**Snowy Day: An Integrated, Inquiry-Based Unit**

Kindergarten: Fairforest Elementary School

**Story Focus:** Snowy Dayby Ezra Jack Keats

**Source(s):** Guiding Readers by Deanna Jump and Deedee Wills; January STEM by Brooke Brown

**Standards:**

*Word work and vocabulary:* K.RL.3.2; K.RIP.3.2; *K.RFS-1a-d; K.RFS-2a-e; K.RFS-3a-d;*

*K.RFS-4*

*Read Aloud:* K.I.2.1; K.I.3.1; K.I.3.2; K.I.4.1; K.I.5.1; K.I.5.2; K.RL.1.1; K.RL.1.2; K.RL.1.3;

K.RLMC.5.1; K.RLMC.5.2; K.RLMC.6.1; K.RLMC.7.1; K.RLMC.7.2; K.RLMC.8.1a-e; K.RLLCS.9.1; K.RLLCS.9.2; K.RLLCS.10.1-6; K.RLLCS.11.1; K.RLLCS.11.2; K.RLLCS.12.1; K.RLLCS.12.2; K.RLRC.13.1; K.RIMC.5.1-5.2; K.RIMC.6.1; K.RIMC.7.1; K.RILCS.8.1-8.2; K.RILCS.9.1-9.5; K.RILCS.10.1; K.RILCS.12.1

*Phonemic Awareness:* K.RL.2.1; K.RL.2.2; K.RL.2.3; K.RL.2.4; K.RL.2.5; K.RI.2.1

*Interactive Writing:* K.W.1.1;K.W.1.2;K.W.4.1;K.W.4.2;K.W.4.3;K.W.4.4;K.W.4.5;K.W.4.6;

K.W.4.7;K.W.4.8;K.W.5.1;K.W.5.2;K.W.5.3;K.W.5.4;K.W.5.5;K.W.6.1;

K.W.6.2; K.W.6.3

*Inquiry-Based Literary Standards:* K.I.1.1; K.I.2.1; K.I.3.1; K.I.3.2; K.I.4.1; K.I.4.2; K.I.4.3;

K.I.5.1; K.I.5.2

**Overview of Unit**

**Key Ideas and Details:**

What is this story about?

Who is the main characters in the story?

What are some things the characters did?

Why didn’t Peter join the snowball fight?

What happened to make Peter sad?

*INFER*: After reading that Peter put the snow ball in his pocket, pause and ask the following question. What do you think happened to the snowball? How can we test our inference?

**Experiment** – Melting ice experiment. Put a piece of ice in a mitten or pocket and check it after a period of time to see what happens.

*INQUIRY*: Peter wanted to join in the snowball fight but he knew wasn’t old enough. Look at the picture. What could he do to protect himself to keep from getting hit with a snowball?

**STEM Challenge 1** – Snowball structure. Construct the tallest tower possible using marshmallows and toothpicks.

*INQUIRY*: Peter pretended he was a mountain-climber and slid all the way down. Do you think he slid down fast or slow? How far do you think he went?

**STEM Challenge 2** - Sledding Ramp. Construct a ramp that will make your sled travel the farthest distance.

**Integration of Knowledge and Ideas:**

Have you ever played in the snow? Write about something you did or would want to do if you could play in the snow?

**Craft and Structure:**

Listen to this part of the story, it says that he dragged his feet s-l-o-w-l-y to make tracks. Why did the author stretch out the word slowly?

What do you think the word dragged means? Let’s walk like Peter did.

Read the phrase, “he packed it round and firm.” Talk about meaning. Give students a sheet of paper (snow) and have them pack it into a firm snowball.

**Other:**

*Opinion Writing:* Which type of weather do you like best, snowy or sunny? Why?

**Daily Lesson Plans**

Full Daily Lesson Plans are in January Guiding Readers - [January Guiding Readers.pdf](January%20Guiding%20Readers.pdf). STEM activities have been integrated from January STEM -[..\STEM\JANUARY STEM 1.pdf](../STEM/JANUARY%20STEM%201.pdf)

**Daily focus** of the linked lesson plans are noted below.

***Day 1:***

*Word Work* - short /o/ and long /o/ sounds; distinguishing between the two sounds

*Phonemic Awareness* – CVC Blending or segmenting

*Read Aloud* – VISUALIZE, read the story until you get to when Peter makes a snowman and snow angels. Do not show the pictures. Have students draw what they visualize.

*Interactive Writing –* Share the pen as you construct this sentence. “This is Peter’s snowman and snow angel.”

*Stem Challenge 1* – Building awareness and investigation: Initiate class discussion about what Peter used to play in the snow and what they (class) may use and/or have seen used by others when playing in the snow. Make a Venn-Diagram comparing the two. Why did Peter not take snow toys out with him? Why did he not play with the other children in the snow ball fight? Is there anything he could have made to help him since he thought he wasn’t old enough yet? (snow fort or a wall to hide behind) Student are to investigate snow forts people have made to protect themselves from snowballs. <https://www.google.com/search?q=snowball+fight+images&safe=strict&biw=1024&bih=635&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjUyZ_u1dTJAhUD8CYKHdPxDYMQ_AUIBigB#safe=strict&tbm=isch&q=snow+fort+images>

Initiate discussion on type of and best structure Peter could build by himself.

Design: students draw what they think Peter’s fort would look like.

***Day 2:***

*Word Work* – short /o/ and /ow/ sounds; sorting short /o/ and /ow/ words then read and create a sentence.

*Phonemic Awareness* – manipulating beginning sounds by playing “Swap it Out”

*Read Aloud* – RETELL, students will sequence the story in a flow chart from beginning to end using key details.

*Vocabulary Work –* “packed”reread the phrase from story, discuss meaning. Using a white piece of paper, students will “pack” it into a firm snowball (save these for Wednesday’s vocabulary lesson)

*Interactive Writing –* share the pen as you construct a sentence using the vocabulary word “packed.”

*Stem Challenge 1* – Buildingand testing: Using the designs draw on Day 1, students use mini-marshmallows and toothpicks to build a snowball structure for Peter. Structure must be able to stand without being held or supported by anything other than materials provided.

***Day 3:***

*Word Work* – make words activity with /ow/ and make a list of /ow/ words

*Phonemic Awareness* – syllabication (blending and segmenting syllables)

*Read Aloud* – CONNECT, readers make connections. Draw a picture of something Peter did in the snow and then draw a picture of something you like to do or would like to do in the snow.

*Vocabulary Work –* “heaping”reread the phrase from story, discuss meaning. Using the snowballs from yesterday’s lesson, have the students make a “heaping” pile of them.

*Interactive Writing –* share the pen as you construct this sentence, “Peter likes to \_\_\_\_\_ in the snow. I like to \_\_\_\_\_\_\_ in the snow.”

*STEM Challenge 2 -* Building awareness and investigation: As students discuss things they like to do in the snow, compare to what Peter did and what he used. Peter pretended he was a mountain-climber and slid all the way down. Do you think he slid down fast or slow? How far do you think he went? What could he use to go farther and faster? Students are to investigate different types of sleds by looking at images noting what each have in common and differences.

<https://www.google.com/search?q=snowball+fight+images&safe=strict&biw=1024&bih=635&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjUyZ_u1dTJAhUD8CYKHdPxDYMQ_AUIBigB#safe=strict&tbm=isch&q=sled+images>

Students are to also investigate how sleds are used by watching a video and noting what worked, what didn’t and why they think that way between when they slid down the first time and the second time.

<https://www.youtube.com/watch?v=uAHyDfwXGSQ>

***Day 4:***

*Word Work* - /ow/ sounds and words; students read and highlight words with /ow/

*Phonemic Awareness* – rhyming skills; students identify the rhyming words in a group when presented with multiple words orally.

*Read Aloud* – INFER, students will infer what they think happened to the snowball based on evidence from the story and their schema. EXPERIMENT, students will test their inference by putting an ice cube in a mitten or pocket.

*Interactive Writing –* Share the pen as you construct this sentence, “I think Peter’s pocket was empty because \_\_\_\_\_\_\_\_\_\_\_.”

*STEM Challenge 2 –* Students complete work from Day 3. Design: students draw what they think will make the best ramp height for Peter to sled down.

***Day 5:***

*Word Work* – check for understanding. Students color words based on the short /o/ or /ow/ sound.

*Phonemic Awareness* – students will count words, use those words in a sentence and expand on a sentence. Words are: snowy, wintery, snow angel, dreamed, packed, heaping

*Read Aloud* – OPINION, students will draw and write about what type of weather they like best and state why.

*Interactive Writing –* the opinion writing can be done as interactive writing or as an independent writing experience.

*STEM Challenge 2 –* Buildingand testing: Using the designs draw on Day 4, students use unifix cubes, scotch tape, card stock, bottle caps, ruler/measuring tape. Students build the ramp and test the sleds to see how far the sled travels. Students make adjustments to see if it can slid better at different heights. *Extension*: using wax paper and rubber bands, can the sleds go faster or slower? Predict and then test.