



Read to Be Ready plans for: Weather Forecasting. 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
M O N D A Y	<u>Weather Forecasting</u> by Gail Gibbons	<ul style="list-style-type: none"> weather meteorologist thermometer prediction radar instruments 	What is weather? Does it change? Why? What is a meteorologist? How do they help us? How do they know the weather? Do they look at a lot of weather instruments? Why? Can you name any? What does it mean to predict? Is the meteorologist always correct?	Predict what the weather will be for this week. Then write what the weather was for each day. Friday compare and contrast the two. Use weather symbols	Discuss what a rain gauge & thermometer are used for when predicting weather. If you have access to these instruments, show them to your students.

			<p>In your opinion, what is the worst weather? Do we dress in different ways because of the weather? How do we know if we need a coat, umbrella, boots, etc.? Would you go to the beach if it was sunny or snowy? Why?</p>	<p>On a graph to keep up with the weather each day.</p>	
T U E S D A Y	<p>Read MyOn: What are Blizzards? What are Tornadoes? What are Hurricanes? These are all short factual information written by Mari Schuh</p>	<p>Review vocabulary</p>	<p>Discuss meteorologists again. What tools do they use to help them predict the weather? Are they always correct? Why do we need to listen to a meteorologist?</p> <p>What can you tell me about tornadoes? What can you tell me about hurricanes? What can you tell me about blizzards? What can you tell me about thunderstorms?</p>	<p>The writing today will be a Fact Chart. Divide paper into four parts. Pick one weather type and write one fact for it in each box.</p>	<p>https://clever.discoveryeducation.com/learn/videos/fdba0fde-8974-4311-812f-6fe3b671155d/</p> <p>See short video on Discovery Ed about Weather Forecasting.</p>
W E D N E S D A Y	<p>Reread <u>Weather Forecasting</u> by Gail Gibbons focusing on the job of a meteorologist.</p>	<p>Review vocabulary</p>	<p>Why do we wear different clothes for different kinds of weather? Why are storms dangerous? What is a tornado? What should you do to stay safe? Do you know how to protect your body? What is a blizzard? Can they be dangerous? How? What is a hurricane? Where do they start? Why are they dangerous? Describe a thunderstorm. What is a flood? What are some emergency items that every family should keep around the house?</p>	<p>Pick a season and write a weather report: The season is ____. It will be ____ and the temperature will be ____ (warm, hot, cool, or cold.)</p> <p>If time, take turns pretending to report the weather on television.</p>	
T H U R S D A Y	<p>Picture walk through Weather Forecasting by Gail Gibbons</p>	<p>Review vocabulary and ask students what they have learned about forecasting weather and meteorologists. Are predictions always correct? How do meteorologists try to make a correct prediction? Did you make correct predictions for the week?</p>	<p>Review vocabulary and ask students what they have learned about forecasting weather and meteorologists. Are predictions always correct? How do meteorologists try to make a correct prediction? Did you make correct predictions for the week?</p>	<p>When the weather changes we need different types of clothes. In the summer, we need _____. In the winter, we need _____.</p>	

F R I D A Y	Studies Weekly #29 Survival Skills		What does camping mean? Let students share if they have ever been camping and what they did. Why is Rev going camping? What additional items might Rev need to pack if there is rain in the forecast? What about if they went camping during the winter?	Compare your weather predictions from Monday to the actual weather for the week. Were your predictions correct. Make a chart/graph comparing the two.	See Example weather chart/graph attached to prompts.
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