

Lesson Plan: Intentional, Repeated & Interactive

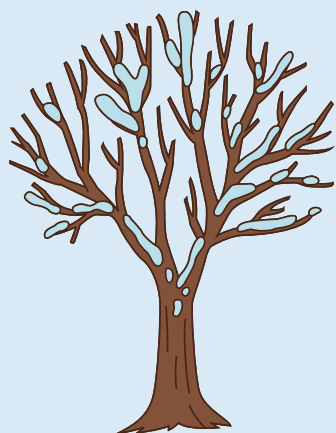
Read Aloud

Snow is...

Written by Laura Gehl and **Illustrated by** Sonia Sanchez

Possible Learning goals : Vocabulary/Retell

First Reading



Vocabulary

stillness, huddled

glide

whiteout

hurry

trusty

hoard

trudge

tempest

squall, flurry

blizzard, snuggles



Before Reading Focus on:

Vocabulary Building: Introduce the vocabulary using visuals (*vocabulary cards), gestures, body language and phrases from the text or outside of text. Invite children to share their understanding of vocabulary. Consider ELLs how can you support their learning and understanding with vocabulary. You may wish to introduce all the words at the first reading, however you know your children best as to what will work. Supporting **background knowledge**, discussing title and cover of the book as you share a summary of the story. Again you know your children and their experiences with the topic or ideas. Support further with photos, drawings, etc as you continue to build background knowledge. Make words **sparkle** by emphasizing the words in different contexts where appropriate.

During Reading

Read the story pausing to share thinking about the story out loud. Describe what you see, stop at some of the vocabulary words and discuss your understanding of the words in context. In this reading educator does most of the talking.



After Reading:

What were you thinking when we saw/heard...share a page in the book.

What would you do?

I'd like to ask the author....

*Vocabulary Cards are visual images created with free clipart/photos/drawings to represent the definition of each word



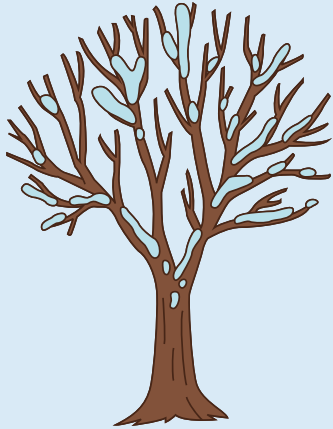
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Focus of this read aloud: Vocabulary

Second/Third Reading



Review Vocabulary

stillness, huddled
glide
whiteout
hurry
trusty
hoard
trudge
tempest
squall, flurry
blizzard, snuggles



Before Reading Focus on:

Review Vocabulary: Invite children to share their understanding of vocabulary, as introduced at the last reading. When working on repeated interactive read alouds small groups may work best. Select a few words to review by using pages from the story, be explicit with the vocabulary as you read. Consider using some of the words and having children create sentences/or educator creates and children organize. Invite children to share what they remember from the 1st reading, retell what the story is about including main characters, setting, what do they notice about the changes. In these sessions there should be more children talk rather than educator talk. Monitor understanding through out.

During Reading

As the focus is on vocabulary:
Stop at certain predetermined pages of the story, have students talk to their partner about the story. Use sentence stems and sentence starters as needed/as appropriate. Encourage students to include the new vocabulary words. On the third reading invite children to retell, increase the amount of times children are contributing, decrease educator talk.



After Reading:

Select a two page spread, invite children to discuss or retell what is happening. The retell can be in the form of drawings on large chart paper or using props. Encourage use of new vocabulary words during the retell and through out the day (making words sparkle).



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Second/Third Reading

Extending Learning Opportunities:

- Retelling using loose parts.
- Writing prompts: Snow is/ My favourite part of winter is...(see Extending Learning for Templates)
- Making snow (see recipe in Extending Learning)
- Outdoor activities: Exploring outdoors, walks in the community looking for signs of winter/if there is snow creating snow sculptures, etc.
- Looking for birds: black capped chickadees ([LSF site](#)) and learning about [Black Capped Chickadees](#)
- **SEE Extending Learning PDF for more ideas and links at www.pebbleandpond.ca in the Educator Hub**



Resources/References:

[Laura Gehl Author Page](#)

Dr. Molly Ness

Learning for A Sustainable Future (Outdoor Activity Ideas and more)