

## Book Summary

A child talks about features and items of clothing that she and her snowman have in common.

## Repeated Phrases

I have \_\_\_\_.

My snowman has \_\_\_\_.

## Text Type – Procedural

### Materials

- copies of words and punctuation for this book from page 129
- copies of BLM, markers, pencils
- cardboard, play dough, fabric, sticks, beads, paper, a selection of warm clothing: hat, coat, scarf

# My Snowman

by Clare Bowes

illustrations by Robert Milne

Set E



## Word Study

- High-frequency words: I, My, a, has, is, like, me
- Punctuation: periods, exclamation point, capital letters
- Phonics and phonemic awareness:
  - h – has, hat, have
  - M, m – My, me, mouth
  - s – scarf, snowman
  - compound word – snowman
  - plurals – arms, eyes
  - onsets and rimes – h/as, h/at

## Speaking and Listening

Use this text to help the children:

- respond to simple questions about the content of the story;
- sequence the story using own words.

## The Guided Reading Lesson

### Introducing the text

Bring in a selection of warm clothing to stimulate the discussion. Encourage the children to share their ideas and experiences about playing in the snow, snowmen, and the clothing we need to wear to keep warm.

### Reading and discussing the text

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

*Cover – What is the same about the girl and her snowman?*

*Title page – Together, read the title and the names of the author and the photographer again. What do you think the girl used to make her snowman?*

*Pages 2 and 3 – Why has she put sticks into the snowman?*

Read and reinforce the structure of the text, highlighting the word “has.”

*Pages 4 and 5 – What do you think she is showing us?*

*What will the words tell us this time? What has she used to make the eyes?*

*Page 7 – What is this picture showing us? How did she make the nose? What else could she have used?*

*Pages 8 and 9 – What has she made now? What will the word “mouth” begin with? Do you know any other words that begin like this?*

*Page 10 and 11 – Discuss the clothing the girl has on and why she might be putting a scarf on the snowman. What do you think the words will say this time? Reinforce the use of the word “has” and ask the children to identify it in the text.*

*Pages 12 and 13 – What is she putting on the snowman now? What do you think this word will look like? Encourage the children to articulate the sounds of the words “hat” and “has” and identify the different consonant sounds at the end.*

*Pages 14 and 15 – What does the snowman have on now? How would this word begin? Clarify that the sounds of “c” and “k” are the same.*

*Page 16 – Identify all the things that the snowman and the girl have in common. What do you think the text will say on this page?*

*The children can now read the book again independently.*

### Revisiting the Text

- Using the warm clothing from the introduction, dress one of the group up as the snowman.
- Identify the capital letters on each page and discuss why they have been used at the beginning of each new sentence.
- Using the words and punctuation for this book from page 129, reassemble the sentences with the children.

### Following Up

 Write labels or captions for a specific purpose.

- Have the children create a play dough snowman, adding facial features, arms, and simple clothing. Write two or three captions using the text structure and place these around the snowman, for example, “A hat,” “A nose.”

 On the BLM activity opposite, children fill in the snowman template using the instructions provided.