

### Focus Question:

*How are the winter sports the same and different?*

### Book Summary

Text Type: Nonfiction/Informational

Have you ever gone sledding down a snow-covered hill? Have you ever been ice-skating on a frozen lake? *Winter Sports* is a colorful introduction to a variety of sports played during the winter. Detailed photographs and a repetitive text structure support students' learning as they make connections to prior knowledge and practice the skill of classifying information.



### Lesson Essentials

#### Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Classify information in a text
- ☐ Describe information provided by photographs
- ☐ Discriminate initial consonant s-blends
- ☐ Identify initial consonant s-blends
- ☐ Recognize and use complete sentences
- ☐ Identify and use the high-frequency word *we*

#### Materials

- ☐ Book: *Winter Sports* (copy for each student)
- ☐ Classify information, initial consonant s-blends, complete sentences worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com). (\*) words appear in the lesson but not the book.

- **High-frequency words:** *go*, *play*, *we*
- **Words to Know**  
**Story critical:** *climbing* (n.), *ice hockey* (n.), *skiing* (n.), *snowboarding* (n.), *snowshoeing* (n.), *sports* (n.)
- **Academic vocabulary:** *classify* (v.), *information* (n.)\*

### Guiding the Reading

#### Before Reading

##### Build Background

- Write the word *winter* on the board. Make a web about things students can do and see during winter. Prompt students to think about sports that can be played in winter. Have students share their ideas with the class.
- Show students various pictures of winter sports. Discuss how these sports are played, including the equipment and clothing needed. Have students draw a picture representing their favorite winter sport or of one they would like to try.

##### Introduce the Book

- Give students their copy of *Winter Sports*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

#### Introduce the Reading Strategy:

##### Connect to prior knowledge

Explain to students that engaged readers make connections with what they are reading to their past experiences, which is called *connecting to prior knowledge*. Talk about how readers make these connections to help them understand new information they read. Point out that previewing a book's title, cover, and pictures can help students make connections to their prior knowledge. Have students turn to pages 5 and 6 and discuss the sports the children are playing. Have students talk about a time they have gone skiing or snowboarding, and invite them to share their experiences with the class. If students have never gone skiing or snowboarding, discuss times they have seen people skiing or snowboarding, such as in the Olympics, in other books, on TV, and so on. Invite volunteers to share their connections with the class.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Classify information

- Give groups of students various pictures of different sports, such as basketball, football, gymnastics, skiing, soccer, and so on. Have them work together to sort the sports in different ways. First, have them sort the sports according to sports played inside and sports played outside. Then have them sort the pictures by sports played with a ball and sports played without a ball. Have students share their groupings with the class. Explain to students that when objects or ideas are broken into groups, it is called *classifying information*.
- Explain to students that oftentimes information found in nonfiction books can be placed into groups or categories. When readers notice these categories while reading, it will help them remember and understand the book. Point out that as they read, students should pause to consider how they could classify the information about winter sports.

#### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and, as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

#### Set the Purpose

- Have students read to find out more about winter sports. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is a hockey stick used for?* (level 1) page 4
- *Why do people wear goggles and helmets while skiing and snowboarding?* (level 2) pages 5–6
- *What do all of the sports in this book have in common?* (level 3) multiple pages
- *How are hockey and ice-skating the same? How are they different?* (level 2) pages 4 and 10

- *What sport would you like to try? Why?* (level 3) multiple pages
- *Why did the author write this book about winter sports?* (level 3) multiple pages

#### Text Features: Photographs

Explain that pictures, or photographs, are important to pay attention to when reading because they provide readers with extra information. Have students work with a partner to review the photograph on page 9. Ask students: *How does this photograph give you more information about snowshoeing than what is written in the text? Would you have known what snowshoeing was without looking at the photograph?* Have students review other photographs in the book and discuss in groups how the photographs provide more details than the text alone about each winter sport. Invite volunteers to share their thoughts with the rest of the class.

#### Skill Review

- Model for students how you make connections to prior knowledge as you read, and direct them to stop at several points during reading to turn to a partner and share a connection. Invite volunteers to share their connections to prior knowledge with the class. Discuss what helped them make their connection (the pictures or the words of the book).
- Model classifying information.  
**Think-aloud:** *The book is providing me with information about winter sports. I learned that some winter sports are played on the ice and some are played on the snow. As I read this book, I pause to think about what I have read and group, or classify, the information. For example, I could create two categories called sports played with ice skates and sports played without ice skates. After reading about each sport, I will pause to consider in which group that sport belongs. For example, I know that to play ice hockey you need to wear ice skates, so it would be placed in the category sports played with ice skates. What other sports from the book would fit into the category?*
- Have students work in small groups to determine which sports belong in the categories listed in the think-aloud. Review students’ findings as a class. Invite students to discuss in their groups other categories for classifying the sports in the book. Invite them to consider other sports not mentioned in the book that would fall into these categories.
- Model how to complete the [classify information worksheet](#). Have students refer back to the book if necessary.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Guiding the Reading (cont.)

#### Skill Review

##### Graphic Organizer: **Classify information**

Review the classify information worksheet that students completed. Invite volunteers to share their findings with the class. Remind students that classifying information is one way to help them better remember and understand what they read.

#### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Responses will vary. Sample: *All winter sports are the same because you need to wear lots of clothing and you play them during the winter. They are different because some are played on snow and some on ice. They are also different because you need different equipment, such as skis, a board, or skates.*)

#### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### **Build Skills**

##### Phonological Awareness:

##### **Initial consonant s-blends**

- Say the word *sports* aloud to students, emphasizing the initial /sp/ sound. Have students say the word aloud and then say the /sp/ sound. Have students practice saying the /sp/ sound to a partner.
- Repeat the process with the words *snow*, *slide*, and *skip*.
- Have students work in groups to discuss how the initial sounds of the three words are different.
- **Check for understanding:** Say the following words one at a time, and have students say the s-blend that they hear: *spider*, *sled*, *skateboard*, *snake*, *spill*, *slam*, *skip*, and *spoon*.

##### Phonics: **Initial consonant s-blends**

- Write the words *sports*, *ski*, *snow*, and *sled* on the board, and read them aloud with students.
- Have students say the /sp/, /sk/, /sn/, and /sl/ sounds aloud. Then, run your finger under the letters in the word *sports* as students say the whole word aloud. Ask students to identify which letters represent the /sp/ sound in the word *sports*. Repeat this process with the remaining words.
- Say the words *spot* and *snake* aloud, emphasizing the initial sounds, and have students write the

words on a separate sheet of paper. Have students compare their words with a partner's. Reinforce with students the sounds of the different s-blends.

- **Check for understanding:** Write the following words on the board, leaving off the initial consonant blend: *snake*, *skate*, *spill*, and *slap*. Say the first word aloud, and have students call out whether the word begins with the letters *sp*, *sk*, *sl*, or *sn*. Invite a volunteer to come to the board and add the initial consonant blend. Repeat with the remaining words.
- **Independent practice:** Introduce, explain, and have students complete the **initial-consonant-s-blends worksheet**. If time allows, discuss their answers.

##### Grammar and Mechanics: **Complete sentences**

- Write the following sentence on the board: *I go ice-skating in the winter*. Read the sentence aloud with students. Explain that every sentence has a *subject* and a *predicate*. Explain that the *subject* tells who or what the sentence is about and the *predicate* tells what the subject is doing.
- Circle *I* and explain that *I* is the subject of the sentence. Underline the rest of the sentence and explain that this part is the predicate because it tells what the subject is doing. Explain that a complete sentence must always include at least one subject and one predicate.
- Write several sentences about winter sports on the board. Invite volunteers to come to the board to circle the subject and underline the predicate.
- **Check for understanding:** Have students reread the first 3 pages with a partner. Have them circle the subject and underline the predicate in each sentence.
- **Independent practice:** Introduce, explain, and have students complete the **complete sentences worksheet**. If time allows, discuss their answers.

##### Word Work: **High-frequency word we**

- Write the word *we* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter in the air.
- Write the following sentence on the board: *We like to play winter sports*. Read it aloud with students and discuss with them the meaning of the word *we*. Ask students to call out the noun that is replaced by the pronoun *we* in that sentence.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *we*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *we* correctly.

##### Connections

- See the back of the book for cross-curricular extension ideas.