

**GUIDED READING LEVEL:** E

**LEXILE:** 160L

**GENRE:** Informational

**TEXT FEATURES:** index, labels, glossary, photographs, table of contents

### NGSS PERFORMANCE EXPECTATION

#### **Weather**

**K-ESS3-2:** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

### NGSS THREE DIMENSIONS OF SCIENCE LEARNING

**SEP** Asking Questions and Defining Problems; Obtaining, Evaluating, and Communicating Information

**DCI** ESS3.B: Natural Hazards; ETS1.A Defining and Delimiting an Engineering Problem

**CCC** Cause and Effect

### ELA STANDARD

RI.K.1

SL.K.3

### VOCABULARY

blizzard (p. 13)

drops (p. 3)

flakes (p. 8)

freeze (p. 3)

shapes (p. 5)

snow (p. 10)

snowflake (p. 6)

stick (p. 4)

storm (p. 11)

wind (p. 12)

## What is Snow?

by: Tammy Brown

### Build Background

Ask students to think about the kinds of storms they have experienced or read about. (snowstorm, rainstorm, windstorm) Ask, *How do people know when a storm is coming?* (weather forecasts) *What can people do to prepare for a storm?* (make sure they have food and water in case they can't get to the store, have candles or flashlights in case the electricity goes out) Discuss what students can do during a rain- or snowstorm.

Show students the cover of the book and read aloud the title. Ask, *What kind of storm do you think we will read about?* (snowstorm) *What do you think makes snow?* Accept all responses. Show students the four words at the beginning of the book (blizzard, freeze, snowflake, storm). Read them aloud and talk about their meanings. Tell students they will look for the words as they read. Preview some or all of the pages with students, discussing what they see in the photographs.

### Read the Text

Give each student a copy of the book, and read it aloud together. Then have students read the book with a partner, alternating pages. Ask partners to jot down on sticky notes any words they don't know or questions they have.

Discuss any questions students have after reading. Call on students to share something new they learned from reading the book. Ask, *What are the most important ideas in the text?* (how snow forms, what a blizzard is)

### After Reading

#### Connect and Respond

1. *What happens when wet drops stick together?* (They make shapes called snowflakes and get heavy.)
2. *What happens in cities when there is a lot of snow?* (Possible responses may include: stores close; cars can't drive on the roads; children don't go to school; children play in the snow.)
3. *If you could meet a TV weather forecaster, what questions would you want to ask him or her?* (Answers will vary.)

#### Write It Down

Discuss the steps for how snow forms. Allow students to look back at the text as they talk about it.

Create a group story based on a blizzard. Write the title "The Blizzard" where all can see. Say, *We are going to write a story about a blizzard. We will work together to create our story. The first thing we need to write is what the weather was like. Was the weather warm or cold?* Record the first sentence, for example, "It was very cold." As you write, involve students by asking questions such as, *How did the snow form? What happens when there is a blizzard?* Continue



working with students to complete the story. After finishing, read the story aloud with the class.

The completed shared writing might look like this:

### The Blizzard

It was very cold. The drops stuck together and made snow.  
Lots and lots of snow fell. There was a lot of wind.

The city was covered in snow. Trees were covered.  
Cars were covered. Streets were covered.

People went inside where it was warm.  
Then children came out to play in the snow.

## Extension Activities

### Weather Forecasts

(NOTE: This activity will require multiple days for completion.) Gather weather reports over several days from newspapers or online. Share these with students. Discuss the purpose of a forecast, using prompts such as, *What kind of weather does this forecast say is coming? How do weather forecasts help people? What would you do if you knew it was going to rain tomorrow?* Have students predict the weather over a week. Direct students to record their predictions on a chart. Have students check the weather every day and compare against their predictions.

### Snow Art

Provide paper with outlines of different sized shapes. Have students cut out and glue the shapes onto colored construction paper to make a picture of snowflakes. Show students pictures of real snowflakes from books or from online sources to provide ideas for their creations.

### Make Crystals

(NOTE: This activity will require multiple days for completion.) Help students make a star shape with large pieces of pipe cleaners. Have them attach smaller pieces of pipe cleaner to the larger pieces to make a snowflake design. Then create a crystal solution using three tablespoons of Borax for each cup of boiling water. Pour the solution into containers. Help students tie a string to the tip of their snowflake and dip it into the Borax solution. Allow the snowflakes to sit in the Borax solution overnight. Remove and then display the finished snowflakes around the classroom.

### Materials/Resources Needed

sticky notes  
weather forecasts from newspapers or online  
paper with outlines of different sized shapes  
scissors  
glue  
colored construction paper  
photographs of snowflakes  
pipe cleaners  
boiling water  
Borax  
tablespoon  
measuring cup  
containers  
string  
internet

### Research Connection

As a group, have students make a weather chart about their area over several weeks. At the same time each day, measure the temperature and record it on a chart with other weather details, such as amount of cloud cover, wind, and so on. After several weeks, discuss patterns that students observed in the local weather.

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