

Winter Language Arts

vercast

resent

ping

Name: _____

Snowed in at Aunt Pat's

Every year at Christmastime, we go to visit my aunt Pat in Wisconsin. We usually stay for 3-4 days, and it almost always snows while we are there. My aunt Pat has 4 kids who are my cousins. I play with them and the other kids in the neighborhood whenever I go to visit. This year, we were going to stay for four days and leave on Tuesday morning. My parents saw that the forecast for Tuesday's upcoming weather looked bad. There was too much snow to travel so they planned to leave on Monday instead. On Monday, I went out after lunch and started playing hockey with my cousins and their friends from the neighborhood. We were playing on a frozen pond at the local park. Since we had to remember to bring a lot of gear, we forgot to pack a cell phone. We were having so much fun, we lost track of the time. We stopped playing at dusk because there wasn't enough light. Once I got back, I realized my parents had wanted to leave already. It was already snowing hard outside. My parents were not mad. We would be lodging at their house another day. Oh well, I thought. Another sleepover with my



Name: _____

Snowed in at Aunt P

1. What does the word *forecast* mean?

2. How did you determine that?

3. What does the word *dusk* mean?

What does the word *lodging* mean? How did you determine that?

Why didn't the family leave before the winter storm?

Connie made a _____ snow angel in the front yard.

supervision

What's Included

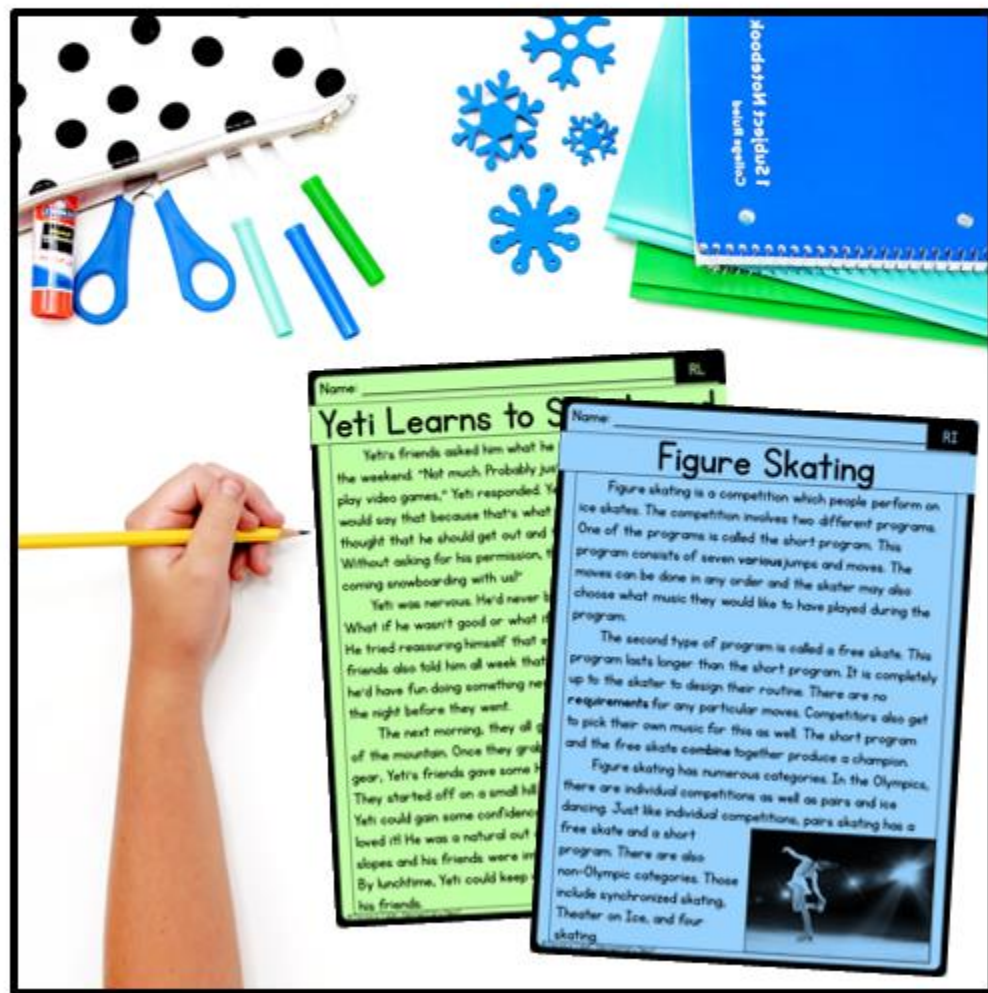
Each domain will have 3-4 activities.

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.3.4, RL.4.4- Unknown Words RL.3.5, RL.4.5- Story Structure RL.3.5, RL.4.5- Drama RL.3.6, RL.4.6- Point of View
Reading Informational: RI	RI.3.3, RI.4.3- Connections RI.3.4, RI.4.4- Unknown Words RI.3.2, RI.4.2- Main Idea RI.3.1, RI.4.1- Asking Questions
Writing: W	W.3.2, W.4.2- Transition Word Focus W.3.2, W.4.2- Informative Writing W.3.7&8, W.4.7&8- Opinion and Linking Words Practice W.3.7&8, W.4.7&8- Opinion Writing
Speaking & Listening: SL	SL.3.2, SL.4.2- Paraphrasing/Main Idea and Details SL.3.6, SL.4.6- Complete Informational Sentences SL.3.4, SL.4.4- Descriptive Details
Reading Foundational Skills & Language: RF, L	L.3.5.b, 2 nd Review- Real-Life Connections L.3.1.e, L.4.1.b- Verb Tenses L.3.4.b, L.4.4.b- Prefixes and Suffixes L.3.3.b, L.4.2.b- Dialogue

Reading Literature

Name: _____

Snowed in at Aunt Pat's

Every year at Christmas, we go to visit my aunt Pat in Wisconsin. We usually stay for 3-4 days, and it almost always snows while we are there. My aunt Pat has 4 kids who are my cousins. I play with them and the other kids in the neighborhood whenever I go to visit. This year, we were going to stay for four days and leave on Tuesday morning. My parents saw that the forecast for Tuesday's upcoming weather looked bad. There was too much snow to travel so they planned to leave on Monday instead. On Monday, I went out after lunch and started playing hockey with my cousins and their friends from the neighborhood. We were playing on a frozen pond at the local park. Since we had to remember to bring a lot of gear, we forgot to pack a cell phone. We were having so much fun, we lost track of the time. We stopped playing at dusk because there wasn't enough light. Once I got back, I realized my parents had wanted to leave already. It was already snowing hard outside. My parents were not mad. We would be lodging at their house another day. Oh well, I thought. Another sleepover with my cousins!



Name: _____

Snowed in at Aunt Pat's


1. What does the word forecast mean?
2. How did you determine that?
3. What does the word dusk mean?
4. What does the word lodging mean? How did you determine that?
5. Why didn't the family leave before the winter storm?

Name: _____

Yeti Learns to Snowboard

Yeti's friends asked him what he was going to do over the weekend. "Not much. Probably just watch some shows and play video games," Yeti responded. Yeti's friends knew he would say that because that's what he always did. They both thought that he should get out and try something new. Without asking for his permission, they told him, "You're coming snowboarding with us!" Yeti was nervous. He'd never been snowboarding before. What if he wasn't good or what if he fell and hurt himself? He tried reassuring himself that everything would be fine. His friends also told him all week that he would be great and that he'd have fun doing something new. Even still, Yeti was restless the night before they went.

The next morning, they all gathered together at the base of the mountain. Once they grabbed their gear, Yeti's friends gave him pointers. They started off on a small hill so Yeti could gain some confidence. Yeti loved it! He was a natural out on the slopes and his friends were impressed. By lunchtime, Yeti could keep up with his friends.



Name: _____

Yeti Learns to Snowboard

1. What happened at the beginning of the text?
2. What part of the text explained what Yeti normally does with his free time?
3. What happened in the middle of the text?
4. What did(s) tell you how Yeti felt about snowboarding before trying it?
5. What happened at the end of the text?

Name: _____

Building Our Snowman

Dora: Hey! I want to build a snowman.

Henry: That sounds fun! I'm reading a book that I'll be free.

Dora: I'll be in my room playing video games you're ready.

[Henry and Dora bundled up and headed out.]

Henry: How big do you want to make this one?

Dora: Let's go big! I want to make it as big as the head on.

Henry: I'll start on the base if you want to start your help since the snowball gets too heavy a few minutes to get to that point.

Dora: I'll help with whatever you need. Remember, the bigger, the better!

[Both siblings get to work rolling up their snowballs.]

Dora: Now that the base of the snowman is the multi-section up only it's going to be a mess.

Henry: Oh, lift on 3, 2, 1. Let's knock out the can get to work on decorating it.

Dora: I actually made the head while you were right behind me.

[Henry turns around and is surprised to see the head and body of the snowman. He says, "It's really good!"]

Henry: How do you want to decorate it?

Dora: Let's get creative. How about for a turnips as a nose. His eyes can be sp. from a comb.

Henry: That's different but I like it.

[The kids set out grabbing the materials needed to decorate the snowman.]

Dora: It sure looks different than a snowman.

Henry: Yeah, but your ideas were better.

Name: _____


Building Our Snowman

1. What did(s) describe what Dora and Henry are going to do?
2. What did(s) in the play show what kind of snowman Dora wants to make?
3. What part of the snowman does each sibling make?
4. Where in the play is Henry surprised?
5. What do the kids do to make the snowman less traditional?

Name: _____

Where's the Sun?

Maddie got excited as she overheard her parents talking on Thursday night. "Honey, it's supposed to snow 4-6 inches overnight. If Maddie's school is canceled tomorrow, I can stay home with her," her dad said. Maddie hadn't yet heard about the weather, so this was news to her. As Maddie went to bed, she looked out the window. There was no snow coming down yet. Maddie was a little disappointed as she was hoping for a huge amount of snow so school would be canceled. She was still excited by the possibility of a school cancellation though. In fact, she was so excited that she couldn't sleep. Not only would she get the day off school with a heavy snow, but it would make a three-day weekend for her to play with her friends. She stared out her window for hours but although her bedroom overlooked the woods, she couldn't make out anything. She needed the sun to come up so she could see if anything had happened. She finally drifted off to sleep. When she woke up the following morning, Maddie was so excited. She ran downstairs to ask her parents if she could play with her friends. This was going to be the best weekend ever!



Name: _____

Where's the Sun?

1. How does Maddie feel about a potential snow day?
2. Describe Maddie's emotions in the story.
3. Give two examples for your answer.
4. How would you feel about a snow day?
5. How does that compare to the way that Maddie feels about a snow day?

Reading Informational

Name: _____ RI

Polar Bears' Homes

Polar bears live in the Arctic Circle, meaning they spend their lives in a cold environment. Polar bears are different from other bears because they spend most of their time on ice. Due to this, they are known as a marine mammal. They often hunt right from the edge of the sea ice.

Climate change has led to melting ice in the Arctic. For the polar bears, this is the loss of their habitat. There is less ice now to hunt on, travel on, and live most of their lives on. Less ice to hunt on makes it much harder for polar bears to find food. It becomes easier for the polar bears to starve. All of this has led to polar bears being classified as a vulnerable species. Things must change for polar bears to avoid extinction.

The ice loss has shifted where polar bears can live. With less ice, the polar bears are spending more time on land. This leads to more interactions with people. Polar bears are the world's largest bears. They are extremely powerful. More interactions with people can lead to dangerous situations for everyone.



Name: _____ RI

Polar Bears' Homes

1. What sets polar bears apart from other bears?

2. Why are they known as a marine mammal?

What effect has ice loss had on polar bears?

Why is this a problem?

What have polar bears had to do since there is less ice?

3. Comprehension Task


Name: _____ RI

Figure Skating

Figure skating is a competition which people perform on ice skates. The competition involves two different programs. One of the programs is called the short program. This program consists of seven various jumps and moves. The moves can be done in any order and the skater may also choose what music they would like to have played during the program.

The second type of program is called a free skate. This program lasts longer than the short program. It is completely up to the skater to design their routine. There are no requirements for any particular moves. Competitors also get to pick their own music for this as well. The short program and the free skate combine together produce a champion.

Figure skating has numerous categories. In the Olympics, there are individual competitions as well as pairs and ice dancing. Just like individual competitions, pairs skating has a free skate and a short program. There are also non-Olympic categories. These include synchronized skating, Theater on Ice, and four skating.



Name: _____ RI

Figure Skating

1. What does various mean?

2. How did you figure out what various means?

What does requirements mean?

What does did you use to figure that out?

What does combine mean?

3. Comprehension Task


Name: _____ RI

Dangerous Blizzards

Have you ever experienced a blizzard? You would know if you have. Blizzards might be the most extreme winter storm that you can encounter. A blizzard is a severe winter storm with high winds for long periods of time. When winds blow for 35 miles per hour for 3 or more hours and blow snow around, that is considered a blizzard. Blizzards can last a few hours or a few days. The largest blizzards can stretch for hundreds of miles.

Blizzards can be very dangerous. The high winds pick up snow and ice and move it around to the point where visibility is low. This makes driving very dangerous. The roads are constantly having snow and ice put down on them much quicker than snowplows can handle. Combined with low visibility, blizzards make for an ugly situation.

Blizzards move an incredible amount of snow around. When they last for a long time or have enough snow involved, there is the risk of trapping people. Blizzards can build up snow at doors and windows so people are stuck. This can be a big problem for people who are not prepared.



Name: _____ RI

Dangerous Blizzards

1. What is the main idea for this text?

2. What is one key detail to support the main idea?

What is another key detail to support the main idea?

Why is low visibility a problem?

How happens if snow accumulates at doors and windows?

3. Comprehension Task


Name: _____ RI

A Mysterious Winter Animal

The narwhal is one of the most unique animals on Earth. They are medium-sized whales that live in very cold environments. They can be found in the waters of Canada, Russia, and Greenland. Fully grown males can get up to 18 feet in length and are larger than female narwhals. Narwhals eat various kinds of fish. Their diet changes from season to season.

What sets a narwhal apart from any other whale is the giant tusk coming out of the front of the head. This tusk is actually a giant tooth. While all males have this giant tusk, only about 5% of females have one. The tusks on these select females are smaller as well. A male narwhal's tusk can be over 10 feet long. That is almost as long as the rest of its body. Scientists do not know exactly what the tusk does and there are many different proposed theories. It does seem to help with communication between males about the waters they have recently been in.

Female narwhals live longer than males. So, the tusk does not help with the overall health of a narwhal.



Name: _____ RI

A Mysterious Winter Animal

1. What is a narwhal?

2. Compare the size of male and female narwhals.

What are the giant tusks?

What is the one known thing that the tusks do?

Can we infer that tusks do not help?

3. Comprehension Task

Writing

Topic:
snowboarding

Subtopics:
-equipment
-where to go
-how to do it



Topic:
snow leopards

Subtopics:
-behavior
-hunting
-appearance



Topic:
snow owls

Subtopics:
-diet
-habitat
-vision



Topic:
driving in winter

Subtopics:
-snow removal
-slick roads
-solutions



Informative Writing
Write an informative piece about winter animals

Organizing My

Informative Draft 1

Informative Draft Continued

hockey

snowflakes

Arctic fox

ice storms

The image displays three overlapping research writing templates. The top-left template, titled 'Research Writing', features a blue header and a large text prompt: 'Think of your favorite sport. The reader will be reading about winter sports.' Below the prompt is a small image of a person snowboarding. The template includes a 'Name' field and a table with columns for 'Topic', 'Subtopic', and 'Source'. The top-middle template, titled 'Research Writing Draft 1', has a green header and contains a 'Name' field, a 'Topic' field, and a table with columns for 'Subtopic' and 'Source'. The bottom-right template, titled 'Research Draft Continued', also has a green header and includes a 'Name' field, a 'Topic' field, and a table with columns for 'Subtopic' and 'Source'. The templates are designed to help students organize their research for a writing project.

Foundational Skills & Language

thermometer

slippery

insulated

overcast

glacier

hustery

future

skiing

future

sipping

building

present

Verb Tenses

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

Prefixes & Suffixes

Record the missing words from the sentences. Then, circle whether the word has a prefix or suffix.

The _____ snapped a picture of the houses with scales hanging off. prefix suffix

Sammy shivered the driveway when his mom asked, even though he _____ it. prefix suffix

The reindeer ignored the _____ and went outside, even though there was a blizzard. prefix suffix

Sean _____ put on his winter gear so he couldn't wait to get outside. prefix suffix

Connie made a _____ snow angel in the front yard. prefix suffix

Lana made a snowman without her mom or any adult _____. prefix suffix

If you are _____ and don't put on your boots, you'll freeze. prefix suffix

Yeti did not _____ how to snowboard, but he tried to do it anyway. prefix suffix

beautiful

Connie made a snow angel in the front yard.

Lana made a snowman without her mom or any adult _____.

Yeti did not _____ how to snowboard, but he tried to do it anyway.

beautiful

Connie made a snow angel in the front yard.

Lana made a snowman without her mom or any adult _____.

Yeti did not _____ how to snowboard, but he tried to do it anyway.

supervision

careless

understand

Quotation Marks

5
6
7
13
14
15

Our snowman has melted I heard my brother yell

Kendall made the snowballs for the snowball fight Pat informed me

Do you see that reindeer eating snow my little sister shouted

Kyle and I made snow angels out back my cousins informed me

Speaking & Listening

Two graphic organizers for nonfiction book processing.

Blue Organizer:

- Name: _____
- Nonfiction Book: _____
- What the text stated... _____
- In my own words... _____

Green Organizer:

- Name: _____
- Book Title: _____
- I can paraphrase! _____

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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: Paraphrasing/Main Idea and Details (SL.3.2, SL.4.2)

Teacher will read aloud a winter nonfiction book. They may choose to read the entire book, or just a small portion of the story. Students will take notes to prepare themselves to orally paraphrase. Students will then take their notes and organize their paraphrasing into one paragraph. They will then Mix-Pair-Share around the room to share with at least three other classmates.



Activity 2: Complete Informational Sentences (SL.3.6, SL.4.6)

Students will draw a photograph card and explain to their partner what they see in the picture. They will give three complete informational sentences about the image, making sure the sentence is complete and formal.



Activity 3: Descriptive Details (SL.3.4, SL.4.4)

Students will work with partners to draw events cards one at a time out of the middle of the pile. They will tell a story about this event to their partners, giving relevant and descriptive setting details throughout the story.



Instructions Included

RL Passages

Passage 1:

Focus- Unknown Words

Standard- RL.3.4, RL.4.4

3rd Grade suggestions- Partner reading or choral read 2-3 times prior to comprehension questions

4th Grade suggestions- Independent reading prior to comprehension questions



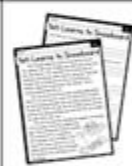
Passage 2:

Focus- Story Structure

Standard- RL.3.5, RL.4.5

3rd Grade suggestions- Partner reading or choral read 2-3 times prior to comprehension questions

4th Grade suggestions- Independent reading prior to comprehension questions



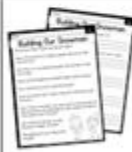
Passage 3:

Focus- Drama

Standard- RL.3.5, RL.4.5

3rd Grade suggestions- Partner reading or choral read 2-3 times prior to comprehension questions

4th Grade suggestions- Independent reading prior to comprehension questions



Passage 4:

Focus- Point of View

Standard- RL.3.6, RL.4.6

3rd Grade suggestions- Partner reading or choral read 2-3 times prior to comprehension questions

4th Grade suggestions- Independent reading prior to comprehension questions



RI Passages

Passage 1:

Focus- Connections

Standard- RI.3.3, RI.4.3

3rd Grade suggestions- Partner reading or choral read 2-3 times prior to comprehension questions

4th Grade suggestions- Independent reading prior to comprehension questions



Passage 2:

Focus- Unknown Words

Standard- RI.3.4, RI.4.4

3rd Grade suggestions- Partner reading or choral read 2-3 times prior to comprehension questions

4th Grade suggestions- Independent reading prior to comprehension questions



Passage 3:

Focus- Main Idea

Standard- RI.3.2, RI.4.2

3rd Grade suggestions- Partner reading or choral read 2-3 times prior to comprehension questions

4th Grade suggestions- Independent reading prior to comprehension questions



Passage 4:

Focus- Asking Questions

Standard- RI.3.1, RI.4.1

3rd Grade suggestions- Partner reading or choral read 2-3 times prior to comprehension questions

4th Grade suggestions- Independent reading prior to comprehension questions



Instructions Included

Writing Activities

Activity 1: Informative- Transition Word Focus (W.3.2, W.4.2)

Students will work with a partner. They will draw a topic/subtopics card and read aloud with their partner. Then, one student at a time will create a sentence that uses a fact, definition, or made-up quote. They will go back and forth, building upon each other's sentences using at least one transition word. As soon as the group works together to get one topic sentence and three details (with transition words), they will move onto the next card.



Activity 2: Informative Writing (W.3.2, W.4.2)

Teacher will put the prompt on the board for students. Students will brainstorm on their prewriting worksheet, then they will turn that into a writing piece. Ask them to focus on subtopics just like they practiced in Activity 1.



Activity 3: Research Writing (W.3.7/8, W.3.7/8)

Teacher will display five topics on the board. These five topics will need a surplus of library books for research (or a trip to the computer lab for internet research). Students will choose one topic and begin to look through the research books. They will decide their three main topics they are going to focus on for their research.



Activity 4: Research Writing (W.3.7/8, W.4.7/8)

Teacher will put the prompt on the board for students. Students will research information and brainstorm on their prewriting worksheet, then they will turn that into a writing piece. Ask them to focus on subtopics just like they practiced in Activity 1.



Language & RF Activities

Activity 1: Real-Life Connections (L.3.5b, 4th review)

Teacher will draw one card at a time and display or write it on the board. Students will Mix-Pair-Share (cooperative learning strategy) and discuss one winter-themed thing that reminds them of that word and why.



Activity 2: Verb Tenses (L.3.1e, L.4.1b)

Students will work independently or with a partner to draw a verb tense card (dark blue) and a verb card (light blue). Then, they will create a sentence using the verb and verb tense. Teacher will model one example for students. ('The boys will be playing in the snow' or 'My mom was sipping cocoa')



Activity 3: Suffixes and Prefixes (L.3.4b, L.4.4b)

Students will read the sentence with the missing word. Then, they will use context clues to figure out which word could fit in the blank. Then, they will reread the sentence aloud with the word to check for accuracy. They will record their answers on their recording sheet.



Activity 4: Dialogue (L.3.3b, L.4.2b)

Students will work with a partner to pull a quotation strip and read it aloud. They will determine where the missing comma, quotation marks, and period go. Then, they will rewrite their sentence on the recording sheet. Repeat for all sentences.

