Snow

Name ....

Date ....

Student Response

My score for this book is ..../10.

It was a .... book.

1. Describe snow.

Snow falls when it is very c..........

Snow falls fr......... the clouds.

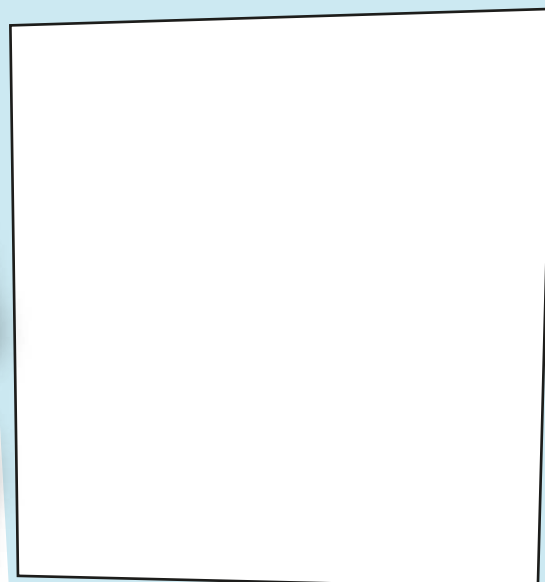Snow f......... as snowflakes.

Snow is a little l............ fr............. rain drops.

After snow f......... we can have fun in the sn.......!

2. Draw snowflakes falling from clouds.

3. Read, cover, spell!

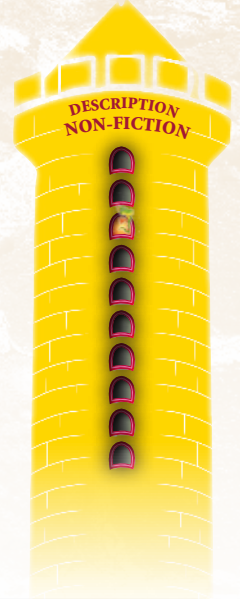| Read	Cover	Spell
as	as	....
cold	cold	....
falls	falls	....
from	from	....
frozen	frozen	....
have	have	....
like	like	....
little	little	....
snow	snow	....
when	when	....

You've finished!
What will you read next?

Grusilda

Teaching Unit

Snow
Level 8 Non-Fiction — Description

Curriculum Topics: English; Geography; Science; Health and Safety

Book Synopsis: *Snow* begins with a description of snow, followed by relevant and high-interest examples of how snow can impact on our lives.

Non-High Frequency Words: Most words are repeated and supported by clear illustrations.

High Frequency Words: *Snow* has an above average percentage of high frequency words.

Comprehension: The Teaching Unit's focus is on seven areas of comprehension – connection, inference, importance, questioning, summarising, synthesis and visual. We advise teachers to tailor literal comprehension questions for each group.

DESCRIPTION NON-FICTION

Inside Front Cover: Glossary   *Title Page: Topic Introduction*

Page 2
Description – Introduction and Characteristic
Introduces snow – what it is and when it falls.
Language Features
Words starting with "c", "cl": cold; clouds
Words starting with "f", "fr": falls, frozen
Words starting with "sn": snow, snowflakes
Comprehension – Inference
Have you felt snow? Describe how it feels, or describe how you would imagine it to feel. How tall do you think the mountains on page 3 are? What might make the snow melt?
English, Arts, Geography and Science Activity
Discuss places around the country and/or the world where snow falls and why? Draw a snowman in the same pose as the girl on page 2, with snowflakes falling down on him.

Pages 4 and 5
Description – Characteristic Support
Seasonal and geographical text on page 4 supports characteristics described on pages 2 and 3.
Text on page 5 provides a child-relevant example.
Language Features
Singular and plural: house, houses
Words ending in "ing": falling, spring
Word family: fall, falls, falling
Word usage: to, too
Comprehension – Visual, Inference, Estimation
How long do you think it has been snowing – days or months? How deep might the snow be on page 5? What could the boy's family use to clear away the snow quicker or more responsibly?
English, Civics and Science Activity
Discuss some dos and don'ts, e.g. do add salt (or sand) to snow-cleared paths; don't pour hot water on snow-covered pathways; do help neighbours.

Page 3
Description – Characteristic Support
Text supports a characteristic about clouds – described on page 2.
Language Features
Words starting with "cl": close ("clouds" on page 2)
Words with "all": falls, tall
Comprehension – Inference, Connection
If snow fell in your street, where would the snow fall first? Why? Why do you think the mountains on page 3 are very cold places?
English, Arts, Geography and Science Activity
Draw a tall mountain with snow falling from the clouds above. Show more snow falling on the peaks and less snow on the lower parts of the mountain. Write captions, e.g. Snow falls when it's very cold. Snow falls from clouds.

We must put on warm clothes before playing in the snow.

We can have fun on a toboggan after the snow falls.

Pages 6 and 7

Description – Characteristic Support
Text on page 6 supports characteristics with a relevant health example. Text on page 7 gives a fun example of how to enjoy the snow safely.

Language Features
Labels support collective noun "clothes": gloves, hat, jacket, scarf (label on page 7 "toboggan)
Words starting with "cl": clothes ("clouds", "close" on pages 2 and 3)

Comprehension – Inference, Connection
Why do you think the chidren can have fun in the snow? Describe what the girl on page 7 might feel as she speeds down the slope on a toboggan?

English, Arts and Geography Activity
Discuss what the children (on page 6) would wear on the lower half of their body. Draw themselves in the snow wearing gear from hat to boots. Add labels.

Even this little dog can keep warm and have fun in the snow, too!

Page 8

Description – Evaluation
The writer supports child-relevant examples by relating them to a little dog in the snow – just for fun.

Language Features
Adjective and noun: little dog
Revise key words: fun, little, snow, too, warm
Punctuation: exclamation mark

Comprehension – Summarise, Synthesise
Why do you think the writer wanted to end the book with a dog and snowman? How would you have ended this book? What's a safety message you would like to add to this book?

Literature and Arts Activity
Draw a snowman that looks like the puppy on page 8. Add a speech bubble saying something like, "Woof, I'm a snow puppy!"

SCIENCE
Snow Facts
All snowflakes are slightly different, but they all have six sides. A snowflake falls at about 5 km/h. About 12% of Earth is covered in permanent snow and ice. The largest snowflakes seen were in the USA, and were over 30 cm wide!

Student Activity
Student activity sheet (free download/PDF)

DOWNLOAD

Group Activity
Chart: "Snow Fun"
Prepare a chart to look like snow using natural materials. Add images e.g. mountains, people on skis, snowboards or toboggans; snowmen and children wearing warm gear.
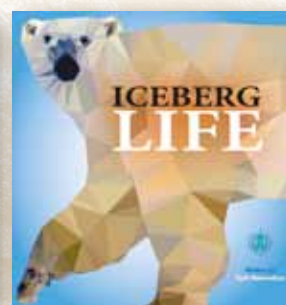
Jim Jackson Brave Lone Explorer
Level 8: Fiction, Recount

The Penguin Race
Level 9: Fiction, Narrative

Iceberg Life
Level 9: Non-Fiction, Report