



# **Snowed Inn Homeschool Lesson Plan**

## **Raddish Lesson Plan Road Map**

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We design these lessons to be adaptable and flexible to your students and your life. You can do A Little Taste in ~45 minutes, or you can use the extension activities and make the projects and activities listed last over several lessons or even weeks. The lessons are meant to be interdisciplinary, covering many subject areas at once. Students of all ages can use these materials, with learners who are pre-writers able to draw or verbally share responses.

If desired, you could extend these lessons into a project-based learning unit of study, where students tackle a real world problem and create solutions. The learning happens in the process of getting to the presentation of the solution, and students often find it more meaningful when they are investigating a topic of their choice.

For a deeper look at the topic, A Big Bite offers extension ideas for learners who are able to read, write, and think on a higher level.

We always love to see your finished projects! You can share them in our Facebook group, [The Raddish Table](#), or email us [hello@raddishkids.com](mailto:hello@raddishkids.com).

**Driving Questions:** How does snow form? What are the different types of snowflakes?

## A Little Taste

### Resource List

#### Background Information (also linked within lesson)

- *The Snowy Day*, picture book by Ezra Jack Keats, <https://bookshop.org/books/the-snowy-day-9780670867332/9780670867332>
- *The Snowy Day*, animated video read aloud, <https://www.youtube.com/watch?v=FmZCQfeWjeQ>
- *The Story of Snow*, picture book by Mark Cassino, <https://bookshop.org/books/the-story-of-snow-the-science-of-winter-s-wonder-weather-books-for-kids-winter-children-s-books-science-kids-books/9781452164366>
- *The Story of Snow*, video read aloud, <https://www.youtube.com/watch?v=3ByoW0qUdIE>
- Snowflakes photographed by new high-speed camera, video from National Science Foundation, <https://www.youtube.com/watch?v=iOfkukhb1Os&feature=youtu.be>

#### Optional Extensions

- What is the difference between fiction and nonfiction?, [Hoover Public Library](#)
- “Why Do Snowboards Look Like Skateboards?”, podcast episode from But Why, <https://app.kidslisten.org/ep/But-Why-A-Podcast-for-Curious-Kids-Why-Do-Snowboards-Look-Like-Skateboards>
- *The Snowy Day*, movie from Amazon, <https://www.primevideo.com/detail/The-Snowy-Day/0TAATK3O8K8PO0OJ9YQ68SU93V>
- Fake Snow STEM Lesson, <https://energydayfestival.org/2017/12/05/make-fake-snow/>
- “Ezra Jack Keats Biography”, e-booklet from The Ezra Jack Keats Foundation, <https://www.ezra-jack-keats.org/wp-content/uploads/2015/03/Ezra-Jack-Keats-Bio-for-Kids.pdf>
- How to Make 6-Pointed Paper Snowflakes, how-to from Instructables, <https://www.instructables.com/How-to-Make-6-Pointed-Paper-Snowflakes/>
- Rhyming Dictionary for Kids, <https://www.poetry4kids.com/rhymes/>

#### Conceptual Knowledge - What Do You Want Them to Know?

1. Snow forms when temperatures are low and water vapor and dust combine to create snow crystals. When there are enough snow crystals, they stick together and fall to the ground.
2. Snowflakes come in many different shapes, and are all unique and symmetrical with 6 sides.
3. Fictional texts can still contain factual information.

## Key Vocabulary

- snow crystals - also known as snowflakes, these are single crystals of ice that grow from water vapor. They are known for their elaborate patterns and symmetrical appearance.
- dendrites - “tree-like” snow crystals that are shaped like stars, they form when a cloud is full of moisture.
- symmetry - when two or more parts are identical after a flip, slide, or turn

## Cross-Curricular Links

- Language Arts, Fine Arts, Science, Math

## Project Idea/Scenario

Add additional pages to the story of *The Snowy Day* to explain to the main character where snow comes from and how it forms.

## Plan the Process: What Will the Students Do?

Students will learn about snow formation and types of snowflakes, and then create additional pages for *The Snowy Day* story to show their understanding.

## Warm-up Activity - Activating Background Knowledge

- [Read](#) *The Snowy Day* or [watch the video read aloud](#). Discuss with the students if they have been in snow like the snowstorm Peter experienced.
  - Is the story fiction or nonfiction? How do we know?
    - Students may need to [review definitions of nonfiction and fiction](#) for help categorizing *The Snowy Day*
  - What happens to the snowball that Peter put in his pocket? How does more snow form overnight?
- Explain that the students are going to learn about how snow forms so that they can add facts onto *The Snowy Day* and help Peter to understand what happened to his snowball and where all the new snow comes from.

## Sequence/Procedure

1. Fill out KWL chart on page 7 of lesson plan with information about snow that students know already and what they hope to learn.
2. [Read](#) or listen to [video read aloud](#) of *The Story of Snow*. Take sketch notes of the different types of snowflakes and what combines to form them.
  - a. Optional: listen to the [podcast about snow](#) from But Why? Take sketch notes of different types of snowflakes while listening.
3. [Watch video](#) about snowflake photography, and identify why this type of photography helps us to understand snow and snowflakes.

4. Fill out last column of KWL chart with what has been learned, and what questions about snow have not been answered and might require more research.
5. Choose a project to connect new snow knowledge to *The Snowy Day*. Establish that the story is fiction but the students will be adding facts about snow.
6. Share finished project while enjoying any of the recipes from Snowed Inn. What recipe from Snowed Inn do you think would be the best one to take to Peter's house?

### Possible Creations

1. Create additional pages that can be added onto *The Snowy Day*, written from the point of the view of Peter's friend. Explain how more snow fell overnight, and the process of snowflakes forming.
2. Make a video that explains snow and snowfall to Peter so he understands where his snowball went and how more snow appeared overnight.
3. Write a poem or a song that explains snowflakes and snow to Peter. Use a [rhyming dictionary](#) for inspiration.

### Extensions

1. Watch [The Snowy Day movie](#). What did the filmmakers add to the story to make it long enough to be a full-length movie? Read over the [Kids' Biography of Ezra Jack Keats](#) on his site, and pay special attention to the section about his writing of *The Snowy Day*. Do you think he would have liked the movie? Write a response defending your impressions.
2. Make [snow](#). See if making snow outside vs. inside changes amounts of ingredients needed to create the best snow. Test the different recipes, and also observe how long the "snow" lasts over the course of a few days. Record observations.
3. Using *The Story of Snow* and the snowflakes photography as reference points, draw at least two different examples of snowflake shapes. Try to [cut out 6-sided snowflakes](#) that show a snowflake shape you didn't know about before. How many different types can be found in *The Snowy Day*?

**Driving Questions:** How does snow affect where you live? What is the connection between climate science and the changing way of life for the Inuit people?

## A Big Bite

### Resources

- *Baseball Bats for Christmas*, picture book by Michael Kusugak, <https://www.amazon.com/Baseball-Bats-Christmas-Michael-Kusugak/dp/1550371452>
- “The People of the Snow”, Tumble Science podcast, <https://beta.prx.org/stories/229127/details>
- “There really are 50 Eskimo words for snow”, article from The Washington Post, [https://www.washingtonpost.com/national/health-science/there-really-are-50-eskimo-words-for-snow/2013/01/14/e0e3f4e0-59a0-11e2-beee-6e38f5215402\\_story.html](https://www.washingtonpost.com/national/health-science/there-really-are-50-eskimo-words-for-snow/2013/01/14/e0e3f4e0-59a0-11e2-beee-6e38f5215402_story.html)
- *On Thin Ice: Inuit way of life vanishing in the Arctic*, NBC news story <https://www.nbcnews.com/video/on-thin-ice-inuit-way-of-life-vanishing-in-arctic-301214275669>
- Exploring Inuit Culture Online, <http://www.isuma.tv/exploring-inuit-culture-online/>
- Inuit Find Home on the Web, article from BBC, <http://news.bbc.co.uk/2/hi/science/nature/2125517.stm>

### Project Idea/Scenario

After learning about the Inuit way of life that is changing due to climate change, write about the modern Inuit life and how it has evolved over time.

### Sequence/Procedure

1. Has climate change affected life where you live? Consider bizarre or extreme weather. Has it changed any daily activities?
  - a. What places around the world do you think have been most affected by climate change?
2. The focus for this lesson will be people who live in colder climates. Start to fill out KWL chart, found on page 7 of the lesson plan, with what you know about the Inuit people and/or climate change in colder climates. Write out some questions that you hope to learn about through studying the Inuit way of life from the past to present-day.
3. Read book [Baseball Bats for Christmas](#). Make sure to note the setting of the story, including time and place.
  - a. Using the author biography at end of the story, do you feel that this is an accurate depiction of Inuit life?
4. Listen to [the podcast from Tumble Science](#) about modern scientists working with the Inuit. What are the key differences you can identify between the Inuit today and the Inuit in *Baseball Bats for Christmas*?

5. Refer to the [reference information about the Inuit](#), and make sure to check out the map on that site and on BBC News. What do you notice about where they live and its location?
6. Read [article from The Washington Post](#) about all the words for snow.
  - a. Why is it important for the Inuit to be able to describe different types of snow? What might be the equivalent of this in a tropical climate?
7. Watch [video from NBC News](#) about the modern day Inuit hunting and lifestyle.
  - a. What are some of the specific adaptations that the Inuit have made to accommodate for climate change?
  - b. What do they see as their future as climate change accelerates?
8. Fill out Learn column of the KWL chart with all the new facts you have learned. Select a project to create that shows connections between modern Inuit life and climate change.

### Possible Creations

1. Write a letter to the children in *Baseball Bats for Christmas*, explaining what life is like now for Inuit people. What would you advise them to do to prepare for the climate changes to come?
2. Write a first-person narrative, imagining that you are an Inuit child who has been taken out for your first hunt onto the Arctic Ocean. Include details of what the older hunters tell you about how the hunting and snow has changed from when they were younger.
3. Create a comic from the perspective of a sled dog. Include what it feels like to go on an unsuccessful hunt and what you notice about the changing landscape.

# K-W-L Chart

Topic: \_\_\_\_\_

What I **K**now

What I **W**ant to Know

What I **L**earned