

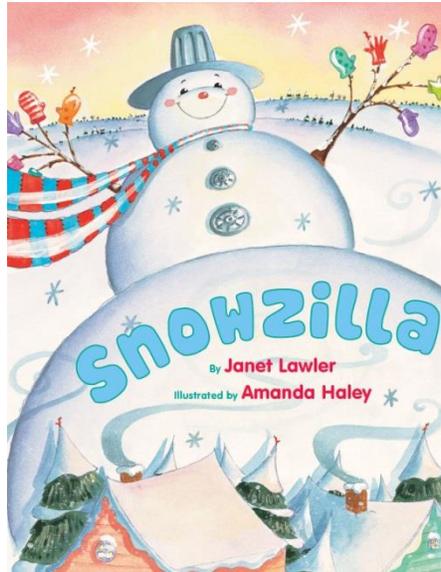
SNOWZILLA

By Janet Lawler

Illustrated by Amanda Haley

Curriculum/Parent Guide

[relevant Common Core Standards are noted]



ABOUT THE BOOK

Cami Lou and her brother build a giant snowman, but his size creates an uproar in town. A judge rules he's got to go. Cami Lou thinks big again and enlists the support of friends and family to move Snowzilla to the community garden. Soon, Cami Lou is making bigger plans for next year. The exuberant artwork of Amanda Haley adds joy and humor to this rhyming tall tale.

SNOWZILLA can serve as an enjoyable read-aloud and/or as a tool for developing literacy and math skills. These skills can also be developed in the context of multiple curriculum content strands, such as community and conflict resolution. SNOWZILLA is not holiday-themed and is a perfect winter/seasonal read for younger grades. Below are some suggested approaches for sharing/teaching this book.

FOUNDATIONAL SKILLS

Text provides many opportunities for understanding: print; spoken words, syllables, rhymes, and sounds; phonics awareness; and vocabulary in context.

[*ELA.RF.K.1-4; ELA.RF.1.1-4; ELA.RF.2.3-4*]

Text and activities suggested below provide many opportunities to teach and reinforce Language standards (conventions).

[*ELA.LS.K.1-5; ELA.LS.1.1-5; ELA.LS.2.1-5*]

PRE-READING DISCUSSION

Show front and back covers and read title.

What is this book about?

Discuss how the rooftops provide perspective so the huge size of Snowzilla is apparent. (Cover the houses; does the snowman look huge now?)

Have students name author and illustrator and discuss their roles.

[*ELA.RL.K.6; Math.K.MD.A.1*]

Have you ever built a snowman? Did you give your snowman a name?

SUGGESTED APPROACH TO TEXT

Comprehension (Key Ideas and Details)

Read the story. Have students ask and answer questions, such as:

Who are the main characters in the story?

Where does the story take place? In what season?

Did Cami Lou and her brother have help building Snowzilla?

What problems did Snowzilla cause?

What did the judge decide? Why?

Cami needed help from friends and relatives to move Snowzilla. What did they do?

Where did they move Snowzilla?

What happened to Snowzilla when the weather got warmer?

What did Cami Lou plan for next year?

[*ELA.RL.K.1–3; ELA.RL.1.1–3 ELA.RL.2.1–3*]

[*ELA.SL.K.2; ELA.RL.1.2; ELA.SL.2.2*]

Craft and Structure

For each spread, discuss any unfamiliar words. Use illustrations to assist with comprehension.

[*ELA.RL.K.4*]

Discuss common types of text. This is a storybook, but it is also a poem.

[*ELA.RL.K.5*]

Choose a couplet of text to re-read out loud and analyze the beats, alliteration, and rhyme in text; ask students to do/discuss the same with another couplet.

[*ELA.RL.2.4*]

Explain story structure and ask students to discuss events of beginning, middle, and ending of story.

[*ELA.RL.2.5*]

Relationship of Text and Illustrations

Pick a spread (2 facing pages) and ask students what illustrations show. Read related text and discuss relationship between illustrations and the story. Discuss how story/plot can be conveyed by illustrations alone, text alone, or both; for example:

Read text on final full spread (“...because she had much bigger plans for next year.”) Point out how illustrations can give you more information. Ask students to find clues in illustrations on this spread about Cami Lou’s plans for next year. Turn to final page (Cami’s illustration of “the snowzillas”). Discuss how this illustration gives you the answer to what she wants to build next year.

[*ELA.RL.K.7; ELA.RL.1.7 ELA.RL.2.7*]

SNOWZILLA WRITING ACTIVITIES

About the Book

Have each student write about SNOWZILLA:

- * the title and what the book is about.
- * how the book ends.
- * an opinion about whether or not student liked or disliked the ending and why.

[*ELA.W.K.1; ELA.W.1.1; ELA.W.2.1*]

Writing with Support from Text

Create one or more questions for students to answer by reference to text, such as:

How was Snowzilla built? (who helped; who did what; what equipment and items used)

What problems did Snowzilla cause in town?

How did they move Snowzilla? (who helped; who did what; what equipment used)

[*ELA.W.K.3; ELA.W.1.3; ELA.W.2.3*]

Snowzilla Writing Workshop

Have students look at last page of story and select one member of next year’s Snowzilla family to write about. Ask students to name their character and write a story that has a beginning, middle, and end.

Model/brainstorm an example, or for younger students, brainstorm a class-created story about the chosen character and write the story as students develop details. Prompts may include questions such as: How old is the character? What is the setting? What problem does the character have?

Have students revise and re-write with supervision. Provide them with a copy of cover sheet attached to this guide, and have them fill in title of their story and their name. Staple sheet to final draft.

[*ELA.W.K.3; ELA.W.1.3; ELA.W.2.3*]

SNOWZILLA MATH ACTIVITIES

Basic Counting

Look at the picture of Snowzilla on cover. How many big snow balls make up his body?
[pre-K]

On final page of book, have students count how many Snowzilla family members Cami Lou hopes to build next year (7, if you count the dog).

[*Math.K.CC.B.4a-4c*]

Snowzilla Counting Cards

Create sheet of paper with ten sections. Have students draw a snowman in each section. Have students cut sheet into ten cards (with one picture on each). Alternatively, provide each student with a copy of attached sheet to cut out, color, and use.

Addition and Subtraction

Have students use their set of ten cards to undertake simple addition and subtraction problems. Have students write problem out with numbers, such as:

3 snowmen + 1 snowman = 4 snowmen; 5 snowmen – 2 snowmen = 3 snowmen; etc.

[*Math.K.OA.A.1-5*]

More Practice in Pairs

Pair up two students. Have students use their their two sets of cards to count together up to 20. Then, using their cards, have each create counting, addition, and subtraction problems for their partner to solve.

[*Math.1.OA.C.6*]

Snowzilla Math Word Problems

Create snowman math word addition and subtraction problems. Have students illustrate and show numeric solution. For example: Joe saw three snowmen in the park. One melted away. How many snowmen were left? $3-1=2$.

[*Math.K.OA.A.2*]

For students doing multiplication, create rectangular array problems such as:

Each snowman has three snowballs for body parts.

How many snowballs does it take to build two snowmen?

3 (snowballs) x 2 (snowman) = 6

[*Math.2.OA.C.3*]

FURTHER SNOWZILLA EXPLORATION

The Story behind SNOWZILLA

Visit author's website to learn more about the development of her idea for SNOWZILLA, including author online and video interviews. Older students can be assigned to research and write about how the author developed this idea into a story.

<http://www.janetlawler.com/snowzilla.html>

[*ELA.W.1.2; ELA.W.2.2*]

Writing Informational Text

Have students draw/dictate/write text explaining the steps necessary to build a snowman.

[*ELA.W.K.2; ELA.W.1.2; ELA.W.2.2*]

Citizenship/Community/Conflict Resolution

Discuss how Cami Lou helps resolve the conflicts Snowzilla created in her community. What if the complaining townspeople had knocked Snowzilla down? Would that have solved problems? How would that have made Cami Lou and her brother feel?

Discuss how rules, laws, and courts can work to resolve conflicts.

Did Snowzilla's move help solve a problem?

Did everyone in town get along better after Snowzilla was moved?

Find pictures and text/words to support conclusions.

Non-fiction and Science

Discuss differences between fiction and non-fiction texts. Is SNOWZILLA fiction or nonfiction?

Read a non-fiction winter text such as SNOWFLAKE BENTLEY by Jacqueline Briggs Martin (illustrated by Mary Azarian), which tells the true story of William Bentley and his snowflake photography.

Discuss weather necessary for snowman-building. Read informational texts about snow, such as SNOW (Ready-to-Read 1) by Marion Dane Bauer (illustrated by John Wallace) and WHO LIKES THE SNOW? by Etta Kaner (illustrated by Marie LaFrance).

Art/Math activities

Have students cut out three white circles (small, medium, large). Discuss size comparison and have students explain how they would place the circles to build a snowman. Have students glue three circles on a colored piece of paper (light blue works well) and color in snowman features and clothing, as well as nearby scenery.

Have students cut out and color Snowman counting cards (see attached) for math activities on page 4.

REVIEWS

“Lawler opens with this Dr. Seuss-like stanza: ‘*It snowed without stopping/for week after week./When it ended at last,/Cami Lou took a peek.*’ ... Haley’s offbeat, busy, and chaotically colorful cartoon-style illustrations are a lively complement to the bouncy text.”—School Library Journal

COMMON CORE STATE STANDARDS KEY:

Standards for Kindergarten (K), First Grade (1), and Second Grade (2):

English Language Arts (ELA)

Reading: Foundational Skills (RF)

Reading: Literature (RL)

Writing (W)

Language Standards (L)

Speaking and Listening (SL)

Math (Math)

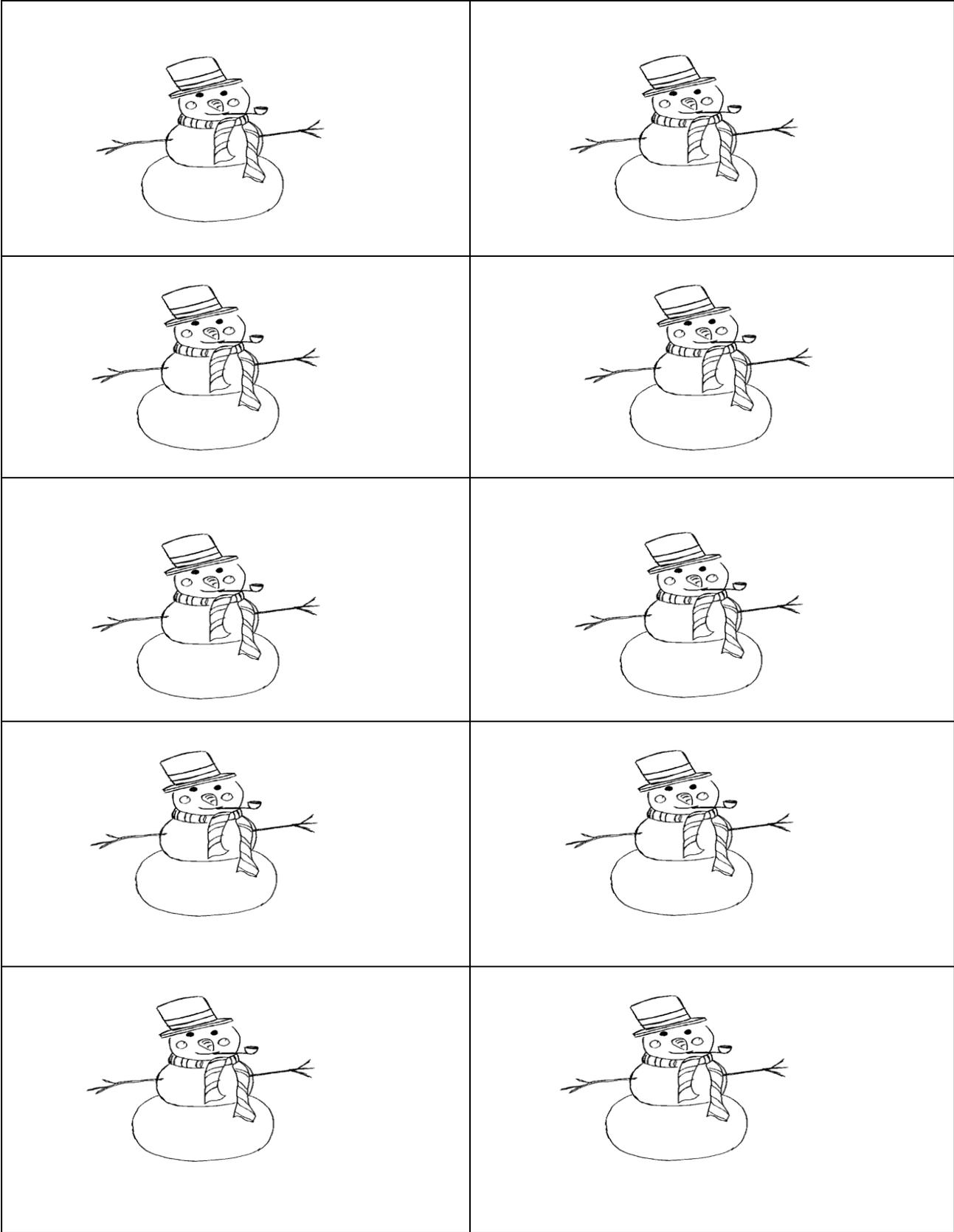
Counting and Cardinality (CC)

Operations and Algebraic Thinking (OA)

Measurement and Data (MD)

(Example: ELA.RL.1.1–3 is: English Language Arts: Reading: Literature. First Grade: standards 1–3)

SNOWZILLA
Curriculum Guide
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Title: _____

Written By: _____

Writer's Workshop based on:
Snowzilla by Janet Lawler
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