

Winter Language Arts

Setting:

Character:

the girl _____ snowball

What Happened?

Name: _____ RL

The last time it snowed, the neighborhood kids built a snowman. They spent all day making him. They named him Fred and even had a snowball fight nearby so Fred could watch. However, the weather warmed up on Tuesday. In the afternoon, the sun came out. Icicles started to drip away. Fred was big and tough. However, even Fred started to melt. Some kids came to check on Fred near dinnertime. He was almost a puddle by then. The kids wished he was still whole. They agreed to remake Fred the next time it snowed.

1. What did the kids do after making Fred?

2. What happened to Fred when it warmed up?

3. What did the kids do after Fred melted?

How does the character face his or her problem?

Why do the events happen?

Building a Snowman

Name: _____

When it snows, one of the most fun activities is building a snowman. To build a snowman, you make three snowballs. Once that is done, continue to roll until it is much larger. This will be the body. Repeat the same process but make the next level a little smaller. This will be the head. Stack the medium sized ball on the large one. Put the smallest one on the top. Now, give the snowman eyes, a nose, arms, and a smile. You can even add a hat and scarf.

How many snowballs are used to make a snowman?

What does the smallest snowball go?

What should be added at the end?

©Jessica Tabin, Elementary Nest

What's Included

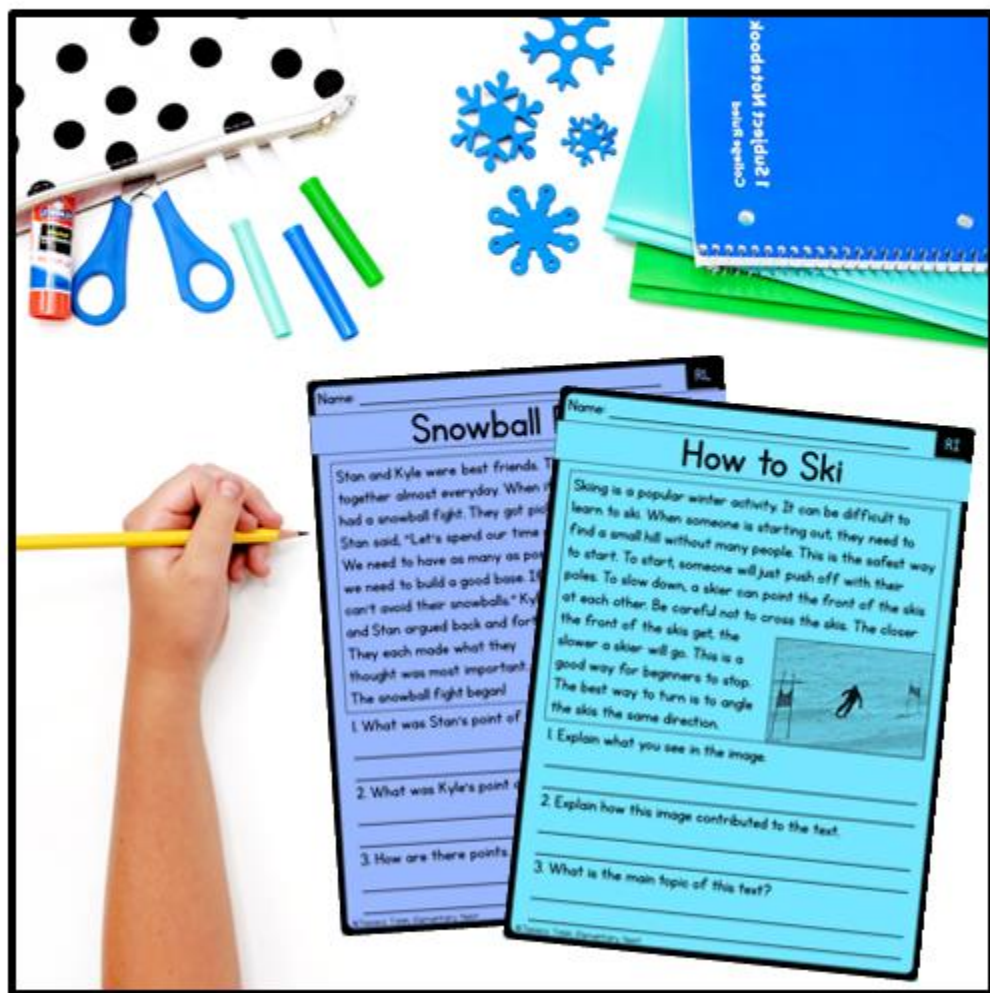
Each domain will have 3-4 activities.

The domains are:

- Reading Literature
- Reading Informational
- Writing
- Speaking and Listening
- Language
- Foundational Skills

There will be a mix of:

- partner activities
- whole group activities
- independent activities
- small group options



Standards-Based

All of these activities are standards-based activities. What makes these unique is that they are themed to a holiday or a season!

Domain	Skills Hit
Reading Literature: RL	RL.1.6/RL.2.6- Point of View RL.1.1/RL.2.1- Ask and Answer Questions RL.1.2/RL.2.2- Recounting a Story RL.1.7/RL.2.7- Illustrations
Reading Informational: RI	RI.1.7/RI.2.7- Images in a Text RI.1.1/RI.2.1- Ask and Answer Questions RI.1.4/RI.2.4- Unknown Words RI.1.2/RI.2.2- Main Topic
Writing: W	W.1.2/W.2.2- Informative Writing Practice W.1.2/W.2.2- Informative Writing W.1.5&6/W.2.5&6- Editing and Publishing W.1.5&6/W.2.5&6- Editing and Publishing
Speaking & Listening: SL	SL.1.3/SL.2.3- Strong Responses SL.1.2/SL.2.2- Read Aloud Questions SL.1.6/SL.2.6- Producing Complete Sentences
Reading Foundational Skills & Language: RF, L	L.1.1.g/2 nd Review- Conjunctions L.1.1.i/2 nd Review- Prepositions RF.1.3.d&e/RF.2.3.c- Two-Syllable Words L.1.1.d/2 nd Review- Possessive Nouns

Reading Literature

Name: _____ RL

Snowball Fight

Stan and Kyle were best friends. They played outside together almost everyday. When it snowed yesterday, they had a snowball fight. They got picked on the same team. Stan said, "Let's spend our time making lots of snowballs. We need to have as many as possible." Kyle replied, "I think we need to build a good base. If we don't have one, we can't avoid their snowballs." Kyle and Stan argued back and forth. They each made what they thought was most important. The snowball fight began!



1. What was Stan's point of view on what to do?
2. What was Kyle's point of view on what to do?
3. How are these points of view on what to do different?

© Jessica Tobin, Elementary Nest

Name: _____ RL

What Happened?

The last time it snowed, the neighborhood kids built a snowman. They spent all day making him. They named him Fred and even had a snowball fight nearby so Fred could watch. However, the weather warmed up on Tuesday. In the afternoon, the sun came out. Icicles started to drip away. Fred was big and tough. However, even Fred started to melt. Some kids came to check on Fred near dinner time. He was almost a puddle by then. The kids wished he was still whole. They agreed to remake Fred the next time it snowed.



1. What did the kids do after making Fred?
2. What happened to Fred when it warmed up?
3. What did the kids agree to do the next time it snowed?

© Jessica Tobin, Elementary Nest

Name: _____ RL

Helping Ms. Frank

Ms. Frank lives two houses down from my family. I like stopping by and visiting Ms. Frank. She lives alone, so I try to keep her company. Last fall, I raked the leaves in her yard for her. She should not have to do things like that. Last weekend, there was a big snowstorm. My dad and I went over to Ms. Frank's house with our shovels. We asked for her permission to work on her driveway. Once she said yes, we got to shoveling. We were able to clean it in just 20 minutes. It felt great to be able to help her out.




1. Who are the characters?
2. What is the setting?
3. What do the characters do for Ms. Frank?

© Jessica Tobin, Elementary Nest

Name: _____ RL

Recess in the Snow

I can't believe we had school today. It snowed 4 inches last night. The best part of my whole day was recess. Our teacher told us that we had to bundle up at 10:00 am. We got to have recess outside in the snow! The snow made everything look so pretty. When we went down the slide, our feet crunched the snow at the bottom. Kelsey fell while she was climbing the playset. She was fine because she landed in the soft snow. After I checked on her, we played some more. It was so much fun!



1. What does the text tell you about the events?
2. What does the illustration tell you about the events?
3. What does the illustration tell you about the setting?

© Jessica Tobin, Elementary Nest

Reading Informational

Name: _____ RI

How to Ski

Skiing is a popular winter activity. It can be difficult to learn to ski. When someone is starting out, they need to find a small hill without many people. This is the safest way to start. To start, someone will just push off with their poles. To slow down, a skier can point the front of the skis at each other. Be careful not to cross the skis. The closer the front of the skis get, the slower a skier will go. This is a good way for beginners to stop. The best way to turn is to angle the skis the same direction.



1. Explain what you see in the image.

2. Explain how this image contributed to the text.

3. What is the main topic of this text?

© Jessica Tobin Elementary Nest

Name: _____ RI

Building a Snowman

When it snows, one of the most fun things to do is build a snowman. To build a snowman, you must first make a snowball. Once that is done, continue rolling it in the snow until it is much larger. This will be the base. Repeat the same process but make the next level smaller. Repeat it again, but even smaller. This will be the head. Stack the medium sized ball on the large one. Put the smallest one on the top. Now, give the snowman eyes, arms, and a smile. You can even add a hat and scarf.



1. How many snowballs are used to make a snowman?

2. Where does the smallest snowball go?


3. What should be added at the end?

© Jessica Tobin Elementary Nest

Name: _____ RI

Snowplow to the Rescue

Streets and roads can become covered with ice and snow in the winter. This is dangerous for cars and passengers. Snowplows can help. Snowplows are shovel-like devices mounted on trucks. They act like a large blade. They clear ice and snow off roads by pushing it to the side. Some trucks are made just for this purpose. Many pickup trucks have snowplows on them only during the winter. Many snowplow trucks also dispense salt onto the road. The salt helps keep new snow and ice from forming and sticking.



1. What does the word mounted mean?

2. What does the word dispense mean?

3. How did you figure out what dispense means?

© Jessica Tobin Elementary Nest

Name: _____ RI

Aren't They Cold?

Penguins live in some of the coldest climates in the world. They can do this because they have some unique features. There is a layer of air under their feathers that keeps them warm when they swim. The feathers are also very thick and help them keep heat in. Penguins can control the blood flow to their flippers. This keeps their flippers warm when they swim. When the temperatures get low, penguins huddle together. Each penguin gets a turn in the middle where it is warmest.



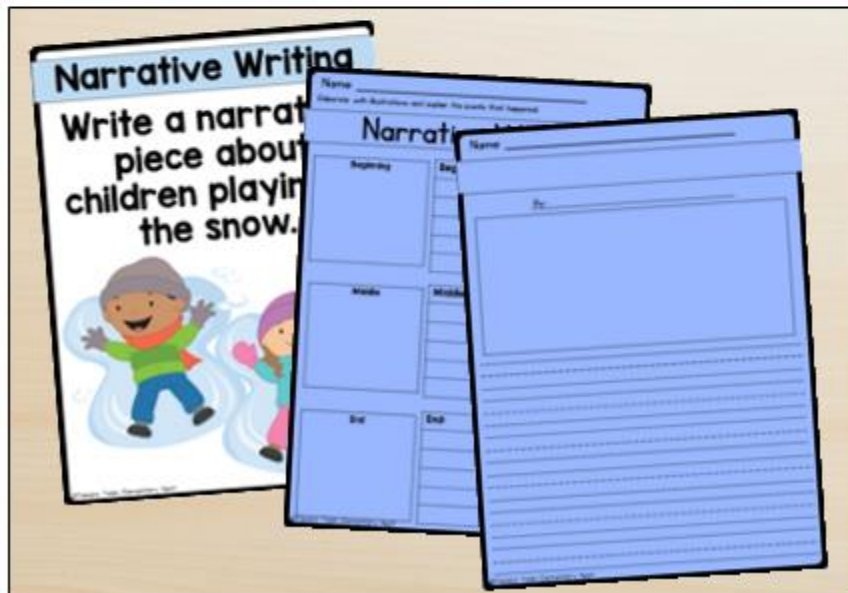
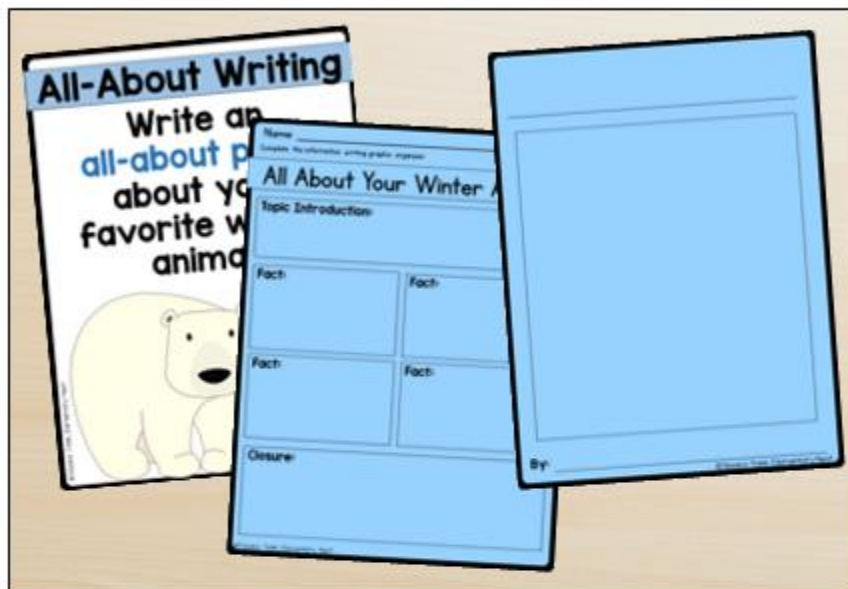
1. What is the main topic of the text?

2. What is a key detail?

3. What is another key detail?

© Jessica Tobin Elementary Nest

Writing



Foundational Skills & Language

Spin a Conjunction

Spin a Conjunction Sentences

Name: _____

Prepositions

Name: _____

Jasmines _____ snow
angel _____

the owl _____ scarf


the reindeer _____ ice
skates _____

the fox _____ skis


the kid _____ snowman

Speaking & Listening

GOOD Responses About Penguins



WEAK Responses About Penguins



I like penguins.


I don't like your idea about penguins.

Yeah, I like what you said about penguins.


I disagree with that idea about penguins because...

I agree with that statement about penguins because...

GOOD Responses About Blizzards



WEAK Responses About Blizzards




Suggested Read Alouds


WINTER FICTION TEXTS

The Shortest Day by Wendy Pfeffer	The Mitten by Jan Brett
There Was an Old Lady Who Swallowed Some Snow by Lucille Colandro	Sneezy the Snowman by Maureen Wright
The Night Before the Snow Day by Natasha Wing	The First Day of Winter by Denise Fleming
A Loud Winter's Nap by Katy Hudson	The Snowy by Ezra Jack


Who is the story about?



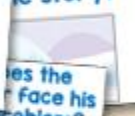
Where does the story take place?




When does the story take place?




What happens in the story?



Why does the events happen?



What problem does the character face?



Character:



Setting:



Character:



Setting:



Setting:



Character:



Instructions Included

Each domain comes with 3-4 activities.

These activities are explained in detail with a teacher instruction page. Consider this your mini lesson guide page!

Speaking & Listening Activities

Activity 1: Strong Responses (SL.1.3, SL.2.3)

Students will work with a partner to sort responses to specific topics. They will pretend that a speaker is discussing penguins and blizzards. Then, they will read each sample response that the listener may give to the speaker, and they will sort these under good responses or weak responses.



Activity 2: Read Aloud Questions (SL.2.2, SL.1.2)

Teacher reads aloud a fictional text to students (suggestion page provided). Students will turn and talk to discuss the story elements for the story using the question cards.



Activity 3: Producing Complete Sentences (SL.1.6, SL.2.6)

Teacher will draw a character and a setting and display them on the board. Students will turn and talk with the partner closest to them to share two complete sentences using the character and settings.



Instructions Included

RL Passages

Passage 1: Point of View (RL.1.6, RL.2.6)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 2: Ask and Answer Questions (RL.1.1, RL.2.1)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 3: Recounting a Story (RL.1.2, RL.2.2)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 4: Illustrations (RL.1.7, RL.2.7)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



RI Passages

Passage 1: Images in a Text (RI.1.7, RI.2.7)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 2: Ask and Answer Questions (RI.1.1, RI.2.1)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 3: Unknown Words (RI.1.4, RI.2.4)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 4: Main Topic (RI.1.2, RI.2.2)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Instructions Included

Writing Activities

Activity 1: Informative Writing Practice (W.1.2, W.2.2)

Students will practice descriptive words, which will help them when adding details to facts. Students will work in a group of 3 to each pull an adjective card and add four adjectives to the strip to describe the noun given. Then, they must share the adjectives with their group members.



Activity 2: Informative Writing (W.1.2, W.2.2)

Students will practice their descriptive writing from activity 1 to write an "all-about" piece. Teacher will put the prompt on the board for students. Students will brainstorm on their prewriting worksheet, then they will turn that into a book on the winter animal.



Activity 3: Editing and Publishing (W.1.5/6, W.2.5/6)

Students will write four to five sentences about each picture. Their responsibility, though, is to include weak sentences. Then, they will trade their weak sentences about the picture with a partner. The partners are responsible for improving their sentences and strengthening the detail in their sentences.



Activity 4: Editing and Publishing (W.1.5/6, W.2.5/6)

Teacher will put the prompt on the board for students. Students will brainstorm on their prewriting worksheet, then they will write their writing piece. Students will trade their drafts with a partner. They will edit, make suggestions and compliments, and help revise each other's papers. Then, they will trade papers back with their partners and discuss.



Language & RF Activities

Activity 1: Conjunctions (L.1.1g, 2nd Grade review)

Students work with a partner to spin a conjunction and a topic on the game spinner. They will work with a partner to write a sentence about the topic using the given conjunction.



Activity 2: Prepositions (L.1.1i, 2nd Grade review)

Teacher will display the picture on the board. Students will look for 5 prepositions they can write about. They will write 5 sentences using prepositions about the picture. Then, they will take turns sharing their sentences with the class.



Activity 3: Two-Syllable Words (RF.1.3d/e, RF.2.3.c)

Teacher will model how to do one of the syllable cards. Then, students will work with a partner to pull a card and say the word aloud. They will clap out the syllables to determine where the syllables are broken up. Then, they will write the correct syllables in each of the boxes.



Activity 4: Possessive Nouns (L.1.1d, 2nd Grade review)

Students will work with a partner to draw a possessive noun card. They will add the apostrophe S to the phrase. Then, they will read the new possessive noun and find the matching picture.

