

# WE SAVE YOU TIME & ENERGY WITH WEEKLY LESSON PLANS AND ACTIVITIES FOR READING & GRAMMAR

**EACH  
MONTH  
HAS 4  
WEEKS  
OF  
PLANS**



SNOW DAY				
	Reading	Comprehension	Vocab	Grammar
<b>M</b>	Before, During, and After reading Snow Day, use question cards to guide your discussion. Allow students to discuss and answer questions in both a whole group and small group setting to open up conversation.	Somebody Wanted But So: Show poster and discuss how we can summarize the story based on what the character wanted. (ex- The teacher wanted a snow day to stay home and rest, but the snow didn't come, so the teacher had to rush to school!) Students will glue the mini-poster in their spiral and write a summary of the story underneath.  (There is also the SWBST option so that you can add the ending. Choose which is best for your class.)	Begin introducing vocab words to students the week of the definition.  Check vocab progress on vocabulary squares deeper of the	Singular and Plural Noun Posters: Use
<b>T</b>	Read Brave Irene by William Steig. This book can be found on Storyline Online. We are going to compare the two wintry stories over the next two days. Use the questioning cards for Brave Irene.	Lesson of the Story: Discuss what the author is trying to teach you in the story. What lesson can we learn from Brave Irene? Students glue the mini-poster in their spiral and answer the question in regards to Brave Irene underneath.	Continue the definition discussion vocabulary words.  Check vocab progress on vocabulary squares deeper of the	
<b>W</b>	Discuss the two books that we have read this week. Use the comparing questioning cards to discuss how the books are alike and how they are different.	Comparing Stories Venn Diagram: Students will use the flapbook to compare and contrast the two stories. How are they alike? How are they different? Recall details from both books for the flapbook.	Continue discussing review vocabulary words.  Check vocab progress on vocabulary squares deeper of the	

SNOW DAY				
	Reading	Comprehension	Vocab	Grammar
<b>T</b>	Nonfiction Reader: Marvelous Meteorologists  Students read to find out information about meteorologists. Use the whole class anchor chart to record information learned. Students write four facts about meteorology under the flap-ups.	Students have read several wintry stories/passages this week. Today, students will complete a directed drawing of themselves dressed in winter clothes. Students will make a connection to the texts they have read and write about what they would do on a snowy day. Students can also write a summary of the story.	Continue discussing and reviewing the vocabulary words.  Match It Up! Students will match the vocabulary words to the correct definition	Wrapped up in Wintry Nouns: Students cut out the booklet pages and staple in order by height. Students write the correct ending, then draw a picture of the nouns. They can also write the nouns in sentences
<b>H</b>				
<b>F</b>	Fiction and Nonfiction Reading Passages  Comprehension Check	If I Lived in a Snow globe: Students make craft and write using one of the prompts-If I lived in a Snow Globe or My Snow Globe Story	Today students will complete a vocabulary quiz. There are two options: 1. Students read the sentences and match the vocabulary word to the correct sentence. 2. Students read the words in sentences. Students write new sentences with the word and illustrate.	Pocket Book: Students make the singular nouns plural. Then, students sort into the pockets: irregular nouns, nouns with -es

**EVERYTHING YOU  
NEED FOR  
COMPREHENSION,  
GRAMMAR, & VOCAB**

# ALL CONTENT IS ALIGNED TO THE STANDARDS (COMMON CORE & TEKS)

## the CC standards JANUARY

JANUARY	Akiak by Robert Blake	Fact and Opinion	RL2.1, RL2.7, RL3.1, RL3.3	Possessive Nouns	L1.1B, L2.2C, L3.2D
	Alexander, Who Used To Be Rich Last Sunday by Judith Vorst	Identifying the Lesson/Moral of the story	RL2.1, RL2.7, RL3.2, RL3.3	Pronouns	L1.1D, L2.1C, L3.1A
	Snow Day by Lester Laminack with Brave Irene by	Comparing Stories Identifying the Lesson	RL2.2, RL2.9, RL3.3, RL3.9	Plural Nouns	L1.1C, L2.1B, L3.1B
	Martin Luther King (any biography)	Finding Key Facts Biographies	RI2.1, RI2.3, RI2.5, RI3.1, RI3.3, RI3.7	Commas	L1.2C, L3.2B

\*nonfiction readers in each unit hit on nonfiction standards as well\*

## the TEKS JANUARY

JANUARY	Akiak by Robert Blake	Fact and Opinion	2.9D, 2.9Eii	Possessive Nouns	2.11Diii, 2.11Dvii
	Alexander, Who Used To Be Rich Last Sunday by Judith Vorst	Identifying the Lesson/Moral of the story	2.8A	Pronouns	2.11Dvii
	Snow Day by Lester Laminack with Brave Irene by	Comparing Stories Identifying the Lesson	2.8A, 2.6F	Plural Nouns	2.11Diii
	Martin Luther King (any biography)	Finding Key Facts Biographies	2.9D	Commas	2.11Dx

\*nonfiction readers in each unit hit on nonfiction standards as well\*

KNOW EXACTLY WHAT SKILLS AND  
STANDARDS WILL BE TARGETED  
EACH WEEK!

# EVERYTHING YOU NEED TO DEEPEEN COMPREHENSION IN YOUR CLASSROOM

ENGAGING WAYS FOR  
STUDENTS TO RESPOND  
TO THE TEXT

## COMPREHENSION

The family kids (Dad and Somebody (Character) are anticipating a snow day. Wanted (Motivation) BUT they wake up and the snow is gone. But (Problem) So they rush around like crazy. So (Solution) Dad is the teacher!! Then (Ending)

Teacher is the main character. Not a lot of snow actually falls. The character is fantasizing.

same Brave Irene

WHEN TRYING TO SUMMARIZE... Somebody wanted but

LESSON OF THE STORY What is the author trying to teach you?

SWBST SOMEBODY WANTED BUT SO THEN

The Lost (Fiction Passage) Winter Sports (Nonfiction Passage)

COMPREHENSION CHECK (Snow Day)

## ANCHOR CHARTS

### LET'S WRITE A SNOW DAY SUMMARY

LET'S WRITE A SNOW DAY SUMMARY

SOMEBODY The teacher

WANTED to have a snow day at home

BUT the snow melted

SO they had to rush to get ready

THEN they went to school

THEY THEN

Snow Day Chart: Write the summary of the story. You can use the 4 part summary or the 5 part summary.

# INTERACTIVE ANCHOR CHARTS FOR MINI-LESSONS

# EVERY WEEK STUDENTS MAKE A NONFICTION CONNECTION WITH THE NONFICTION READER

## NONFICTION READER

**WHAT MAKES A METEOROLOGIST?**  
Meteorologists can have jobs where they deal with global warming, air traffic, pollution control, or Forestry in addition to every day predicting weather jobs. They need to be able to communicate information on the radio, on TV, or on the news. If they are on television, they have apps on our phones that tell us what the weather is for being on camera. Meteorologists collect temperature, humidity, and wind speed to make predictions about the weather.

**WEATHER TOOLS**  
Thermometers tell you the temperature. Temperature is how hot or cold it is. The temperature can be measured in Fahrenheit or Celsius. Many people use thermometers to check the temperature of their food.

**MORE EXTREME WEATHER**  
Other forms of extreme weather include hurricanes, blizzards, and flooding. Hurricanes are large swirling storms that form over tropical waters. They are measured on a scale from 1-5 depending on how strong their winds are. Blizzards are large snow storms that have winds of 35 mph or more and very little visibility due to blowing snow. Floods occur when the ground becomes saturated with water and water backs up anywhere liquid. It is important to know the difference between a meteorologist's forecast or prediction and what the weather could get. Sometimes it is best to stay home! Meteorologists have access to information that they have very important jobs.

**EXTREME WEATHER**  
Weather can change very quickly. Some areas of our country experience dangerous storms such as tornadoes. Tornadoes are a rotating funnel cloud that can have winds that reach up to 300 miles per hour. Your meteorologists work hard to study these storms and their patterns so we can all be prepared! They will give you information so you can go into a shelter if needed. It is important to take their advice in these situations. Luckily most tornadoes only last for about ten minutes so if meteorologists can get the word out quickly, we can prepare for the worst.

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There are two versions of the nonfiction readers included (One slightly harder than the other). Choose the one that suits your students best OR use both in order to differentiate.

## ORIGINAL NONFICTION READERS TO PEEK STUDENTS' INTERESTS

## ANCHOR CHARTS

### LET'S LOOK AT METEOROLOGISTS

**ALL ABOUT METEOROLOGISTS**

- FACT: Study the atmosphere
- FACT: Study math & science

**WEATHER TOOLS**

- FACT: Thermometers tell you the temp.
- FACT: Weather balloons tell you about air pressure.

**EXTREME WEATHER**

- FACT: Weather can change quickly.
- FACT: It is important to check the forecasts.

Meteorologist Chart: Students write information learned from the Nonfiction reader.

# INTERACTIVE ANCHOR CHARTS FOR MINI-LESSONS

# HIGHLY ENGAGING ACTIVITIES FOR RESPONDING TO THE TEXT THROUGH CREATING AND WRITING

## DRAW & RESPOND



Winter Friends: Students make themselves bundled up in winter clothes. Then, students write about their very own snow day OR they can write a summary of the story.

# STUDENTS CREATE AND RESPOND TO THE TEXT

## STUDENTS DRAW AND RESPOND TO THE TEXT

## READING RESPONSE



Snow Globe: Students make a snow globe with the snowmen or with a picture of themselves. Then, students write a story to match their snow globe.

# ASSESS AND MONITOR COMPREHENSION WITH PASSAGES & ASSESSMENTS

Name: \_\_\_\_\_

{Fiction Passage}

## The Lost Mittens

Directions: Read the passage and

Seth ran down the steps two at a time to meet the guys!" Seth's mom rounded the hold of his hood. She gently tugged until the kitchen table. "Not so fast buckaroo. You can win the snowball fight! How about s

After Seth gobbled down a heaping piece of toast, he shrugged into his jacket and stopped in his tracks. "Mom! I left my mittens." Seth. They both looked around the kitchen for mittens. "Wait," giggled Mom as she ran a minute or two later with a pair of long socks on Seth's hands and pushed him out the door warm," she laughed.

1. What do you think heaping means?  
\_\_\_\_\_
2. Gobbled is a synonym for what?  
a. cried    b. ate
3. What was mom's solution to the problem?  
a. new mittens    b. no snow
4. Seth's mom made him French toast.  
True or False
5. How could you tell Seth was excited?  
\_\_\_\_\_

Name: \_\_\_\_\_

## Winter Sports

Directions: Read the passage and answer the questions.

In the sport of skiing you will wear a large boot which is attached to a ski holding onto poles to help them. Skiers will take a chair lift up a mountain on their skis. People use poles when they first start!

Ice skating is a very popular sport that takes place inside a skating rink or outside on frozen ponds in winter. Ice skates were invented by the Dutch in the 13th century. Ice skates look like shoes with blades on the bottom of them. Most ice skating rinks have ice walkers to help beginning skaters.

When first learning to snowboard, you start in a seated position facing downhill. Stand on your front hand down the fall line. This will help you stay on the hill and you will start moving. Let your feet stop as you ride into the flats. Do this until you feel comfortable. Try putting your feet on the heel edge and come to a stop before you turn. Once you have this mastered, try to turn. When you are ready to try turning, you will be able to turn the hill!

Which of these sports would you like to learn about that sport?  
\_\_\_\_\_

## WEEKLY COMPREHENSION ASSESSMENT

Name: \_\_\_\_\_

 {Snow Day!}

## COMPREHENSION CHECK

●●● Directions: Circle the correct answer or answer in a complete sentence.

1. According to the text, what is a snow day like?
  - a. no alarm clocks
  - b. no one yelling that you are late
  - c. no school
  - d. all of the above
2. Where is a possible place for the setting of the story?
  - a. Hawaii
  - b. Pennsylvania
  - c. Mexico
  - d. Florida
3. The author is able to give off a feeling of excitement throughout the text of *Snow Day!*.
  - a. True
  - b. False
4. Who is the story being told by?
  - a. the boy
  - b. the girl
  - c. the dad
  - d. a narrator
5. At the end of the book, the family is rushing around because they want to be first to sled down the hill.
  - a. True
  - b. False

Rooted in Reading

# ENHANCE YOUR VOCABULARY

## INSTRUCTION IN THE CLASSROOM

### WEEKLY VOCABULARY CARDS, PRINTABLES, AND ACTIVITIES

# VOCABULARY

fret	worry	hurry	to move, act, or go quickly
scattered	thrown around randomly	drifts	to move slowly in the wind
imagine	to think or create in your mind	heaps	large piles of things
splendid	very impressive	bundled	a group of things that are fastened, wrapped, or tied together
pounced	to jump on	delirious	in a state of wild excitement

**SNOW DAY**

fret	worry
scattered	thrown around randomly
imagine	to think or create in your mind
splendid	very impressive
pounced	to jump on something quickly
trudge	walk heavily and slowly
hurry	to move, act, or go quickly
drifts	to move slowly in the wind
heaps	large piles of things
bundled	a group of things that are fastened, wrapped, or tied together
delirious	in a state of wild excitement

**Match It Up!**

very impressive	worry
to jump on something quickly	to think or create in your mind
walk heavily and slowly	thrown around randomly
to think or create in your mind	worry

**Vocabulary Quiz**

Name: \_\_\_\_\_

Directions: Use each word.

- The sunlight shined \_\_\_\_\_.
- "Erica! Come clean up!" hollered Erica's mom \_\_\_\_\_.
- Michelle began to \_\_\_\_\_ the clock wind down.
- Danny and his friend home through the he \_\_\_\_\_.
- The puppy \_\_\_\_\_ effort to start up a p \_\_\_\_\_.
- Can you \_\_\_\_\_ would be if everyone \_\_\_\_\_.

**VOCABULARY** (Snow Day! by Lester Laminack)

Directions: Read the sentence. Make up your own sentence with the underlined word. Draw a picture to match.

- The sailboat slowly drifts by as we watch from our spot in the sand.
- Greg and his sister were busy trying to get the heaps of leaves into the trash bags.
- The packages were bundled together with a purple ribbon and a bow.
- The other team wrenched the ball out of the quarterback's arms and ran the ball for a touchdown.

Name: \_\_\_\_\_

# VOCABULARY

{Snow Day! by Lester Laminack}

Directions: Read the sentence. Make up your own sentence with the underlined word. Draw a picture to match.

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# ALLOW STUDENTS TO ANALYZE AND WORK WITH WORDS

# WEEKLY LESSON PLANS & ACTIVITIES FOR GRAMMAR

## GRAMMAR

**Singular and Plural Noun Posters:** Use these posters when teaching about making plural nouns. Use the plural endings chart to discuss how to make nouns plural.

**Singular or Plural Sort:** Students sort the nouns based on if they are singular or plural nouns

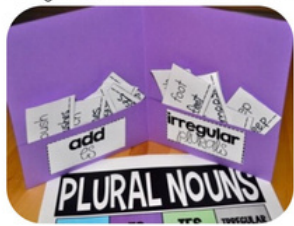
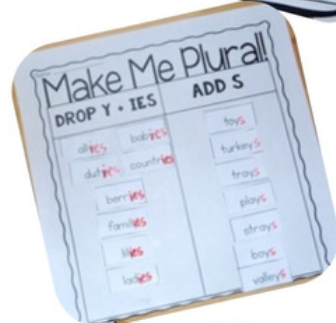
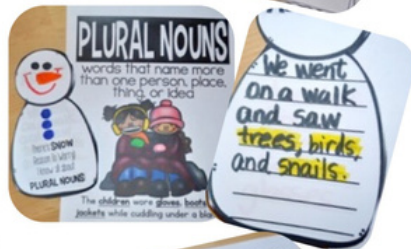
**Snowman Booklet:** Students cut out their snowmen pages and staple together. Students decorate the front snowman. Then, students either make lists of each plural noun type or write those types of plural nouns in sentences.

**Make Me Plural:** Students make the nouns plural by either adding les or s. Then, students sort the nouns.

**Wrapped up in Wintry Nouns:** Students cut out the booklet pages and staple in order by height. Students write the correct ending, then draw a picture of the nouns. They can also write in sentences

**Singular or Plural Sort:** Students sort the nouns based on if they are singular or plural nouns

**Pocket Book:** Students make the singular nouns plural. Then, students sort into the pockets: Irregular nouns, nouns with -es



## GRAMMAR ACTIVITIES VARY FROM WEEK TO WEEK AND ARE EASY TO PREP

## DAILY DEEP DIVE

Each day students will dig deep with one sentence from the book. Students will have a task to complete in their journals in response to the sentence. For the first few weeks you may want to do this together as a class. This is a great warm-up to grammar!

### MENTOR SENTENCE

We'll stay inside, warm and cozy, while the snow drifts down in soft white heaps.

On Monday, glue each of the strips into a spiral, leaving space to write in between each prompt. Students will complete a task each day as a response to the mentor sentence from the book.

We'll stay inside, warm and cozy, while the snow drifts down in soft white heaps.

**Monday**

Explain what is happening with the snow.

**Tuesday**

Highlight the nouns yellow.

Highlight the verbs blue. Highlight the adjectives pink.

### DAILY DEEP DIVE

Snow Day

#### MENTOR SENTENCE

We'll stay inside, warm and cozy, while the snow drifts down in soft white heaps.

#### EXPLAIN IT!

Explain what is happening with the snow

#### LOOK AT IT!

Highlight the nouns yellow. Highlight the verbs blue. Highlight the adjectives pink. Now, write your own words:

**NOUN:** \_\_\_\_\_ **VERB:** \_\_\_\_\_  
**ADJECTIVE:** \_\_\_\_\_

### DAILY DEEP DIVE

Snow Day

#### FIX IT UP!

Edit the sentence for errors. We'll stay inside, warm and cozy, while the snow drifts down in soft white heaps?

#### DEFINE IT!

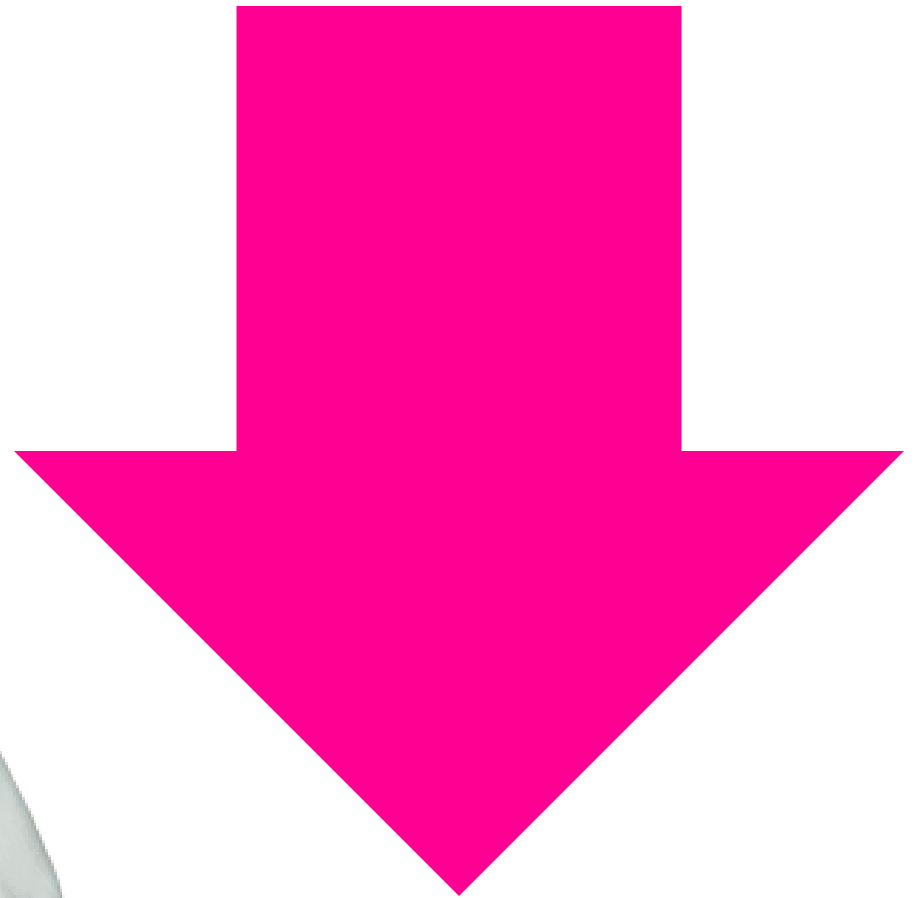
What does heaps mean?

# THE DAILY DEEP DIVE FOCUSES ON ONE SENTENCE FROM THE MENTOR TEXT



DO YOU WANT TO KNOW  
WHAT OTHER BOOKS AND  
ACTIVITIES ARE

**INCLUDED?**



KEEP  
SCROLLING TO  
SEE!





# MARTIN LUTHER KING, JR.

## COMPREHENSION

**KEY EVENTS**

**KEY FACTS**

**IRRELEVANT INFO**

**DR. KING'S WORDS**

"Hate cannot drive out hate"

**COMPREHENSION CHECK**

1. Highlight key words. Write about what you learned.

2. Write three questions that you still have about Dr. Martin Luther King Jr.?

## NONFICTION READER

**Life as a Student**

**Leaving a Legacy**

**Martin Luther King, Jr.**

**Life as a Boy**

There are two versions of the nonfiction readers included (One slightly harder than the other). Choose the one that suits your students best OR use both in order to differentiate.

## DR. KING'S DATES

King met with President Eisenhower in 1958.

King was on the cover of Time Magazine in 1957.

King received the Nobel Peace Prize on December 10, 1964.

King was arrested after a prayer vigil in 1962.

King was born in Atlanta, Georgia in 1929.

King graduated from high school in 1948.

King married Coretta Scott King in 1953.

King received his doctorate degree on June 5, 1955.

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## ANCHOR CHARTS

**I HAVE A DREAM**

**I HAVE A DREAM**

**I CAN'T GO ANYWHERE WITHOUT BEING ASKED ABOUT THE DREAM**

**MY DREAM**

**QUOTE:**

**MY DREAM**

**QUOTE:**

**MY DREAM**

**QUOTE:**

## VOCABULARY

**DR. MLK JR**

**freedom**: the power to do what you want

**protest**: to show that you disapprove of something at a public event

**leader**: someone who guides other people, someone who leads a group

**equality**: having the same rights

**peace**: when there is no war or fighting

**speech**: a spoken expression of ideas that is made by someone speaking in front of a group of people

**segregate**: to separate groups of people because of their race, religion, etc.

**boycott**: to refuse to buy, use, or participate in something as a way of protesting

**minister**: a person whose job involves leading church services

**Definition**: Someone who shows bravery

**Illustration**: **courageous** / **cowardly**

**Definition**: to work with a large group of people who are supporting something

**Illustration**: **leader**

**MLK Vocabulary Journal Prompts**: Students glue into their journals. Students respond to the prompts.

**Vocabulary Quiz**

**Match It Up!**

**VOCABULARY**

**Am I Written Correctly?**

## GRAMMAR

**DATES ABOUT ME!**

**MLK's Dynamic Dates**

**IMPORTANT DATES:** January 15, 1929 - MLK, Jr. was born.

**Commas in a Series and Writing Dates**: Use these posters when introducing commas to the class.

**Dates About Me**: Students fill out the graphic organizer and write dates correctly.

**MLK's Dynamic Dates Booklet**: Students use this booklet throughout the MLK unit to record important dates about Dr. King's life.

**Major Events Flapbook**: Students cut the dates apart and glue underneath the correct flap. Then, students write the date correctly.

**MLK Timeline**: Students put the events in sequential order. Then, students write in commas where needed. Students color the image of MLK and glue it to the top of the event order.

**Commas in a Series: Am I Correct?** Students read the sentences and determine whether or not the commas are used correctly. If the commas are not used correctly, students write the sentences correctly on the recording sheets.

**Am I Written Correctly? Sort**: Students sort the word series depending upon whether they are written correctly or not.

**Commas in a Series Sentence Cards**: Print on colored paper and laminate for durability. Students can write the commas on the sentence cards with expo markers. Students can also write the sentences with commas on the recording sheet.