

Unit 3

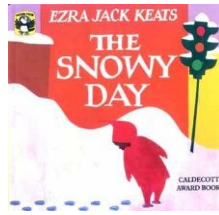


Week 3

The Snowy Day Read Aloud

Standards:

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2
ELA.RL.LTC.PS.1



Materials:

- *The Snowy Day*
- vocabulary word picture cards

Vocabulary:

- **adventures:** interesting things that happen when you go exploring
- **snowsuit:** a one piece coverall to protect from the cold
- **dragged:** pulled along
- **dream:** thoughts and pictures you have in your sleep
- **footprints:** prints made by feet
- **hood:** - top part of coat that covers/protects the head & neck
- **pack:** pressed or squeezed together
- **firm:** hard or solid
- **melt:** what happens when snow or ice get warm- they turn to water
- **morning:** the first part of the day
- **path:** a narrow place where you can walk
- **slid:** slipped along smoothly
- **smack:** hit in a quick sharp way
- **stick:** small tree branch
- **tomorrow:** the day after today
- **tracks:** marks made in snow or on the ground where someone has walked
- **apartment:** a building that multiple families live in

Preparation:

Set up materials.

First Read:

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher(s) will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.
- Provide comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. "I'm thinking..."

"We have a new story to read today. The title, or name, of our story is The Snowy Day. The author and illustrator of this book is Ezra Jack Keats."

Hold up book. Underline title while reading lingering on the first letter & exaggerating the beginning sound in Snowy & Day.

"The main character in our story today is Peter, the same character that we have read about in other stories written by Ezra Jack Keats- *A letter to Amy* and *Peter's Chair*. In this story Peter goes out to play in the snow that had fallen the night before. Let's read and see what activities Peter does outside in the snow."

Point to Peter.

"Peter lives high up in an apartment building. He sees the rooftops of buildings when he looks out the window. On this morning, he sees snow because it snowed during the night."

p. 2

"There is a **path**, a space that is clear for walking, on the sidewalk. This **path** is narrow because of all the snow."

p. 4

"Toes pointing in, like that:' It looks like he is experimenting with his **footprints**, the marks he's making with his feet."

p. 6 Point to footprints.

"Here are **tracks**, lines in the snow, that Peter made. He wasn't walking, he was **sliding** his feet through the snow. **Sliding** means he dragged, pulled his feet instead of picking them up to take steps."

pgs. 7-8 Run finger along tracks as reading about them. Model sliding feet

Point out 3rd track.

"...he made angels.' he layed in the snow and he opened and closed his legs, while he moved his arms up and down in the snow to form a print called a snow angel."

p. 16

“The mountain of snow made a good slide. A slide is smooth and slippery, and so is snow. Peter **slid** right down.”

pgs. 17-18

“Peter used his hands to **pack**, or push and squeeze, the snow together until it formed a **firm**, or hard snowball, and he wants to save it for the next day, for **tomorrow**.”

p. 19 Model making a snowball.

“Peter was worried that the snow **melted**, turned into water. Luckily for Peter, it was just a **dream**, a thought that he had while he was sleeping.”

pgs. 25-26 Comprehension Aside.

Discussion Questions(s):

- Peter looked for his snowball in his pocket before he went to bed, but he couldn't find it. What happened to his snowball? And Why?
- Why do you think Peter dreamt about the snow being all gone?

Second Read

Children will:

- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

Teacher(s) will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

“We've read this book once before, the title, or name of the book is.....”

Hold up the book and show the cover. Pause for children to contribute before reading the title.

“We remember that Peter, our main character goes outside to play in the snow. He has many different **adventures**, or interesting experiences,

while he is out there. Let's read this story together once more."

"Before he went outside he put on his **snowsuit**, to protect his body and keep him warm and dry while he plays in the snow. A **snowsuit** is usually one piece, similar to snow pants and a winter jacket but its all connected as one."

p. 4

"He's using the **stick**, the small tree branch he found to smack the snow off of a larger tree branch."

p. 10

"Good thing Peter had the **hood** of his snowsuit on his head, to protect him from that cold wet snow."

p. 11

"Peter had lots of **adventures**, or interesting experiences- he made tracks, he made a snowman and snow angels, and he climbed a snow mountain."

p. 20

"He's still thinking about all of those **adventures** he had in the snow while he takes his bath."

pgs. 21- 22 Comprehension Aside.

"He was hoping to save his snowball for **tomorrow**, the next day, but when he brought it into the warm house it **melted**, it turned into water."

p. 23 Comprehension Aside.

"It sounds like the snowball in his pocket **melting** made him **dream** about all the other snow outside melting too."

p. 25

"Remember, Peter lives in an **apartment** building. That means there are other families that live in the same building. It sounds like he has a friend that lives in the same apartment building right across the hall and they were able to play together this time."

p. 27

Discussion Questions(s):

- Why didn't Peter play with the big boys in a snowball fight?
- Peter put a snowball in his pocket, and it melted. Where would have been a better place for him to keep his snowball, to prevent it from melting? Why?

Third Read:

Children will:

- Reconstruct parts of the story
- practice saying and using story-related vocabulary words
- recall main events and characters in the story when prompted

Teacher(s) will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children's responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

"We have read this book together twice so we remember the title is... *The Snowy Day*. Today we are going to talk about and retell the story together."

"One winter morning..."

"We remember.."

"..he made his snowball and then he put it....

"

Pause before reading the title for children to chime in.

Turn to p. 1 Pause if children do not contribute. Prompt by reading just the first 3 words

p.3 Prompt if needed - point to Peter and the high pile of snow.

pgs. 5-19 Turn pages pointing & responding to children's contributions about Peter's actions & adventures.

**Use prompts such as "we remember..", "then he.." and gestures/pointing to guide children.*

p. 19 Prompt if children do not recall that Peter put the snowball in his pocket to save for tomorrow.

<p>And as he took off his wet clothes he told his mother.... all about..."</p> <p>"Before he went to bed he looked for something in the pocket of his snowsuit.....but...."</p> <p>"But when he woke up..."</p>	<p><i>p. 20</i></p> <p><i>p. 23 Prompt if needed.</i></p> <p><i>p. 25 - Read (unless children recall dream).</i></p> <p><i>p. 26</i></p>
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Discussion Questions(s):

- At the end of the story it says that Peter went outside to play in the snow with his friend. What do you think Peter and his friend played together?
- Have you ever played in the snow with your friends? What do you enjoy doing in the snow?

Fourth Read:

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children, or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Questions(s):

- How are the illustrations in *The Snowy Day* similar to or different from the illustrations in *A Hat for Minerva Louise*?
- In *Peter's Chair* and *A Letter to Amy* we could see Peter's dog Willie. We do not see Willie in *The Snowy Day*. Why do you think Willie wasn't in *The Snowy Day*?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Tell children you are going to dismiss them by calling the first letter of their name. Tell children you will use letters that start some of the words from The Snowy Day.</p> <p>“If you name begins with P like, Peter you may...” “If your name begins with S like, Snowy you may...” “If your name begins with D like, Day you may...”</p> <p>Have children’s names tags to provide instructional support for children who need it.</p>	<p><u>Direct</u> -Letter ID</p> <p><u>Indirect</u> -exposure to vocabulary through teacher use -repeated exposure to well-formed sentences</p>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
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<p>Tell children that today you are going to look at the letters in their whole name not just the first letter. Tell them you will look at the letters in the Title of the book and if the letter is anywhere in their name they will be dismissed. (Point to each letter as naming it and dismissing children)</p> <p>“If your name has an S anywhere in it you may....” “If your name has an N anywhere in it you may...”</p> <p>If children do not identify a letter in their name, show name card and point out the matching letter naming & labeling it.</p>	<p><u>Direct</u> -Letter ID -vocabulary</p> <p><u>Indirect</u> -repeated exposure to well-formed sentence</p>
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Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Tell children you are going to dismiss them by the colors of their clothing.</p> <p>“If you are wearing red like Peter’s snowsuit, you may...” “If you are wearing blue like Peter’s socks, you may....” “If you are wearing pink like Peter’s bathtub, you may...” “If you are wearing black like Peter’s bed posts, you may...”</p>	<p><u>Direct</u> -Category labels</p> <p><u>Indirect</u> -exposure to vocabulary through teacher use -repeated exposure to well-formed sentence</p>

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
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Tell children that today you are going to look at the letters in their whole name not just the first letter. Tell them you will look at the letters in Peter's name first and if the letter is anywhere in their name they will be dismissed. (Point to each letter as naming it and dismissing children)

"If your name has an P anywhere in it you may...."

"If your name has an E anywhere in it you may..."

If children do not identify a letter in their name, show name card and point out the matching letter naming & labeling it. Choose other words from the story such as *snowsuit*, *crunch*, *stick* etc.

Direct

-Letter ID

-Vocabulary

Indirect

-repeated exposure to well-formed sentence