

# Here's What You'll Get in the Sneezy the Snowman Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Author's Purpose Lesson Plan

**Identifying the Author's Purpose**

**Sneezy the Snowman**  
By: Maureen Wright  
Grade Level: 2 / Guided Reading Level: L

**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

**2**

**Learn About Comprehension Strategies**

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

**Summary**

*Sneezy the Snowman* tells the tale of a snowman with an unusual problem: he is always cold! When he warms himself up too much with hot chocolate, a soak in a hot tub, and even sitting too close to the fire, a group of children build him again and again. The children try giving Sneezy a hat, a scarf, and more, but nothing seems to help. Luckily, the children have one more idea of how to keep Sneezy warm and toasty without melting!

**Link to What You Know**

- Think of a silly story you have read. What made it silly?
- Why do you think authors write silly stories?

**Important Words to Know and Understand**

**Cried** - To shout or say something loudly

**Melt** - To change or to cause (something) to change from a solid to a liquid usually because of heat

**Why Readers Identify the Author's Purpose While Reading**

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to persuade you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to inform you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to entertain you.

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### Guided Reading Level

### Activate Prior Knowledge

### Author's Purpose Lesson Plan

**Identifying the Author's Purpose**

**Sneezy the Snowman**  
By: Maureen Wright  
Grade Level: 2 / Guided Reading Level: L

**3**

**Identify the Author's Purpose While Reading**

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade, inform or entertain you?

**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 3** - Notice the hyphens and the ellipsis. What was the author's purpose for including these punctuation marks in the sentence?

**Page 10** - Sneezy the Snowman thinks sitting in a hot tub will keep him warm. What does the author want us to know about the snowman and his understanding of heat?

**Page 11** - Sneezy the Snowman sits in a hot tub to get warm. Did the author write this scenario to inform, persuade or entertain you? Why do you think so?

**Page 17** - Sneezy the Snowman is choosing to get warm again. Why do you think the author keeps putting Sneezy the Snowman in these situations?

**Page 22** - Notice the rhyming words. Do you think the author's purpose for writing the story in rhyme is to inform, persuade or entertain the audience? What makes you think so?

**4**

**Notice the Work You Did While Reading**

- Reflect
- Write

**Time to Reflect**

**Think** - Maureen Wright is the author of *Sneezy the Snowman*. What was her purpose for writing this book? Did she write the book to persuade, inform, or entertain you? How do you know?

**Talk** - Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about what you learned while reading *Sneezy the Snowman*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?

Write down your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Sneezy the Snowman*. (Remember to include examples from the book!)

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### Key Vocabulary

### Explanation of Strategy

### 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

**2**

**Learn About Comprehension Strategies**

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

**3**

**Visualize While Reading**

- Notice the words that describe things, places, and events
- Look for details that help you understand the text
- Use your imagination to picture what you are reading

**Time to Read**

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**Determining Importance**

**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

**2**

**Learn About Comprehension Strategies**

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

**3**

**Determine Importance While Reading**

- Look for big ideas and important information
- Notice when you are reading something that is important to the text

**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 3** - Notice the hyphens and the ellipsis. What was the author's purpose for including these punctuation marks in the sentence?

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**Notice the Work You Did While Reading**

- Reflect
- Write

**Time to Reflect**

**Think** - Maureen Wright is the author of *Sneezy the Snowman*. What was her purpose for writing this book? Did she write the book to persuade, inform, or entertain you? How do you know?

**Talk** - Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about what you learned while reading *Sneezy the Snowman*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?

Write down your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Sneezy the Snowman*. (Remember to include examples from the book!)

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### Visualizing

### Determining Importance

**Synthesizing**

**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

**2**

**Learn About Comprehension Strategies**

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

**3**

**Synthesize While Reading**

- Look for pieces of information that are important to the text
- Notice when you are reading something that is important to the text

**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.

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**4**

**Notice the Work You Did While Reading**

- Reflect
- Write

**Time to Reflect**

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**Talk** - Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about what you learned while reading *Sneezy the Snowman*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?

Write down your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Sneezy the Snowman*. (Remember to include examples from the book!)

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**Understanding Text Structure**

**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

**2**

**Learn About Comprehension Strategies**

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

**3**

**Understand Text Structure While Reading**

- Look for the main idea and supporting details
- Notice when you are reading something that is important to the text

**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 3** - Notice the hyphens and the ellipsis. What was the author's purpose for including these punctuation marks in the sentence?

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- Reflect
- Write

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Write down your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Sneezy the Snowman*. (Remember to include examples from the book!)

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### Synthesizing

### Understanding Text Structure

**Answer Key for Identifying the Author's Purpose with Sneezy the Snowman**

**Your Turn to Practice Identifying the Author's Purpose with Sneezy the Snowman**

Page 3: Notice the hyphens and the ellipsis. What was the author's purpose for including these punctuation marks in the sentence?

Page 10: Sneezy the Snowman thinks sitting in a hot tub will keep him warm. What does the author want us to know about the snowman and his understanding of heat?

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Page 22: Notice the rhyming words. Do you think the author's purpose for writing the story in rhyme is to inform, persuade or entertain the audience? What makes you think so?

**Answer Key for Visualizing with Sneezy the Snowman**

**Your Turn to Practice Visualizing with Sneezy the Snowman**

Page 3: Notice the hyphens and the ellipsis. What was the author's purpose for including these punctuation marks in the sentence?

Page 10: Sneezy the Snowman thinks sitting in a hot tub will keep him warm. What does the author want us to know about the snowman and his understanding of heat?

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Page 22: Notice the rhyming words. Do you think the author's purpose for writing the story in rhyme is to inform, persuade or entertain the audience? What makes you think so?

**Answer Key for Determining Importance with Sneezy the Snowman**

**Your Turn to Practice Determining Importance with Sneezy the Snowman**

Page 3: Notice the hyphens and the ellipsis. What was the author's purpose for including these punctuation marks in the sentence?

Page 10: Sneezy the Snowman thinks sitting in a hot tub will keep him warm. What does the author want us to know about the snowman and his understanding of heat?

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Page 22: Notice the rhyming words. Do you think the author's purpose for writing the story in rhyme is to inform, persuade or entertain the audience? What makes you think so?

**Answer Key for Understanding Text Structure with Sneezy the Snowman**

**Your Turn to Practice Understanding Text Structure with Sneezy the Snowman**

Page 3: Notice the hyphens and the ellipsis. What was the author's purpose for including these punctuation marks in the sentence?

Page 10: Sneezy the Snowman thinks sitting in a hot tub will keep him warm. What does the author want us to know about the snowman and his understanding of heat?

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Page 22: Notice the rhyming words. Do you think the author's purpose for writing the story in rhyme is to inform, persuade or entertain the audience? What makes you think so?

**Answer Key for Synthesizing with Sneezy the Snowman**

**Your Turn to Practice Synthesizing with Sneezy the Snowman**

Page 3: Notice the hyphens and the ellipsis. What was the author's purpose for including these punctuation marks in the sentence?

Page 10: Sneezy the Snowman thinks sitting in a hot tub will keep him warm. What does the author want us to know about the snowman and his understanding of heat?

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### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**Strategy and Text Based Reader's Response Prompt**

**Common Core State Standard**

**"I Can" Statement**

**Common Core Free Option**

**Reading Response Prompts for Each Comprehension Strategy Lesson Plan**

## 5 Comprehension Strategy Graphic Organizers

**Identifying the Author's Purpose**  
Title: \_\_\_\_\_

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade  To Inform  To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

**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 draw all of the words that helped you visualize.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Visualizing

**Determining Importance**  
Title: \_\_\_\_\_

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important part of your book.

#1 \_\_\_\_\_

#2 \_\_\_\_\_

#3 \_\_\_\_\_

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

**Understanding Text Structure**  
Title: \_\_\_\_\_

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____		
Page: _____		
Page: _____		
Page: _____		

**Text Structure: You might use these words:**

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

**Synthesizing**  
Title: \_\_\_\_\_

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	How I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

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

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Synthesizing



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Sneez the Snowman**  
By: Maureen Wright  
Grade Level: 2 / Guided Reading Level: L

**Word Work**

**Instructional Focus:**  
R-Controlled Syllable

**Background:**  
When a syllable has a single vowel followed by the letter "r", it is called an r-controlled syllable. The letter "r" is so strong that it changes the vowel sound and it is no longer short.

**Examples:**

acorn	after	bird	birthday
car			
finger			
hammer			
nerve			
shark			
storm			

**Materials and Preparation:**

- A Copy of
- Chart Paper
- Colored Markers
- Sticky Note
- Pencils
- Scissors
- Caller Cards
- Player Sheet
- R-Controlled Syllable
- Optional--

**Word Work**

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

**Introduce R-Controlled Syllable**

- Write the following words at the top of a piece of chart paper: acorn, dirt, farm, paper, surf.
- Point to each word as you read them aloud. Ask learners to notice anything about the sounds of the words. Read the words again with learners. Confirm that all words make a strong "r" sound.
- Explain that when a syllable has a single vowel followed by the letter "r", it is called an r-controlled syllable. The letter "r" is so strong that it changes the vowel sound and it is no longer short.
- Say, "Let's work with some examples to see how the letter 'r' changes the vowel sound."
- Write the heading "R-Controlled Syllables".
- Write "after" under the heading. Invite learners to read the word and clap out the syllables with you. Draw a vertical line between the "a" and the "r" to divide the syllables (after).
- Underline "er".
- Say, "Notice how the letter 'e' is the single vowel in this syllable. It is followed by the letter 'r'. The letter 'r' is so strong, it changes the way the vowel sounds. Let's read the word together. Do you hear how strong the 'r' sound is? It takes over the sound of the vowel 'e'."
- Follow the previous steps and work with the following r-controlled syllables: bird, birthday, car, garlic and ladder.

**Sample Anchor Chart**

**R-Controlled Syllables**

acorn	dirt	farm	paper	surf
a   r   e	b   i   r   d	b   i   r   t   h   d   a   y	c   a   r	g   a   r   l   i   c
i   a   r   e				

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

**R-Controlled Syllable in the Text**

- Prepare for the lesson by copying the "R-Controlled Syllable" list. Cut out one list for each learner.
- Pass out the lists with pencils. Explain that the words have r-controlled syllables. Each word appears in the story *Sneez the Snowman* by Maureen Wright.
- Explain that as you read the story aloud, their job is to listen for the listed words. When they hear a word, they should raise their hand. At that point you will stop reading. Learners will work with the word as a group. First, they will clap out the syllables. Then they will point out the r-controlled syllable. Finally, they will circle the r-controlled vowel along with the adjacent letter "r".
- Model with the root word "shiver" on page 1.

**List of words in the text that are examples of R-Controlled Syllable:**

colorful	scarf	swirl
orange	shiver	warm
perfect	surprise	warmth

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Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

**Sneez the Snowman**  
By: Maureen Wright  
Grade Level: 2 / Guided Reading Level: L

**Word Work**

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Prepare for the game by assigning one person to be the caller. Use scissors to cut out the **Caller Cards**. Place them upside down in a pile in front of the caller.
- Distribute a **Player Sheet** to the players. Instruct players to choose nine words from the Word Bank. Write the nine words on the "Game Mat"; one word per box.
- Start the game by telling the caller to choose a card from their deck. The caller reads the word. If the word is on a player's Game Mat, the player will cross off the word. Continue this procedure until all of the words on a player's Game Mat are crossed off. The first player to cross off all nine words wins the game.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Copy one **R-Controlled Word Match** for each learner.
- Begin by reading the words in the column.
- Draw a line from a word to a matching image.
- Monitor students as 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 r-controlled syllable 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 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 worksheet**.

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Interactive Activity

**Player Sheet**  
**Interactive Activity**

**Directions:**  
Fill in the Game Mat with nine words from the Word Bank. Cross off words on your Game Mat that the Caller reads. The winner is the first player to cross off all nine boxes.

**Game Mat**


**Word Bank**

acorn	after	bird	birthday
car	carpet	dirt	farm
finger	forget	garlic	germ
hammer	jar	ladder	mother
nerve	paper	person	popcorn
shark	shirt	slurp	spider
storm	surf	tiger	turkey

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Independent Practice Page

Extension Activity

**Word Detective: R-Controlled Syllable**  
Extension Activity

















**Directions:**  
Be a word detective!  
Be on the lookout for r-controlled syllable 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: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com

**R-Controlled Word Match**  
Word Work Practice Page

**Directions:** Read the words in the middle column. Draw a line from a word to a matching image.

	birthday	
	turkey	
	spider	
	barn	
	tiger	
	car	
	shark	
	fingers	
	bird	
	shirt	

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



# Assessments

Running Record Assessment:  
Use the first 100 words from the text to assess oral reading fluency



Running Record				
Title: <i>Sneezy the Snowman</i>		Guided Reading Text Level: L	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				COUNT
				INFORMATION USED
Page		E	SC	E MSV SC MSV
1	Sneezy the Snowman shivered. "Br-r-r. It's cold out here, that's for sure. I need a drink to warm me up!" So...			
2	He drank cocoa from a cup. He said with a smile, "I like this a lot."			
3	And then-right there-believe it or not...			
4	he melted from drinking something too hot! The children cried out, "What should we do?" A voice from the puddle said, "Make me brand new."			
Tested By: _____				©BookPagez.com

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

Sneezy the Snowman CCSS Assessment	Name: _____ Score: / 9
<b>Directions:</b> Use what you know about <i>Sneezy the Snowman</i> to answer each of the following questions.	
1. Why did Sneezy the Snowman melt?	
<input type="radio"/> A Sneezy the Snowman melted because he drank a warm cup of cocoa. <input type="radio"/> B Sneezy the Snowman melted because he sat in a hot tub. <input type="radio"/> C Sneezy the Snowman melted because he sat by a fire. <input type="radio"/> D All of the above.	
2. What lesson should Sneezy the Snowman learn from his melting events?	
<input type="radio"/> A Sneezy the Snowman should learn to be a good friend. <input type="radio"/> B Sneezy the Snowman should learn how to stay cold. <input type="radio"/> C Sneezy the Snowman should learn to stay away from hot things. <input type="radio"/> D Sneezy the Snowman should learn to stay healthy.	
3. Who are the major and minor characters in the story?	
<input type="radio"/> A Sneezy the Snowman is the major character in the story. <input type="radio"/> B The children are the minor characters in the story. <input type="radio"/> C Answers A and B are correct. <input type="radio"/> D None of the above.	
4. What rhymes with "cold wind blew"?	
<input type="radio"/> A Snowflakes flew. <input type="radio"/> B They rebuilt Sneezy. <input type="radio"/> C I like this a lot. <input type="radio"/> D I'm way too hot.	
CCSS Assessment 2 <sup>nd</sup> Grade Reading Standards for Literature	

5. What is Sneezy the Snowman's problem? (RL.2.5)
<input type="radio"/> A Sneezy the Snowman is sick. <input checked="" type="radio"/> B He is cold and keeps trying to warm up with things that melt him. <input type="radio"/> C Sneezy the Snowman doesn't know how to make friends. <input type="radio"/> D Sneezy the Snowman lives in a warm climate.
6. Who is telling this story? (RI.2.6)
<input type="radio"/> A The birds are telling the story. <input type="radio"/> B Sneezy the Snowman is telling the story. <input checked="" type="radio"/> C The author is telling the story. <input type="radio"/> D The children are telling the story.
7. What clues do the illustrations in the story provide to help you understand the setting in the story? (RI.2.7)
<input type="radio"/> A The illustrations of wind and snow help me understand the setting in the story. <input type="radio"/> B The illustrations of children bundled up in warm clothes helps me understand the setting of the story. <input type="radio"/> C The illustrations of Sneezy the Snowman shivering help me understand the setting of the story. <input checked="" type="radio"/> D All of the above.
8. Contrast Sneezy the Snowman with Snowmen at Night by Carolyn Buehner. What is different about the two books? (RL.2.9)
<input checked="" type="radio"/> A Sneezy the Snowman keeps melting. The snowmen in Snowmen at Night do not melt. <input type="radio"/> B Sneezy the Snowman likes to ice skate. The snowmen in Snowmen at Night are afraid to ice skate. <input type="radio"/> C Sneezy the Snowman comes to life at night when the children are asleep. The snowmen in Snowmen at Night play with children during the day. <input type="radio"/> D Sneezy the Snowman does not like to play with children. The snowmen in Snowmen at Night like to play with children.
9. Compare Sneezy the Snowman with Snowmen at Night by Carolyn Buehner. What is the same about the two books?
<input type="radio"/> A Both books are written in rhyme. <input type="radio"/> B Both books are about snowman changing. <input type="radio"/> C Both books have snowman acting like humans. <input checked="" type="radio"/> D All of the above.
CCSS Assessment 2 <sup>nd</sup> Grade Reading Standards for Literature   BookPagez.com


Answer Key



# Extension Activity

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

**Directions:**  
Sneezy the Snowman melted three times. Write about the three melting events using sequence words like "first", "next" and "then".



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Extension Activity | @BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Sneezy the Snowman Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Sneezy the Snowman" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Identifying the Author's Purpose Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>  <b>RL.2.5</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  <b>RL.2.7</b> - Use information gathered from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.  <b>RL.2.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b>  <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.2</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b>  <b>SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others.  <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>SL.2.3</b> - 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.</p> <p><b>Language</b>  <b>L.2.4</b> - 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).</p> <p>Sneezy the Snowman CCSS Alignment   @BookPagez.com</p>	<p>Sneezy the Snowman Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Sneezy the Snowman" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>  <b>RL.2.5</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  <b>RL.2.7</b> - Use information gathered from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.  <b>RL.2.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b>  <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.2</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; 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Listening</b>  <b>SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others.  <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>SL.2.3</b> - 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.</p> <p><b>Language</b>  <b>L.2.4</b> - 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).</p> <p>Sneezy the Snowman CCSS Alignment   @BookPagez.com</p>	<p>Sneezy the Snowman Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Sneezy the Snowman" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Reading: Literature</b>  <b>RL.2.5</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  <b>RL.2.7</b> - Use information gathered from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.  <b>RL.2.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b>  <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.2</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; 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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Sneezy the Snowman Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Sneezy the Snowman" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Language</b>  <b>L.2.6</b> - Use sentence-level context as a clue to the meaning of a word or phrase.  <b>L.2.8a</b> - Identify realistic connections between words and their use (e.g., describe foods that are salty or juicy).  <b>L.2.4</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> <p>Sneezy the Snowman CCSS Alignment   @BookPagez.com</p>

Common Core State Standards Correlation
<p>Sneezy the Snowman Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Sneezy the Snowman" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p><b>Reading: Foundational Skills</b>  <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Sneezy the Snowman CCSS Alignment   @BookPagez.com</p>

Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment



# 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

Sneezy the Snowman (Sneezy el muñeco de nieve): Identifica el propósito del autor

El autor escribió esta historia para entretenernos. Anota un lugar al principio, en la mitad y al final de la historia que te entresol.

Puedo describir cómo se escribe una historia, incluidas las partes de un principio y un final. CCSS: RL.2.5

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Sneezy the Snowman (Sneezy el muñeco de nieve): Identifica el propósito del autor

El autor escribió esta historia para entretenernos. Anota un lugar al principio, en la mitad y al final de la historia que te entresol.

Puedo describir cómo se escribe una historia, incluidas las partes de un principio y un final. CCSS: RL.2.5

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Common Core Free  
Option

Sneezy the Snowman (Sneezy el muñeco de nieve): Identifica el propósito del autor

El autor escribió esta historia para entretenernos. Anota un lugar al principio, en la mitad y al final de la historia que te entresol.

---

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---

Sneezy the Snowman (Sneezy el muñeco de nieve): Identifica el propósito del autor

El autor escribió esta historia para entretenernos. Anota un lugar al principio, en la mitad y al final de la historia que te entresol.

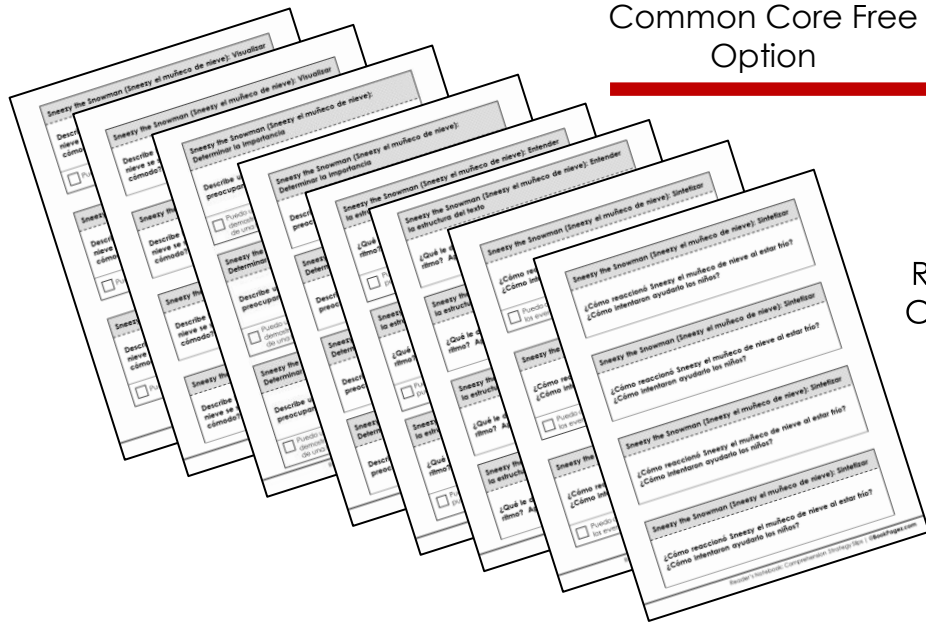
---

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El autor escribió esta historia para entretenernos. Anota un lugar al principio, en la mitad y al final de la historia que te entresol.

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Reading Response Prompts for Each  
Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy Graphic Organizers

**Identificar el propósito del autor**  
Título: \_\_\_\_\_  
¿Quién es el autor de tu libro?  
¿Cómo lo sabes?  
 Para persuadir  
 Para informar  
 Para entretener  
¿Qué piensas que el autor quería que pensamos mientras leíamos este libro?  
Dibuja la cosa más importante en que el autor te ha pensado mientras leías.  
Instrucciones:  
1. Contesta cada pregunta.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engropa en tu cuaderno del lector.

Author's Purpose

**Visualizar**  
Título: \_\_\_\_\_  
¿Qué página usaste para practicar a visualizar?  
Haz un dibujo de la imagen mental en el espacio abajo.  
Escribe algunas de las palabras que la autora usó que te ayudaron a hacer esta imagen en tu mente.  
Comparte tu dibujo con alguien. Anéjale de haber dibujado todas las palabras que te ayudaron a visualizar.  
Instrucciones:  
1. Contesta cada pregunta.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engropa en tu cuaderno del lector.

Visualizing

**Determinar la importancia**  
Título: \_\_\_\_\_  
Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.  
Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar las partes más importantes de tu libro.  
#1 \_\_\_\_\_  
#2 \_\_\_\_\_  
#3 \_\_\_\_\_  
Instrucciones:  
1. Contesta cada pregunta.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engropa en tu cuaderno del lector.

Determining Importance

**Entender la estructura del texto**  
Título: \_\_\_\_\_  
Estructura del texto: \_\_\_\_\_  
Dónde se usó la estructura del texto: \_\_\_\_\_  
Página: \_\_\_\_\_  
Cómo se usó la estructura del texto: \_\_\_\_\_  
Página: \_\_\_\_\_  
Página: \_\_\_\_\_  
Página: \_\_\_\_\_  
Página: \_\_\_\_\_  
Estructura que puedes ver mientras lees:  
Descripción: \_\_\_\_\_  
Comparar y contrastar: \_\_\_\_\_  
Causa y efecto: \_\_\_\_\_  
Instrucciones:  
1. Contesta las preguntas.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engropa en tu cuaderno del lector.

Understanding Text Structure

**Sintetizar**  
Título: \_\_\_\_\_  
Al principio yo estaba pensando...  
Ahora pienso...  
Antes yo pensaba...  
Porque...  
Porque...  
Pero ahora pienso...  
Porque...  
Al nueva forma de pensar es...  
Ahora entiendo...  
Después de pensar sobre...  
Porque...  
Porque...  
Puedo cambiar que...  
Porque...  
Instrucciones:  
1. Contesta las preguntas.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engropa en tu cuaderno del lector.

Synthesizing



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Direcciones:**

Sneezy el muñeco de nieve se deritió tres veces. Escribe sobre los tres eventos del derretimiento usando palabras de secuencia como "primero", "siguiente" y "luego".

