Teacher Instructions for “Summer Fun in the Library”
Kindergarten Weather Unit

Day 1: Nonfiction

Before reading the story, activate background knowledge by asking students to think about what the weather is like in the summer. Record responses on the website www.wordle.net/create and display results using a projector. Read aloud the book, When Summer Comes by Robert Maass. Introduce the book by explaining it is from the nonfiction part of the library; this is where the “true stories” are found. After the story is finished, ask students if there are any other descriptions they would like to add to the summer weather Wordle. If any students suggest words that are incorrect, remind them that we are only listing true information today. Save the final Wordle as an image and post it to the unit website as a record of responses. Students may then read the online nonfiction book At the Beach by Margaret Hillert independently. This e-book has the option of having the text read aloud.

Day 2: Fiction

Review the Wordle from lesson 1. Remind students that all of the information on the list is true, or “nonfiction.” Explain that today they will be listening to a “fiction” book, which means it is a made-up story. Read aloud the book A Day in the Sun by Frank Berrios. Periodically pause and ask students why they think some of the events in the story couldn’t really happen. Using the pictures previously uploaded to the website www.vocethread.com and either the iPads or the computer lab, allow students to record themselves re-telling the story. Save the finished Voicethreads to the unit website as a record of responses.

Day 3: Fiction and Nonfiction

Review the Wordle and Voicethreads completed in previous lessons. Ask the students to tell you what the difference between “fiction” and “nonfiction” is. They should respond that “fiction” is made-up and “nonfiction” is true. Next, read aloud the book It’s a Firefly Night by Dianne Ochiltree. Although this is a fiction book, it also contains factual information. Afterwards, explain that catching fireflies is an activity that can only be done in the summer, because that is when the insects are active and it is warm enough to go outside at night. Allow students to practice identifying different seasonal activities as “fiction” or “nonfiction” using the customized Flash Cards on the website www.cram.com.

Final Project: Graphic Organizer

For the final summative activity, students will collaborate and use either the iPads or the computer lab and the app “Popplet” (www.popplet.com/app) to create a graphic organizer that shows activities that can be done in the summer. Begin as a whole group and demonstrate how Popplet works using the projector as students observe. Emphasize that each example popple should be connected to the main
topic popple. Review the grading rubric and answer any questions about how the projects will be evaluated. Next, divide the group into pairs; they may choose their own partners or be assigned to a group depending on academic and/or behavioral needs. Allow the students to work independently on their projects, circulating among them and offering individual assistance as needed. Ask probing questions, such as “what made you choose that activity?” or “why did you move that box there?” to informally assess their progress. When they are finished, invite groups to share their graphic organizers with the class (again using the projector) and explain what activities they included and why. Projects may be uploaded to the unit website or printed out for display and/or inclusion in portfolios.