

Here's What You'll Get in the The Snowy Day Super Pack

4 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

The Snowy Day
By: Jack Ezra Keats
Grade Level: 2 / Guided Reading Level: J

Retelling and Summarizing

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

Summary
Peter woke up one morning to discover that it had snowed over night. So Peter put on his snowsuit and went outside to play. Peter made footprints in the snow and made a snowman. He wanted to throw snowballs with the big boys but he was too little. That didn't bother Peter. The snow was piled high. So Peter pretended to be a mountain climber. Peter didn't want the snowy day to end. When it was time to go inside, Peter put a snowball in his pocket. His snowball melted! The next morning there was even more fresh snow. Peter ran outside to play in it.

Link to What You Know
• What could you pretend while playing in the snow? Who could you pretend to be?
• Have you ever made a snowman? Tell how you made one.

Important Words to Know and Understand
Melted - When a solid changes to a liquid
Fath - A track that is made by people or animals walking over the ground

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

Why Readers Retell and Summarize While Reading
Readers retell and summarize to remember the important events, characters, and information in books.
When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who what and where each event took place.
On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a researcher. Retell and summarize the information using important facts, facts, and vocabulary from the text.
Whether you are retelling and summarizing fiction or non fiction, the most important thing to do is use your own words.

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Guided Reading Level

Retelling and Summarizing Lesson Plan

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Retelling and Summarizing

3
Retell and Summarize While Reading
✓ Think about the important events that happened first, next, then, and last
✓ Notice the names of the characters and
✓ Look for places where characters caused events to happen

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 in your notebook.
Page 4 - Peter did two things before going outside. What did he do first, next, then, and last?
Page 8 - Peter made tracks in the snow. How did he do it? What caused the tracks?
Page 14 - Who are some of the characters we have met so far? What do we know about them?
Page 22 - Peter made a snowball to take inside. What did he do first, next, then, and last to make the snowball?
Page 28 - What was the setting of the story? Was the setting the same at the beginning and the end of the book? How was it the same?

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Time to Reflect
Think - What type of information did you use when you retold and summarized the Snowy Day? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?
Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.
Reflect - Think about the characters, events, and the settings in The Snowy Day. How does paying attention to the story help you to be a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading The Snowy Day. (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

Key Vocabulary

Explanation of Strategy

Making Predictions

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
Make Predictions While Reading
✓ Think about the text you read
✓ Know what to do

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Making Connections

1
Get Ready to Read
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3
Make Connections While Reading
✓ Think about the text you read
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Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

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Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Making Predictions

Making Connections

The Snowy Day
By: Jack Ezra Keats
Grade Level: 2 / Guided Reading Level: J

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
Visualize While Reading
✓ Think about the text you read
✓ Know what to do

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Visualizing

Answer Key for Retelling and Summarizing with The Snowy Day

Your Turn to Practice Retelling and Summarizing with The Snowy Day

Page 4: Peter did two things before going outside. What did he do first? What did he do next?
Page 8: Peter made tracks in the snow. How did he do it? What caused the tracks?
Page 14: Who are some of the characters we have met so far? What do we know about them?
Page 22: Peter made a snowball to take inside. What did he do first, next, then, and last to make the snowball?
Page 28: What was the setting of the story? Was the setting the same at the beginning and the end of the book? How was it the same?

Answer Key for Making Connections with The Snowy Day

Your Turn to Practice Making Connections with The Snowy Day

Page 4: Peter made tracks in the snow with a stick. What do you like to do in the snow? What can you use to make tracks?
Page 8: Peter made tracks in the snow. How did he do it? What caused the tracks?
Page 14: Who are some of the characters we have met so far? What do we know about them?
Page 22: Peter made a snowball to take inside. What did he do first, next, then, and last to make the snowball?
Page 28: What was the setting of the story? Was the setting the same at the beginning and the end of the book? How was it the same?

Answer Key for Making Predictions with The Snowy Day

Your Turn to Practice Making Predictions with The Snowy Day

Page 1: Peter is making the bed with a stick. What do you think Peter might do? Do your predictions match the pictures?
Page 10: Peter is making the bed with a stick. What predictions can you make? What do you think will happen next? Why? Write your predictions down in your notebook.
Page 19: Peter woke up the next morning to snow falling outside. What do you predict he will do next? Was your prediction correct?

Answer Key for Visualizing with The Snowy Day

Your Turn to Practice Visualizing with The Snowy Day

Page 2: Try to visualize what the world looked like on the day Peter woke up to find snow covering everything. What do you see in your mind? Which words help you visualize? Point to the words.
Page 14: Try to visualize Peter's snowball resting in his pocket. What do you see in your mind? Which words help you visualize?
Page 19: Try to visualize Peter's snowball melting in his pocket. What do you see in your mind? Which words help you visualize?
Page 22: Try to visualize Peter's wet snowman when he discovers that his snowball has melted. What do you see in your mind? Which words help you visualize? Does the picture in your mind match the picture in the book? How is it the same? How is it different?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement →

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option →

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

The Snowy Day: Making Connections

Write your opinion about snow. Do you like it? Tell why you like it or why you do not like it. Give at least 2 reasons.

I can write my opinion about a topic and give reasons for my thinking. CCSS: RL.2.1

The Snowy Day: Making Connections

Write your opinion about snow. Do you like it? Tell why you like it or why you do not like it. Give at least 2 reasons.

I can write my opinion about a topic and give reasons for my thinking. CCSS: RL.2.1

The Snowy Day: Making Connections

Write your opinion about snow. Do you like it? Tell why you like it or why you do not like it. Give at least 2 reasons.

I can write my opinion about a topic and give reasons for my thinking. CCSS: RL.2.1

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

4 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or non-fiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

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

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

Retelling and Summarizing

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 lines.
3. Glue, tape, or staple into your reader's notebook.

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

Making Connections

Making Predictions

Title: _____

Predictions of the Beginning	Predictions while Reading	Check Predictions of the End
Write your prediction below.	Write your prediction below.	Finished with what really happened.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Draw a picture of your connection in the box below.

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

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

Making Predictions

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 lines.
3. Glue, tape, or staple into your reader's notebook.

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

Visualizing

Vocabulary Connections Resources

Vocabulary Connections

The Snowy Day
By: Jack Ezra Keats
Grade Level: 2 / Guided Reading Level: J

Important Words to Know and Understand in "The Snowy Day"

Adventure
An exciting or sometimes dangerous experience

Crunch
To make a loud sound like something being crushed

Melted
When a solid changes to liquid

Path
A track that is made by people or animals walking over the ground

Plop
To fall, drop or move with a sound like dripping liquid

Snowsuit
A jacket with matching pants that is worn by children when they go outdoors in the winter

Tracks
A mark left on the ground by a moving animal, person, or vehicle

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in The Snowy Day Word List

Vocabulary Connections

The Snowy Day
By: Jack Ezra Keats
Grade Level: 2 / Guided Reading Level: J

Adventure **Crunch** **Melted**

Path **Plop** **Snowsuit**

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections

The Snowy Day
By: Jack Ezra Keats
Grade Level: 2 / Guided Reading Level: J

Adventure **Crunch** **Melted**

An exciting or sometimes dangerous experience

To make a loud sound like something being crushed

When a solid changes to liquid

Path **Plop** **Snowsuit**

A track that is made by people or animals walking over the ground

To fall, drop or move with a sound like dripping liquid

A jacket with matching pants that is worn by children when they go outdoors in the winter

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections

The Snowy Day
By: Jack Ezra Keats
Grade Level: 2 / Guided Reading Level: J

Adventure is a/an	Crunch is a/an	Melted is a/an
noun verb	noun verb	noun verb
adverb adjective	adverb adjective	adverb adjective
Definition of Adventure:	Definition of Crunch:	Definition of Melted:
Adventure looks like this:	Crunch looks like this:	Melted looks like this:
Adventure reminds me of:	Crunch reminds me of:	Melted 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 The Snowy Day

Word Bank
ADVENTURE
CRUNCH
MELTED
PATH
PLOP
SNOWSUIT
TRACKS

Unscramble each of the words. Take the letters that appear in and unscramble them to discover a secret word.

VUERENDAT
CATKSR
NOISWTUS
POPL
HAPT
DETMEL
NUHCRC
SECRET WORD: ○○○○○○○

Make a word search using the words in the word bank. Give it to a friend to solve.
Friend's Name: _____

Word Games
The Snowy Day

of the words. Take the letters in and unscramble secret word.

D V E N T U R E
A C K S
O W S U I T
P
H
L T E D
U N C H
S N O W M A N

words in the word bank.

Name: _____

Answer Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Connections

The Snowy Day
By: Jack Ezra Keats
Grade Level: 2 / Guided Reading Level: J

The Snowy Day
By Jack Ezra Keats

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

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 it 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?

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

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
The Snowy Day
By: Ezra Jack Keats
Grade Level: 2 / Guided Reading Level: J

Instructional Focus: Hard "C" Sound

Background: The hard "c" sound is found in words or the letter c followed by a vowel.

Examples:

Materials and Preparation:

- A Copy of the book
- Hard "C" Sound Word Cards
- Hard "C" Sound Anchor Chart
- Optional: Index Cards
- Optional: Colored Markers

Step 1: Introduce the Focus of Word Work

Introduce Hard "C" Sound

- Explain to children that the letter c can make two different sounds. It can make a soft c sound, as in the words: ceiling, cent, place, and face. It can make a hard c sound, as in the words:

Sample Anchor Chart

Hard "C" Sound

crunch	stick	climb	socks
--------	-------	-------	-------

Step 2: Connect Word Work to Reading

Extend Engagement

- Play *Have...Who Has...*
- Create an index card for each child in your class.
- Write a hard c word on each index card using a one color marker.
- Flip the index card over and write the next hard c word using a different colored marker.
- Distribute cards to students.
- Play *Have...Who Has...* (I have Crunch, Who Has Sticks; I have Sticks, Who has Socks!...)

Hard "C" Sound in the Text

- Tell the students that the book they will be reading today has some words with the hard c sound.
- Show them the first page of *The Snowy Day*. Tell the students to listen carefully and look at the words while you read. Ask the students to make the letter C with their hand and hold it in the air when they hear a word that follows the pattern.
- After reading, ask the students to recall words with the hard c sound from the page (e.g., covered, could).
- Add the words to the chart paper, in the column with the other word that begin with the letters co.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern, reminding them to be polite and not to interrupt you while you read.
- Read *The Snowy Day*.

Examples of Hard "C" Sounds Found in the Text:

covered	stick
could	smacking
crunch	climbed
tracks	packed
sticking	pocket
pocket	socks

Step 3: Guided Word Work Practice

Interactive Exploration

- Give each student a **Hard C Snowball Match** page. Read the directions with the class. Ask the class to cut out their snowballs and write their initials on the same side as the words.
- Pair up the students, or ask them to find a partner. Have them line up their snowballs in a row in front of them.
- Player 1 will begin by "throwing" a snowball at Player 2.
 - Player 1 will choose one of his or her snowballs and flip it over in front of Player 2.
 - Player 2 must read the word on the card.
 - Then Player 2 must flip over one of his or her snowballs, hoping for a match.
 - If it is a match, Player 2 places the match to the side.
 - If it is not a match, Player 1 leaves the snowballs as they are and play continues.
 - If it matches a card that is in neutral territory, Player 1 gets to keep the match.

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work
The Snowy Day
By: Ezra Jack Keats
Grade Level: 2 / Guided Reading Level: J

Step 3 Continued: Guided Word Work Practice

Interactive Exploration Continued

- Player 2 "throws" a snowball at Player 1.
 - Player 1 will choose one of his or her snowballs and flip it over in front of Player 1.
 - Player 1 must read the word on the card.
 - Then Player 1 must flip over one of his or her snowballs, hoping for a match.
 - If it is a match, Player 1 places the match to the side.
 - If it is not a match, Player 1 leaves the snowballs as they are and play continues.
 - If it matches a card that is in neutral territory, Player 1 gets to keep the match.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Hard "C" Sound 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 **hard "c" sound** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class at the end of the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective** worksheet.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Hard "C" Sound Snowball Match Interactive Activity

Directions: Cut out the snowballs. Turn your snowballs over so the words are face down. Place them in a row in front of you. Play **Hard "C" Snowball Match** with a partner.

could	tracks	packed
climbed	socks	covered
crunch	stick	across

Guided Word Work Practice | ©BookPagez.com

Independent Practice Page

Extension Activity

Word Detective: Hard "C" Sound Extension Activity

Directions: Be a word detective! Be on the lookout for **hard "c" sounds** 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

Hard "C" Sound Word Work Practice Page

Directions: Choose the hard c sound word to finish each sentence. Write it on the line.

- The snow _____ could _____ everything outside.
- Peter _____ see his _____ tracks _____ in the snow.
- Peter's feet made this sound in the snow _____ crunch _____ tracks _____
- Peter dragged his feet to make _____ stick _____ tracks _____ in the snow.
- Peter saw something _____ sticking _____ climbed _____ up out of the snow.
- The _____ was perfect for _____ smacking _____ packing _____ snow from the tree.
- Peter _____ up a mound of snow. _____ climbed _____ packed _____
- Peter _____ up snow and _____ it into a ball. _____ could _____ picked _____ climbed _____ packed _____
- Peter put the snowball in his _____ socks _____ pocket _____
- Peter had wet _____ tracks _____ socks _____ on his feet.

Name: _____ Independent Word Work Practice | ©BookPagez.com

Bonus Activity and Running Record Assessment

Name: _____ Date: _____

Directions:
In the book, *The Snowy Day*, Peter had a lot of fun playing in the snow. Do you remember all of the things he did? Look at each of the snowflakes below. Color the snowflakes that describe something that Peter did on his snowy day.

Extension Activity | ©BookPagez.com

Running Record

Title: *The Snowy day* Guided Reading Text Level: J 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
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual			
Page	E	SC	INFORMATION USED MSV SC MSV
2			
4			
5			
6			
7			

Tested by: _____ ©BookPagez.com

Bonus Extension Activity

Running Record Assessment

Complete Common Core Alignment

Common Core State Standards Correlation

The Snowy Day Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Snowy Day" correlate with the following English Language Arts Common Core State Standards for second grade.

Reading and Summarizing Lesson Plan and Resources

Reading: Literature

RI.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.

RI.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RI.3 - Describe how characters in a story respond to major events and challenges.

RI.4 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RI.5 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

RF.2 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3 - Read with sufficient accuracy and fluency to support comprehension.

Writing

W.2.1 - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.1b - Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).

The Snowy Day CCSS Alignment | ©BookPagez.com

Common Core State Standards Correlation

The Snowy Day Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Snowy Day" correlate with the following English Language Arts Common Core State Standards for second grade.

Reading Connections Lesson Plan and Resources

Reading: Literature

RI.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.

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Reading: Foundational Skills

RF.2.1 - Know and apply grade-level phonics and word analysis skills in decoding words.

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Writing

W.2.1 - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.1b - Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).

The Snowy Day CCSS Alignment | ©BookPagez.com

Common Core State Standards Correlation

The Snowy Day Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Snowy Day" correlate with the following English Language Arts Common Core State Standards for second grade.

Making Predictions Lesson Plan and Resources

Reading: Literature

RI.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.

RI.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RI.3 - Describe how characters in a story respond to major events and challenges.

RI.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

RF.2 - Know and apply grade-level phonics and word analysis skills in decoding words.

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Writing

W.2.1 - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.1b - Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).

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Common Core State Standards Correlation

The Snowy Day Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Snowy Day" correlate with the following English Language Arts Common Core State Standards for second grade.

Visualizing Lesson Plan and Resources

Reading: Literature

RI.2.4 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RI.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

RF.2.1 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

Writing

W.2.1 - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.1b - Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).

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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

The Snowy Day Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Snowy Day" correlate with the following English Language Arts Common Core State Standards for second grade.

Vocabulary Lesson Plan and Resources

Language

L.2.4a - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).

L.2.4b - Identify real-life connections between words and their use (e.g., describe foods that are salty or spicy).

L.2.4 - 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).

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Common Core State Standards Correlation

The Snowy Day Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Snowy Day" correlate with the following English Language Arts Common Core State Standards for second grade.

Word Work Lesson Plan and Resources

Reading: Foundational Skills

RF.2.1 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

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Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment