

COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for *The Giving Snowman* by Julia Zheng

Author's Purpose Lesson Plan

Identifying the Author's Purpose

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 when you get

The Giving Snowman
By: Julia Zheng
Grade Level: 1 / Guided Reading Level: J

Summary

The Giving Snowman tells the story of a kind snowman who helps others on a cold winter's day. When Rabbit's family is hungry, Snowman gives them his carrot nose. He offers his scarf to a freezing traveler, his hat to a bird without a home, and his sticks to a farmer who needs wood. As the snow stops and the sun comes out, Snowman begins to melt. His friends return to thank him, and this time, they are given a chance to show kindness. Together, they rebuild the Snowman, proving that generosity and friendship never melt away.

Link to What You Know

- Think of a time when you did something kind for someone else. Tell about it.
- Tell about a time when you really needed help and someone helped you. How did it make you feel?

Important Words to Know and Understand

Coal – A hard, black rock that people burn to make heat or electricity.

Journey – A trip from one place to another

Why Readers Identify the Author's Purpose While Reading

Readers identify the author's purpose to understand why the 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.

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

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Author's Purpose Lesson Plan

Identifying the Author's Purpose

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

4

You Did While Reading

- Think
- Talk
- Reflect
- Write

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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.

Pages 5 and 6 – Snowman gives Rabbit his carrot nose. How does this make Snowman feel? How do you know? What message is the author trying to share about "giving"?

Pages 9 and 10 – Snowman gives Traveler his scarf. How does this make Traveler feel? How do you know? What message is the author trying to share about "receiving gifts"?

Pages 11 to 14 – Snowman melts and the friends decide to help. Why do you think the author wrote this part of the story? How does answering this question help you understand an important lesson?

Pages 17 and 18 – Rabbit and Bird tell Snowman how he helped them last night. What lesson is the author trying to teach? Do you think it's an important lesson? Why or why not?

Pages 21 and 22 – Snowman, Bird, Rabbit, Farmer, and Traveler become good friends. Based on the story, what does it mean to be a good friend? How does answering this question help you understand the author's purpose for writing this book?

Time to Reflect

Think – Julia Zheng is the author of *The Giving 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? Try to ask your reading partner to share their thoughts about the book, too.

Reflect – Think about what you learned while reading *The Giving 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 – Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *The Giving Snowman*. (Remember to include examples from the book!)

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Understanding Text Structure

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- Learn about the book
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Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Understanding Text Structure While Reading

1 – On this page, the author is describing what Snowman looks like. What words does the author use to tell about Snowman? How does noticing these words help you get ready to read the story?

Pages 4 to 6 – The author tells about Bird and Rabbit in a way that helps us compare them. What is a difference between Bird and Rabbit? How does this help you understand the story better?

Page 8 – Farmer stops in front of Snowman and looks worried. What problem does Farmer have? How does Snowman help him? How does thinking about this help you learn more about what kind of friend Snowman is?

Page 12 – The author shows cause and effect when Snowman melts. What makes Snowman melt? What do his friends decide to do next? How does thinking about this help you understand the lesson in the story?

Pages 13 to 18 – Bird, Rabbit, Farmer, and Traveler make a plan to help Snowman. Tell what happens first, next, and last. How does thinking about this help you understand what it means to work together as a team?

Time to Reflect

Think – How did the different text structures help you to better understand *The Giving Snowman*? Why do you think authors use more than one text structure when they tell stories?

Talk – Tell your reading partner about a place where you noticed the author using compare and contrast. Explain how you knew the author was using a compare and contrast text structure.

Reflect – Think about the text structures in *The Giving Snowman*. How does paying attention to the way the author organizes text help you be a better reader?

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

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Making Connections

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Making Connections

1 – When readers make connections, they look for the parts in a book that remind them of something they already know or feel. 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 the information in *The Giving Snowman*? 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.

Reflect – Think about the connections that you made while reading *The Giving Snowman*. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

Write – Give your Strategy Slip into your Reader's notebook. Write about the work you did while reading *The Giving Snowman*. (Remember to include examples from the book!)

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Making Connections

Answer Key for Making Connections with The Giving Snowman

Pages 11 and 12: Snowman melts. Make a text-to-text connection and think of another story where something just happens to an important character. How does this affect the mood of a story?

How does thinking about this question help you to better understand how Snowman's friends feel in this moment?

Pages 13 and 14: Bird, Rabbit, Farmer, and Traveler go to help Snowman. What are they trying to do?

What time of year does it need to be?

How does answering these questions help you?

Name: _____

Answer Key for Identifying the Author's Purpose with The Giving Snowman

Pages 5 and 6: Snowman gives Rabbit his carrot nose. How does this make Snowman feel? How do you know? What message is the author trying to share about "giving"?

Pages 9 and 10: Snowman gives Traveler his scarf. How does this make Traveler feel? How do you know? What message is the author trying to share about "receiving gifts"?

Pages 11 to 14: Snowman melts and the friends decide to help. Why do you think the author wrote this part of the story?

How does answering this question help you understand an important lesson?

Pages 17 and 18: Rabbit and Bird tell Snowman how he helped them last night. What lesson is the author trying to teach? Do you think it's an important lesson? Why or why not?

Name: _____

Answer Key for Understanding Text Structure with The Giving Snowman

Page 1: On this page, the author is describing what Snowman looks like. What words does the author use to tell about Snowman? How does noticing these words help you get ready to read the story?

Pages 4 to 6: The author tells about Bird and Rabbit in a way that helps us compare them. What is a difference between Bird and Rabbit? How does this help you understand the story better?

What is different about Bird and Rabbit?

Page 8: Farmer stops in front of Snowman and looks worried. What problem does Farmer have? How does Snowman help him?

How does thinking about this help you learn more about what kind of friend Snowman is?

Page 12: The author shows cause and effect when Snowman melts. What makes Snowman melt? What do his friends decide to do next? How does thinking about this help you understand the lesson in the story?

Name: _____

Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

The Giving Snowman: Making Connections

In *The Giving Snowman*, the Snowman shares what he has to help others. Think about what people in our world do to help others who need food, clothes, or a warm place to stay. Write about how the Snowman's kindness is like the kindness people show in real life. How does making this connection help you understand the story's message?

☐ I can compare what happens to characters in the stories that I read. CCSS: RL.1.9

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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

3 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 the author wanted to me because...

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

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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 out on the dotted line.
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Understanding Text Structure

Title: _____

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

Text Structures You Might See While Reading

Description	Sequence	Problem and Solution	Cause and Effect

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
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Author's Purpose

Making Connections

Understanding Text Structure