

Lesson Plans and Teaching Resources for The Giving Snowman

3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

Author's Purpose Lesson Plan

Key Vocabulary

Explanation of Strategy

Identifying the Author's Purpose

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 family who has no food. As the snowman stops and the sun sets, 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

Learn About Comprehension Strategies

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

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Understanding Text Structure

Summary
The Giving Snowman tells the story of a kind snowman who helps others on a cold winter's day.

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

Page 2 – The author tells Snowman's story. What is the same about how Bird and Rabbit talk to Snowman? What is different? How does the author use the words "because" and "so"?

Page 8 – Farmer stops in front of Snowman and looks worried. What problem does Farmer have? How does Snowman help him? How does reading these words help you better understand what kind of character Snowman is?

Page 12 – The author shows cause and effect when Snowman makes a mistake. What do his friends decide to do next? How does thinking about this help you understand what kind of friends Snowman has?

Pages 13 to 15 – Bird, Rabbit, Farmer, and Traveler make a plan to help Snowman. Tell what happens first, next, and last. How does reading these words help you better understand what it means to work together as a team?

Time to Reflect

Think – How did the different text structures help you better understand The Giving Snowman? Why do you think authors use different text structures? How does reading these words help you to be a better reader?

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

Reflect – Think about the text structures in The Giving Snowman and how they help you better understand the author's message. How does reading these words help you to be a better reader?

Write – Glue 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!)

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Understanding Text Structure

Making Connections

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 family who has no food. As the snowman stops and the sun sets, 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.

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 1 – 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 family who has no food. As the snowman stops and the sun sets, 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.

Page 3 – 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 family who has no food. As the snowman stops and the sun sets, 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.

Page 4 – 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 family who has no food. As the snowman stops and the sun sets, 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.

Page 8 – 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 family who has no food. As the snowman stops and the sun sets, 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.

Page 12 – 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 family who has no food. As the snowman stops and the sun sets, 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.

Time to Reflect

Think – When readers make connections, they look for the parts in a book that remind them of something they already know or have experienced. This helps them better understand what happened in a book. You'll be able to understand even more about the story when you make connections with 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 was important. Encourage your partner to share their thoughts about the book, too.

Reflect – Think about the connections that you made while reading The Giving Snowman. Ask your reading partner to ask their questions about the book, too. How does making connections help you to be a better reader?

Write – Glue 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!)

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Making Connections

Guided Reading Level

Activate Prior Knowledge

Author's Purpose Lesson Plan

Identifying the Author's Purpose

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 saved 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 friends. How does reading this lesson 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? Encourage your partner to ask your reading partner to share their thoughts about the book, too.

Reflect – Reflect on 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 to be a better reader?

Write – Glue 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!)

You Did While Reading

- Think
- Talk
- Reflect
- Write

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Answer Key for Making Connections with The Giving Snowman

Page 4

Snowman melts. Stop on this page. Answer the following questions:

Chris and I

Answer: This is because

Page 8

Snowman melts. Make a **text-to-text** connection and think of another story where something bad happens to an important character. What was the effect of this?

Page 11 and 12

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

Page 14

Answer: This is because

Page 15

Answer: This is because

Page 16

Answer: This is because

Page 17

Answer: This is because

Page 18

Answer: This is because

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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



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Reading Response Prompts for Each Comprehension Strategy Lesson Plan

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

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 on the dotted line.
3. Glue, tape, or staple into your Reader’s Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author’s Purpose

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.

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Making Connections

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

Sequence	Compare and Contrast	Cause and Effect
Sequence	Compare and Contrast	Cause and Effect
Sequence	Compare and Contrast	Sequence

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

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Understanding Text Structure

VOCABULARY CONNECTIONS RESOURCES

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

Important Words to Know and Understand in The Giving Snowman

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

Collected
Gathered things together in one place

Journey
A trip from one place to another

Nods
Moves the head up and down to say "yes" or to show understanding

Rebuild
To make or fix something again after it's been broken

Repay
To do something nice in return

Suggests
To share an idea or tell someone what you think they should do

Sturdy
Strong and hard to break or damage

Traveler
A person who goes from one place to another

Worried
Feeling scared or nervous that something bad might happen

Vocabulary Word List | ©BookPagez.com

Important Words to Know and Understand in The Giving Snowman Word List

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

Suggests is a/an noun verb adverb adjective
Definition of Suggests:

Sturdy is a/an noun verb adverb adjective
Definition of Sturdy:

Traveler is a/an noun verb adverb adjective
Definition of Traveler:

Step by Step Directions: 1. Cut on the dotted line. 2. Fold on the solid line. 3. Complete the Vocabulary Word on the front of the bottom tab in your notebook. 4. Write the back of the bottom tab in your notebook.

Suggests look like this:
Suggests reminds me of:
I saw this word in:

Sturdy looks like this:
Sturdy reminds me of:
I saw this word in:

Traveler looks like this:
Traveler reminds me of:
I saw this word in:

Step by Step Directions: 1. Cut on the dotted line. 2. Fold on the solid line. 3. Complete the Vocabulary Word on the front of the bottom tab in your notebook. 4. Write the back of the bottom tab in your notebook.

Interactive Vocabulary Notebook Cards | ©BookPagez.com

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

Coal	Collected	Journey
		

Nods


Rebuild


Repay


Step by Step Directions: 1. Cut on the dotted line. 2. Fold on the solid line. 3. Use, trace, or staple the top of each card to close.

Picture Vocabulary Sorting Cards | ©BookPagez.com

Word and Picture Sorting Cards

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

Suggests	Sturdy	Traveler
To share an idea or tell someone what you think they should do	Strong and hard to break or damage	A person who goes from one place to another

Worried
Feeling scared or nervous that something bad might happen

Step by Step Directions: 1. Cut on the dotted line. 2. Fold on the solid line. 3. Glue, tape or staple the top of each card to close.

Definition Vocabulary Sorting Cards | ©BookPagez.com

Word and Definition Sorting Cards

Word Games
with Words from The Giving Snowman

Directions: Read each sentence carefully. Then look at the picture clue beside it to help you figure out which word fits best. Write your answer on the line.

collected	traveler	repay	worried	coal
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- The snowman gave his _____ eyes and a smile.
- The friends _____ sticks and stones to help make the snowman.
- The _____ walked through the snow looking for help.
- The snowman wanted to _____ the kindness he had received.
- The friends were _____ when they saw the snow begin to melt.

Directions: Trace the word and color the picture.

rebuild 

Answer Key
The Giving Snowman

worried coal
coal eyes and
d sticks and stones to
o repay the
carried when they saw

Step by Step Directions: 1. Cut on the dotted line. 2. Fold on the solid line. 3. Complete the vocabulary word on the front of the bottom tab in your notebook. 4. Write the back of the bottom tab in your notebook.

Name: _____

Answer Key | ©BookPagez.com

Word Games and Answer Key

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

The Giving Snowman
A new word that I learned in this book is: _____ It means: _____

Step by Step Directions: 1. Cut on the dotted line. 2. Fold on the solid line. 3. Complete the vocabulary word on the front of the bottom tab in your notebook. 4. Write the back of the bottom tab in your notebook.

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

Personalized Vocabulary Bookmark

Vocabulary Word Extension Activities

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:	_____	_____	_____
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Vocabulary Connections
Name: _____

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 checkmark 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	✓

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

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WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

Word Work

Instructional Focus:
Common and Proper Nouns for Characters

Background:
Nouns are words that name people, places, things, or names something general, like bunny, or something specific and always begins with a capital letter.
In children's books, you'll often see animals like a bunny named Bunny. When this happens, the noun because it's being used as a name.
Helping students notice this difference strengthens reading comprehension as they learn to relate to life.

Examples:

Owl / owl (Winnie the Pooh)	Lion / lion (The Lion and the Mouse)
Badger / badger (Bear Wants More)	Rabbit / rabbit (Winnie the Pooh)
Tortoise / tortoise (The Tortoise and the Hare)	Toad / big green toad (Little Blue Truck)

The Giving Snowman
By: Julia Zheng

Word Work

Step 1: Introduce the Focus of Word Work

Introduce Common and Proper Nouns for Characters

- Tell students that today, they will learn about two kinds of nouns: common nouns and proper nouns.
- Write "Common Nouns and Proper Nouns" at the top of your anchor chart.
- Explain that nouns are words that name people, places, things, or animals.
- Tell students that a common noun names something general, like rabbit, truck, or bear.
- Then explain that a proper noun names something specific and always starts with a capital letter, like a person or a character in a story, such as Rabbit, Little Blue Truck, or Bear.
- Point out that proper nouns are names that **name their characters or what they are**. When that happens, the word becomes a proper noun because it's being used as a name.
- Example: Rabbit in Winnie the Pooh is a name.
o Example: a rabbit hopping through the snow is a common noun.

Sample Anchor Chart

Common Nouns	Proper Nouns
rabbit	Rabbit
stick	Stick
owl	Owl
frog	Frog
bear	Bear

Grade Level: 1 / **Guided Reading Level:** J

Step by Step Lesson Plan

Word Work

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

Step 2: Connect Word Work to Reading

Common and Proper Nouns for Characters in the Text

- Tell students that they will now connect what they learned about common and proper nouns to their reading of *The Giving Snowman* by Julia Zheng.
- Explain that you are going to look closely at page 4, where we meet both birds and birds.
- Remind students that a **common noun** names a type of thing (like a bird), and a **proper noun** names one special character (like Bird).
- Show page 4 and read the text aloud slowly.
- As you read, ask students to give a thumbs up when they hear the word bird.
- Point out to your students that the word Bird appears with a **lowercase letter** when it is the character's name, and with a **uppercase letter** when it is talking about the kind of animal.
- Discuss what they notice about the capitalization: bird tells us about one bird. Bird tells us about one special character in the story.
- Show both examples on the board or chart paper in two columns labeled **Common Nouns** and **Proper Nouns**. Common Noun: bird. Proper Noun: Bird.
- Ask students why they think the author chose to name the character Bird.
- Point out that authors sometimes give animals or objects names based on what they are, and that's what turns the word into a **proper noun**.
- Tell the students that you are going to read the book once from beginning to end. Tell students that as you read *The Giving Snowman*, they should listen and look for other examples of this pattern to practice noticing how capitalization changes a common noun to a proper noun.
- Remind them to be polite and not to interrupt you while you read.
- Read *The Giving Snowman*.

Common and Proper Nouns for Characters found in the text:

- bird/Bird
- rabbit/Rabbit
- farmer/Farmer
- traveler/Traveler
- snowman/Snowman

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List of words in the book that match the instructional focus

Nouns Word Cards

Bear	rabbit
Bus	Doctor
Goose	duck
Chick	alligator
Teacher	fly
lady	sheep
dragon	snake

Sorting Mat

THIS Common Nouns	THAT Proper Nouns
The _____ hops through the meadow.	goes to his cave to sleep all winter.
The frog ate _____ as if buzzed on by.	told the students that they have a test soon.
On the farm, I saw a _____ with her calf.	Car, Truck and _____ all drove down the road together.
A _____ left the store with many new dresses and shoes.	helped a sick child feel better.
The shepherd took the _____ out to the pasture.	Robin sang a song to _____ in their nest.
I heard the _____ go "QUACK!"	laid a big, white egg in her nest by the pond.
The little _____ ate some cheese.	was orange, sly and sneaky.
He ran to the castle gates and was met by a large, fire-breathing _____.	Hen could not find the _____ on the farm.
An _____ chomps his big, sharp teeth.	Like magic, _____ flew through my window with her wand and sparkly dust.
We saw a _____ slithering in the fallen leaves.	was grumpy and green, and he lived under an old bridge.

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Identifying Common and Proper Nouns in Stories
Extend Engagement Activity

Directions:

- Tell students that in many children's books, authors name their characters after what they are. When that happens, the word becomes a **proper noun** because it's being used as a name.
- Explain that you are going to read another popular children's book. Choose one of the following:
 - Little Blue Truck
 - Cloudy with a Chance of Meatballs
 - The Gruffalo
- Tell students to listen carefully for **common nouns** that name animals or things, and also for those same nouns being used as **proper nouns** (as characters).
- Explain that when they hear or see both a common noun and a proper noun for an animal or thing, they should raise their hand.
- If a student identifies the pair correctly, write the **common noun/proper noun** on the board.
- If the answer is incorrect, briefly explain why and then continue reading.

Lists of Common/Proper Noun Pairs

- Little Blue Truck
- Cloudy with a Chance of Meatballs
- The Gruffalo
- Mouse / mouse
- Fox / fox
- Cow / cow
- Cloud / cloud
- Dump / dump truck
- The Gruffalo
- Mouse / mouse
- Fox / fox
- Cow / cow
- Cloud / cloud
- Gruffalo / gruffalo

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Word Detective: Common and Proper Nouns for Characters
Extension Activity

Directions:
Be a word detective!

Be on the lookout for **common and proper nouns for characters** 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

Word Detective: Common and Proper Nouns for Characters
Extension Activity

Directions:
Be a word detective!

Be on the lookout for **common and proper nouns for characters** 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

Common and Proper Nouns for Characters
Word Work Practice Page

Directions: Read the animal story below. Circle the 7 common nouns for animals, and underline the 5 **proper nouns** for animals.

One sunny morning, a horse ran across the field. Her name was Horse, and she loved to race the wind. In the pond nearby, a frog sat on a lily pad. His name was Frog, and he liked to sing to the dragonfly and the blue bird. A duck waddled to the pond and called "Good morning, Frog!" Then she said hello to Horse and a nearby dog too. Soon a bunny hopped over. "Let's play!" said Bunny. The friends ran, splashed, and laughed together all day. When the sun went down, Horse, Frog, Duck, and Bunny said goodnight and went home to rest.

Directions: These nouns need help! Sort the common nouns and proper nouns into the correct rows and columns below.

Hunter	sparrow	Truck	owl
mouse	Teacher	Badger	snowman

Common Nouns	Proper Nouns

Name: _____

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Independent Practice Page

Optional Activity to Extend Engagement

Word Detective

ASSESSMENT

<p>5. What kind of book is <i>The Giving Snowman</i>? (RL1.5)</p> <p><input type="radio"/> A nonfiction book that gives facts about snow</p> <p><input checked="" type="radio"/> A storybook about a snowman</p> <p><input type="radio"/> A book that teaches about snow</p> <p><input type="radio"/> A poem about winter</p> <p>6. Who is telling the story? (RL1.5)</p> <p><input type="radio"/> The Snowman</p> <p><input checked="" type="radio"/> The Traveler</p> <p><input type="radio"/> A narrator</p> <p><input type="radio"/> The Rabbit</p> <p>7. What do the illustrations tell us about the Snowman? (RL1.9)</p> <p><input checked="" type="radio"/> He feels happy when he gives things away</p> <p><input type="radio"/> He likes sunny days</p> <p><input type="radio"/> He is angry when it's cold</p> <p><input type="radio"/> He is sad to give things away</p> <p>8. How are Rabbit, Bird, Farm, and Traveler alike? (RL1.9)</p> <p><input type="radio"/> They all live in the snow</p> <p><input type="radio"/> They all help build the snowman</p> <p><input checked="" type="radio"/> They all need the Snowman</p> <p><input type="radio"/> They all give the Snowman things</p> <p>9. What does the word "repay" mean? (RL1.10)</p> <p><input type="radio"/> To take something</p> <p><input type="radio"/> To say something nice</p> <p><input type="radio"/> To borrow something</p> <p><input checked="" type="radio"/> To give something back</p>	<p>The Giving Snowman CCSS Assessment</p> <p>Name: _____ Score: / 9</p> <p>Directions: Use what you know about <i>The Giving Snowman</i> to answer each of the following questions.</p> <ol style="list-style-type: none">1. What did Rabbit ask the Snowman for? <input type="radio"/> His hat <input checked="" type="radio"/> His carrot nose <input type="radio"/> His warm scarf <input type="radio"/> His stick arms2. What lesson does the Snowman learn by the end of the story? <input type="radio"/> When you do something kind for others, others will want to be kind to you. <input type="radio"/> It's better to keep everything for yourself so that you don't melt. <input type="radio"/> When you do something kind for others, they will forget to thank you. <input checked="" type="radio"/> Helping others makes you melt.3. Where does the story take place? <input type="radio"/> At a school playground <input type="radio"/> Inside a house <input type="radio"/> In a forest during summer <input checked="" type="radio"/> In a snowy field4. Which words from the story show how the Traveler was feeling before Snowman gave him a scarf? <input type="radio"/> Don't worry, Traveler. <input type="radio"/> A traveler stops in front of Snowman. <input checked="" type="radio"/> I forgot to bring my winter coat...I'm freezing! <input type="radio"/> Thank you!
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CCSS Assessment 1st Grade Reading Standards for Literature | BookPagez.com

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

WORKSHEET

<p>Name: _____</p> <p>Meet Snowman's New Friend Create a new character who spreads kindness, just like Snowman.</p> <p>Directions: In <i>The Giving Snowman</i>, the snowman shared what he had to help others. Now it's your turn to imagine someone new joining his story!</p> <p>Think about what kind of friend the snowman might have. Maybe it's a robot who gives away batteries or a cloud who brings rain to thirsty plants.</p> <p>Use the space below to tell about Snowman's new "giving" friend.</p> <p>New Giving Friend Profile</p> <p>Name: _____</p> <p>This giving friend is made of: _____</p> <p>This giving friend shares: _____</p> <p>This giving friend helps: _____</p> <p>A fun fact about this giving friend: _____</p>	<p>PROFILE PICTURE</p>
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Writing