Some Snow Is . . .

Written by Ellen Yeomans

Illustrated by Andrea Offermann

Published by G.P. Putnam's Sons Books for Young Readers

Some snow is First Snow,
we've waited for so long snow.
Is it really snow snow
or only heavy rain?

Starting with the thrill and excitement over the first flakes falling from the sky, we follow three young neighbors enjoying all types of snow through the season. From sleet and fluff snow that isn't good for anything to angel snow, snowball snow, driveway snow (which can lead to the best forts), tracking snow, sledding snow, snow day snow, and all the way to the last snow which is exciting in its own way:

Soon, soon, all gone snow.
We've waited for so long snow.
Please, please, no more snow.
Our bikes are whispering.

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Pre-Reading Discussion

Consider the illustration on the front cover:
- Examine the expressions on the children's faces. Describe the feelings they are experiencing.
- Notice the clothing they are wearing. Why are they wearing hats and jackets?
- Identify the clues that suggest the season depicted in this illustration.
- Illustrations are pictures that tell stories. What is the story that this illustration is communicating?
- The title of this book is *Some Snow Is...*. Predict what this story is going to be about.

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Meet the author, Ellen Yeomans:
- As a child, Ellen grew up on the east coast in Syracuse, New York. Winters in Syracuse are quite famous for being long and very, very snowy. In fact, Syracuse is the snowiest city in the United States! Discuss how Ellen's childhood experiences might have prepared her to write a book entitled *Some Snow Is...*
- Ellen has written and published a number of books for young people. Where do you think Ellen gets her ideas to write so many books for children?
- Currently, Ellen lives in Prague, Czech Republic, where she teaches English to young people there. Consider what it would be like to create a brand new life in a foriegn country. Determine how experiencing the surprises and challenges of living in the Czech Republic might inspire Ellen to write even more fascinating stories for children.

Meet the illustrator, Andrea Offerman:
- Like Ellen, Andrea grew up in a place known for its snow and cold weather – Germany. Consider how her childhood experiences with chilly weather helped prepare her to illustrate a book such as this one.
- Some of the techniques illustrators use to create stories with their art involve the uses of color, shape, size, and image placement on the page. Study the illustrations on the front and back covers of the book to identify techniques Andrea used to introduce the story.
- Andrea generously comments about her unique style of art on her website. Take a moment to look through her posts to find out about the objects and ideas that serve as inspirations for her wonderful illustrations.

Post-Reading Discussion

Some snow in First Snow.
We've waited for so long snow.

- Consider the phrase *First Snow*. Why are the children excited about *First Snow*?
- The children seem to wonder if they can be certain that the snow is real, or if it is mostly rain. Compare and contrast rain and snow. Identify ways that they are similar. Determine how rain and snow are different.
- Explain why they have been waiting for snow to arrive. How long have they been waiting?

But soon will become the True Snow.
We'll use for everything.

- The word *true* means real and genuine. What is the difference between *True Snow* and snow that is not real?
- The children plan on using the snow for *everything*. List all of the ways they use and enjoy snow.
- Talk about your experiences with snow. Describe all the ways that you use and enjoy snow. Share some the fun you've had with snow, or wish you could have.

The worst snow is Driveway Snow.
Papa growls and grumbles snow.

- Explain why Papa seems frustrated with snow. Explain why he must shovel snow off of the driveway.
- Do you think he has forgotten that he used to enjoy snow as a child? If not, identify his problem. Why does he growl and grumble in snow?
- After helping Papa shovel snow off of the driveway and sidewalk, do you think the children have a better understanding of his point of view? How so?

The best snow is Snow Day Snow.
Can't go out in that snow.

- Describe the scene featured in this illustration. Imagine how the swirling snow might feel and sound. Share your thoughts with the class.
- Explain why the children cannot go out in that kind of snow. Why must they stay indoors all day?
- Tell why the children consider *Snow Day Snow* to the best kind of snow.

Soon, soon, all gone snow.
We've waited for so long snow.

- The story began with the children eagerly anticipating snow arriving. They seemed very excited to stick it, pound it, roll it, and play hard in it. Explain why, at this point in the story, they are glad for the snow season to end.
- Notice that flowers are beginning to grow. How is this possible?
- The children hear their bikes whispering to them. Describe what a whisper sounds like. What message are their bikes telling them?

Some Snow Is... Folder Game

Some snow is Tracking Snow.
Look for signs of critters in snow.

Objectives: To use information gained from the illustrations and words to demonstrate understanding of its characters, setting, or plot.
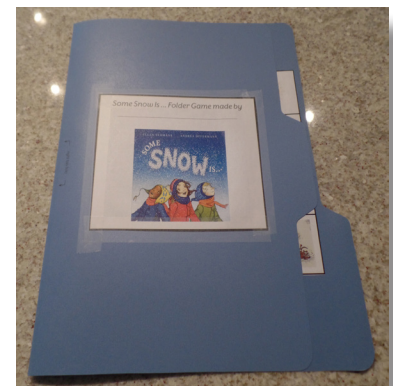
Materials:
- *Some Snow Is...*, the book
- *Some Snow Is...* Folder Game Cover & Side Pocket (Guide, pg. 7)
- *Some Snow Is...* Folder Game Board (Guide, pg. 8)
- *Some Snow Is...* Clue Cards (Guide, pgs. 9-10)
- *Some Snow Is...* Clue Cards Answers(Guide, pgs. 11-12)
- Scissors
- Letter-sized manila folder
- 16 game pieces (pennies, buttons, beans, etc.)
- Card stock
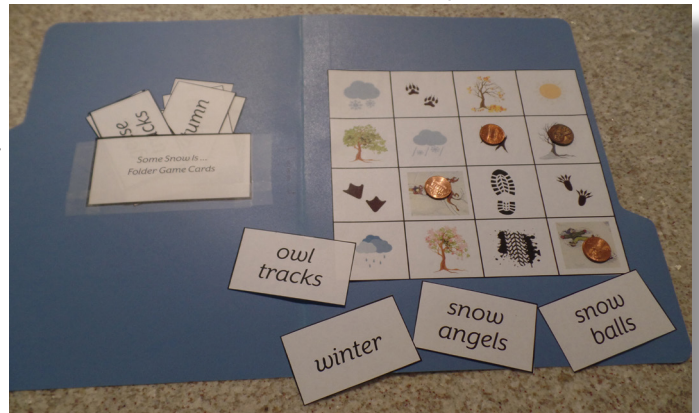
Procedure:
- Print Folder Game cover, side pocket, and game board on regular computer paper.
- Print clue cards on cardstock.
- Use scissors to trim around the borders of the game cover, side pockets, game board, and clue cards.
- Using tape and/or glue stick, affix the game cover to the front of the manila folder, the side pocket inside on the right side of the folder, and the game board on the left.
- Use scissors to trim around the clue cards. Store cards in the side pocket.
- To play the game, stack cards, face down, on the table. Flip over the top card from the stack. Find the matching image on the game board. Cover the matching image with game piece.
- Look through the book to discover the objects, animals, and weather changes that are represented in the folder game.
- Game came be won by covering each space with a game piece or by creating a vertical, horizontal, or diagonal series of matches.

Some Snow Is ... Folder Game made by

_____
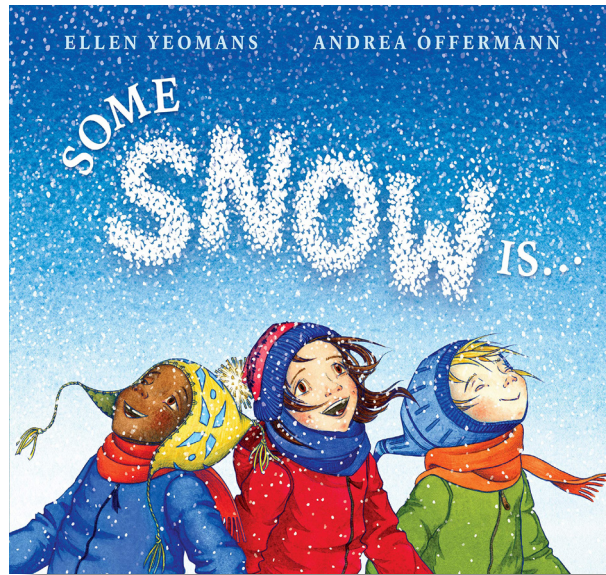
Some Snow Is ...
Folder Game Cards

Some Snow Is... Folder Game Board

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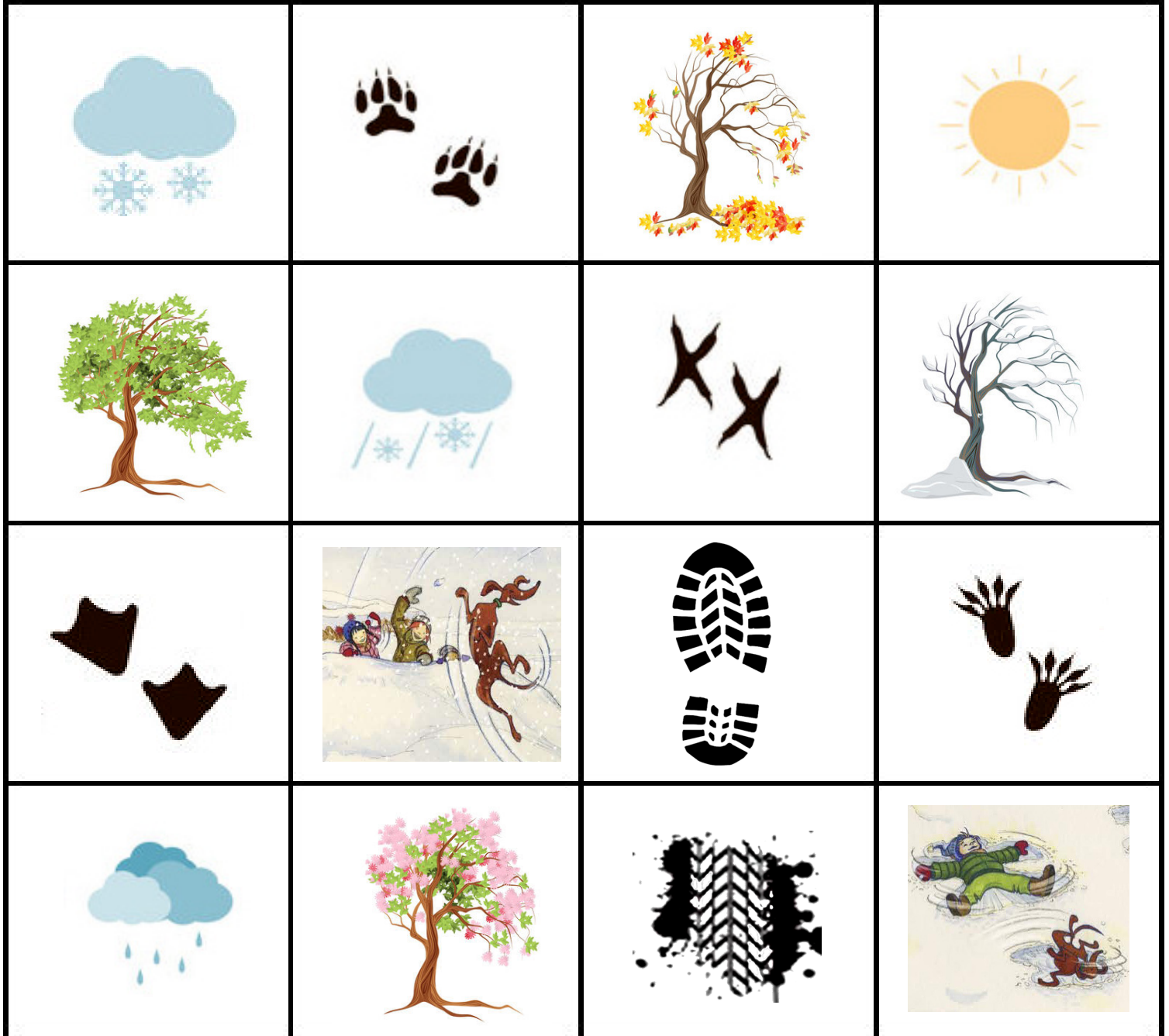
Some Snow Is... Clue Cards

snow	sleet
rain	sunny
dog tracks	geese tracks
squirrel tracks	boot track

tire track	*owl tracks*
snow angels	*snow balls*
summer	*autumn*
spring	*winter*

Some Snow Is... Clue Cards: Answers

snow	sleet
rain	sunny
dog tracks	geese tracks
squirrel tracks	boot track

tire track

owl tracks

snow angels

snow balls

summer

autumn

spring

winter

Action Cube Charades

Arms fly up and down snow.
Legs sweep along the ground snow.
Move and flop again snow;

○───○

Objectives: To demonstrate understanding of spoken words, syllables, and sounds.

Materials:
*   *Some Snow Is...*, the book
*   The Game Cube Template (Guide, pg. 14)
*   Scissors
*   Tape

Procedure:
*   Re-read *Some Snow Is...*, closely considering the active verbs presented in the text.
*   Print out the Game Cube Template.
*   Use scissors to trim around the borders of the Game Cube.
*   Fold tabs and use tape to secure the side of the cube together.
*   Gather students together to play a game of Charades using the Game Cube. Instruct one child to secretly roll the Game Cube and then silently read the word that lands on the top portion of the cube. Then act out the word for the group. After the group guesses what the action being dramatized is, encourage the students to find the word in the text.

Game Cube Template

sing

melt   blow   flop

sweep

scoop
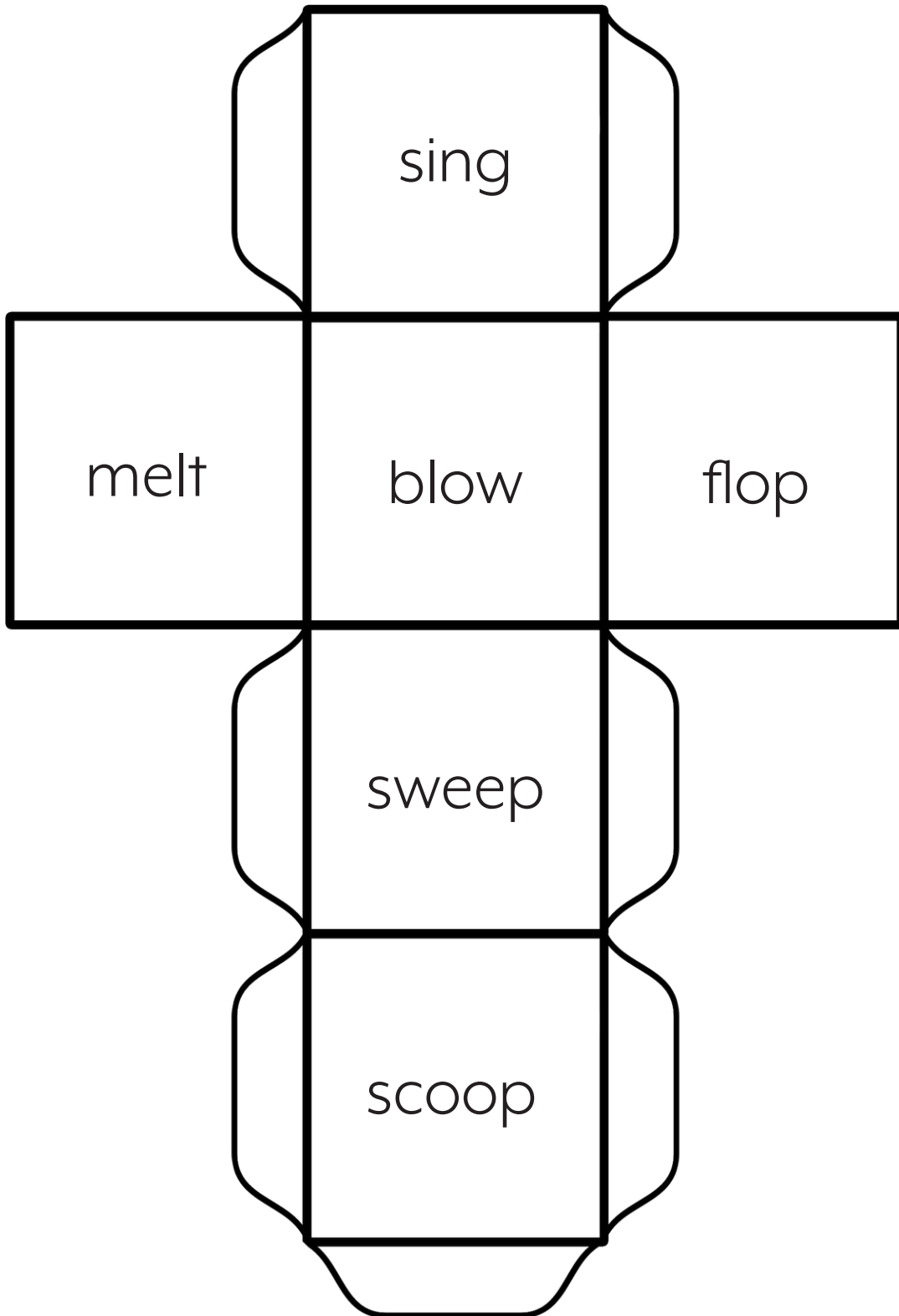
Make a Home-Made Snowman

Some snow is snowman snow.

Objectives: To write an informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Materials:
- *Some Snow Is...*, the book
- 2 to 4 cups shaving cream
- 4 cups baking soda (place in freezer for a few hours before combining ingredients)
- Sensory bin to mix ingredients in
- Items to decorate mini-snowman
- Writing materials

Procedure:

- Re-read *Some Snow Is...*, closely considering the spreads featuring the students building a snowman.
- Discuss the process of making a snowman.
    - ~ List the materials needed.
    - ~ Describe the steps required to construct a snowman.
    - ~ Determine the necessary supplies to decorate the snowman.
- Gather the materials listed to create homemade snow.
    - ~ Scoop 4 cups of baking soda in container.
    - ~ Measure shaving cream into container.
    - ~ Mix ingredients together with hands to create a desired consistency.
    - ~ Create snowballs to form a snowman.
    - ~ Decorate snowman.
- Instruct students to write a how-to article describing the process of creating a snowman. Encourage students to write the essay as if the reader has never had the experience of creating one. Direct them to include the following components in their article:
    - ~ Clearly introduce their topic.
    - ~ Define the terms required for reader to comprehend the process.
    - ~ Define the step-by-step construction process.
    - ~ Make certain to include sensory descriptions of the experience.
    - ~ Conclude the essay by inviting the reader to try making one themselves!

Common Core State Standards & Next Generation Science Standards Alignment		Discussion	Folder Game	Charades	Snowman Craft
English Language Arts Standards » Reading: Literature					
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	●	●	●	●
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	●	●		
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	●			
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	●	●		
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	●	●	●	●
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	●	●	●	
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	●	●		
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	●	●	●	
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	●	●	●	●
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as *who, what, where, when, why* , and *how* to demonstrate understanding of key details in a text.	●	●		
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	●			
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	●	●	●	
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	●			
CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	●			
English Language Arts Standards » Reading: Foundational Skills					
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.	●	●	●	●
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	●	●	●	●
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.	●	●	●	●
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CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●

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		Discussion	Folder Game	Charades	Snowman Craft
English Language Arts Standards » Reading: Foundational Skills (cont.)					
CCSS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●
CCSS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●
English Language Arts Standards » Writing					
CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.				●
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.				●
CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.				●
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				●
English Language Arts Standards » Speaking & Listening					
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.	●	●	●	●
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	●	●	●	
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	●	●	●	●
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	●	●	●	●
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.				●
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	●	●	●	●
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.	●	●	●	●
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	●	●	●	●
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	●	●	●	●
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.				●
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.	●	●	●	●
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.	●	●	●	●
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	●	●	●	
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	●	●	●	●
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts* , building on others' ideas and expressing their own clearly.	●	●	●	●
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	●	●	●	●

	Discussion	Folder Game	Charades	Snowman Craft
English Language Arts Standards » Speaking & Listening (cont.)				
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	●	●	●	●
Next Generation Science Standards				
K-ESS2-1.	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.		●		
2-ESS1-1.	Use and share observations of local weather conditions to describe patterns over time.		●		●
2-LS4-1.	Make observations of plants and animals to compare the diversity of life in different habitats.		●		