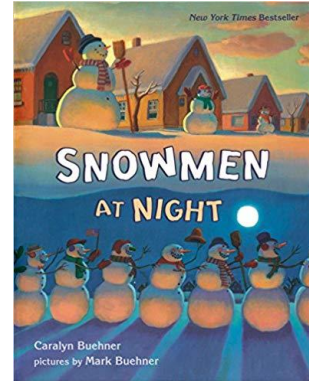


Snowmen at Night

Written by Caralyn Buehner

Illustrated by Mark Buehner

When a boy notices that the snowman he built looks quite different the next morning, he wonders what his snowman must have been up to overnight. His imagination takes the reader on an amusing journey of what snowmen really do when everyone else is sleeping.



Possible strategies for instruction

Comprehension

Use prior knowledge to predict and connect with text.

- Many children have had experiences with building a snowman. To begin, ask children if they have ever built a snowman, and then have them turn to their shoulder-partner to talk about it. (Children living in areas without snow can discuss *if* they would like to build a snowman and what they imagine it would be like.)

Determine and analyze author's purpose and support with text.

- Authors write for many different reasons: sometimes to inform, sometimes to persuade, and at times, to entertain. After reading the first page, ask children to predict the author's purpose. After the reading, ask children to revisit their predictions and determine if they are accurate. Explain *why* the author's purpose was indeed to entertain.

Accuracy

Use picture clues.

- This story has beautiful illustrations throughout that clearly support the text. When you come to a difficult word in the story, students can use the pictures to make sure the word and illustration match.
- For example, on page 8, when you come to the word *cocoa*, students can look at the illustration, which clearly shows the snowmen drinking hot cocoa.

Fluency

Use punctuation to enhance phrasing and prosody.

- This story can be used to model various end punctuation marks, along with the differences in intonation associated with each type of sentence.
- For example, on page 4, *What do snowmen do at night?* On page 20, *It's a wild ride down the hill!* And on page 2, *One wintry day I made a snowman, very round and tall.*
- There is great opportunity with this text to convey the excitement the snowmen are feeling. While reading, model with an excited voice and expression.
- For example, on page 22, “‘*WAAHOOOOOOOOOO!*’ *they yell*” should be read loudly and with expression.

Expand Vocabulary

Tune in to interesting words.

- There are many opportunities throughout the text to explore interesting words.
- For example, the word *tuckered* appears on page 23. Discuss its meaning, ask a student to add it to the class word builder, and challenge students to use it in their next Work on Writing task.

Use reference tools such as dictionaries, thesauruses, and glossaries.

- Encourage students to use a dictionary to explore the meaning of unfamiliar words, such as *drooped*, *anxious*, *thrill*, *tuckered*, *crooked*, or any other new vocabulary found throughout the text.

This text can be used with nearly any strategy on the CAFE Menu. The above strategies are a highlighted collection to use as a springboard for further instruction.