

Lesson 7: Independent Writing: The Events in My Weather Story, Part I



CCS Standards

- **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.
- **W.K.5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **L.K.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.K.1a:** Print many upper- and lowercase letters.
- **L.K.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.K.2a:** Capitalize the first word in a sentence and the pronoun I.
- **L.K.2c:** Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- **L.K.2d:** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- **L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



Daily Learning Targets

- I can tell the story of my character and the weather using pictures and words. (W.K.3, L.K.1a, L.K.2a, L.K.2c, L.K.2d, L.K.6)
- I can improve my writing using feedback from a partner. (W.K.5)

Ongoing Assessment

- During Work Time B, as students complete the writing for their weather stories, circulate and note progress toward the writing and language standards of this lesson. (W.K.3, L.K.1a, L.K.2c, L.K.2d, L.K.6)
- During Work Time C, listen for students to use the feedback their partner provides to support improving their weather stories. (W.K.5)

Agenda

1. Opening

- A. Engaging the Learner: “Snowflakes” Poem (5 minutes)

2. Work Time

- A. Modeling: Drafting about Events for a Weather Narrative (15 minutes)
- B. Independent Writing: Drafting about Events for My Weather Narrative (20 minutes)
- C. Structured Discussion: Critiquing a Partner’s Work (15 minutes)

3. Closing and Assessment

- A. Reflecting on Writing Process (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- Students continue to craft the written portion of their weather stories based on the planning, drawing, and role-playing they did in Lessons 2–5 (W.K.3, L.K.1a, L.K.2a, L.K.2c, L.K.2d, and L.K.6). They focus on writing about the events in their weather stories—specifically, what their character wore based on the weather.
- As in Lesson 6, during Work Time A students orally draft their writing with a partner before writing it (during Work Time B). Giving young students this oral rehearsal supports the growth of their writing skills in a developmentally appropriate way.
- During Work Time B, students write about the events in their weather stories. More instructional time is allotted to this portion of the lesson than in Lesson 6 because students write several complete sentences.
- As in Lesson 6, students share their work with a partner and receive feedback on it from that partner. Because this is still a fairly new practice for students, consider allotting extra instructional time to Work Time C to fully support students in giving kind, specific, and helpful feedback and in receiving feedback to improve their work (W.K.5).

How this lesson builds on previous work:

- This lesson builds upon the writing students completed in Lesson 6 and asks them to use the planning, drafting, and role-playing from Lessons 2–5 as they continue to draft their weather stories.
- This lesson follows a similar structure to Lesson 6, allowing students to practice new skills in a familiar and supported way.
- Students revisit the poem “Snowflakes” from Unit 2. The purpose of this is to promote reading fluency, but also to prepare students to share this poem aloud during the Weather Expo in Lesson 12.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Look for opportunities to support students by seating them near anchor charts and models or by providing additional sentence frames as they write.
- During Work Time B, reference the Keyword cards for letter sounds to help students when writing. For example, remind students of the keyword associated with the letter “a” (alligator). Refer to the K-2 Reading Foundations Skills Block Learning Letters book for additional information.
- During Work Time B, refer students to the Interactive High-Frequency Word Wall (at the back of the K-2 Reading Foundations Skills Block Teacher Guides).
- As students give and receive feedback during Work Time C, circulate to ensure they are offering feedback that is kind, specific, and helpful. Prompt students to reference the High-Quality Work anchor chart and their partner’s work in order to give specific feedback.

Down the road:

- In Lesson 8, students will continue writing about the events.
- In Lesson 9, students will complete the writing portion of this module performance task.

- In Lessons 10–11, students will participate in a structured small group conversation in the Unit 3 Assessment. They also will rotate through several independent centers to prepare for the Weather Expo in Lesson 12.

In advance:

- Pre-distribute materials for Work Times A and B at student workspaces to ensure a smooth transition.
- Post: Learning targets, “Snowflakes” poem, enlarged version of My Weather Story booklet, and applicable anchor charts (see materials list).

Technology & Multimedia

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

- If you recorded students reading the “Snowflakes” poem in Unit 2, play this recording for them to join in with.
- 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>)
- If students were recorded critiquing their partner’s work in Lesson 6, consider replaying these recordings to remind students of the process or as a model for the group.

Supporting English Language Learners

Supports guided in part by CA ELD Standards K.I.C.10 and K.I.C.12

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to orally rehearse their ideas about characters and events with peers before beginning to write.
- ELLs may find it challenging to begin writing on blank lines. Write and display the sentence frame “____ put on ____.” and remind students to use it in their writing. For additional context, briefly review the Language Dive from Lesson 3 and invite students to draw from the practice sentence “____ put on ____ to ____.”

Levels of support

For lighter support:

- During Work Time A, invite students to use the sentence frame from the Language Dive in Lesson 3 to plan and extend their writing. (Example: Fernando put on some shorts *to keep cool in the heat.*)
- During Work Time C, identify two students who are following the Peer Feedback anchor chart successfully. Invite them to model completing the protocol for the class.

For heavier support:

- During Work Time B, while circulating, write sentence frames in the students' booklets to support their work in completing page 2 of their weather stories. This will provide models for the kind of information they should enter, while relieving the volume of writing required. (Example: "_____ put on _____.")

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students reflect on aspects of the writing process that are helpful to them as writers. Some students may struggle to recall all the aspects of the writing process if they are only presented aurally. Offer alternatives for auditory information by listing different aspects of the writing process on chart paper or a white board for students to refer to.
- **Multiple Means of Action & Expression (MMAE):** During independent writing, some students may forget their sentence ideas once they begin directing their efforts toward writing. To support strategy development, model how to physically touch the words/spaces on the sentence frame and draw lines for additional words you intend to write. This will help students recall their original ideas later in the writing process.
- **Multiple Means of Engagement (MME):** To limit distractions during independent writing, consider providing sound-canceling headphones or individual dividers.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- character, improve, feedback (L)

Materials

- ✓ "Snowflakes" poem (from Unit 2, Lesson 11; one to display)
- ✓ My Weather Story booklet (from Lesson 2; page 2; one for teacher modeling and one per student)
- ✓ Expert meteorologist charts (from Lesson 1; one of each to display):
 - Hot Day chart
 - Windy Day chart
 - Snowy Day chart
 - Rainy Day chart
- ✓ Peer Feedback anchor chart (begun in Lesson 6)
- ✓ High-Quality Work anchor chart (begun in Unit 2, Lesson 7)
- ✓ Conversation Partners chart (from Module 1; one to display)

- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)

Opening

A. Engaging the Learner: “Snowflakes” Poem (5 minutes)

- Invite students to the whole group area.
- Tell them that at the end of this unit, they will be sharing all of their work from this entire module with visitors to the classroom during something called the Weather Expo!
- Explain that as a part of this expo, they will share some of the poems they have learned. Because it has been so long since they’ve recited these poems, they are going to practice them.
- Invite students to stand up.
- Display the **“Snowflakes” poem**. Invite students to join you as you recite the poem aloud and act out the motions.
- Repeat one or two times as time permits.

Meeting Students’ Needs

- When telling students about the Weather Expo, clarify vocabulary by saying: “An expo is like a show or presentation. We will create a presentation to show all our knowledge about weather.” (MMR)

Work Time

A. Modeling: Drafting about Events for a Weather Narrative (15 minutes)

- Remind students that in the previous lesson they began writing their weather stories. They used all of the hard work they did to plan out their weather stories, like using puppets and then drawing their ideas to help them with their writing.
- Tell students that today they will continue to use their drawings to think about what they will write for their weather stories, and then they will write another bit of their story.
- Direct students’ attention to the posted learning targets and read the first one aloud:
“I can tell the story of my character and the weather using pictures and words.”
- Briefly review the definition of *character* (a person from a story, movie, or play).
- In the learning target, direct students’ attention to the phrase *tell the story*.
- Using a total participation technique, invite responses from the group:
“In the previous lesson, you started to tell the story of your character. What did you do to tell the story?” (We wrote about the character and what weather the character saw.)
- Tell students that today they will continue to tell the story by writing about the *events* that happen to their character because of the weather the character is experiencing.
- Direct students’ attention to page 2 of their **My Weather Story booklet** at their workspace.
- Invite students to turn to an elbow partner and take turns sharing the ideas about the first event in their weather stories:

“What will your character wear in this type of weather?” (Responses will vary.)

- Support students as needed in using the drawings to recall what their characters wore and what their characters did because of the weather.
- Remind them that you also completed drawings to help you plan your weather story. Direct students’ attention to the displayed My Weather Story booklet and briefly review the ideas from page 2 of the booklet. (Example: “Fernando decided to put on shorts because it was a very hot day.”)
- Explain that you will use the ideas from your drawings to write about what your character wore and did.
- Using the displayed My Weather Story booklet, model how to first orally rehearse your sentence:
 1. Think aloud about what you want to write given the ideas you generated in your drawings.
 2. Point to the pictures and labels you drew on page 2 of the booklet and slowly think aloud the beginning of a clear sentence that expresses the meaning conveyed in the pictures. Say: “Fernando put on ____.”
 3. Point to the pictures and labels you drew of what your character wore because of the weather and slowly think aloud the remainder of a clear sentence that expresses the meaning conveyed in the pictures. Say: “Fernando put on some shorts.”
 4. Repeat the full sentences fluently. Say: “Fernando put on some shorts.”
- Tell students that they are now ready to add a sentence to their weather stories.
- Invite students to turn to an elbow partner and use the pictures they drew on page 2 of their weather stories to orally compose a sentence with their partner.
- Provide the sentence frame:
 - “_____ put on _____.”
- Circulate and support students in pointing to the appropriate parts of their drawings and help them connect the information in the pictures with the words they are saying. As you circulate, identify one or two students who were able to compose clear and complete simple sentences.
- Refocus the students whole group. Invite the one or two students you selected to share their sentences with the group.
- Similar to Lesson 6, use the displayed My Weather Story booklet to model writing the orally composed sentence below the drawings on page 2:
 1. Think aloud as you repeat the words in the sentence and listen for beginning and ending consonants.
 2. Model starting your sentence with a capital letter.
 3. As you complete one word, place your finger on the chart paper to model leaving a finger space between words.
 4. Think aloud as you use the labels on your drawing to write the words in your sentence.
 5. Model using the resources around the room to support writing the words in your sentence.
 6. Read the full sentence back to students, pointing to each word as you read.

- Inform students that they now will use their drawings to complete a sentence about the first event of their weather stories.

Meeting Students' Needs

- To support strategy development, model how to physically touch the words/spaces on the sentence frame and draw lines for additional words you intend to write. This will help with remembering your sentence once you begin sounding out and writing. (Example: "I want to write 'Fernando put on some shorts.' The sentence frame helps me organize my ideas. In the first part of the sentence frame, I will write 'Fernando.' In the second part of the sentence frame, I want to write 'some shorts.' Before I write, I will draw two underlines to remind me that I want to write two words here.") (MMAE)
- For ELLs: Point out that *put* and *on* are words we hear a lot together. Say:
"When we hear the words put on together, we are talking about wearing clothing."
"What did you put on this morning before going outside?" (I put on a hat.)
- For ELLs: While modeling rehearsing the sentence for page 2 of the My Weather Story booklet, use the sentence frame "I drew _____, so I will write _____." Support students in using this sentence frame as they rehearse for their own writing.
- For ELLs: Discuss how the word *shorts* is used as a plural noun, even though it refers to one object. Example:
"Some shorts: So is Fernando putting on lots of shorts?" (No, shorts and pants always have an s at the end even when we are only taking about one pair of shorts or pants.)

Work Time

B. Independent Writing: Drafting about Events for My Weather Narrative (20 minutes)

- Direct students' attention back to their My Weather Story booklet and invite them to complete the sentence at the bottom of page 2. Remind them that they are using words to show the information that they have already put in their drawings.
- Circulate to support students in using the strategies you modeled, prompting students to use the resources around the room. If necessary, invite students to orally dictate their sentences to you.
- Direct students' attention to the posted **Hot Day chart**, **Windy Day chart**, **Snowy Day chart**, and **Rainy Day chart** as needed to support their writing.
- Prompt students to improve their writing or drawings by asking specific questions:
"Did you capitalize the first letter of the first word of your sentence?"
"Did you use the resources around the room to help you spell any of your words?"
"Does your sentence match your picture?"
- If students finish early, encourage them to continue writing about the events in their weather stories by composing a sentence for page 3 of their weather stories.

- If students do write additional events, encourage them to think about specific activities their character would do in this type of weather.

Meeting Students' Needs

- To help students express their ideas in the independent writing task, offer options for drawing utensils (examples: thick markers or colored pencils) and writing tools (examples: fine-tipped markers, pencil grips, slant boards). (MMAE)
- Minimize distractions during independent writing by providing tools such as sound-canceling headphones or individual dividers. (MME)
- For ELLs: Display a checklist, annotated with illustrations, with the questions:
 - Did you capitalize the first letter of the first word of your sentence?
 - Did you use the resources around the room to help you spell any of your words?
 - Does your sentence match your picture?
- Analyze the teacher version of the My Weather Story booklet to illustrate these questions, or briefly model composing a sentence with mistakes and non-examples. Model using the checklist to make appropriate corrections to the sentence.

Work Time

C. Structured Discussion: Critiquing a Partner's Work (15 minutes)

- Refocus students whole group.
- Offer students specific, positive feedback on their writing. (Example: "I noticed everyone using resources around the room, such as the Weather Word Wall, to help with spelling.)
- Remind students that in the previous lesson they helped each other improve on their writing by sharing work with a partner and giving that partner feedback. Because they added to their writing today, they now get to give and receive feedback again.
- Direct students' attention to the posted learning targets and read the second one aloud:

"I can improve my writing using feedback from a partner."
- Briefly review the definition of *improve* (to make better) and *feedback* (giving information on someone's work that is useful) with students.
- Using a total participation technique, invite responses from the group:

"How can feedback from a partner help you improve your writing?" (Your partner can find things you might miss and give you suggestions on how to improve your writing.)
- If productive, cue students to expand the conversation by giving an example:

"Can you give an example?" (Responses will vary.)
- Direct students' attention to the posted **Peer Feedback anchor chart** and review what is written on it by reading it aloud:
 - "When we give feedback, we are: kind, specific, helpful."
- Briefly review the procedure for sharing work and giving feedback:
 1. Partner A shares his or her work.
 2. Partner B points out something that partner A did well using the sentence frame, "You did a good job of _____."

3. Partner B points out something partner A could add to or change about his or her story using the sentence frame, “I think you should _____ because _____.”
 4. Partner B refers to the **High-Quality Work anchor chart** to provide the criteria for the feedback.
 5. Partner B thanks his or her partner for sharing his or her work.
 6. Repeat the process with partner B sharing and partner A giving feedback.
- 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 begin sharing their work and giving feedback. As partners share and offer feedback, circulate and listen in. Take note of how students are interacting with one another using the **Speaking and Listening Checklist**.
 - Prompt students to use the sentence frames:
 - “You did a good job of _____.”
 - “I think you should _____ because _____.” Prompt students to provide criteria behind feedback using the High-Quality Work anchor chart.

Meeting Students' Needs

- For ELLs: Consider pairing students with a partner who has more advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.
- For ELLs: Briefly review the Mini Language Dive from Lesson 6, inviting students to provide specific examples of how they gave and received feedback. While reviewing the meanings of *improve* and *feedback*, ask students to share the meanings in their own words.

Closing and Assessment

A. Reflecting on Writing Process (5 minutes)

- Refocus students whole group.
- Offer students specific, positive feedback on their conversations. (Example: “I saw Carlos and Liliana referring to the High-Quality Work anchor chart as they gave each other feedback on their weather stories.”)
- Remind students that they have done many important things so far to write their weather stories: learning about the weather, reading a mentor text, thinking of their ideas, planning the story in drawing, acting out parts of the story with puppets, writing the actual story, and giving and receiving feedback on the writing.
- Using a total participation technique, invite responses from the group:

“Why do you think it is important to go through each of these things as a writer?” (It can help us become better writers, it helps you really figure out your idea, and it helps you make sure your story will make sense to your reader.)
- If productive, cue students with a challenge:

“Can you figure out what Ezra Jack Keats might have done to help him write *The Snowy Day*? I’ll give you time to think and discuss with a partner.” (Responses will vary.)

- Tell students that even though all of these actions are helpful to writers, sometimes writers find one most helpful.
- Give students a minute of silent think time, then invite them to turn and talk to an elbow partner:

“Which of the things that you have done as a writer have been the most helpful to you? Why has that been the most helpful to you?”

- As students talk, circulate and listen in. Take note of the ideas students are sharing and target a few students to share out with the whole group.
- Refocus students whole group.
- Tell students that they will continue with the process of writing in the next lesson.

Meeting Students’ Needs

- When gathering students back together to discuss actions that are helpful to writers, offer alternatives for auditory information by scribing students’ responses on chart paper or a white board. (MMR)
- For ELLs: While reminding students of all of the writing activities they have completed throughout the unit, display student work and visual aids to ensure that students understand which activities are being referenced. As students think silently, reread the list of the activities and point to any visual aids to remind students of all their options.