

Lesson 5: Reading, Speaking, and Writing: *The Snowy Day* Focused Read-aloud and Drawing the Character's Reaction in 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.
- **SL.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



Daily Learning Targets

- I can describe how Peter reacts to the weather in the text *The Snowy Day*. (RL.K.3)
- I can draw my character's reaction to the weather in my weather story. (W.K.3)

Ongoing Assessment

- During Work Time A, observe if students are able to correctly identify Peter's reaction to the weather in *The Snowy Day*. (RL.K.3)
- During Work Time B, circulate and listen in as students role-play their character's reaction in their weather story with a partner. Notice if students are able to verbalize and show the character's emotions using the character puppet and facial expressions. (RL.K.3, W.K.3, L.K.6)
- During Work Time C, circulate as students draw the character's reaction. Notice if students are able to use detailed pictures illustrating the character's reaction through their facial expression. (W.K.3, L.K.6)
- During the Closing, listen as students reflect on high-quality work with a partner. Notice if students are able to use evidence from their partner's work to support their ideas.

Agenda

1. Opening

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

2. Work Time

- A. Focused Read-aloud: *The Snowy Day*, Pages 20–22 (10 minutes)
- B. Role Play: Character's Reactions to Weather Events (15 minutes)
- C. Preparing for Independent Writing: Drawing the Character's Reaction (20minutes)

3. Closing and Assessment

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

Teaching Notes

Purpose of lesson and alignment to standards:

- As in Lessons 2–4, students focus on one story element throughout the focused read-aloud of *The Snowy Day*. In this lesson, the focus is on the character’s reaction to events. The now familiar routine of identifying this story element in *The Snowy Day*, using role play to brainstorm character’s reaction to major events in students’ weather stories, and then drawing the character’s reaction in their My Weather Story booklet, scaffolds the writing process as students learn to write a story.
- In the Closing, students reflect on both high-quality work and perseverance. They first study a partner’s weather story and notice aspects of high-quality work, which helps them recognize aspects of high-quality work in their own story. They then reflect on how they would like to show perseverance as they continue to work on their weather stories, which prepares them to engage in the task of writing their weather story in Lessons 6–9.

How this lesson builds on previous work:

- This lesson follows a similar pattern to Lessons 3–4. In previous lessons, students planned and drew the illustrations for the characters, setting, and events of their weather stories. In Work Time C of this lesson, students complete their story drawings, creating one last illustration to show their character’s reaction to the weather.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- For some students, recognizing and naming emotions may be a challenge. Consider providing additional examples, such as photographs of people displaying various emotions.

Down the road:

- In Lesson 6, students will begin to add writing to their weather stories. Their final story will serve as the module performance task.

In advance:

- Pre-distribute materials for Work Time C at student workspaces to ensure a smooth transition.
- Post: Learning targets, enlarged version of 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 character’s reaction—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 the character’s reaction for their weather stories.
- ELLs may find it challenging to think about three major story events for their weather stories. Consider using the expert weather charts for them to complete their illustrations.

Levels of support

For lighter support:

- For lighter support, when reviewing the information about the two characters recorded on *The Snowy Day* anchor chart, have a more proficient student read the information on the chart out loud to the class.

For heavier support:

- Refer to the list of emotions created before modeling the character’s reaction to the weather. To further clarify that the reaction needs to match an appropriate word, think aloud of words that would not fit. (Example: “If I want to show that Fernando did a lot of fun things, would I use the word *disappointed*?”)

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students discuss the ways characters might react to different weather conditions. In addition to discussing these emotions verbally, some students may need a visual example of the facial expression for each emotion.

- **Multiple Means of Action & Expression (MMAE):** During independent writing, students need to draw their characters with facial expressions to show their reactions to the weather. Some students may need additional guidance spatially planning their drawing so that they can fit in the details of the character’s face. You can support strategy development by showing students how to draw the outline of the character’s face large enough so that you can fit the details of the character’s facial expression.
- **Multiple Means of Engagement (MME):** When introducing games in which one student gets picked for a special role (such as getting picked for “caller” in “Sofia Says”), some students may feel upset or sad about not getting picked. Create an accepting and supportive environment by reviewing strategies for managing feelings if you don’t get picked to be “caller” in “Sofia Says.”

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- reaction, emotions (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 Snow Day* images (from Lesson 2; for teacher reference)
- ✓ My Weather Story booklet (from Lesson 2; page 5; one for teacher modeling and one per student)
- ✓ Character puppets (from Lesson 2; one per student)
- ✓ 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)
- ✓ Perseverance anchor chart (begun in Unit 2, Lesson 7)

Opening

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

- Gather students in the whole group meeting area.
- Display the **Sofia paper doll**. Tell students they are going to play the “Sofia Says” game again and briefly review the rules as necessary, focusing on particular areas of challenge from yesterday’s game.
- Tell students that today, a student will become the caller!
- Select a volunteer to come to the front of the whole group meeting area and act as the “caller.”
- Invite students to stand up safely and quietly, leaving space for others around them.
- Play a round of “Sofia Says,” assisting the student caller as needed in 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
 - Any other movements that the class has recorded
- Instruct students to sit in their whole group spot again.
- Using a total participation technique, invite responses from the group to reflect on the group’s participation in the game:

“Did we all understand how to play this game?” (Responses will vary.)

“How were we all safe with our bodies?” (Responses will vary.)

“What was tricky for us? How could we help?” (Responses will vary.)

Meeting Students’ Needs

- Before selecting a student “caller” for “Sofia Says,” create an accepting and supportive environment by discussing strategies for managing feelings if you do not get picked. Example: “You might really want to be picked to be the caller in this game. If you don’t get picked for the caller, you might feel sad or mad. What are some things you can remember if you start to feel that way?” (We are playing the game for fun, so it’s okay if you don’t get picked for caller; we will play the game again so you’ll have another chance to be picked for caller; even if you’re not picked for caller you can still have fun playing the game.) (MME)

Work Time

A. Focused Read-aloud: *The Snowy Day*, Pages 20–22 (10 minutes)

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

“I can describe how Peter reacts to the weather in the text *The Snowy Day*.”
- Define *reaction* (to act in a certain way because of something that happened).
- Share that the word *react* is similar to *affect* because both words help students think about how people's feelings are affected by the weather.
- Share that this target means that students will describe how Peter feels about the snowy weather in *The Snowy Day*.
- Invite students to take out their magic bows and take aim at the target while you recite the **“Learning Target” poem** aloud.
- Display a copy of *The Snowy Day* and ***The Snowy Day* anchor chart**.
- While still displaying the text, read aloud pages 20–22 slowly, fluently, with expression, and without interruption.
- Invite students to turn and talk to an elbow partner:

“On these pages, how do you think Peter feels after playing in the snow all day?” (Peter feels excited, happy.)

“Why do you think he feels excited or happy? What, in the text, shows you?” (Peter tells his mother about his adventures, and he continues to think about them while taking a bath.)
- 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.)
- As a few students share, use pictures and words to clarify and capture their ideas in the Reaction to the Weather section on *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 talking to his mother and/or Peter taking a bath and label “Peter felt happy and excited.”)
- Briefly review the information about Peter's reaction recorded on *The Snowy Day* anchor chart.
- Remind students that just as there are major events in *The Snowy Day*, students will create a character's reaction in their own weather stories. Tell them that now it is time to use their character puppets to role-play the character's reaction to the weather.

Meeting Students' Needs

- When guiding students to study Peter's reactions on pages 20–22, provide options for expression and communication by inviting students to show you what they think Peter was feeling by showing it with a facial expression. (MMAE)
- For ELLs: Some students may benefit from further unpacking the learning target. Explain the learning target. (Example: “In this read-aloud we will look at Peter's reaction to the weather. We will describe what he does because of the snowy weather.”)

- For ELLs: Use a sentence frame to answer the question “How do you think Peter feels after playing in the snow all day?” (Example: “After playing in the snow all day, Peter felt _____.”)
- For ELLs: Students might not glean from the text or the illustrations that Peter is happy or excited. Students may not make the connection between being happy and “thinking and thinking about his adventures.” Ask:

“When you are excited about something, do you think about it a little or a lot? Do you like to talk about it?”
- Say:

“Even though Peter is happy and excited, he is not smiling. You can’t really tell just by looking at the pictures how he is feeling. You need to figure it out from the text and from what he is doing in the story.”

Work Time

B. Role Play: Character’s Reactions to Weather Events (15 minutes)

- Remind students that in kindergarten, they have heard many texts read aloud with characters who have strong feelings.
- Briefly review several characters with strong feelings, or emotions, from texts students have read in Modules 1 and 2: Llama Llama; Molly Lou Melon; Tess; Tess’s Mamma; Irene.
- Define *emotions* (strong feelings).
- Using a total participation technique, invite responses from the group:

“What are some different emotions you know?” (sad, happy, angry, afraid, disappointed, excited)
- Share that we can use our face to show an emotion, and model showing *happy* and *sad* through your facial expression.
- Invite students to show *happy* through their facial expression, and then to show *sad*.
- Share that students can play a simple game to think about emotions and the weather.
 - Provide a sentence frame: “When it is raining, I feel _____.”
- Invite students to show through their facial expression how they feel when it is raining.
- Invite a few students to complete the sentence frame for the whole group and show the expression on their face. (Example: “When it is raining, I feel disappointed.”)
- Repeat the sentence frame using several different kinds of weather (hot, windy, snowy, for example).
- Share that now, students will think about the character in their own weather story, and how that character reacts, or feels, about the weather.
- Distribute **My Weather Story booklets** and **character puppets**.
- Model using the **model character puppet** to role-play the character’s reaction to the weather using the teacher model of the My Weather Story booklet:
 1. Think aloud to review the events from the weather story. (Example: “In my story, Fernando put on shorts and a t-shirt, he ate ice cream, and he played in the sprinkler.”)
 2. Role-play the character’s reaction to those events using the character puppet. (Example: “Fernando was so happy after his fun day outside in the hot sun.”)

- Referring to the **Conversation Partners chart**, invite students to partner up with their pre-determined talking partner and sit facing each other. Make sure students know which partner is A and which is B.
- Invite students to role-play their character’s reaction to the weather using their character puppets. As students use their character puppets to role-play, circulate and listen in. As needed, assist students in thinking about how their character might react to the events in their story.
- After 2–3 minutes, refocus students whole group.
- Share that now, students will record their character’s reaction to the weather by drawing in their My Weather Story booklet.

Meeting Students’ Needs

- As you review different emotions, provide alternatives to auditory information by displaying images of different facial expressions with corresponding emotion words. (MMR)
- As students 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 about reactions to the weather. (Example: “When my partner is role-playing her puppet’s reaction to the weather, I can use my puppet to ask questions. This could help my partner think of ideas to tell me. For example, my puppet could ask my partner’s puppet how she felt when she was splashing in the rainy puddles.”) (MMAE)
- For ELLs: Discuss the nuances in the meaning of the words *happy* and *excited* using emoticons. Show an emoticon for *happy* and one for *excited* and place them on the board. Write the words *happy* and *excited* underneath each emoticon that shows that feeling and give an example. (Example: “I feel happy when I go to the park, but I feel excited when I go down the slide). Invite students to give examples of their own.
- For ELLs: To ensure that the purpose of modeling is transparent, prompt students with a Conversation Cue: “Can you figure out why we are role-playing our character’s reaction to the weather?” (Answers will vary, but could include: to think about how our character would react before we draw).

Work Time

C. Preparing for Independent Writing: Drawing the Character’s Reaction (20 minutes)

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

“I can draw my character’s reaction to the weather in my weather story.”
- Invite students to take out their imaginary bows and to take aim at the target.
- Direct students’ attention to the teacher model of the My Weather Story booklet.
- Display page 5 and read the sentence frame aloud:
 - “___ felt _____ after playing in the ___ all day.”

- Model drawing the character’s reaction to the weather:
 1. Think aloud about the reaction you would like to draw. (Example: “Hmm, I think that after all the fun things Fernando did on the hot day, he was very happy. I’ll draw him smiling and showing a happy face.”)
 2. Draw a picture of the character’s reaction using crayons. Think aloud as you draw, including details. (Example: “I am drawing Fernando smiling to show that he is happy. I will use a red crayon to make his lips, and I will draw his teeth to show a big smile.”)
- Refer to the posted **High-Quality Work anchor chart**.
- Share that coloring carefully and using details in drawings will be important in today’s work to show how the character is feeling. Drawing details, such as a big smile or tears in their eyes, on the character’s face will show the character’s reaction.
- Invite students to walk safely to their workspace and open their My Weather Story booklet to page 5 to begin drawing their character’s reaction using **crayons**.
- Allow students 7–9 minutes to draw. As they work, circulate and engage with students. Consider prompting students by asking:
 - “*How does your character feel about the weather?*”
 - “*What details in your drawing show how your character is feeling?*”
- Signal all 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.
- When cleanup is complete, refocus students whole group and invite students to bring their My Weather Story booklet with them to the whole group meeting area.

Meeting Students’ Needs

- When modeling how to draw the character’s reaction, support strategy development by showing students how to draw the outline of the character’s face large enough so that you can fit the details of the character’s facial expression in the drawing. (MMAE)
- For ELLs: Explicitly connect the sentence frame back to the learning target by pointing out that they will write the character’s reaction to the weather in the second blank space, and the weather in the third blank space. Invite a student to volunteer his or her character and the character’s reaction to the weather to fill out the sentence frame.

Closing and Assessment

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

- When students are gathered in the whole group meeting area, instruct them to place their My Weather Story booklet in their laps.
- Refer to the posted High-Quality Work anchor chart. Share that students will look at their partner’s My Weather Story booklet and notice where they see high-quality work.
- Invite students to Think-Pair-Share with their partner:
 - “*In your partner’s story, where do you notice high-quality work?*”

- If needed, prompt students to use sentence frames:
 - “I see careful coloring here.”
 - “I see neat writing here.”
 - “I see a detail in the drawing here.”
- Refocus students whole group and invite several to share specific examples of high-quality work from their partner’s My Weather Story booklet.

Meeting Students’ Needs

- When refocusing students to share specific examples, foster community by recognizing everyone’s efforts to create high-quality work. Invite the entire class to give themselves a “pat on the back.” (MME)
- For ELLs: Students may find it hard to verbalize what they notice about the quality of their partners’ work. Help them identify key elements of their partners’ drawings and allow them to repeat the sentence frame. (Example: If a student’s partner colored carefully, say, “I see careful coloring.” Encourage the student to repeat the phrase to his or her partner.)

Closing and Assessment

B. Reflecting on Learning (5 minutes)

- Refer to the posted **Perseverance anchor chart**.
- Share that students have been working hard to draw the illustrations for their weather stories. In the next lesson, students will begin to write words for their stories. This will be challenging work!
- Invite students to turn and talk to an elbow partner:

“What challenge in your work would you like to improve when working on your weather story?” (Responses will vary.)
- If productive, cue students to think about their thinking:

“What strategies will help you succeed in this challenge? I’ll give you time to think and discuss with a partner.” (persevering; asking for help)
- Invite several students to share their responses with the group, focusing students toward naming specific tasks that might be challenging (e.g., spelling a tricky word, writing letters neatly, deciding what words to write, coloring the illustrations carefully).
- Remind students 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: Students may find it challenging to understand what they will be doing next in their My Weather Story booklets. Consider using hand gestures as you point to the lines below the pictures on the My Weather Story booklet to show where they will be writing.