



Read to Be Ready plans for: Clouds Kindergarten

ELA Standards:

- K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) c) Blend and segment onsets and rimes of single-syllable spoken words. d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two-and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.
- K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a) Write uppercase and lowercase manuscript letters from memory. g) Print many upper and lowercase letters.
- K.FI.F.5 Read with sufficient accuracy and fluency to support comprehension. (emergent reader texts)
- K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support. c) Use frequently occurring nouns and verbs when speaking and in shared language activities. f) Use the most frequently occurring prepositions when speaking and in shared language activities.
- K.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content. i. Identify new meanings for familiar words and apply them accurately.
- K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- RI.KID.1 With prompting and support, ask and answer questions about key details in a text.
- K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.
- K.RI.CS.5 Know various text features.
- K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story (or text) in which they appear.
- K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.
- K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
- K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.
- K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.
- K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
- K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.
- K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SCIENCE:

- K.ESS.2 Earth's Systems 1) Analyze and interpret weather data (precipitation, wind, temperature, cloud cover) to describe weather patterns that occur over time (hourly, daily) using simple graphs, pictorial weather symbols, and tools (thermometer, rain gauge). 2) Develop and use models to predict weather and identify patterns in spring, summer, autumn, and winter.
- K.ESS3: Earth and Human Activity 2) Explain the purpose of weather forecasting to prepare for, and respond to, severe weather in Tennessee.
- K.ETS1: Engineering Design 1) Ask and answer questions about the scientific world and gather information using the senses. 2) Describe objects accurately by drawing and/or labeling pictures.
- K.ETS2: Links Among Engineering, Technology, Science, and Society 1) use appropriate tools (magnifying glass, rain gauge, basic balance scales) to make observations and answer testable scientific questions.

Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
---------------------------	------------------	----------------------	------------------	---

<p>M O N D A Y</p>	<p>First reading of <i>Clouds</i> by Anne Rockwell.</p> <p>Read through this first time with few pauses.</p> <p>In this book clouds are described and their relationship to weather is explained.</p> <p>One day this week if the weather allows, go outside and observe clouds.</p> <p>What color are they? What shapes do you see? What do you think they feel like?</p>	<ul style="list-style-type: none"> • cloud • cirrus • stratus • cumulus • nimbus • fog 	<p>Do you every wake up and wonder what the weather will be? Do clouds tell us about weather? What do they tell us?</p> <p>What is the difference between stratus clouds and cumulus clouds?</p> <p>Stratus clouds are stretched out and flat. Cumulus clouds are bubbly like cotton.</p> <p>How do clouds help the Earth?</p> <p>Clouds carry fresh water. They block the bright sun to keep daytime cooler and at night they help to hold in heat to keep some places a little warmer.</p> <p>Where do clouds come from?</p> <p>Clouds come from the water vapor in the air.</p>	<p>As a class, make a class cloud on a dry erase board or large tablet paper.</p> <p>Write words to describe clouds.</p> <p>Ex.: Puffy, wispy, low, gray, big, high, soft, white, dark</p> <p>In journal have students draw a cloud and write three words to describe clouds in the cloud.</p>	<p>Oh when the clouds go floating by (Tune of: Oh When the Saints go Marching in)</p> <p>Oh when the clouds go floating by Oh when the clouds go floating by I classify 4 types of families Cirrus, stratus, cumulus and nimbus</p> <p>Oh cumulus are high and fluffy Oh cumulus are high and fluffy They look like heaps of cotton candy Outside the sun it is so dandy</p> <p>Oh cirrus clouds are high and thin Oh cirrus clouds are high and thin They look like commas or a feather Often meaning fair weather</p> <p>Oh stratus clouds are low and layered Oh stratus clouds are low and layered They seem to be a blanket of gray To say it just might storm today</p> <p>Oh nimbus clouds mean rainy weather Oh nimbus clouds mean rainy weather They look very dark and stay down low. Inside you might need to go.</p>
<p>T U E S D A Y</p>	<p>Show the text, <i>Clouds</i>, again and remind students the topic of discussion this week.</p> <p>W</p>	<p>Review vocabulary</p>	<p>Clouds are made of what? Do we need clouds? Why? What is a cirrus cloud? What is a cumulus cloud? What is a stratus cloud? What is a nimbus cloud? What is fog? How is fog different from Clouds?</p>	<p>Draw and write a fact about cumulus clouds.</p> <p>Cumulus clouds are _____</p>	<p>Give students Cloud data record sheet To take home to record clouds they see.</p> <p>Three ways to experiment with water in a jar.</p> <p>https://www.lifewithmoorebabies.com/2012/06/three-ways-to-experiment-with-weather.html</p>
<p>W E D N E S D A Y</p>	<p>Reread the text, and pause to ask questions.</p>	<p>Review vocabulary</p>	<p>What are Clouds? How are they formed? Why are they white? Why do they float? How do they move?</p>	<p>Draw and write a fact about cirrus clouds.</p> <p>Cirrus clouds are _____.</p>	<p>https://clever.discoveryeducation.com/learn/videos/58019467-6bb0-4d36-856e-35ad77fb0f4a/</p>

T H U R S D A Y	<p>Bring in cloud pictures from magazines. See if students can identify the clouds and identify the weather.</p> <p>Refer to the text, <u>Clouds</u>, to help identify the weather.</p>	Review vocabulary	<p>Revisit cloud questions from earlier in the week.</p> <p>What type of cloud is low and layered? What might the weather be when we see these types of clouds?</p>	<p>Draw and write a fact about stratus clouds.</p> <p>Stratus clouds are _____.</p>	
F R I D A Y	<p>Review information from <u>Weather Forecasting and Clouds</u> using a picture walk and the vocabulary cards from both books.</p> <p>Arts Infusion:</p> <p>Read <u>It Looked Like Spilt Milk</u> by Charles G. Shaw and let students create their own clouds that look like objects.</p>	Review vocabulary	<p>Review cloud questions from earlier.</p> <p>What type of cloud is dark and low? Will it rain if we see a nimbus cloud?</p>	<p>Draw and write a fact about nimbus clouds.</p> <p>Nimbus clouds are _____.</p>	<p>See Cloud Fact Writing pages. Use for stations or small groups.</p>