

# Winter Language Arts

**Sam and Cam**

Sam and Cam are friends.  
They are best friends.  
They live next door to each other.  
They are both 7 years old.  
Sam likes to go fast.  
Cam likes to be outside.  
Sam and Cam can go fast outside.  
They will go sledding.  
Then, they can both have fun.

**say** **there**

**i went up**

**Kids like to sled when there are snow days.**

**Snowplows remove snow and ice from roads.**

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# What's Included

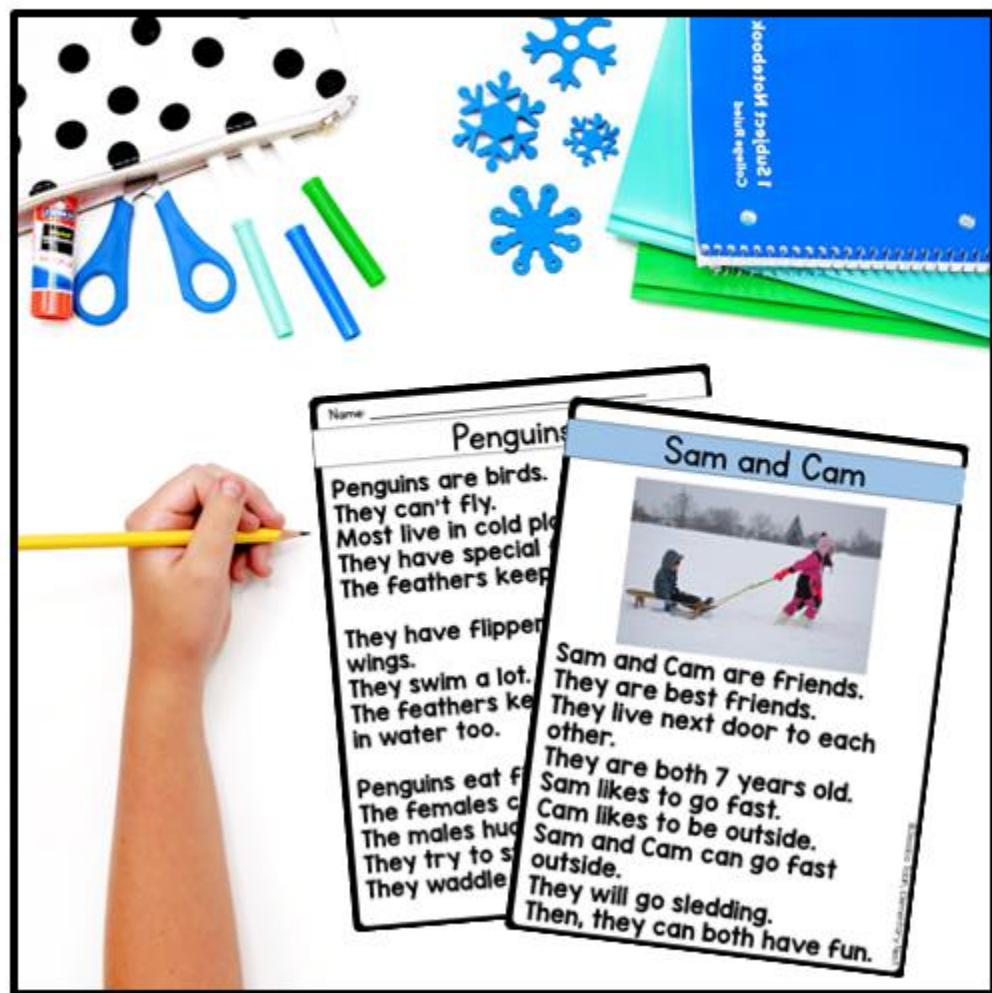
Each domain will have 3-4 activities.

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.K.4- Unknown Words RL.K.5- Types of Texts RL.K.3- Story Elements RL.K.2- Retelling a Story
Reading Informational: RI	RI.K.1- Ask and Answer RI.K.3- Connections RI.K.7- Images RI.K.2- Key Details
Writing: W	W.K.7- Shared Writing Research W.K.2- Informative Writing W.K.2- Informative Writing W.K.7&8- Editing and Publishing
Speaking & Listening: SL	SL.K.2- Questions from a Read Aloud SL.K.3- Asking Questions SL.K.4- Describing Events and Settings
Reading Foundational Skills & Language: RF, L	RF.K.4- Fluency L.K.1.f- Sentences RF.K.2.c- Onset and Rime L.K.2.a- Capitalization

# Reading Literature

## Word Bank

carved  
quiet  
angry  
hollo  
bund  
gigg



The mad penguin was  
that he  
could not find food.



Sounds were  
or hard  
to hear, through  
Sherry's earmuffs.



Ty up in  
all his warm clothes  
before going out.

## Fiction Texts



a text about the  
different types of  
winter weather

a text about polar  
bears

a text about a yeti's  
winter break from  
school

a text with instructions  
on snowboarding

a text about  
driving a snowplow

## Nonfiction Texts



## Getting Ready

There was a huge snowstorm last night. Zayn woke up and wanted to go sledding with his friends. His mom told him that he needed to eat breakfast first and then he could play. Zayn scarfed down breakfast quickly. He then headed upstairs to his room to get ready. Zayn knew he was going to be outside for a while. So, it was important to stay dry and warm. He picked out his clothing for the day. After he had on some warm clothes, he gathered his outerwear. Zayn put on his snow pants first. These would keep him dry and warm. They were waterproof. Next, he put on winter boots. They were also waterproof, and they were even lined. His feet would stay warm no matter how cold it was. Then, Zayn added a coat. He was just about ready. He went down back downstairs toward the front door. His mom called to him. "Zayn, check the closet next to the front door. You have some more stuff in there that you're going to want to put on." Zayn opened the closet. His mom was right. There was even more stuff there that would help. Zayn put on a winter scarf and wrapped a scarf around his neck. He spied a pair of blue gloves in the corner that were his size. He put those on too. Now, he was ready outside all day. His mom glanced over at him and said he could go now. Zayn excitedly hurried outside and joined his friends. This was going to be a great day!



# Reading Informational

Ice skaters have blades on both feet.

Male foxes are called dogs.

Kids like to sled in the snow.

Snowplows remove snow and ice from roads.

**Sam and Cam**

Sam and Cam are friends. They are best friends. They live next door to each other. They are both 7 years old. Sam likes to go fast. Cam likes to be outside. Sam and Cam can go fast outside. They will go sledding. Then, they can both have fun.

What is one way that Sam and Cam are connected?

What is another way that Sam and Cam are connected?

What does Cam like to do?

What does Sam like to do?

How do they play together?

What is one difference between Sam and Cam?

You can skate at ice rink.

Penguins have feathers to help stay warm.

You can learn to ski in one day.

Winter can be very cold in the United States.

Hockey is a popular winter sport.

Snowplows remove snow and ice from roads.

# Writing

Name: \_\_\_\_\_

## Penguins

Penguins are birds.  
They can't fly.  
Most live in cold places.  
They have special feathers.  
The feathers keep them warm.

They have flippers instead of wings.  
They swim a lot.  
The feathers keep them warm in water too.

Penguins eat fish.  
The females catch the fish.  
The males huddle to keep warm.  
They try to stay warm.  
They waddle when they walk.

Name: \_\_\_\_\_

## Collecting Information

Topic: \_\_\_\_\_

Information: \_\_\_\_\_

Name: \_\_\_\_\_

## Animal: \_\_\_\_\_

### Introduction to Animal

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Name: \_\_\_\_\_

penguin

Antarctica

jackets

ledd snowmen

skiing

Name: \_\_\_\_\_

## Informative Prompt

Write about your favorite winter animal.

Topic: \_\_\_\_\_

Piece of Information: \_\_\_\_\_

Name: \_\_\_\_\_

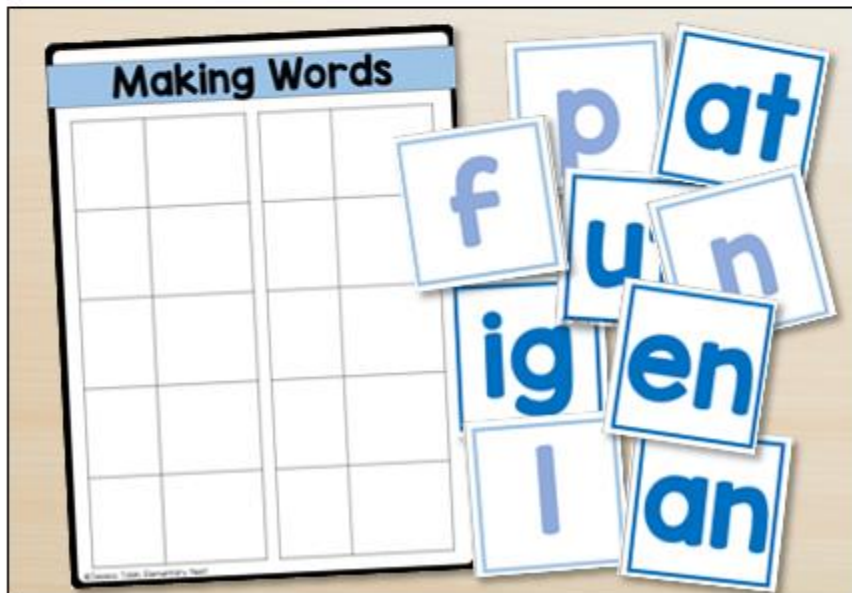
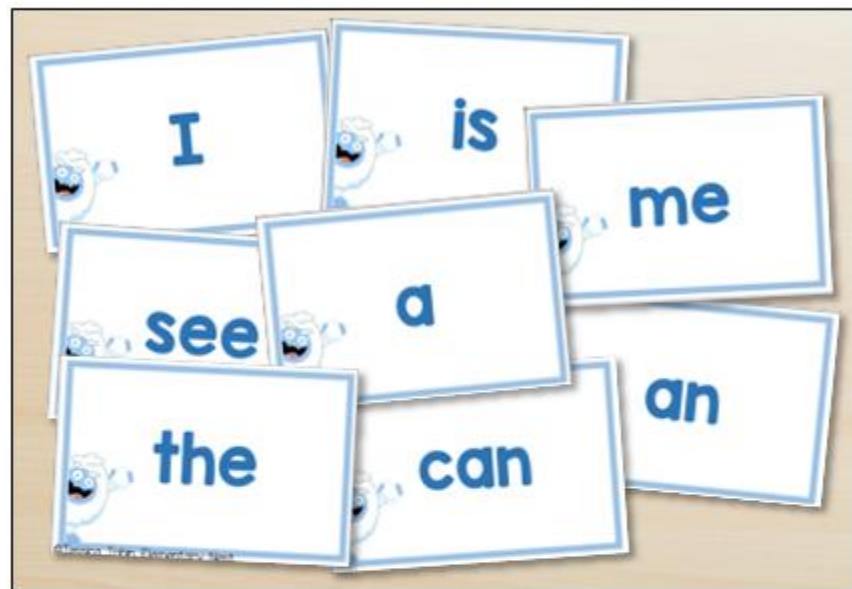
## Editing Task Cards

1. Stan made blocks of ice for his igloo.

2. your ears can get cold in winter. Wear a hat.

3. We have a pond in the front yard. It freezes in winter.

# Foundational Skills & Language



# Speaking & Listening

Name \_\_\_\_\_

## Our Favorite Snowman



My sister and I went outside to meet our friends last Friday. School was canceled due to snow. We gathered together in our front yard. We could not decide what to do. There was a lot of arguing. I said we should build a snowman. Everyone liked that idea. I started rolling a snowball and my sister helped. Our friends made the head and base. We put them together for our snowman. Everyone had a great time!

Where does the story take place?

Who is the story about?

When do the story events take place?

How does the character face his or her problem?

What happens in the story?

Who

What

When

Where

Why

How



## Draw the setting.



# 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: Questions from a Read Aloud (SL.K.2)

Teacher reads aloud a fictional story. Students will answer the question cards about the story with a partner. Then, students will ask their partners one more question to get more information about the story.



### Activity 2: Asking Questions (SL.K.3)

Teacher will display one picture card at a time with the collection of question cards. Teacher will model asking questions by showing a picture card and a question card to create a question. Then, students will turn and talk with a nearby partner to ask a question about the picture using that word. Repeat for all picture cards.



### Activity 3: Describing Events and Settings (SL.K.4)

Students will work with partners. One partner hides a setting card (one at a time) from the other partner. The other partner has a dry erase board or laminated piece of paper to draw on. Partner 1 will describe the setting in detail and try to get Partner 2 to draw exactly what they see in the picture.



# Instructions Included

## RL Activities

### Activity 1: Unknown Words (RI.K.4)

Teacher will display a picture and sentence card one at a time. Students will participate in a Mix-Pair-Share activity. They will mix up around the room, pair up with a partner, and share the missing word (from the word bank) and how the picture helps give a clue of the meaning of the underlined word.



### Activity 2: Types of Books (RI.K.5)

The teacher will display a story scenario card. Students will turn and talk with a partner to discuss whether this story would be fiction or nonfiction. They must supply at least one reason for why it's fiction or nonfiction. Then, teacher will sort the scenario card under the correct category card.



### Activity 3: Story Elements (RI.K.3)

Students will study the pictures that the teacher displays on the board one at a time. Each student will get a X or a check. The teacher will identify incorrect and correct story elements for each picture. For example, the teacher may say, "This card shows a polar bear as the character". Students will show the X or check. Then, he or she will repeat for the setting and events of each card.



### Activity 4: Retelling a Story (RI.K.2)

Students will listen to a teacher read aloud a story three times. As they listen to the story, they will visualize the story in their minds. Then, they will work with a partner to put the event cards in order. The teacher will reread the story a fourth time so that partners can self-assess their sequence cards. Then, they will orally retell the story using their correctly sequenced cards.



## RI Activities

### Activity 1: Ask and Answer (RI.K.1)

Teacher will display one task card at a time to the students and read aloud the sentence(s) for each picture. Students will study the image and sentence, then turn and talk to a nearby partner and ask two questions they still have about the topic.



### Activity 2: Connections (RI.K.3)

Students and teachers will chorally read the text. The first time, the teacher will read alone, then students will read aloud with the teacher the next two reads. After the choral reads, the teacher will read aloud a question card. The students will Mix-Pair-Share to answer. They will mix up around the room, pair up with a new partner, then share their answer.



### Activity 3: Images (RI.K.7)

Students will study the pictures that the teacher displays on the board one at a time while teacher reads the sentence. Each student will get a X or a check card. After the teacher reads the sentence, students will show the X or check. Then, he or she will repeat for each card.



### Activity 4: Key Details (RI.K.2)

Students will participate in a Mix-Pair-Share activity. The teacher will display a picture card on the board. Students will mix up around the room, pair up with a new partner, and share one main topic and one key detail for each picture.



# Instructions Included

## Writing Activities

### Activity 1: Shared Research Writing (WK.7)

Teacher will read aloud the penguin passage 2-3 times, inviting students to chorally read with them. After they read the text, students will collect information independently. They will illustrate and write 1-2 sentences about penguins that they learned. Then, as a whole group, students and teachers will write sentences together on their animal writing page based off what they wrote on their brainstorm pages.



### Activity 2: Informative Writing (WK.2)

Students will each get two half sheets of paper. Teacher will display topic cards. Students will pick two topics they want, write one sentence about each topic, then add an illustration to help support their sentence.



### Activity 3: Informative Writing (WK.2)

Teacher will display the prompt on the board. Students will use their informative writing brainstorming sheet to practice their sentences. Teacher will ask students to state a fact and supply information about the topic. Then, students will transfer their brainstorming draft paper onto a piece of writing paper for their final copy.



### Activity 4: Editing and Publishing (WK.7/8)

Teacher will place one sentence strip on the board at a time. Students will rewrite the sentence correctly on their recording sheet. Each circle must be fixed.



## Language & RF Activities

### Activity 1: Fluency (RFK.4)

Students will practice their sight word fluency and accuracy. They will work with a partner or small group. One student will draw a card out of the pile. If they can read the word, they keep the card. If not, their partners help them read it, and they shuffle it back into the pile.



### Activity 2: Sentences (L.K.1.f)

Students will work on completing incomplete sentences. With a partner, they will lay down all their sentence stems, which are incomplete. Then, they will lay down their picture cards. They will read the four complete sentences, then add new pictures and start over.



### Activity 3: Onset & Rime (RFK.2.c)

Students will work with a partner to draw an onset and a rime to make a list of words, both real and nonsense. After making ten words, they will read the list and start over.



### Activity 4: Capitalization (L.K.2.a)

Each student will get a personal white board or chalk board (or will use the capitalization writing paper). The teacher will display the picture and card. Students will rewrite the sentences on their boards with a correct capital.

