

This book is about a young boy’s experience with winter and snow. It includes some descriptive words related to these encounters which provide opportunities to expose children to sensory-oriented vocabulary.

Useful Words: crunch, smack, plop

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

COMMUNICATE



Children will:

- ◆ Actively build vocabulary

Teachers will:

- ◆ Provide child-friendly definitions

TEACHING TIP

Building children's understanding of descriptive words – including adjectives or adverbs – is an important part of growing their vocabulary. This book provides a combination of real and nonsense words in which the word itself *sounds* like the meaning that you are trying to convey. This is a fun way to engage children in a discussion about words and to get them thinking about how words represent more abstract ideas like sounds or feelings.

1. INTRODUCE

- ◆ “This book is called *The Snowy Day*. We’re going to talk about some words that help us think about the sounds that they hear when it snows.”

2. READ THE BOOK

- ◆ Pause 3 times to define the words.
- ◆ Model and teach gestures for words and encourage children to make similar gestures or movements.

Provide Child-Friendly Definitions

Read: “Crunch, crunch, crunch, his feet sank into the snow.”

Define: “Crunch, crunch, crunch is the way the snow sounds when Peter’s feet step in it.”

Model and encourage: “Let’s do it together! Let’s move our legs and pretend to step in the snow and pretend to crunch by moving our arms back and forth.”

Read: “- a stick that was just right for smacking a snow-covered tree!”

Define: “Smack is the sound the stick makes when it hits the tree.”

Model and encourage: “Let’s try it together. Clap your hands together to make a smack sound – like the stick hitting the snow-covered tree!”

Read: “Down fell the snow – plop! – on top of Peter’s head.”

Define: “Plop is the way the snow sounds when it lands on Peter’s head.”

Model and encourage: “Let’s do it together. Let’s pat our head with our hand and make a plop with our lips!”

3. REVIEW

- ◆ “We talked about words that helped us think about the sounds that the snow made when the boy walked in it – crunch (*demonstrate*); or hit – smack (*clap hands*); or fell – plop (*pat head*).”

4. KEEP IT GOING

- ◆ Across the day, define the descriptive vocabulary that you use to support children’s word-learning. For example, “This sunflower is gigantic. Gigantic means it’s really big!” Or if previously defined vocabulary (such as words from the story) naturally arise throughout the day, expand upon their definitions. For example, during Meals, “That’s a crunchy pretzel! I hear the crunch sound when you chew that hard piece of pretzel.”