

### About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 99

One of the best parts of winter is playing in the snow! In *Not Enough Snow*, a young boy imagines all the fun activities he'll do once there's enough snow on the ground. When a big snowstorm hits, will his dreams finally come true? While reading this story, students will have the opportunity to identify the author's purpose as well as make, revise, and confirm predictions. Detailed illustrations, repetitive text, and high-frequency words support early readers.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions

#### Objectives

- Make, revise, and confirm predictions to understand text
- Identify author's purpose
- Discriminate initial consonant /s/ sound
- Identify initial consonant Ss
- Recognize and use contractions
- Understand and arrange words in alphabetical order

#### Materials

Green text indicates resources that are available on the website.

- Book—*Not Enough Snow* (copy for each student)
- Chalkboard or dry-erase board
- Paper
- [Author's purpose, contractions, alphabetical order worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *don't*, *have*, *not*
- Content words:  
Story critical: *enough* (adj.), *plan* (n.), *ruined* (v.), *shovel* (v.), *snow* (n.), *winter* (n.)

### Before Reading

#### Build Background

- Write the word *snow* on the board and discuss its meaning.
- Ask students to raise their hand if they have ever played in the snow. Invite volunteers to share some of the activities they like to play in the snow and write them on the board.

### Book Walk

#### Introduce the Book

- Give students their copy of the book. 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, illustrator's name).

#### Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that effective readers make guesses about what is going to happen as they read a story. These guesses are called *predictions*. Emphasize that knowing how to make a prediction is more important than whether the prediction is right, or confirmed. Remind students that making predictions gives readers a purpose while reading.
- Model making a prediction by using the title and cover picture.  
*Think-aloud: I know that effective readers look at the title and cover picture to get an idea of what the story is about. The title of this story is Not Enough Snow, and I see a sad boy looking out his window. I predict that the boy is sad because there is no snow for him to play in outside. I also predict the boy will find something fun to do inside since there's no snow outside. Making predictions about this book gives me a purpose for reading. I want to find out whether my prediction is right.*
- Have students use the title and picture on the cover page to make a prediction before reading the book. Invite them to share their predictions.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Author's purpose**

- Explain to students that the reason an author writes a story is called the *author's purpose*. An author might want to persuade, to inform, or to entertain the reader. Explain that to *persuade* means to convince someone to think or act in a certain way, to *inform* means to give information or facts about a topic, and to *entertain* means to evoke emotions from the reader.
- Write the words *persuade*, *inform*, and *entertain* on the board in this order, and highlight the first letter of each word. Then, tell students that the author's purpose is as easy as PIE. Explain that authors provide readers with clues that will help readers determine the author's purpose.
- Model how to predict the author's purpose using the title and cover picture.  
*Think-aloud: I know that authors have a purpose when they write a story. They want to persuade us, inform us, or entertain us. I also know that authors give clues to help readers determine their purpose. After reading the title and looking at the cover picture, I predict the author's purpose for this story is to entertain us. I know that sometimes authors have more than one purpose when they write a story, so I will have to read the story to see if my prediction is right and to see if the author wants to persuade us or inform us as well.*
- Have students give reasons why they predict the author's purpose is to entertain on the basis of the title and cover picture. (Accept any answers that students can support with evidence.)

#### Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *It looks as though the boy is very upset. Maybe he wants to play in the snow, but there is barely any outside his window. His plan to have fun has been ruined, or messed up, because there is not enough snow.*
- Write the following story-critical words on the board: *enough*, *plan*, *ruined*, *shovel*, *snow*, and *winter*, and discuss the meaning of each word.
- Give each student a piece of paper, and have him or her fold it into six squares. Then, have students write one vocabulary word in each square. Have students draw a small picture to represent the definition of each story-critical word.

### Set the Purpose

- Have students read to find out what happens to the boy in the story. Remind them to make, revise, and confirm predictions as they read as well as to identify the author's purpose.

### During Reading

#### Student Reading

- **Guide the reading:** Have students read from page 3 to page 4. Encourage those who finish early to go back and reread.
  - Model making, revising, and confirming predictions.  
*Think-aloud: Before reading, I made a prediction that the boy couldn't play outside since there was not enough snow. So far, my prediction is correct, since the boy is inside and feeling sad. I also predicted he would find something fun to play inside instead, so I will keep reading to see whether my prediction is right.*
  - Have students think about the predictions they made before reading. Invite them to share the outcomes of their predictions with a partner, and encourage them to revise their predictions, if necessary.
  - Draw students' attention back to the words on the board: *persuade, inform, and entertain*. Remind students to think about the author's purpose as they read the story.
  - **Check for understanding:** Have students read to the end of page 10. Encourage students to think about the outcomes of their predictions. Have students whose predictions were confirmed move to one side of the room, and have students whose predictions were not confirmed move to the other side of the room. Emphasize that knowing how to make a prediction is important, not whether your prediction was confirmed or not.
  - Have all students make a new prediction for the end of the story. Encourage them to share their predictions with their group.
  - Ask students to think about what they have read so far in order to determine the author's purpose. Guide their thinking with questions, such as, *Is the author convincing us to think a certain way about snow? Is the author giving us facts and information about snow? Is the author telling us a story about a boy who wants to play in the snow?* Help students come to the conclusion that the author's purpose is to entertain the reader with a story about a boy who wants to play in the snow. Circle the word *entertain* on the board.
  - Have students read the remainder of the book. Remind them to continually make, revise, and confirm predictions as they read as well as to identify the author's purpose for writing this story.
-  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 the discussion that follows.

### 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.

### Reflect on the Reading Strategy

- Have students share with a partner whether their final predictions for the end of the story were confirmed or not. Invite volunteers to share their outcomes with the rest of the class.
- **Think-aloud:** *I originally predicted that the boy would find something fun to play inside, but that prediction was not correct. I revised my prediction and thought he would get to play outside after it snowed, but that prediction was not correct. Instead, the boy had to shovel snow from the sidewalk before he could play. Making and revising my predictions kept me interested in the story because I wanted to see whether my predictions were correct.*
- Reinforce with students how making, revising, and confirming predictions give readers a purpose for reading and keeps them engaged with the text.

### Reflect on the Comprehension Skill

- **Discussion:** Review with students the three main reasons an author writes a story: to *persuade*, to *inform*, or to *entertain*. Remind students of the author's purpose for writing this story, which is to entertain readers with a story about a boy who wants to play in the snow.
- **Independent practice:** Introduce, explain, and have students complete the [author's purpose worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** *In this story, you read about a boy who wanted a lot of snow so he could play outside. But, when it finally snowed, he wished there wasn't so much of it because he had to shovel it all! Have you ever wanted something, but when you got it, you realized you didn't really want it anymore?*

### Build Skills

#### Phonological Awareness: Initial consonant /s/ sound

- Say the word *snow* aloud to students, emphasizing the initial /s/ sound. Have students say the word aloud and then say the /s/ sound.
- Read pages 7 and 8 aloud to students. Have students raise their hand when they hear a word that begins with the /s/ sound.
- **Check for understanding:** Say the following words one at a time and have students stand up if the word begins with the /s/ sound: *silly, top, shovel, sunshine, play*.

#### Phonics: Initial consonant Ss

- Write the word *snow* on the board and say it aloud with students.
- Have students say the /s/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /s/ sound in the word *snow*.
- Have students practice writing the letter Ss with their finger in the air while saying the /s/ sound. Then, have students practice writing the letter Ss on a separate piece of paper while saying the /s/ sound.
- **Check for understanding:** Write the following words that begin with the /s/ sound on the board, leaving off the initial consonant: *sun, sat, set*. Say each word, one at a time, and have volunteers come to the board and add the initial Ss to each word.

#### Grammar and Mechanics: Contractions

- Write the following sentence on the board: *I can't play outside*. Read the sentence aloud with the students.
- Underline the word *can't* on the board. Explain that the word *can't* is made up of two separate words, *can* and *not*. Write the words *can* and *not* under the word *can't* on the board. Reread the sentence with the words *can not*.
- Review or explain that a *contraction* is a word formed by joining two words together and that an *apostrophe* shows where one or more letters have been taken out. Ask students to identify which letter has been taken out of the contraction *can't* (the *o* in *not*).
- Have students turn to page 5 and locate the other contraction on the page (*don't*). Write the contraction on the board and have students tell which two words were used to make this contraction (*do not*).



**Check for understanding:** Have students locate and underline all contractions in the book. With a partner, have them record which two words make up each contraction.

- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their answers.

### Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order.
- Write the words *about*, *people*, and *called* on pieces of paper and display them on the board. Discuss how to put these words in alphabetical order, reminding students to look at the first letter in each word. Invite a volunteer to move the words into the correct order.
- Put students in small groups, and give each group the following six words on index cards: *there*, *which*, *many*, *so*, *will*, and *your*. Have students work together to put these words in alphabetical order. Once all groups have finished, invite volunteers from each group to share their answers.
- **Check for understanding:** Write the words *said*, *each*, and *they* on the board. Have students write the words in alphabetical order on a separate sheet of paper and share their answers with a partner.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers.

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the author's purpose for writing this story and explain how they determined it.

### Extend the Reading

#### Realistic Fiction Writing Connection

Have students draw a picture of one activity they would do if they could play in the snow. Then, have students write one or two sentences telling about their picture. If applicable, remind students to use contractions in their sentences.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on realistic fiction writing.

#### Science Connection

Explain or review the three states of matter: solid, liquid, and gas. Have students work with a partner to determine the state of matter for snow. Then, engage in a class discussion to lead students to the conclusion that snow is in a solid state.

#### Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment****Monitor students to determine if they can**

- consistently use the strategy of making, revising, and confirming predictions to understand the text during discussion;
- accurately determine the author's purpose during discussion and on a worksheet;
- accurately discriminate initial consonant /s/ sound during discussion;
- identify and write the letter symbol that represents the /s/ sound in text and during discussion;
- correctly identify and understand how to make contractions during discussion and on a worksheet;
- understand the process of arranging words in alphabetical order during discussion and on a worksheet.

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)