a setting for your story. Think about what kind of setting you would like to create as we read the story.”)

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Some students may need additional support with thinking about the steps an author takes to introduce a setting. Provide options for comprehension by highlighting critical pieces of information that Ezra Jack Keats included in pictures and text of *The Snowy Day* as he introduced settings such as Peter’s bedroom and Peter’s yard.
- **Multiple Means of Action & Expression (MMAE):** In this lesson, students are invited to role-play with their character puppets. As they do so, some students may need additional peer support to remember what their character should do or say. Provide options for expression and communication by telling students they can support their partners by “interviewing” their partner’s puppet.
- **Multiple Means of Engagement (MME):** When being introduced to games that include an aspect of competition, such as in “Sofia Says,” some students may feel nervous or frustrated about getting “out.” Create an accepting and supportive environment by discussing strategies for managing feelings when you get “out.”

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- setting (L)
- lesson (L)

Materials

- ✓ Sofia paper doll (from Unit 1, Lesson 1; one to display)
- ✓ “Learning Target” poem (from Module 1; one to display)
- ✓ *The Snowy Day* (one to display; for teacher read-aloud)
- ✓ *The Snowy Day* anchor chart (begun in Lesson 2; added to during Work Time A)
- ✓ *The Snowy Day* anchor chart (from Lesson 2; for teacher reference)
- ✓ *The Snowy Day* images (from Lesson 2; for teacher reference)
- ✓ My Weather Story booklet (from Lesson 2; page 1; one for teacher modeling and one per student)
- ✓ Character puppets (from Lesson 2; one per student)
- ✓ Meteorologist charts (from Lesson 1; one of each to display)
 - Rainy Day chart
 - Snowy Day chart
 - Hot Day chart
 - Windy Day chart
- ✓ Model character puppet (from Lesson 2; one for teacher modeling)

- ✓ Conversation Partners chart (from Module 1; one to display)
- ✓ High-Quality Work anchor chart (begun in Unit 2, Lesson 7)
- ✓ Crayons (one set for teacher modeling and one set per groups of four to five students)
- ✓ Language Dive Guide (optional; for ELLs; for teacher reference; see supporting materials)
- ✓ Sentence strip chunks (one to display, see supporting materials)

Opening

A. Engaging the Learner: “Sofia Says” Game (5 minutes)

- Gather students in the whole group meeting area.
- Display the **Sofia paper doll**. Remind students that yesterday, Sofia taught them a new weather game: “Sofia Says.”
- As needed, briefly explain the rules for playing “Sofia Says”:
 1. All students stand up and spread out to have enough personal space.
 2. One person (the teacher) is the caller who holds the Sofia doll. This person acts as the voice of Sofia and calls out weather movements for other players to act out.
 3. The caller begins to call out movements, sometimes saying, “Sofia Says” before the movement and sometimes not. If the caller says, “Sofia Says,” the players should act out the movement. If the caller does not say it, the players should not act out the movement.
 4. If you follow the directions in Step 3 correctly, you stay in. Otherwise, the caller tells you that are out and you sit down in your spot.
 5. The game continues until either only one player is left, or until the time is out and all remaining players are the winners.
- Invite students to stand up safely and quietly, leaving space for others around them.
- Play a round of “Sofia Says,” calling out various movements related to the weather:
 - Carrying an umbrella
 - Making a snowball
 - Splashing your boots in a puddle
 - Catching a snowflake on your tongue
 - Putting on sunglasses
 - Flying a kite
 - Swimming in a pool
 - Making a snow angel
 - Licking an ice cream cone
- Instruct students to sit in their whole group spot again.
- Using a total participation technique, invite responses from the group to reflect on individual participation in the game:

“Did you understand how to play the game?” (Responses will vary.)

“How were you safe with your body?” (Responses will vary.)

“What was tricky or hard for you?” (Responses will vary.)

Meeting Students' Needs

- When beginning "Sofia Says," create an accepting and supportive environment by discussing strategies for managing feelings when you get "out." Example: "As we play this game, I might act out the movement even if Sofia doesn't say to do it. When that happens, the caller will ask me to sit down. I might feel sad or mad about being out of the game. What are some things I should remember if I start to feel that way?" (We are playing the game for fun, so it's okay if you don't win; we will play the game again, so you'll have another chance; everyone makes mistakes.) (MME)
- For ELLs: If a student still needs visual support to play the game "Sofia Says," have him or her come up and help the caller by choosing which visual support to show to the rest of the class as the caller calls out weather movements for other players to act out.
- For ELLs: Given that this is the first time students play "Sofia Says," consider using pictures to help students understand what various weather movements are (e.g., holding an umbrella, splashing in a puddle, flying a kite).

Work Time

A. Focused Read-aloud: *The Snowy Day*, Pages 1–4, 19–22 (10 minutes)

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

"I can identify the setting and weather in the text *The Snowy Day*."
- Reread the learning target, emphasizing these words *identify* and *setting*.
- Review the definitions of *identify* (to name or point something out) and *setting* (the time and place in which something happens).
- Ask:

"What do you think this learning target means?" (It means we will name the place where the story takes place and the weather that is happening the book *The Snowy Day*.)
- Invite a few students to share out.
- Invite students to take out their magic bows and take aim at the target while you recite the **"Learning Target" poem** aloud.
- Share that today, students will continue their own weather stories. First, they will need to think about the setting and weather in *The Snowy Day*.
- Display a copy of *The Snowy Day* and ***The Snowy Day anchor chart***.
- Remind students that *The Snowy Day* anchor chart is a place to record information about this text.
- Tell students that you are going to start at the beginning of the book again today. While still displaying the text, read aloud pages 1–2 slowly, fluently, with expression, and without interruption.
- Using a total participation technique, invite responses from the group:

"On this page, where is the setting of this text?" (Peter's bedroom)
- As students share, use pictures and words to clarify and capture their ideas on the setting and weather section of *The Snowy Day* anchor chart. Refer to ***The Snowy Day anchor chart***

(for teacher reference) and *The Snowy Day* images (for teacher reference) as necessary. (Example: Post a picture of Peter’s bedroom and label “Peter’s bedroom.”)

- While still displaying the text, read aloud pages 3–4.
- Using a total participation technique, invite responses from the group:
“On this page, where is the setting of this text?” (outside Peter’s house; his yard and/or street)
- As students share, use pictures and words to clarify and capture their ideas on the setting and weather section of *The Snowy Day* anchor chart. (Example: Post a picture of the snow outside and label “outside in snow.”)
- While still displaying the text, read aloud pages 19–22.
- Using a total participation technique, invite responses from the group:
“On these pages, where is the setting of this text?” (Peter’s warm house and bathtub)
- As students share, use pictures and words to clarify and capture their ideas on the setting and weather section of *The Snowy Day* anchor chart. (Example: Post a picture of the bathtub and label “Peter’s bathtub.”)
- Briefly review the information about setting and weather on *The Snowy Day* anchor chart thus far.
- If productive, cue students with a challenge:
“Can you figure out why we are reading *The Snowy Day* and talking about settings? I’ll give you time to think and discuss with a partner.” (to help us write our stories)
- Remind students that they are going to use *The Snowy Day* as a *mentor text* to help them learn how to write their own weather story. Now they get to use their character puppets to think about how they will continue their own weather stories.

Meeting Students’ Needs

- As students share examples of different settings in *The Snowy Day*, support comprehension by highlighting critical aspects of the text that help the reader know what the setting is. Ask:
“What did the author, Ezra Jack Keats, do to help us know that the setting for this part of the story was in Peter’s bedroom?” (He used the words *woke up in a sentence*; he drew a picture of Peter’s bed.) (MMR)
- For ELLs: Use the words *when* and *where* while reviewing the definition of *setting*. Consider annotating the learning target by writing the words *when* and *where* above the word *setting* in the learning target.
- For ELLs: When reviewing the definition of *setting*, refer to the *setting* of familiar stories students have read so far in this unit (*Come On, Rain!*, *Umbrella*, *One Hot Summer Day*, and *Brave Irene*).
- For ELLs: When telling students that they are going to “start at the beginning of the book again today,” add that they will be reading parts of the book, not the whole book.
- For ELLs: Invite students to begin thinking about the settings of their own stories as the setting is discussed in this focused read-aloud. Example: “What did Ezra Jack Keats decide the setting for his story would be?” (snowy day; outside) “Now

think for a moment about what you would like your setting to be. Any ideas?" (Responses will vary.)

- For ELLs: When reminding students that they can use *The Snowy Day* to learn how to write a weather story, point out that just like Ezra Jack Keats' story, their story could have different settings. This can help students transfer the work of this session to their own story.
- For ELLs: During or after Work Time A, guide students through the Language Dive. Refer to the **Language Dive Guide (for teacher reference)** and display the **sentence strip chunks** (see supporting materials).

Work Time

B. Role Play: Setting and Weather Event (15 minutes)

- Remind students that yesterday they created a title and a character for their weather story.
- Distribute students' **My Weather Story booklet** and **character puppets**.
- Invite students to turn and talk with a partner:
"What is the title of your weather story?" ("The Snowy Day," "The Windy Day," "The Hot Day," or "The Rainy Day")
"What is your character's name?" (Responses will vary.)
- Share that today students will create a setting and weather event for their own story.
- Refer to the posted **Rainy Day chart**, **Snowy Day chart**, **Hot Day chart**, and **Windy Day chart**. Briefly review the information on each chart to help students consider an appropriate setting and weather event for their weather story.
- Model using the **model character puppet** (from Lesson 2) to role-play the setting and weather for the displayed My Weather Story booklet. (Example: "My name is Fernando and I am inside my house. It is a very hot and sunny day outside. I see the sun shining brightly.")
- Referring to the **Conversation Partners chart**, invite students to partner up with their pre-determined conversation partner and sit facing each other. Make sure students know which partner is A and which is B.
- Invite students to role-play the setting and weather for their weather stories using their character puppets.
- Post the sentence frame:
 - "My name is (character's name) and I am in (setting). It is very (description of weather) outside."
- As students discuss, circulate and listen in. As needed, assist students in using the sentence frame to role-play their character's thoughts about the weather and setting of their story.
- After 3–4 minutes, refocus students whole group.
- Share that now, students will record this information by drawing it in their My Weather Story booklet.

Meeting Students' Needs

- As students begin to role-play with their character puppets, provide options for expression and communication by inviting students to use their puppets to "interview" their partner's puppet. (Example: "When my partner is role-playing the setting and weather with her puppet, I can use my puppet to ask questions and help her remember what to tell me. For example, my puppet could ask my partner's puppet what the setting is, or what the weather feels like.") (MMAE)
- For ELLs: When sharing that today students will create a setting and weather event for their own story, refer to the annotated learning target. Clarify that a *weather event* means something that happens in the kind of weather they chose for their story.

Work Time

C. Independent Writing: Drawing the Setting and Weather Event (25 minutes)

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

"I can draw the setting and weather of my weather story."
- Share that the second step to writing a weather story is drawing the setting and weather.
- Invite students to take out their imaginary bows and to take aim at the target.
- Remind them that yesterday, they created their weather story title and character.
- Direct students' attention to the displayed My Weather Story booklet.
- Display page 1 and read the text aloud:
 - "One morning (Fernando) woke up and looked out the window. It was going to be a (hot) day."
- Model adding a drawing of the setting and weather to the illustration of the character:
 1. Think aloud about setting and weather you would like to draw. (Example: "Hmm, I know Fernando just woke up, so he must be in his bed. I will draw a bed. I also know he looks out the window and sees sunshine. I will draw a window and sunshine.")
 2. Draw a picture of the setting and weather using crayons. Think aloud as you draw, including details of the drawing. (Example: "I am drawing the bed. I will use green for his blanket. I'm drawing a big window and a sunshine. I'll use yellow and orange to show a hot sun.")
- Refer to the posted **High-Quality Work anchor chart** and reflect on your work aloud:
 - "Did I color carefully?"
 - "Did I use details in my drawings?"
- Invite students to walk safely to their workspace and open their My Weather Story booklet to page 1 to begin drawing the setting and weather using **crayons**.
- Give students 7–9 minutes to draw. As they work, circulate and engage with students. Consider prompting students by asking:

"What is the setting of your story?"

"How can you show the weather in the setting?"

"Are you coloring carefully?"

“Are you using detail in your drawing?”

- Signal all students to stop working through the use of a designated sound. Model cleanup procedures, keeping directions clear and brief.
- When cleanup is complete, refocus students whole group and invite them to bring their My Weather Story booklet back to the whole group meeting area.

Meeting Students' Needs

- When referring to the High-Quality Work anchor chart, emphasize the importance of process and effort by discussing how even when you try your best to color carefully, you sometimes make a mistake and that is okay. (MME)
- For ELLs: To remind students about the second step in writing a weather story, show an example of the work from the previous day (creating a setting and weather event). This may help them become more aware of writing process.
- For ELLs: Before modeling, ask students to notice how you think about what you are doing as you draw the setting and illustration for your story. (Example: “When you hear me say, ‘I am drawing the bed,’ what I am saying is showing you with words what I am thinking. We call this a think- aloud.”)

Closing and Assessment

A. Pair Share: High-Quality Work in My Weather Story (5 minutes)

- Ask students to sit in the whole group meeting area with their My Weather Story booklets in their laps.
- Direct students’ attention to the High-Quality Work anchor chart and briefly review. Share that students will now reflect on creating high-quality work in their My Weather Story booklet.
- Invite students to Think-Pair-Share with an elbow partner:
 - “Where do you notice careful coloring?” (Responses will vary.)*
 - “Where do you notice neat writing?” (Responses will vary.)*
 - “Where do you notice details in the pictures?” (Responses will vary.)*
- If productive, cue students to listen carefully:
 - “Who can repeat what your classmate said?” (Responses will vary.)*
- As students share, circulate and encourage them to refer to specific parts of their drawing and labeling to discuss their work with their partner.
- Gather students back together and give them specific, positive feedback regarding their conversations. (Example: “I heard Eliot share that he used careful coloring when he drew his character’s face.”)
- Preview tomorrow’s work with students: to draw the events, or things that happen, to their character in their weather stories.
- Encourage students by pointing out that as they create their weather stories, they are sharing all of their knowledge about weather and stories ... and they are working to meet Sofia’s challenge!

Meeting Students' Needs

- For ELLs: As groups of students interact, jot down some verb tense errors that are impeding communication. Briefly review the verb tense for the whole class. Encourage the group to identify the verb that communicates the message clearly and accurately.