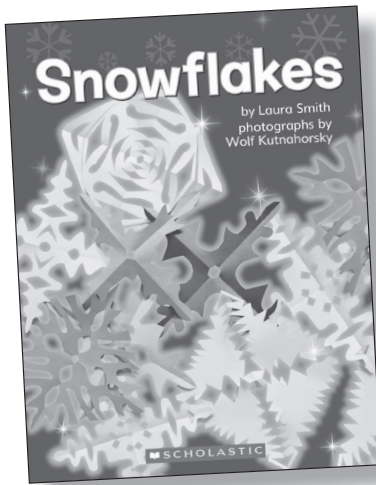


# Snowflakes



*Written by Laura Smith*

*Photographed by Wolf Kutnahorsky*

**Text Type:** Non-fiction: Procedure — Instructions

**Guided Reading Level:** D

**Summary:** This procedural text provides a set of instructions that describe how to make a paper snowflake.

**Word Count:** 41

**High-Frequency Words:**

*a, am, and, can, I, made, make, the, to, you, your*

## Text Supports

- ▶ consistent placement of text
- ▶ supportive photographs help to identify the procedure and needed supplies
- ▶ labels
- ▶ instructional steps are treated differently than page numbers

## Possible Text Challenges

- ▶ inset image of paper folding may be unfamiliar
- ▶ some sentences wrap to the next line
- ▶ command sentences, with verb at beginning, may be unfamiliar
- ▶ numbered steps
- ▶ commas

## Reading Strategies

### Comprehension

- ▶ sequencing

### Working with Words

- ▶ using photographic cues and background knowledge to support word recognition
- ▶ recognizing high-frequency words
- ▶ building compound words

## Assessment Opportunities

Note each student's ability to:

- ▶ follow the sequence of steps in the procedure
- ▶ navigate the text layout and features of a set of instructions
- ▶ maintain fluency while reading a wrapped sentence
- ▶ use photographic cues and background knowledge to help recognize unfamiliar words
- ▶ recognize high-frequency words
- ▶ build compound words

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Grade One Reading Guide.



# BEFORE READING

**Making connections/  
sequencing**

## **Activating and Building Background Knowledge**

- ▶ To connect the reading strategy of sequencing to students' background knowledge, ask them what steps are needed to make or create a common item, such as a jam sandwich. Record the students' suggestions.

*Have you ever made a jam sandwich? What did you need to make the sandwich? What did you do first? Next?*

**Predicting**

- ▶ As the instructions are written, demonstrate how numbers are used to indicate the order of steps.

- ▶ Show students the cover of the book and read aloud the title and the author's and illustrator's names. Show the back cover and ask students to predict what the book is about.

*The front cover of this book gives us a hint about what the book might be about. The back cover tells us what the book is about. Let's look at both. What do you expect to find in this book?*

### **ELL Note:**

For students who have never experienced snow, you might show them pictures of winter scenes and have a discussion about snow.

## **Discussing Supports and Challenges**

**Predicting/synthesizing**

- ▶ Hand out a copy of the book to each student.
- ▶ Look through the book with the students to verify their predictions. As you turn each page, compare the layout with the group's instructions for making a jam sandwich. Point out the illustrations and how the text is arranged in numbered steps.

**Word solving and building**

- ▶ Have students turn to page 3 and invite them to look for clues in the photographs that will help them recognize unfamiliar words in the text, such as 'tape,' 'scissors,' 'paper.' Then have them turn to page 4 and point out the verb at the beginning of the sentence.

*Look at page 3, there's a picture of scissors. Can you find the word 'scissors'? How do you know that says 'scissors'? Now look at page 4, it looks like the boy is going to fold the paper. Can you find the word 'fold'?*

**Sequencing**

## **Setting a Purpose**

- ▶ Focus the readers on a comprehension purpose.

*Let's read to find out what you have to do to make a snowflake.*

**Teaching Tip:** You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).



## DURING READING

Self-monitoring  
Self-monitoring  
Predicting  
Evaluating/synthesizing  
Self-monitoring

- ▶ Ask each student to read the book independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them with interpreting the illustrations, word solving and punctuation. Respond to comprehension queries and offer occasional comprehension prompts to help them to problem solve. Possible prompts:
  - Does that match the picture? Look at the picture and the words and make sure they match.
  - What can you do to help you figure out that part of the instructions?
  - What do you think the next step is?
  - Do you think the boy's instructions are clear? Can you think of other ways to give the same information?
- ▶ Comment on any effective reading strategies you observed.

*When Ivy was reading she asked why there were two numbers on some pages. Then she looked again and saw that one of the numbers was the page number and the other was the number of the step.*



## AFTER READING

Sequencing  
Analyzing  
Sequencing  
Predicting

- ▶ Revisit the purpose for reading: What do you have to do to make a snowflake?
- ▶ Extend comprehension by offering prompts to initiate discussion:
  - What materials did the boy use to make a snowflake?
  - What was the first thing he did? What did he do next? What did he do after that? And then what did he do?
  - When he was finished, what do you think the boy did with the snowflake?

*What did the boy do first? Next?*



### Home Links

Provide students with a copy of the take-home text. See [www.lpey.ca](http://www.lpey.ca).

## 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 match your students' needs.

### ***Make Snowflakes***

- ▶ Students can make their own snowflakes by folding and cutting squares of coloured paper.

### ***Make Connections***

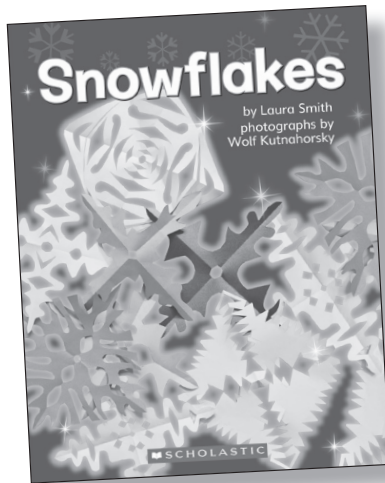
- ▶ Connect the class's 'How to Make a Jam Sandwich' and the text *Snowflakes* with other procedures in the classroom, for example, how to line up, how to check your work, and how to listen. Review these procedures as well as classroom schedules, fire drill instructions, and seating plan. As each classroom example is reviewed, reinforce sequential words, such as ordinal numbers and, 'next,' 'after,' 'then,' 'finally,' and so on.

**Making connections/  
sequencing**

**Word solving and building**

- ▶ Invite students to build compound words using the word 'snow.'

# Snowflakes



Written by *Laura Smith*

Photographed by *Wolf Kutnahorsky*

**Text Type:** Non-fiction: Procedure — Instructions

**Summary:** This procedural text provides a set of instructions that describe how to make a paper snowflake.

For more information on Small-Group Shared Reading, see the Toolkit at [www.lpey.ca](http://www.lpey.ca) and the Grade One Reading Guide.

## Text Features

### Visual Literacy

- ▶ title in large coloured font
- ▶ required materials are well supported by labels and images
- ▶ photographs are highly supportive of text
- ▶ instructional steps are treated differently than page numbers
- ▶ page numbers are embedded in snowflake image

### Print Concepts

- ▶ consistent placement of text
- ▶ commas
- ▶ one and two sentences per page

## First Reading

### Reading Strategies

#### Comprehension

- ▶ sequencing

#### Working with Words

- ▶ using photographic cues to support word recognition
- ▶ building awareness of 'action' words or verbs
- ▶ recognizing high-frequency words

### Assessment Opportunities

Note each student's ability to:

- ▶ follow the sequence of steps in the procedure
- ▶ use photographic cues to help recognize unfamiliar words
- ▶ recognize high-frequency words



## BEFORE READING

### Making connections

#### Activating and Building Background Knowledge

- ▶ Before introducing the book, build student's background knowledge about paper folding and cutting by providing them with an opportunity to experiment with folding and cutting paper with scissors. Demonstrate how to make a fold, and then observe the students.

*You each have a piece of paper and a pair of scissors. Take some time to discover what shapes and designs you can make by folding and cutting your paper.*

### Sequencing

- ▶ Develop the concept of sequencing by encouraging students to describe how they made their shapes. As students describe what they did, make note of sequencing words they use, such as 'first,' 'then,' 'next,' 'after,' and so on. Record these words on a chart.

*Isn't it amazing how many very different designs we made with just a piece of paper and some scissors.*

### Predicting

- ▶ Introduce the text by looking at the cover photographs and the back cover text.

*The back cover says, "Let's make snowflakes." What do you expect to find in the book?*

### Sequencing

#### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*Let's read this book to find out what you have to do to make a snowflake?*

**ELL Note:** For students who have never experienced snow, show them pictures of winter scenes and have a discussion about snow.



## DURING READING

### Sequencing/predicting

- ▶ Hand out the books so that each student has a copy.
- ▶ Stop at each page and have students look closely at each photograph. Ask students to identify what is happening on each page and use prompts that promote sequencing and predicting:
  - What's the first thing the pictures tell us?
  - What's the next thing we see?
  - What do you think will come after this page?
  - What's the last step?
  - What do you think will happen next?
- ▶ Turn to page 2 and invite participation in the reading.

*We've had a good look through this book and we know that the boy in the picture is teaching us how to make a paper snowflake. Now let's read the book together.*

### Working with words

- ▶ Write the word 'snowflake' on a piece of paper. Read the word to the students and then cut the paper between the words 'snow' and 'flake.'

*Some words are made of two words. 'Snowflake' has two parts. Now we have two words, 'snow' and 'flake.'*



## AFTER READING

### Sequencing

- ▶ Provide a prompt related to the purpose for reading: What do you have to do to make a snowflake?
- ▶ Expand the discussion. Possible prompts include:
  - Why are the numbers 1, 2, 3, and 4 on these pages?
  - Which number do you think of when I say ‘first?’ ‘Second?’ ‘Third?’ ‘Fourth?’
  - If you are on step two, which step comes next?
  - Which step comes after that?

*How did the boy make a snowflake? What did he do first? Next?*

## Second and Further Readings

For rereadings, give each student a copy of the book and choral read the text. Depending on the needs of your students, focus on a balance of the following three areas.

### Tracking print/print concepts

### Print Concepts, Tracking, and Book Handling

- ▶ Continue to support the development of print concepts, tracking and book handling by using your copy of the text to demonstrate and to verbalize key ideas (tracking print over two lines, using photographic cues to help identify words, and pointing out the commas).

### Evaluating

### Focusing on Comprehension

- ▶ Invite students to reread the text with a focus on evaluating.
- ▶ During reading, pause and offer prompts:
  - What else can you make by folding paper?
  - Have you ever made a snowflake before? How did you do it?
  - What else could you make with scissor, tape, and paper?

*When we read together, think about how you would feel if you had made the snowflake.*

**Teaching Tip:** You can change the comprehension focus each time you read to help students to focus on different ideas. For example, to highlight Analyzing you may decide to ask, “What did the boy need the tape for?” For more information, see the Small-Group Shared Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).

### High-Frequency words

### Working with Words

### Word solving and building

- ▶ Focus on word recognition by having students:
  - find the words ‘a,’ ‘am,’ ‘and,’ ‘can,’ ‘I,’ ‘made,’ ‘make,’ ‘the,’ ‘to,’ ‘you,’ and ‘your’ in the text
  - take the compound word ‘snowflake’ and think of other compound words that begin with ‘snow.’





### **Home Links**

Provide students with a copy of the take-home text to read chorally with family members. See [www.lpey.ca](http://www.lpey.ca).

### **Word solving and building**

## **Rereadings**

- ▶ Provide opportunities for students who are sufficiently comfortable with the text to reread the book with a partner. They can take turns finger tracking.

## **Focused Follow-Up**

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

### ***Make Snowflakes***

- ▶ Students can make their own snowflakes by folding and cutting squares of coloured paper.

### ***Writing Instructions***

- ▶ As students create their snowflakes, provide them with a template to list the steps. The instructions may be illustrated. Once complete, each student describes the steps orally to a partner, using 'action' and sequencing words.

### ***Sentence Strips***

- ▶ Write each step from the book on a sentence strip, omitting the numbers. Ask students to arrange them in the correct order.

### ***Building Words***

- ▶ Provide students with magnetic letters and ask them to make the word 'flake' from 'snowflake.' Provide the letters 'm,' 'b,' 'r,' and 't.' Encourage students to describe orally how to turn the word 'flake' into 'make,' 'bake,' 'rake,' and 'take.'