

# Here's What You'll Get in the Snowmen at Night Super Pack

## 3 Comprehension Strategy Lesson Plans and Practice Pages

### Making Connections Lesson Plan

**Making Connections**

**1**

**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**Snowmen at Night**  
By: Carolyn Buehner  
Grade Level: 1 / Guided Reading Level: H

**Summary**  
Snowmen at Night is the story of a snowman's secret life. In this story, the snowmen are very busy at night. They sneak out of their yards to have hot cocoa in the park, snowball fights and sled races with all of the other snowmen. The snowman ice skate and even play baseball! Sometimes, they act like clowns. When they get tired, they return to their yards. They are so busy that in the morning, they look droopy and crooked.

**Link to What You Know**

- What does it mean to use your imagination?
- Think of a time when you used your imagination. What did you imagine?
- What do you think snowmen would do if they could walk and talk? What might they say?
- Imagine you were a snowman. What would you say to do at night? What are some of your favorite things to do?

**Important Words to Know and Understand**  
Anxious - To worry while waiting for something to happen

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**2**

**Learn About Comprehension Strategies**

- Think about the text you read
- Know what to do

**Why Readers Make Connections While Reading**  
Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text to self** connection. When a reader makes a **text to self** connection, they compare the characters or events in the book to their own lives.

The second type of connection readers make is a **text to text** connection. When a reader makes a **text to text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text to world** connection. When a reader makes a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

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### Guided Reading Level

### Making Connections Lesson Plan

**Making Connections**

**3**

**Make Connections While Reading**

- Does this book remind you of your own life?
- Does this book remind you of other books you've read?
- Does the book remind you of things you've heard about in the world?

**Snowmen at Night**  
By: Carolyn Buehner  
Grade Level: 1 / Guided Reading Level: H

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.

**Page 4** - Have you ever built a snowman? How did your snowman look? Was it like the boy's snowman? How was it the same? How was it different? Make a **text to self** connection.

**Page 12** - Have you ever been ice skating? Can you do any tricks on ice skates? Can you do any other tricks? Make a **text to self** connection.

**Page 20** - Can you think of another story about snow and sliding down a hill? Think about the other books you've read that are about snow. Make a **text to text** connection.

**Page 26** - The boy discovers that his snowman is crooked and shorter the next day. What do you know about snow that can help explain this change? Tell about your **text to world** connection.

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**4**

**Notice the Work You Did While Reading**

- Think
- Reflect
- Write

**Time to Reflect**  
**Think** - When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about **Snowmen at Night**? How did your prior knowledge help you as a reader?  
**Talk** - Tell your reading partner about the type of connection that you made most often while reading? Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.  
**Write** - Think about the connections that you made while reading **Snowmen at Night**. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?  
**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Snowmen at Night**. (Remember to include examples from the book!)

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### Activate Prior Knowledge

### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

**Visualizing**

**1**

**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**3**

**Visualizing While Reading**

- Notice the words an author uses to describe people, places, things, and events
- Look at the pictures. Do your mental images match the pictures in the book?

**2**

**Learn About Comprehension Strategies**

- Think about the text you read
- Know what to do when you get confused

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Asking Questions**

**1**

**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**3**

**Asking Questions While Reading**

- Notice the words an author uses to describe people, places, things, and events
- Look at the pictures. Do your mental images match the pictures in the book?

**2**

**Learn About Comprehension Strategies**

- Think about the text you read
- Know what to do when you get confused

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Answer Key for Making Connections with Snowmen at Night**

**Your Turn to Practice Making Connections with Snowmen at Night**

Page 4: Have you ever built a snowman? How did your snowman look? Was it like the boy's snowman? How was it the same? How was it different? Make a **text to self** connection.

Page 12: Have you ever been ice skating? Can you do any tricks on ice skates? Can you do any other tricks? Make a **text to self** connection.

Page 20: Can you think of another story about snow and sliding down a hill? Think about the other books you've read that are about snow. Make a **text to text** connection.

Page 26: The boy discovers that his snowman is crooked and shorter the next day. What do you know about snow that can help explain this change? Tell about your **text to world** connection.

**Which type of connection did you use?**  
Text to Self    Text to Text    Text to World

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

**Answer Key for Visualizing with Snowmen at Night**

**Your Turn to Practice Visualizing with Snowmen at Night**

Page 4: Notice the words an author uses to describe people, places, things, and events. Look like if they drank hot cocoa instead for snow.

Page 8: Look at the pictures. Do your mental images match the pictures in the book? Snowmen played soccer too.

Page 12: What questions do you have about the snowman now? What do you wonder about the activities they do?  
Snowmen made snow angels.

Page 16: What are you wondering about the setting? What are you wondering about the people who built the snowman?

Page 24: What are you wondering now? Is your question about the characters, the problem, or the words in the book?  
I wonder \_\_\_\_\_

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### Visualizing

### Asking Questions

### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

The diagram illustrates how to integrate CCSS-aligned prompts and free options into a reader's notebook. It features three main components:

- Strategy and Text Based Reader's Response Prompt:** A prompt for "Snowmen at Night: Asking Questions" that includes a CCSS-aligned checkbox: "I can ask and answer questions about important details in stories. CCSS: RL.1.1".
- Common Core State Standard:** A red arrow points from the CCSS-aligned checkbox to the text "Common Core State Standard".
- "I Can" Statement:** A red arrow points from the text "I Can" Statement to the CCSS-aligned checkbox.
- Common Core Free Option:** A red arrow points from the text "Common Core Free Option" to a separate, non-CCSS-aligned version of the "Snowmen at Night: Asking Questions" prompt.

At the bottom, a stack of various comprehension strategy graphic organizers is shown, including "Making Connections", "Visualizing", and "Asking Questions".

## 3 Comprehension Strategy Graphic Organizers

**Making Connections**  
Title: \_\_\_\_\_

Think about the book. What does the book remind you of?

What type of connection did you make?  
 Text to Self    Text to Text    Text to World

Draw a picture of your connection in the box below.

**Directions:**  
 1. Answer each of the questions.  
 2. Carefully cut on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Connections

**Visualizing**  
Title: \_\_\_\_\_

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

**Directions:**  
 1. Answer each of the questions.  
 2. Carefully cut on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Visualizing

**Asking Questions**  
Title: \_\_\_\_\_

Question Sentence Starter  
 I wonder... Why didn't... How does...  
 I am confused about... I am curious about... I am not sure why...

Question	Answer
Question	Answer
Question	Answer
Question	Answer

**Directions:**  
 1. Answer each of the questions.  
 2. Carefully cut on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Asking Questions

# Vocabulary Connections Resources

**Vocabulary Connections**

**Snowmen at Night**  
By: Carolyn Buehner  
Grade Level: 1 / Guided Reading Level: H

**Important Words to Know and Understand in "Snowmen at Night"**

**Anxious**  
To worry while waiting for something to happen

**Drop**  
To bend or hang down

**Lawn**  
The grassy area around someone's home





**Tuckered**  
To feel tired or exhausted and need to rest

Vocabulary Word List | ©BookPages.com

## Important Words to Know and Understand in Snowmen at Night Word List

**Vocabulary Connections**

**Snowmen at Night**  
By: Carolyn Buehner  
Grade Level: 1 / Guided Reading Level: H

Anxious	Drop	Lawn
		
Tuckered		
		

Picture Vocabulary Sorting Cards | ©BookPages.com

## Word and Picture Sorting Cards

**Vocabulary Connections**

**Snowmen at Night**  
By: Carolyn Buehner  
Grade Level: 1 / Guided Reading Level: H

Anxious	Drop	Lawn
To worry while waiting for something to happen	To bend or hang down	The grassy area around someone's home
Tuckered		
To feel tired or exhausted and need to rest		

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**

**Snowmen at Night**  
By: Carolyn Buehner  
Grade Level: 1 / Guided Reading Level: H

Anxious is a/an	Drop is a/an	Lawn is a/an
noun verb adverb adjective	noun verb adverb adjective	noun verb adverb adjective
Definition of Anxious:	Definition of Drop:	Definition of Lawn:
Anxious looks like this:	Drop looks like this:	Lawn looks like this:
Anxious reminds me of:	Drop reminds me of:	Lawn reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

## Interactive Vocabulary Notebook Cards

**Word Games**  
with Words from Snowmen at Night

**Word Bank**  
ANXIOUS  
DROOP  
LAWN  
TUCKERED

Use each clue to decide where each vocabulary word goes in the crossword puzzle below.

**Across**

- Afraid and nervous
- To sink, bend, or hang down

**Down**

- An area of grown on that is covered with short grass
- To feel tired

Graph the number of consonants in each of the words in the word bank.

ANXIOUS									
DROOP									
LAWN									
TUCKERED									

Number of Consonants

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

Answer Key | ©BookPages.com

## Word Games and Answer Key

**Vocabulary Connections**

**Snowmen at Night**  
By: Carolyn Buehner  
Grade Level: 1 / Guided Reading Level: H

**Snowmen at Night**  
By Carolyn Buehner

A new word that I learned in this book is: \_\_\_\_\_

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

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

## Personalized Vocabulary Bookmark

**Vocabulary Connections**

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

**Directions:**  
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

**New Word**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Visualize**  
Draw a picture to illustrate the meaning of the word.

\_\_\_\_\_

**Connect to Your Life**  
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

\_\_\_\_\_

**Vocabulary Connections**

**Directions:**

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPages.com

## Vocabulary Word Extension Activities

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**

**Snowmen at Night**  
By: Carolyn Buehner  
Grade Level: 1 / Guided Reading Level: H

**Instructional Focus:**  
Rhymes

**Background:**  
Rhymes are a pair of words that have the same ending sound.

**Examples:**

arm-farm	cat
art - cart	cup
ball - hall	fill
car - star	hand

Step by Step Lesson Plan

**Word Work**

**Snowmen at Night**  
By: Carolyn Buehner  
Grade Level: 1 / Guided Reading Level: H

**Step 1: Introduce the Focus of Word Work**

**Introduce Rhymes**

- Explain that some words have the same sound at the end and give an example: cat - rat. Both of these words end with the -at sound.
- Write the words cat and rat on chart paper. Ask students to think of other words ending with the -at sound. Write the new words on the chart paper as children say the words. Examples: ball, hat, rat, chat, fat, mat, pot, stat, vat, brat.
- Then write the word bean on the chart paper. Ask students to identify words that rhyme with the word bean. Write the words on the chart paper. Examples: seen, keen, mean, green, bean, clean, teen, wean, preen.
- Explain that some words sound the same at the end but they do not look the same. Various letter combinations can make the same sound. The letters -ee can make the same sound as the letters -ea in some words. Circle the letters -ee or -ea in the words you have written.
- Then write the word fur on the chart paper. Ask children to identify words that rhyme with the word fur. Write the words as the children say the words. Examples: her, fir, sir, blur, pur, whir.
- Explain that different letters can make the same ending sound so the words still rhyme, even though they look different at the end. Circle the letters -er, -ir, -ur in the words you have written on the chart paper.

**Step 2: Connect Word Work to Reading**

**Rhymes in the Text**

- Tell the students that the book they will be reading today has a lot of rhyming words.
- Show them **page 1** of **Snowmen at Night**. Ask students to listen carefully and look at the words while you read. If they hear two words that rhyme, they should hold up both hands.
- After reading page 1, ask the students to identify any words that rhyme.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that rhyme. Remind them to be polite and not to interrupt you while you read.
- Read **Snowmen at Night**.

**Examples of Rhymes Found in the Text:**

- tall - all
- tight - night
- dark - park
- others - mothers
- places - races
- so - go
- twice - ice
- clown - down
- aim - game
- sight - light
- hill - thrill
- height - night

Word Work Lesson Plan | @BookPagez.com

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

**Word Work**

**Snowmen at Night**  
By: Carolyn Buehner  
Grade Level: 1 / Guided Reading Level: H

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Give each student a **Snowmen That Rhyme Page**.
- Split the class into groups of three or into pairs of students.
- fast is the winning team.
- Explain that each team will work together to build snowmen by grouping the rhyming words together. In addition, they will have to identify a third word that rhymes to complete the snowman.
- The teams will need to cut out the circles, match the rhyming words, and write a third word on the empty circle. Then they will glue or tape the circles together to make a snowman. The team should work quickly, neatly, and should check their work as they go.
- The team that builds the most snowman wins.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Rhyming Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for words with rhyming words in their reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes in the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective: Rhymes** worksheet.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

**Snowmen That Rhyme**  
Interactive Activity

**Directions:**  
Cut out the circles. Match the words that rhyme. Use the blank circle to write another word that rhymes. Place the rhyming word circles on the winter scene. Glue the three rhyming word circles together to make rhyming snowmen.

flow	night
chime	right
soon	snow
moon	time

Name: \_\_\_\_\_ Word Work Extension Activity | @BookPagez.com

Independent Practice Page

Extension Activity

**Word Detective: Rhymes**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for words with rhymes while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | @BookPagez.com

**Rhyming Word Work**  
Word Work Practice Page

**Directions:**  
Read each word. Write a rhyming word. Then choose your favorite rhyming pair and draw a picture for each word in the boxes. Write the word in the bottom of the box.

twice _____	[ ]
glow _____	
man _____	[ ]
down _____	
great _____	[ ]
height _____	
race _____	[ ]
fall _____	

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com

# Assessments

**Running Record**

Title: *Snowmen at Night* Guided Reading Text Level: H Word Count: 100

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

Accuracy Rate: (# of words correct/100 words) \_\_\_\_\_

Error Rate: (# of incorrect words/100 words) \_\_\_\_\_

Self-Correction Rate: (# of words self-corrected/100 words) \_\_\_\_\_

Time: (in seconds) \_\_\_\_\_ Words Per Minute: (100/seconds read x 60) \_\_\_\_\_

Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
		COUNT		INFORMATION USED	
		E	SC	E	SC
		MSV	MSV	MSV	MSV
Page					
2	One wintry day I made a snowman, very round and tall. The next day when I saw him, he was not the same at all.				
4	His hat had slipped, his arms drooped down, he really looked a fright - It made me start to wonder: What do snowmen do at night?				
6	They gather in a circle while they wait for the others, Sipping cups of ice-cold cocoa, made by snowman mothers.				
8	Then the snowman games begin: they line up in their places, each one anxious for his turn in the snowman races.				
10	After everyone has had a "...				

**Analysis and Comments:**

Tested By: \_\_\_\_\_ @BookPagez.com

## Running Record Assessment

**Snowmen at Night**  
CCSS Assessment

Name: \_\_\_\_\_  
Score: / 9

**Directions:**  
Use what you know about *Snowmen at Night* to answer each of the following questions.

- What do we find out about snowmen from reading this story?
  - A We find out how snowmen are made.
  - B We find out what snowmen do during the day.
  - C We find out what snowmen like to eat.
  - D We find out what snowmen might do at night.
- What lesson can we learn about snowmen by reading this story?
  - A Snowmen are way too loud at night.
  - B Don't worry if your snowman looks a little different.
  - C Snowmen should not go out to play at night.
  - D Build your snowman stronger.
- How are the snowmen feeling at the end of the story?
  - A They are tired and sleepy from all the playing.
  - B They are angry they have to go home.
  - C They are scared because it is so dark.
  - D They are sad because not all of them have snow.
- Which of these words show that snowmen are on hills?
  - A Time for sledding
  - B Down the hill
  - C Wild, thrill, "waahooooooooo!"
  - D Yell, by far

- Snowmen at Night* is a story, but it also is a \_\_\_\_\_. (RL.1.5)
  - A magazine
  - B nonfiction
  - C rhyme
  - D fairy tale
- Who is telling the story of what the snowmen might do at night? (RL.1.6)
  - A A child whose snowman changed over night
  - B A snowman mother
  - C The youngest snowman
  - D A narrator that is not part of the story
- What clues do the illustrations give us about the setting? (RL.1.7)
  - A They show us all the different styles of snowman.
  - B They show what makes the snowmen droopy.
  - C They show how the snowman mothers make ice-cold cocoa.
  - D They show how cold, snowy, and dark it is when the snowmen play.
- How are snowmen at night the same as children during the day? (RL.1.9)
  - A They both live outside.
  - B They both love to play, laugh, and have cocoa.
  - C Snowmen wear scarves, but children wear jackets.
  - D They both get to sleep in their warm beds after a long day of playing.
- After reading the story, what might the child will do with his droopy snowman? (RL.1.10)
  - A He will take him inside and let him rest.
  - B He will leave him there and just forget about him.
  - C He will rebuild and fix him so the snowman will be ready for the night.
  - D He will knock him down.

CCSS Assessment 1<sup>st</sup> Grade Reading Standards for Literature | BookPagez.com

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-9)

Answer Key


# Extension Activity


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

**Directions:**  
In the book **Snowmen at Night** the snowmen have a lot of fun. What did the snowmen do at night? Unscramble the letters to find out what they did. Write the word on the line.

The snowmen \_\_\_\_\_ to the park.  
LIEDG

The snowmen \_\_\_\_\_ ice cold cocoa.  
IPS

The snowmen have snowman \_\_\_\_\_.  
SARCE 


The snowmen do \_\_\_\_\_ tricks on ice.  
TASKING 

The snowmen \_\_\_\_\_ like clowns.  
CAT

The snowmen \_\_\_\_\_ up snowballs.  
RAGTHE

The snowmen \_\_\_\_\_ a baseball game.  
ALPY

The snowmen \_\_\_\_\_ snowballs.  
WORTH

The snowmen go \_\_\_\_\_.  
DEGSLIDN 

Extension Activity | @BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation
<p>Snowmen of Night Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Snowmen of Night" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Making Connections Lesson Plan and Resources</b></p> <p>Reading: Literature</p> <p><b>RI.3</b> - Describe characters, setting, and major events in a story, using key details.</p> <p><b>RI.4</b> - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.</p> <p><b>RI.9</b> - Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>RI.10</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p><b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p><b>W.1.5</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.8</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening</p> <p><b>SL.1b</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.5</b> - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language</p> <p><b>L.1.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p>
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Common Core State Standards Correlation
<p>Snowmen of Night Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Snowmen of Night" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Visualizing Lesson Plan and Resources</b></p> <p>Reading: Literature</p> <p><b>RI.3</b> - Describe characters, setting, and major events in a story, using key details.</p> <p><b>RI.4</b> - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.</p> <p><b>RI.7</b> - Use illustrations and details in a story to describe characters, setting, or events.</p> <p><b>RI.10</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p><b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p><b>W.1.5</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.8</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening</p> <p><b>SL.1b</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.5</b> - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language</p> <p><b>L.1.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p>
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Common Core State Standards Correlation
<p>Snowmen of Night Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Snowmen of Night" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Asking Questions Lesson Plan and Resources</b></p> <p>Reading: Literature</p> <p><b>RI.1</b> - Ask and answer questions about key details in a text.</p> <p><b>RI.10</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p><b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p><b>W.1.5</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.8</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening</p> <p><b>SL.1b</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.5</b> - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language</p> <p><b>L.1.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p>
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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Snowmen of Night Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Snowmen of Night" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p>Language</p> <p><b>L.1.4b</b> - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.1.4c</b> - Identify word-level connections between words and their use (e.g. note phrases of words that are easy).</p> <p><b>L.1.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p>
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Common Core State Standards Correlation
<p>Snowmen of Night Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Snowmen of Night" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p>Reading: Foundational Skills</p> <p><b>RF.1.3</b> - Know and apply the grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.1.4</b> - Read stories, including key details, and demonstrate understanding of their central message or lesson.</p>
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Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for Snowmen at Night Super Pack

## 3 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar: Hacer conexiones**  
con Snowmen at Night (Hombres de nieve en la noche)

**Página 4:**  
¿Alguna vez has construido un hombre de nieve? ¿Cómo se veía tu hombre de nieve? ¿Era como el hombre de nieve del chico? ¿Cómo fue lo mismo? ¿Cómo fue diferente? Haga una conexión texto a tu mismo.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 12:**  
¿Alguna vez has estado patinando sobre hielo? ¿Puedes hacer algún truco sobre patines de hielo? ¿Puedes hacer otros trucos? Haga una conexión texto a tu mismo.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


**Página 20:**  
¿Puedes pensar en otra historia sobre la nieve y deslizarse por una colina? Piensa en los otros libros que has leído sobre nieve. Haga una conexión texto a texto.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_



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### Page by Page Guided Questions

### Answer Key


**Hacer conexiones**  
con Snowmen at Night (Hombres de nieve en la noche)

**Página 4:**  
¿Alguna vez has construido un hombre de nieve? ¿Cómo se veía tu hombre de nieve? ¿Era como el hombre de nieve del chico? ¿Cómo fue lo mismo? ¿Cómo fue diferente? Haga una conexión texto a tu mismo.  
**Las respuestas varían. Podrían incluir: He construido un hombre de nieve. Se veía alto y delgado. Era como el hombre de nieve del niño porque tenía una bufanda y una cara con nariz de zanahoria. El mío era diferente porque no tenía sombrero.**

**Página 12:**  
¿Alguna vez has estado patinando sobre hielo? ¿Puedes hacer algún truco sobre patines de hielo? ¿Puedes hacer otros trucos? Haga una conexión texto a tu mismo.  
**Las respuestas varían. Podrían incluir: He estado patinando sobre hielo. No puedo hacer ningún truco con patines de hielo. Puedo hacer un truco de magia con cartas.**

**Página 20:**  
¿Puedes pensar en otra historia sobre la nieve y deslizarse por una colina? Piensa en los otros libros que has leído sobre nieve. Haga una conexión texto a texto.  
**Las respuestas varían. Podrían incluir: La otra historia que pienso sobre la nieve y el deslizamiento cuesta abajo Snowy Day. Peter juega en la nieve y se desliza hacia abajo de la colina.**

Nombre: \_\_\_\_\_



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Sample answers written in Spanish

**Visualizar**  
con Snowmen at Night (Hombres de nieve en la noche)

**Tu turno para practicar: Visualizar**  
con Snowmen at Night (Hombres de nieve en la noche)

**Página 5:**  
Intenta visualizar cómo se verían los hombres de nieve deslizándose por la calle en su camino hacia el parque. ¿Qué ves en tu mente?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 7:**  
Intenta visualizar cómo se verían los hombres de nieve si bebieran cacao caliente en lugar de chocolate helado. ¿Qué ves en tu mente?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


**Página 14:**  
Intenta visualizar cómo se vería cuando los hombres de nieve intenten levantarse nuevamente. ¿Qué ves en tu mente?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_



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Visualizing

**Hacer preguntas**  
con Snowmen at Night (Hombres de nieve en la noche)

**Tu turno para practicar: Hacer preguntas**  
con Snowmen at Night (Hombres de nieve en la noche)

**Página 4:**  
¿Qué hace el hombre de nieve por la noche? ¿Por qué hace eso? ¿Por qué el hombre de nieve hace eso?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 8:**  
¿Qué te está pasando en esta historia? ¿De qué se trata? ¿Qué preguntas tienes sobre los hombres de nieve en este punto de la historia? ¿De qué manera su pregunta te ayudará a comprender mejor el libro?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


**Página 12:**  
¿Qué preguntas tienes sobre los hombres de nieve ahora? ¿Qué te preguntas acerca de las actividades que hacen?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_



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Asking Questions

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based  
Reader's Response Prompt

Common Core State Standard

"I Can"  
Statement  
written in  
Spanish

**Snowmen at Night (Hombres de nieve en la noche): Hacer conexiones**

Imagina que eres un hombre de nieve también. ¿Cuál de las actividades de hombre de nieve en la historia te gusta más? ¿Por qué?

Puedo decirles a los personajes, el escenario y lo que sucede en las historias. CCSS: RL.1.3

---

**Snowmen at Night (Hombres de nieve en la noche): Hacer conexiones**

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---

**Snowmen at Night (Hombres de nieve en la noche): Hacer conexiones**

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**Snowmen at Night (Hombres de nieve en la noche): Hacer conexiones**

Imagina que eres un hombre de nieve también. ¿Cuál de las actividades de hombre de nieve en la historia te gusta más? ¿Por qué?

---

**Snowmen at Night (Hombres de nieve en la noche): Hacer conexiones**

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---

**Snowmen at Night (Hombres de nieve en la noche): Hacer conexiones**

Imagina que eres un hombre de nieve también. ¿Cuál de las actividades de hombre de nieve en la historia te gusta más? ¿Por qué?

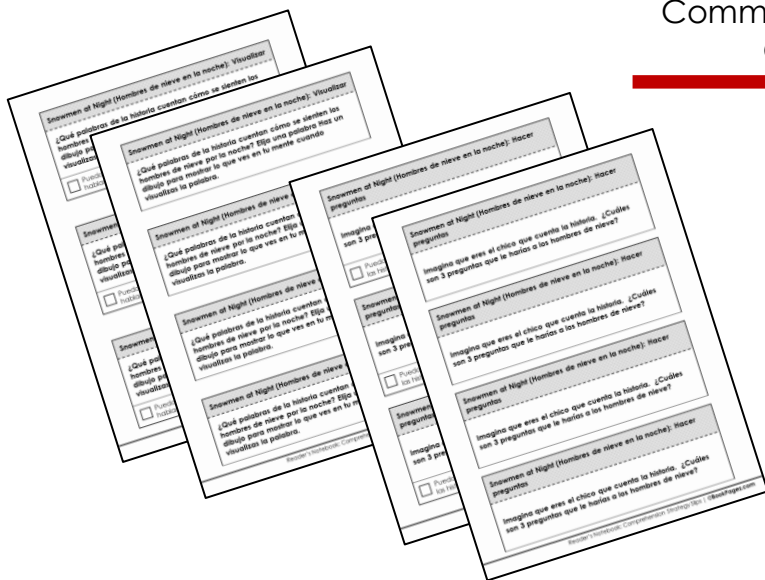
---

**Snowmen at Night (Hombres de nieve en la noche): Hacer conexiones**

Imagina que eres un hombre de nieve también. ¿Cuál de las actividades de hombre de nieve en la historia te gusta más? ¿Por qué?

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Common Core Free  
Option



Reading Response  
Prompts for Each  
Comprehension  
Strategy Lesson Plan

## 3 Comprehension Strategy Graphic Organizers

**Hacer conexiones**  
Título: \_\_\_\_\_

Pleno en el libro. ¿En qué le hace pensar el libro?

¿Qué tipo de conexión hiciste?

Text a mí mismo  
 Texto a texto  
 Texto al mundo

Haz un dibujo de tu conexión abajo.

Instrucciones:  
1. Conéctate preguntas.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engrapala tu cuaderno del lector.

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Making  
Connections

**Visualizar**  
Título: \_\_\_\_\_

¿Qué página usaste para practicar a visualizar?

Haz un dibujo de tu imagen mental en el espacio abajo.

Escribe algunas de las palabras que le autora emplea que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asígnale de haber dibujado todas las palabras que te ayudaron a visualizar.

Instrucciones:  
1. Conéctate preguntas.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engrapala tu cuaderno del lector.

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Visualizing

**Hacer preguntas**  
Título: \_\_\_\_\_

Muestras para empezar una oración

¿Cómo saber...? ¿Por qué...? ¿Cómo...? ¿Por qué...?

Ma contada... Esto cuando... No estoy seguro... ¿Por qué...?

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Instrucciones:  
1. Conéctate preguntas.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engrapala tu cuaderno del lector.

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Asking  
Questions



# Extension Activity

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

**Direcciones:**

En el libro Hombres de nieve en la noche, los hombres de nieve se divierten mucho. ¿Qué hicieron los muñecos de nieve por la noche? Descifra las letras para descubrir lo que hicieron. Escribe la palabra en la línea.

Los hombres de nieve \_\_\_\_\_ al  
parque. ALENOP

Los hombres de nieve \_\_\_\_\_ cacao helado.  
OBOSR

Los hombres de nieve tiene los hombres de nieve  
\_\_\_\_\_.  
ESRARCAR



Los hombres de nieve hacen trucos de  
\_\_\_\_\_ sobre hielo.  
NTEIAPJA

Los hombres de nieve \_\_\_\_\_ como  
payasos. NÚCTAA



Los hombres de nieve \_\_\_\_\_  
recogen bolas de nieve. CEENOGN

Los hombres de nieve \_\_\_\_\_ un juego  
de béisbol. NGUEJA

Los hombres de nieve \_\_\_\_\_ bolas de  
nieve RINAT

Los hombres de nieve van \_\_\_\_\_.  
NE RITNEO