

THE SNOWMAN

by Raymond Briggs

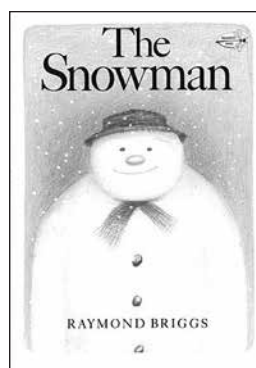
Lesson by Lauren M. Gay

Level	Beginning to advanced
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Preparation Time	5 minutes
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Length of Lesson	50 minutes
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Objective	Students will use an original “snow creature” sculpture as inspiration to compose a narrative writing piece which incorporates newly acquired vocabulary.
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Materials

- *The Snowman* by Raymond Briggs (New York, NY: Random House Children's Books, 1978)
- Modeling clay
- Paper and pencils
- Computer and digital scrapbooking and photo collage software such as Little Story Maker, Story Creator, or Pixie

Vocabulary

- balloon
- fire
- flashlight
- flying
- freezer
- heat
- light

- melt
- snowman
- steam
- sunrise

Procedure

1. Do a picture walk of the story, pausing only for a moment on each page to provide the students an opportunity to gain an understanding of the story's plot.
2. Pass out modeling clay to each student. Instruct the students to create their very own "snow creature."
3. Once the students have constructed their snow creature, have them jot down ideas for a creative narrative about an adventure that they go on with their snow creature.
4. Let students use the ideas inspired by the creation of their snow creature to brainstorm and write a creative narrative. To scaffold the activity for beginning ELs, have students draw the scenes of their narrative story and label the activities that they and their snow creature do during their adventure. More advanced ELs could write a detailed description of their adventure that corresponds with their illustrations.
5. Finally, let students use a software app that allows for the integration of illustrations and text, such as Little Story Maker, Story Creator, or Pixie, to publish a final copy of their creative narratives.

Assessment

The students' written creative narrative will be reviewed by the teacher.

Additional Resources

Related Websites

Sculptures from the U.S. National Snow Sculpting Competition, which could be used to provoke student thinking or for follow-up discussion—
www.usnationals.org/.

Sculptures for the McCall Area Chamber of Commerce Winter Carnival—
<http://mccallchamber.org/index.php?mact=Album,mff022,default,1&mff022albumid=8&mff022returnid=107&page=107>.

Related Apps

- Snowman (free)—create Snowmen on an iPad.
- Story Creator Pro (free)—create photo books of sculptures and story illustrations with text on an iPad.

Further Reading

Laman, T. T. (2013). *From idea to words: Writing strategies for the English language learners*. Portsmouth, NH: Heinemann.

TESOL PreK–12 English Language Proficiency Standards

Standard 1: English language learners communicate for social, intercultural, and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the area of language arts.

Common Core State Standards ELA Suggested Connections

The following are the Common Core State Standards for English Language Arts that are aligned with this lesson. The rubric on the next page includes a sampling of grade levels to show how the standards get more complex at higher grade levels.

Writing: W.K.3; W.1.3; W.2.3; W.3.3; W.4.3; W.5.3; W.6.3; W.7.3; W.8.3; W.9–10.3; W.11–12.3

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CCSS Sample Rubric

Go to www.tesol.org/wordless to complete the rubric by adding your grade level standards from the Common Core website.

Writing: <http://www.corestandards.org/ELA-Literacy/W/introduction/>

	Grading Criteria			
	Outstanding 10	Adequate 8–9	Developing 1–7	Not Present 0
	All of the criteria are present and fully developed.	Most of the criteria are present and adequately developed.	Some of the criteria are present and somewhat developed.	None of the criteria are present.
Standards	Teacher's Comments			
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <i>or</i>				
W.6.3–12.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details/ well-chosen details, and well-structured event sequences.				
Total points				