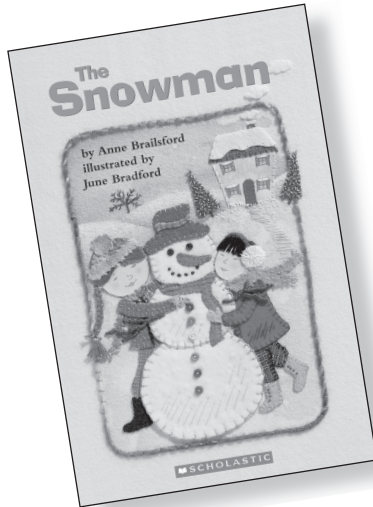


The Snowman



Written by Anne Brailsford

Illustrated by June Bradford

Text Type: Fiction: Retell — Realistic Story

Guided Reading Level: B

Summary: This retelling, by two children who are making a snowman, provides a sequence of steps from start to finish.

Word Count: 28

High-frequency Words: *a, no, the, we*

Text Supports

- ▶ repeated language pattern
- ▶ one line of text on each page (except the final page)
- ▶ consistent placement of text

Possible Text Challenges

- ▶ change in language pattern on final page
- ▶ exclamation mark

Reading Strategies

Comprehension

- ▶ predicting
- ▶ sequencing

Working with Words

- ▶ using picture details to support word-solving
- ▶ using context cues to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ track print
- ▶ locate the first word on a page
- ▶ make predictions
- ▶ sequence: retell the steps
- ▶ use context cues to predict words
- ▶ use picture cues to read unfamiliar words

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Display the front cover. Read the title and the name of the author and illustrator. Say, *Who do you see with the snowman? Do you think the girls made the snowman? What makes you think so?* Say, *Let's look at the back cover to see if it gives us more information.* Read the sentence on the back cover to students. Remind students to always read the text on the back cover to get more information before reading.

Making connections: text to self/sequencing

Ask, *How many of you have made a snowman? How did you make it?* Elicit descriptions from students. Ask students to recall in what order they made the different parts of their snowman. Ask, *Does any part absolutely have to be made first? Are there other parts of the snowman that you can add in a different order?*

ESL Note:

For ESL students who may not have experienced snow, have available pictures of snow and children playing in the snow for students to look at. ESL students will also benefit from hearing their classmates' descriptions of making snowmen.

Language predictability

Overcoming Text Challenges

Tell students, *When you read this story you will notice a pattern in the words. This will help you with your reading.* Give each student a copy of the text and ask them to turn to the first page. Read the first page together. "*We make a _____.*" Pause after *a*. Encourage students to provide the missing word. Tell students, *This pattern will help you read. Remember, if you get stuck on the new word on each page you can look at the pictures for help.*

Phonological and phonemic awareness

Prompt to encourage students to focus on print cues. Say, *You will be able to sound out some tricky words in the story. Let's look at the word body. What is the first sound in this word?* Have students locate *body* on the page and together orally stretch it out.

Predicting

Setting a Purpose

Tell students you want them to read the whole story to find out how the girls make the snowman. Say, *I want you to be able to tell me what happens in the story and what you think will happen next.*



DURING READING

Ask students to turn to the first page, put their finger on the first word, and begin reading independently.

Listen to each student read and observe print tracking and word recognition behaviours. Offer prompts to help students problem solve as they read. Use the Reading Behaviours and Strategies Record Sheets in the Reading Guide to monitor reading behaviours.

Note students' successful use of the reading strategies and any difficulties they encounter.

If students finish before the others have completed the reading, ask them to go back and reread, then share with a partner what they think happens next.



AFTER READING

Predicting/infering

Tell students, *Turn to the last page.* Ask, *Was your prediction correct? Why or why not?* Then ask, *Why did the snowman melt? Do the words tell us that?* Clarify that the words tell us “the sun comes out,” and the picture shows it. Discuss with students that they need to use what they know about the sun to figure out that the sun would likely melt the snowman.

Sequencing

Invite students to discuss the order of the steps the girls took to make their snowman. Ask, *Does it matter in what order you make the snowman? Should some parts be done in a special order and other parts done in any order? Why do you think as you do? What parts of making the snowman did the author not tell us about in words?* (rolling the snowballs to make the body, adding the mouth, adding the coat buttons, adding the hat, adding the scarf) Ask, *Which one of these do you have to do in the right order if you want to make a snowman?*

Print concepts

Discuss the break in the story pattern on page 8. Share with students the problem-solving strategies you observed them using. For example, *I noticed that some of you read “Oh no!” with lots of expression.* Acknowledge that the exclamation mark cues the reader to read expressively.

Point out positive reading strategies that you observed during the lesson. For example, *I saw some of you struggle with the word comes, so you skipped the word and read on to the end of the sentence. Then you went back and figured it out. Good for you. That's what good readers do.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

Make a Snowman

Have students use the BLM to decorate their own snowman by adding eyes, arms, a nose, a scarf, a hat, etc. Encourage them to write a sentence about their snowman. Have them tell a partner the order in which they added items to their snowman.

Word Building

Students can practise making high-frequency words from the text in a Literacy Centre using plastic or card letters.



Home Links

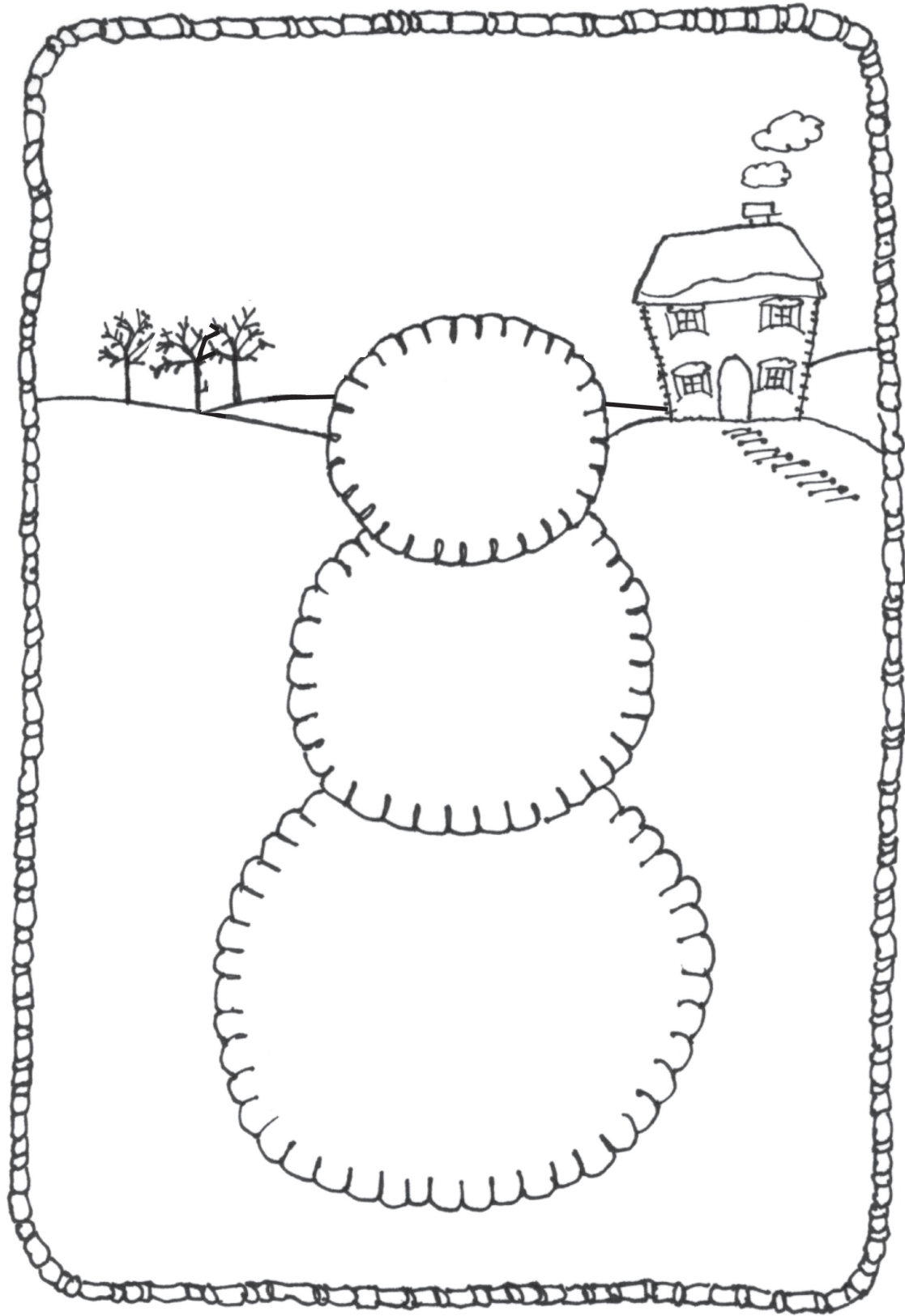
Have students take home a reproducible version of this text. See www.lpey.ca.

Sequencing

High-frequency words

Make a Snowman

Name: _____



The Snowman



Written by Anne Brailsford

Illustrated by June Bradford

Text Type: Fiction: Retell — Realistic Story

Summary: This retelling, by two children who are making a snowman, provides a sequence of steps from start to finish.

For more information on Small-Group Shared Reading, see the Reading Guide for kindergarten.

Text Features

Print Concepts

- ▶ repeated language pattern
- ▶ consistent placement of text
- ▶ one line of text on each page (except the final page)
- ▶ exclamation mark

First Reading

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ making connections: text to self

Working with Words

- ▶ tracking print
- ▶ using picture cues to support word recognition
- ▶ beginning to use initial letters to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ participate by joining in with the reading
- ▶ track print
- ▶ make text-to-self connections
- ▶ sequence the steps involved in making a snowman
- ▶ begin using picture cues and initial letters to read unfamiliar words



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Hold up your copy of the book so that all students can see it. Ask, *Do you like to play in the snow? What makes playing in the snow fun for you? Have you ever made a snowman?* Elicit descriptions from students. Ask students to recall in what order they made the different parts of their snowman. Ask, *Does any part absolutely have to be made first? Are there other parts of the snowman that you can add in a different order?*

ESL Note:

Have pictures of children playing in the snow available for ESL students who are not familiar with snow to look at. ESL students will benefit greatly from listening to their classmates share their experiences making snowmen.

Text features

Read the title and the names of the author and illustrator. *The title of this book is The Snowman, and the author is Anne Brailsford. The person who created the pictures is June Bradford.*

Making connections: text to self

Setting a Purpose

Say, *In this story we'll read about two girls who make a snowman. As we read, let's see if the girls make their snowman the same way you make yours.*



DURING READING

Print concepts/ tracking print

Say, *Let's start on the first page.* Tell students, *In this book the words match very closely to the pictures, so let your eyes move back and forth from the words to the pictures. You'll find that it's easy to follow the text because it is always in the same place.* Begin to read the first page, finger tracking beneath each word.

Building confidence

Invite students to join in the reading when the pattern has been repeated a couple of times. Read the first part of the line, *"We make _____"*, pausing after *make*. Encourage students to fill in the missing word. If there is any confusion, remind students to look at the pictures for more information, or look at the first letter of the word and guess what would make sense.

Language predictability

Pause at challenging vocabulary, (e.g., *body*) and ask questions to explore meaning.



AFTER READING

Sequencing

Ask, *What steps did the girls take to make their snowman? What did they do first? What did they do next?*

Making connections: text to self and comparing

Ask, *Did the girls make a snowman the way you do? How is the girls' snowman the same as/different from snowmen you have made?*

Inferring

Ask, *What always happens to snowmen after awhile?* Show page 8 to students and reread the words, *"Oh no! Here comes the sun."* Ask students what they think will happen next.

**Making connections:
text to self**

Ask, *Have you ever seen your snowman melt? How did it make you feel?*
Encourage students to express more than one feeling, e.g., as well as feeling sad that the snowman is vanishing, they might feel happy that spring is on its way.

Second and Further Readings

For rereadings of the text, give each student a copy of the book, but continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your copy of the book and by assisting individual students when necessary.

For each rereading, we suggest that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print Concepts, Book Handling, and Text Features

Print concepts

Give students opportunities to develop print concepts and to practise tracking print. Note students' ability to do one or more of the following:

- ▶ locate particular words on a page (first word, last word)
- ▶ match one-to-one on each page
- ▶ track print from left to right
- ▶ move from left pages to right pages
- ▶ turn pages correctly
- ▶ frame and count the words on a page (to reinforce the concept of a word)

Prompt students as required before, during, and after reading.

Text features

Review the title and the names of the author and illustrator. Ask students to look for this information on the title page.

Print concepts

Look at the exclamation mark on the last page and discuss its function. Ask, *Why do you think there is an exclamation mark after "Oh no"? How do you think the author wants us to feel when we read this?*

Focusing on Comprehension

**Making connections:
text to self**

Ask, *What part of the snowman did the girls make first? How did they make it? The book doesn't show you how they made the big snowballs for the two parts of the body, does it? How do you think they did that? How do you do it? Do you make arms for your snowmen? What do you use? How do you make the eyes and nose? Do you make a mouth? Do you dress your snowman?* Continue through until the end of the text. Reinforce how readers obtain information. Tell students, *We can find out what is happening in a book by looking at the words and the pictures and then we can compare it to our own experiences.*

Sequencing

Make a T-chart entitled "*The Snowman* by Anne Brailsford." Write the following question at the top of the chart: "Does this book show a good way of making a snowman?" Write "Yes" and "No" on the T-chart just below the question.

Ask students to think about the question and invite them to put a check mark under either "Yes" or "No." When the chart is complete, gather students together and ask them to justify their response. Prompt students by asking, *Why is this a good way to make a snowman? Why is it not? Does the order matter?*

Letter knowledge

Phonological and phonemic awareness



Home Links

Have students take home a reproducible version of this text to read chorally with family members. See www.lpey.ca.

Sequencing

Making connections: text to text

High-frequency words

Working with Words

Highlight a word that starts with a particular letter, e.g., “m” (*make*) or “w” (*we*). With a partner, students can locate all the places they see that letter at the beginning of a word.

Orally stretch out words from the text. For example, say, *Let’s say the word we very slowly.*

Make up rhymes based on words from the text (e.g., *make: bake, cake, take, lake, rake, shake, snake*).

Rereading

Provide opportunities for each student to reread the book with a partner.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students’ needs.

How to Make a Snowman

Using Shared Writing, make a step-by-step procedural text on how to make a snowman. Individual students or pairs of students could work together to paint, draw, or make cut-and-paste pictures of a particular stage of making a snowman. When the pictures are completed, the written text from *The Snowman* could be added. The pages could then be bound and the book could be placed in the class library.

Discussing Snowmen

Talk about the song, “Frosty the Snowman.” Discuss the way he was made (he had a “corn cob pipe and a button nose, and two eyes made out of coal”). In stories, snowmen often seem to have eyes made of coal, but it isn’t easy to find any more. What do students use instead? Ask, *What did Frosty do at the end of the song? Do you think a snowman could really do that? Why not?*

Ask students to look for and frame known high-frequency words (*a, the, no, we*).