

WORLD READ ALOUD DAY

FAMILY EVENT/GRADES JK-1



SO MUCH SNOW!

by Robert Munsch,
illustrated by Michael
Martchenko

SET THE READ ALOUD STAGE

- › Display some winter-themed items such as paper snowflakes to add a realistic feel to the read aloud.
- › Put on a knitted hat and scarf like Jasmine.
- › Ask parents to be aware of things that attract students' attention while you read.
- › Make sure your audience is comfortably seated and can see you and the book.

READ ALOUD WARM-UP

- › Show the brightly coloured cover and ask students to describe what they see. If it is not mentioned, make sure to point out how the girl is bundled up for the cold, and the dog with snow on his head. If nobody mentions it, you can also point out the title type and note that some of the letters have a little "hat" of snow on top of them.
- › Read the title and author's name to the students, and ask them what they think this book might be about.
- › Ask, "Do you think that the girl looks happy, sad, excited, mad, or scared? What makes you think that? What do you think the dog is feeling? What makes you think that?"
- › Ask, "How many of you like winter? Have you read any books about snowy days before? Has anyone read a book by Robert Munsch before?" (See show of hands, recognize a few students, take answers, and allow some responses.)

DURING READ ALOUD

As you read, incorporate these read aloud strategies:

- › Be sure to read with inflection and enthusiasm. If a sentence sounds scary or funny, change your voice to reflect the situation, from quiet to loud, etc. Robert Munsch is first and foremost a storyteller, and his books are perfect for dramatic reading, with sound effects. Try reading Jasmine’s songs, which are printed in italics, in a sing song way — or even make up a little tune!
- › Since this is a picture book, you should have time to read the entire story and show illustrations during the read aloud. Michael Martchenko likes to hide funny things in his illustrations. As you go through, see if the children notice the cover of *So Much Snow* on the light post, rabbits on skis, an alien hiding in the nurse’s office, and the artist’s trademark pterodactyl.
- › Stop at certain points of the story to ask questions, such as: “Do you think it will keep snowing?” “Do you think Jasmine will make it to school?” “How do you think they will unfreeze her?” “What do you think the principal will do?” Point out the brightly coloured musical notes and ask, “Do you know what these mean?”

READ ALOUD DISCUSSION

Conduct a brief discussion using these suggestions:

- › First ask students, “What would you say to tell someone what this story is about?”
- › Ask students what they learned about the importance of perseverance in the story.

READ ALOUD WRAP-UP

Take no more than five minutes to ask students (and adult guests) if they noticed some of the strategies you used that helped bring this book to life. “Some of the things I did in this read aloud support reading skills in these ways”:

- › Making predictions impacts comprehension and thinking.
- › Introducing new vocabulary helps build understanding and fluency.
- › Asking open-ended questions strengthens language skills.
- › Hearing the flow of words contained in the story builds phonological awareness and sentence-structure skills, and helps children decode words.
- › The sequence of story events strengthens comprehension.
- › Introducing new factual information makes connections to new knowledge.

Visit litworld.org for additional World Read Aloud Day resources and ideas.