

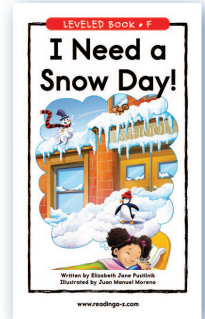
### Focus Question:

*Why does the girl need a snow day?*

### Book Summary

Text Type: Fiction/Realistic

Have you ever been nervous about something and wished for an excuse to avoid it? That's exactly what happens to the girl in *I Need a Snow Day!* Feeling nervous about her math test, she wishes for a snow day so she can miss school. When she wakes up in the morning, will there be lots of snow? Detailed illustrations and engaging text support emergent readers. This story can also be used to teach students to determine fact and opinion as well as to recognize and use exclamatory sentences.



### Lesson Essentials

#### Instructional Focus

- ☐ Visualize to better understand text
- ☐ Determine fact or opinion
- ☐ Describe information provided by illustrations
- ☐ Discriminate short vowel /u/ sound
- ☐ Identify short vowel u
- ☐ Recognize and use exclamatory sentences
- ☐ Place words in alphabetical order

#### Materials

- ☐ Book: *I Need a Snow Day!* (copy for each student)
- ☐ Fact or opinion, short vowel u, exclamatory 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). (\*) word appears in the lesson but not the book

- **High-frequency words:** *day, let, much*
- **Words to Know**  
**Story critical:** *flake* (n.), *important* (adj.), *nervous* (adj.), *run* (v.), *studied* (v.), *subways* (n.)
- **Academic vocabulary:** *fact* (n.)\*, *opinion* (n.)\*

### Guiding the Reading

#### Before Reading

##### Build Background

- Ask students whether or not they have ever had a day off from school due to snow or other weather-related events. Have students share their experiences with a partner.
- Discuss with students what might happen in order to have a snow day. Have students draw on a separate piece of paper a picture of what would keep them from going to school on a snow day. Invite volunteers to share their picture with the rest of the class.

##### Introduce the Book

- Give students their copy of *I Need a Snow Day!* 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: **Visualize**

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Explain that readers make visual images using details from the story and what they already know about the subject. Point out that the pictures in a story can also provide information to add to visualizations. Have students close their eyes as you read page 4 aloud. Ask students to tell a partner what they visualized and then draw what they visualized. Invite volunteers to share their drawings with the rest of the class. Have students turn to page 4 and compare their drawings with the picture in the story. Ask students how their pictures compare to the picture in the story.

##### Introduce the Comprehension Skill:

#### Fact or opinion

- Explain to students that stories usually include both facts and opinions. Write the words *fact* and *opinion* on the board. Point out that a *fact* is a

### Guiding the Reading (cont.)

*detail that is true and can be proven* and an *opinion is a belief or judgment about a subject*. Explain that facts can be checked, or verified, while opinions express how a person feels.

- Read the title with students. Have students work in groups to determine whether this statement is a fact or an opinion. Have volunteers share their answer and justify it.

### 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 the snow day. 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.

- *Why does the girl want it to snow?* (level 1) page 3
- *How much snow does the girl imagine she will need for a snow day?* (level 2) pages 5–8
- *How does the girl feel after the math test?* (level 1) page 11
- *In which season does this story take place? How do you know?* (level 3) multiple pages
- *Does this story take place in a rural, urban, or suburban setting? What evidence from the book supports that?* (level 3) multiple pages
- *Why did the author write this story about a girl who needs a snow day?* (level 3) multiple pages

#### Text Features: Illustrations

Explain that pictures are important when reading because they provide readers with additional information about the story. Have students work with a partner to review the picture on page 5. Ask students: *What additional information did you learn about the girl from this picture? What details do you*

*see in the picture that aren’t in the text on this page? How would your understanding of the story be different if you just read the text and didn’t look at the pictures? Why are pictures an important part of the story?* Have students review other pictures in the story and discuss the information they learned with a partner. Invite volunteers to share their thoughts with the rest of the class.

### Skill Review

- Model for students how you create visual images as you read, and direct them to stop at several points during reading to share with a partner what they visualize. Invite volunteers to share their visualizations with the class. Discuss with students how their visualizations compare with the pictures in the story.
- Model evaluating details to determine fact or opinion.  
**Think-aloud:** *This story is about a girl who wants it to snow because she is nervous about taking a math test. When she says, “I need a snow day,” she is expressing an opinion. This is how she feels; other people might not feel the same way. The girl also says, “I have an important math test tomorrow.” This statement is a fact; it can be checked out, or verified. Noting whether statements in a story are facts or opinions can help readers better understand the characters and their feelings.*
- Model how to complete the **fact-or-opinion worksheet**. Have students identify details from the story and place them under the correct heading. Then, have students discuss the details with a partner and share their justification for placing them there.

### 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.

### Skill Review

#### Graphic Organizer: Fact or opinion

Review the fact-or-opinion worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the category they chose for the details and their justification for placing them there.

### Comprehension Extension

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

### Guiding the Reading (cont.)

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include information about the girl being nervous about taking a math test. Samples: *The girl needs a snow day because she is nervous about taking a math test. If it snows and she doesn't have to go to school, then she will not have to take her math test.*)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonological Awareness: Short vowel /u/ sound

- Say the word *run* aloud to students, emphasizing the short vowel /u/ sound. Have students say the word aloud and then say the short vowel /u/ sound.
- Read page 6 aloud to students. Have students clap their hands when they hear any word that has the short vowel /u/ sound (*much, buses*).
- Have students practice making the short vowel /u/ sound with a partner. Have student pairs generate words that have the short vowel /u/ sound. Walk around and listen to students to make sure they are making the sound correctly. Have volunteers share some of the words generated with the whole group.
- **Check for understanding:** Say the following words one at a time, and have students raise their hand when they hear a word with the short vowel /u/ sound: *much, snow, bus, flake, drum, subway, bed, and study*.

##### Phonics: Short vowel u

- Write the word *run* on the board and say it aloud with students.
- Have students say the short vowel /u/ sound aloud. Then, run your finger under the letters in the word *run* as students say the whole word aloud. Ask students to identify which letter represents the short vowel /u/ sound in the word *run*.
- Say the words *run* and *ran* aloud, emphasizing the vowel sounds, and have students write the words on a separate sheet of paper. Have students compare their words with a partner's. Have students circle the word with the short vowel /u/ sound.
- **Check for understanding:** Write the following words with the short vowel /u/ sound on the board, leaving out the vowel: *much, luck, drum, and jump*. Say each word, one at a time, and have volunteers come to the board and add the short vowel *u* to each word.

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

#### Grammar and Mechanics:

##### Exclamatory sentences

- Write the following sentence on the board: *I love snow!* Explain to students that this is an example of an exclamatory sentence. It shows surprise or strong emotion. Have a volunteer read the sentence aloud, using the correct inflection.
- Explain that an *exclamation mark* is the punctuation mark used at the end of an exclamatory sentence. Point out it may also be called an *exclamation point*. Explain that the exclamation mark tells readers to read the sentence with surprise or strong emotion.
- **Check for understanding:** Have students locate and circle all the exclamatory sentences in the story. Have them read the sentences to a partner. Listen as students read the sentences to determine whether they are reading with strong emotion.
- **Independent practice:** Introduce, explain, and have students complete the [exclamatory sentences 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. Remind students to look at the first letter of each word and then decide which word begins with the letter that comes first in the alphabet.
- Write the words *subway* and *bus* on the board. Underline the first letter in each word. Have a volunteer explain which word would appear first in alphabetical order (*bus*) and why (because *Bb* comes before *Ss* in the alphabet).
- Write the words *flake, studied, important, run, and nervous* on the board. Underline the first letter of each word. Have students work in groups to place the words in alphabetical order. Have a volunteer explain their reasoning for the alphabetical order.
- **Check for understanding:** Write the following words on the board: *test, easy, snow, hard, door, buried, morning, and flake*. Have students write the words in alphabetical order on a separate sheet of paper. Discuss students' responses.

#### Connections

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