

TEACHERS' GUIDE

Just SNOW Already!

SUGGESTED GRADE LEVEL: K - 2nd



ABOUT THIS STORY

SYNOPSIS

Nothing is as fun as snow. At least that's what one little boy thinks. But while he stares up at the sky, he misses all the excitement down on the street. There goes a fire engine and a monster truck! And are those monkeys!?

Just SNOW Already! captures children's love of snow and their frustration with waiting. Bursting with hilarious details, it offers a humorous observation about living in the moment and noticing what's around you.

THEMES IN THE STORY

- Living in the moment
- Frustration
- Patience



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Suggested grade level: K - 2nd

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence.

Standards listed below are for 1st grade, but can be adapted to kindergarten or 2nd grade standards.

BEFORE VIEWING

Standards: *CCSS.SL.1.1*

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure: Build background by discussing the following points with students:

- Show an image of the cover of the book. What is the little boy looking at outside the window? *Raise hands and share.*
- Based on the cover picture and the title, what do you think the boy is feeling? *Raise hands and share.*
- Do you get excited for the snow? *Thumbs up, thumbs down.*
- What are some other things that really excite you? *Think, pair, and share.*
- How do you feel when something you want to happen doesn't happen? *Raise hands and share.*

DURING VIEWING

Standards: *CCSS.SL.1.2*

Objective: Students will watch the story and answer questions.

Procedure: Stop the video at appropriate parts to ask questions or pose prompts from the suggested list below:

- What does Dad tell the little boy in the morning? How does he feel?
- When the little boy looks outside, what does he see?
- During breakfast, what are some of the things that reminded him of snow?
- When he peeks outside, he says he doesn't see anything happening. Do you agree?
- Is the little boy being patient? How do you know?
- Do you agree that waiting is boring? What could the little boy do so he isn't bored?
- What are some of the things he wants to do when the snow comes?
- What are some of the things happening outside that the little boy doesn't notice?
- Why don't you think he notices all of the different things happening outside?
- When he starts to think it will never snow again, how does that make him feel?

DURING VIEWING – CONTINUED

- After his snack, what finally happens?
- How is he feeling when he gets outside? How do you know?
- The little boy says, “Nothing is as fun as snow!” Do you agree?

AFTER VIEWING

Reading Focus: Imagery/Summarizing

Standards: *CCSS.RL.1.7*

Objective: Students will look closely at illustrations, then draw their own, in order to summarize the events from the beginning, middle, and end.

Materials:

- Story Map worksheet (*page 8*)
- Pencils
- Crayons

Procedure:

1. The teacher will choose a few different illustrations from the story and have the students point out all the details that they see. They will discuss how the picture tells more about what is happening than the actual words.
2. Next, the teacher will emphasize the importance of the illustrations in this story and how they add to our understanding.
3. Students will then be asked to discuss the beginning, middle, and end of the story in small groups in order to summarize it.
4. When the groups finish, the teacher will review these events with the students.
5. Finally, students will be given **Story Map** worksheets to draw the beginning, middle, and end with as many details as they can.
6. Story Maps can be shared with the class or hung for all to see!

READING RESPONSE

Standards: *CCSS.RL.1.1*

Objective: Students will answer the prompt using at least two details from the text to support the response.

Reading Prompt: In the story, the little boy keeps saying that there is nothing going on outside because he doesn’t see any snow. Explain why he is wrong, using at least two details from the illustrations and the text.

“The boy is wrong, because in the illustrations I can see...”

WRITING – OPINION

Standards: *CCSS.W.1.1*

Objective: Students will write an opinion piece using grade-appropriate sentence structure and spelling to explain how they feel about snow.

Materials:

- **Opinion Writing Web** worksheet (*page 9*)
- Writing paper
- Pencils

Procedure:

1. The teacher will ask the students what the little boy is waiting for throughout the story. After the students determine that he can't wait for it to snow, have them brainstorm different things that can be done when it snows.
2. Create a list of things that can either be good or bad when it snows. Examples: no school, sledding, snowball fights, icy streets, cold weather, hot chocolate, etc.
3. Next, tell the students that they are going to give their opinion on whether or not they like it when it snows. Remind them that they should include details to support their opinion.
4. The teacher will write the topic sentence on the board for the students to write in the middle of their **Opinion Writing Web** worksheet. Example: I like when it snows. I do not like when it snows.
5. In the remaining bubbles on the Web, students will choose examples or reasons from the brainstorm list to support their opinions.
6. Students can meet with the teacher to review their ideas before moving on to writing their complete sentences.
7. This lesson may take several days in order to complete the writing process.
8. When their final drafts are finished, students can share their writing with the class or teacher can display for all to read.

SCIENCE – CREATE YOUR OWN SNOW

Objective: Students will mix materials in an experiment in order to create their own fake snow.

Materials:

- Teacher-selected video about how snow is created
- Plastic containers
- Baking soda
- White hair conditioner
- Measuring cups
- Forks

Procedure:

1. The teacher will ask the students what they know about how snow is made.
2. After a class discussion, the students will view the teacher-selected video about snow/precipitation.
3. Next, they will discuss the process that they learned in the video.
4. Then, the teacher will distribute materials to students in groups.
5. Each group will have a container, baking soda, white hair conditioner, measuring cups, and forks.
6. Students will measure half a cup of white hair conditioner and put it into the container.
7. Students will add three cups of baking soda into the container and stir.
8. The snow consistency should be good for packing and making different shapes.
9. Allow the students to create different shapes, like a snowman or snowballs.

Note: The amount of snow created can be adjusted based on the amount of students and groups. Keep in mind that for every half cup of white hair conditioner, three cups of baking soda is needed.

PHONICS – WRITING IN THE SNOW

Objective: Students will write letters and words in the snow to practice reading and phonics.

Materials:

- Trays
- Colored construction paper
- Sugar

PHONICS – CONTINUED

Procedure:

1. Teacher will place a piece of colored construction paper underneath or inside of a clear plastic tray/container.
2. Pour enough sugar into the tray to cover the bottom.
3. Have students write in the “snow” to practice their writing skills. Examples: Letters, their names, word families, sight words, etc.
4. Gently shake the sugar in the tray back and forth to cover the bottom again before practicing the next letter or word.

Name: _____

Date: _____

JUST SNOW ALREADY! **STORY MAP**

Beginning

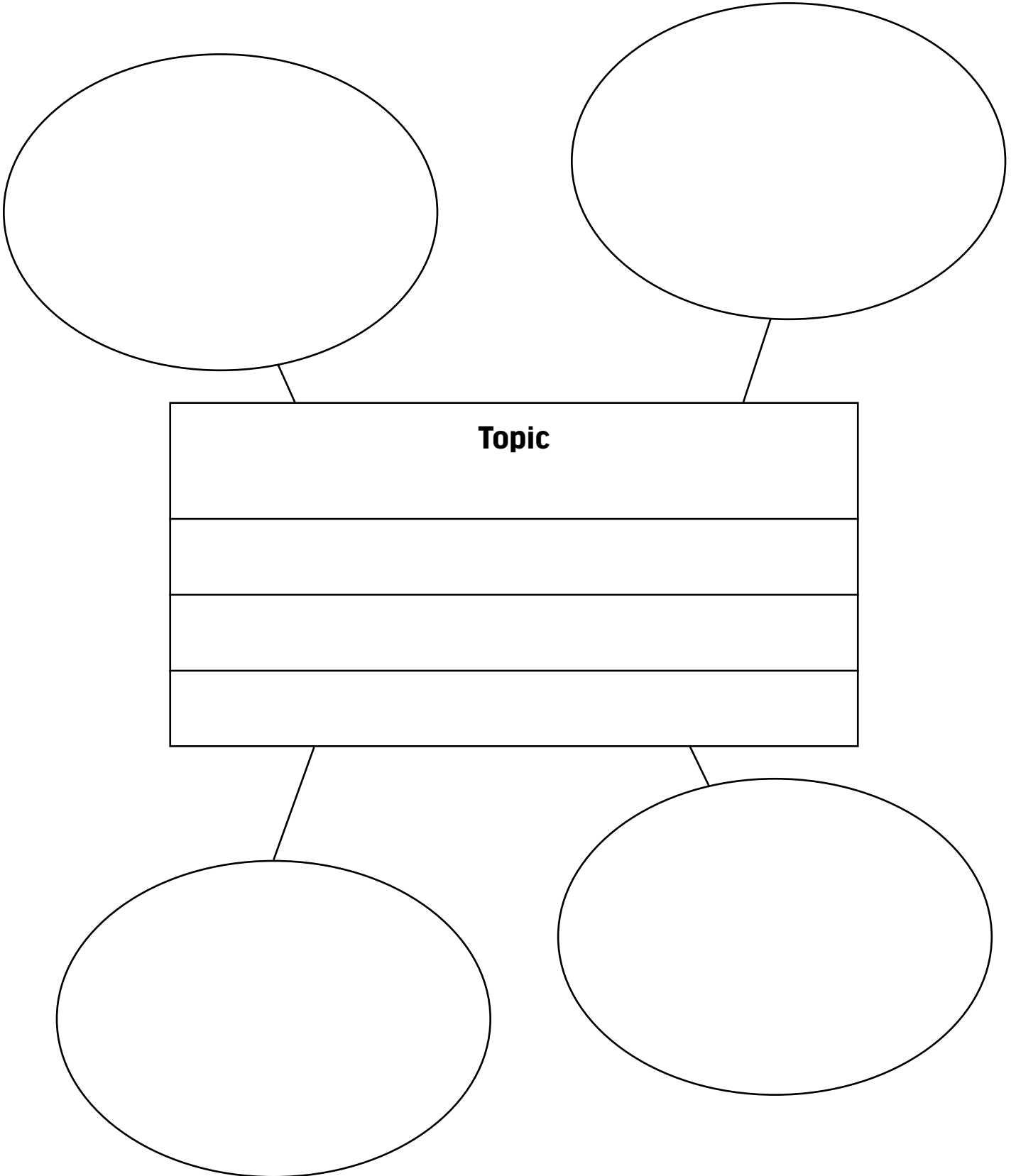
Middle

End

Name: _____

Date: _____

OPINION WRITING WEB



ABOUT THIS GUIDE

This guide enhances the ELA curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.