

Book Summary

This story shows how the children's activities are influenced by the weather conditions over the period of a week.

Repeated Phrases

_____ was a _____ day.
We went outside to play.
_____ was a _____ day.
We stayed inside to play.

Text Type – Poem

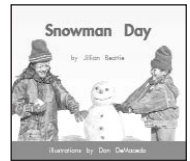
Materials

- copies of words and punctuation for this book from page 118
- copies of BLM, pencils, scissors, glue
- newspaper weather pages, cards displaying days of the week and weather symbols, a cardboard box, a long strip of paper, scissors

Snowman Day

by *Jillian Beattie*


illustrations by *Don DeMacedo*



Set D

Skills and Strategies

Reading *Snowman Day* will reinforce the following objectives and give the children the opportunity to:

- W** identify and read high-frequency or interest words
- S** emphasize left-to-right movement to reinforce directionality
- T** monitor reading and ensure that it is making sense, using meaning and structural and visual information from the story
-  selection information from the story for a specific purpose

Word Study

- High-frequency words: Day, a, day, We, went, to
- Punctuation: periods, exclamation point, capital letters
- Phonics and phonemic awareness:
 - S, s – Saturday, Snowman, Sunday, snowy, stayed, stormy, sunny
 - W, w – We, Wednesday, was, went, windy
 - onsets and rimes – d/ay, pl/ay

Speaking and Listening

Use this text to help the children:

- predict the story line using illustrations from the book;
- sequence the story using own words.

The Guided Reading Lesson Plan

Introducing the text

Discuss what day of the week it is and what the weather is like today. Compare the weather today with the weather yesterday. Introduce the idea of symbols to show how we represent different types of weather.

Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the illustrator to the children. Now use the outline below to support the children as they read and discuss their way through the book.

Cover – What are the children doing in this picture? What would the weather be like?

Title page – Together, read the title and the names of the author and the illustrator again. What kind of weather do you think this picture shows?

Page 3 – Where are the children playing? What is the weather like? How do you know? What do you like doing on sunny days?

Pages 4 and 5 – What day comes after Monday? Ask the children to identify the word “Tuesday” on page 4. How can we tell that it is a windy day?

Pages 6 and 7 – What are the children doing now? What sort of weather is it today? Ask the children to find the capital “W” and the lowercase “w” on page 6.

Page 9 – Why aren't the children playing outside today? Do you think they will play outside on Friday?

Page 11 – Were you right? What do you do on a stormy day? Discuss the difference between a wet day and a stormy day.

Pages 12 and 13 – What is happening in the picture now? How do you think the children feel? Identify the capital “S” and the lowercase “s” on page 12.

Page 15 – Why are the children putting on their boots and gloves? What do you think they will do in the snow?


Page 16 – Were you right? Identify the exclamation point and discuss its purpose.

The children can now read the book again independently.

Revisiting the Text

- Make some cards for the days of the week and weather symbols. Ask children to recall the sequence of the story by putting the cards in the correct order.
- Discuss the use of capital letters in the days of the week.
- Using the words and punctuation for this book from page 118, reassemble the sentences with the children.

Following Up

-  Select information from the story for a specific purpose.
- Take an old cardboard box and cut a rectangular hole in one side to make a TV screen. Make long slits on both sides of the box close to the side that has the rectangular hole. Divide a long strip of paper into seven equal parts. Have each child illustrate and write about the weather for one day on one segment of the paper. Slide the strip of paper through the slits in the sides of the TV. Present their pieces to the class like a TV weathercaster.
- B** On the BLM activity opposite, children practice writing the high-frequency word “day” and matching weather symbols with the text.