

### About the Book

**Text Type:** Nonfiction/Procedural **Page Count:** 16 **Word Count:** 654

#### Book Summary

Even if you don't live in a place where it snows, you can have snowflakes by making your own, and this book will tell you how! The author explains how to fold paper to make square, round, and star-shaped snowflakes. But it's up to you to make them unique and creative. Photos and diagrams make the directions easy to follow.

### About the Lesson

#### Targeted Reading Strategy

- Visualize

#### Objectives

- Use the reading strategy of visualizing to understand text
- Sequence information in nonfiction text
- Recognize and use different sentence types
- Understand syllable patterns

#### Materials

**Green text** indicates resources available on the website

- Book—*Let's Make Snowflakes!* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- **Visualize/sequence events, sentence types, syllable patterns worksheets**
- **Discussion cards**



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

#### Vocabulary

- **Content words:** *crease, crochet, delicate, intricate, origami, snowflake*

### Before Reading

#### Build Background

- Ask students to share their experiences with snow. Depending on the region where you live, students may have either a great deal of background knowledge or little to no experience with snow.
- If possible, show students a photograph of a magnified snowflake to show the intricate, unique design. Discuss how no two snowflakes are exactly the same.

#### Preview the Book

##### 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, fiction or nonfiction, and so on) and what it might be about.

## Lesson Plan *(continued)*

## Let's Make Snowflakes!

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept all answers that students can justify.)

### Introduce the Reading Strategy: **Visualize**

- Explain that good readers often visualize, or make pictures in their mind, as they read. Readers often use what they already know about a topic to make the pictures in their mind.
- Read page 4 aloud to students. Model how to visualize.  
*Think-aloud: When I read a book, I pause after a few pages or after reading a description of something to create a picture in my mind of the information I've just read. This helps me understand and enjoy reading the information in the book. For example, when I read the first paragraph, I pictured a photograph I'd seen of a snowflake under a microscope. It looked like lace!*
- Have students turn to the table of contents. Read the section headings together. Explain to students that you will be showing them how to stop and visualize what they have read as a strategy for understanding and remembering the content of the book. This is especially important when the text is giving them directions to follow.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Sequence events**

- Review or explain to students that steps explaining how to do something are told in order from beginning to end.
- Model sequencing the main steps of a familiar process, such as making a sandwich. Write key words about each event in order on the board as you describe them to students.  
*Think-aloud: When I make something, I usually follow certain steps in a specific order. For example, when I make a peanut butter and jelly sandwich, I first take out the bread, peanut butter, and jelly. Next, I get a butter knife out of the drawer. Then, I use the knife to spread the peanut butter on one piece of bread and the jelly on the other piece of bread. Last, I put the pieces of bread together and eat the sandwich. This is my plan for how to make a peanut butter and jelly sandwich. Since this book is about how to make paper snowflakes, I will think about the steps I will need to take in order to make the snowflake and the sequence in which the steps must happen. As I read, I will look for words that describe these steps.*
- Explain to students that certain words are often used to explain a sequence of events. Read the list of events for making a sandwich on the board to students in order, using words such as *first*, *second*, *next*, *then*, and *last*.
- Have a volunteer use the key words on the board to sequence the events out of order. Ask students to explain why the order of the steps is important (the process does not make sense if it's out of order). Discuss with students that a process for doing something makes sense only if the events are in the correct order.

### Introduce the Vocabulary

- Write the content vocabulary words on the board or on chart paper. Model how to break the multisyllabic words into syllable "chunks" for easier reading.
- Remind students to look for clues to a word's meaning in the sentence that contains the unfamiliar word, as well as in sentences before and after it. For example, point out the word *intricate* on page 4. Read aloud the paragraph on page 4. Then ask students to give a description or definition of *intricate* in their own words.
- Explain to students that sometimes they will not find any context clues that define an unfamiliar word. Model how students can use a dictionary to locate a word's meaning. Have a volunteer read the definition for *intricate* in a dictionary. Compare the dictionary definition with students' definitions.

## Lesson Plan *(continued)*

## Let's Make Snowflakes!


- Have students locate other content vocabulary words in the dictionary and in text. Read and discuss their definitions as a class.

### Set the Purpose

- Have students read to find out how to make paper snowflakes. Remind them to stop after every few pages to visualize the sequence of the steps involved in making paper snowflakes.

## During Reading

### Student Reading

- **Guide the reading:** Have students read to the end of page 7. Encourage those who finish early to go back and reread.
  - Use this section to model visualizing.  
*Think-aloud: Whenever I am following directions for making something, I first lay out all the materials. Then I read each sentence and follow the directions. Before I begin folding or cutting, I want to "walk through" the directions in my mind. When I read page 5, I visualized in my mind placing the paper the correct way on the table. Then I pictured creasing the paper on the fold. I checked the diagram at the bottom of the page to see if it matched the images in my mind.*
  - Have students close their eyes and mentally "walk through" the steps as you reread page 5 aloud.
  - Ask students to read steps 3, 4, and 5 on page 6. Repeat the visualizing process. You might ask a volunteer to read the page aloud as you and the rest of the students close your eyes and mentally "walk through" the directions. Continue with steps 6 and 7 on page 7.
  - Tell students that visualizing the directions in steps 1 through 7 will help them remember the sequence of directions when they get ready to make a paper snowflake. Explain that the correct sequence is very important when following directions, If they don't follow it, their snowflake may not turn out right.
  - **Check for understanding:** Give each student a piece of paper and a pair of scissors. Have them return to page 5, and actually follow the instructions for folding the paper. Check to see if each student has folded it correctly.
  - Have students continue to visualize as they read the steps for making a square snowflake on pages 8 through 11, a round snowflake on pages 12 through 14, and a star-shaped snowflake on page 15. If students finish early, they may go back and reread.
  - Introduce the [visualize/sequence events worksheet](#). Have students choose either the square, round, or star-shaped snowflake to illustrate. Read the instructions aloud and model how to sketch a picture and write a label for step 1.
  - Have students read the remainder of the book. Encourage them to continue to visualize as they read the rest of the book. Remind them to continue thinking about the sequence of steps as they read.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## 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

- Ask students to explain how the strategy of visualizing helped them understand the steps to making a paper snowflake.
- **Think-aloud:** *When I read step 3 for making the square snowflake on page 11, I could imagine how the shapes would look, based on the cuts I had made. The chart on page 9 helped me to visualize how the cuts would turn out.*

## Lesson Plan *(continued)*

## Let's Make Snowflakes!


- Ask volunteers to share what part or step in the book they could visualize best in their mind.
- **Independent practice:** Give students time to finish their [visualize/sequence events worksheet](#). If time allows, have them share their drawings with a partner.

### Reflect on the Comprehension Skill

- **Discussion:** Review with students the importance of following directions in the correct order. Ask them what might have happened to the snowflake if the steps had not been followed in the right sequence
- **Independent practice:** Have students return to their folded paper and choose which shape of snowflake they want to make. Have them return to the appropriate page(s) in the book and follow the steps to create a snowflake. Share and display their snowflakes in the classroom.
- **Enduring understanding:** In this book, you read about how to make paper snowflakes. You completed a worksheet showing all the important steps. Knowing this information, do you think it is always necessary to follow directions exactly as they are written, or are there times when you can complete the steps out of order?

## Build Skills

### Grammar and Mechanics: **Sentence types**

- Review or explain that there are different types of sentences. Have students turn to page 4 and read the first sentence in the second paragraph (*This book will show you how to make three shapes of paper snowflakes*). Explain that this is an example of a *declarative*, or *telling* sentence (it tells readers something). Write the word *Declarative* on the board. Have students put their finger on the punctuation mark at the end of the sentence. Review that a period signals the end of a declarative sentence.
- Explain to students that a *command* sentence also ends in a period, but it tells someone to *do* or *not do* something. Write the word *Command* on the board. Show students the following example from page 5: *Place a piece of copy paper on a table with the long direction going across from left to right*.
- Direct students to the first sentence of the book on page 4. Review or explain that this is an *interrogative* sentence (it asks readers a question). Write the word *Interrogative* on the board. Have students put their finger on the punctuation mark at the end of the sentence. Review or explain that a question mark signals the end of an interrogative sentence. Read the sentence aloud to students, modeling the voice inflection used at the end of a question.
- Repeat this process for the *exclamatory* sentence at the end of the second paragraph on page 4. Write the word *Exclamatory* on the board.
-  **Check for understanding:** Have students underline one declarative sentence, one command sentence, one interrogative sentence, and one exclamatory sentence in the book. Have them share aloud the sentences they underlined.
- **Independent practice:** Introduce, explain, and have students complete the [sentence types worksheet](#). If time allows, discuss their answers.


### Word Work: **Syllable**

- Write the words *snowflake*, *intricate*, and *diagonal* on the board. Ask students to say each word, and have them tell the number of syllables in each word. Write the numbers students provide next to the words.
- Review or explain that it is important to know how to divide words into syllables, both for speaking and for reading.
- Review the following syllable rules and provide an example of each. Each syllable is a beat of a word. Every syllable has only one vowel sound. A syllable may or may not have any consonants; when two consonants come between two vowels, the word is divided between the consonants (example: *problem/prob-lem*) and the vowel sounds are usually short. When there is only one

## Lesson Plan *(continued)*

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consonant between vowels, the word is divided between the first vowel and the consonant (example *began/be-gan*) and the first vowel sound is usually long. A prefix or suffix usually makes a separate syllable (example: *fewer/few-er*).

 **Check for understanding:** Write the following words on the board: *rectangle, paper, smaller*. Ask students to use the inside back cover of their book to write how each word should be divided into syllables. Discuss their responses.

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

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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 students practice visualizing the steps to making paper snowflakes with someone at home.

### Extend the Reading

#### How-To Writing Connection

Have students write the steps to performing a task that seems easy but might be difficult for a much younger child, for example, riding a bicycle, going down the slide, adding two numbers, and so on. Make sure they use order words (*first, next, then, last*) to show correct sequence. Have partners perform the steps to check for completeness and accuracy.

Visit [Writing A–Z](#) for a lesson and leveled materials on informational report writing.

#### Math Connection

The chart on page 9 may lead naturally into a discussion on congruence and line of symmetry. Present students with other shapes and have them “test” for a line of symmetry. Have them try to fold the shape in half in such a way that the two parts of the shape coincide exactly after folding. If they can make such a fold, then the shape is said to be symmetrical. In this case, the fold line that they have made shows the line of symmetry. Have students cut any shapes they find to be symmetrical on a new snowflake.

#### 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 visualizing to comprehend the text during discussion and on a worksheet

Lesson Plan *(continued)***Let's Make Snowflakes!**

- accurately sequence events during discussion and on a worksheet
- understand and identify sentence types used in text during discussion and on a worksheet
- correctly recognize and understand syllable patterns during discussion and on a worksheet

**Comprehension Checks**

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