

# TEACH YOUR CHILD LESSONS

## Beginning Reads

### Level 8

The nine books in this set all relate to school. After reading each group of three books, words are added to the 100 Wonderful Words sheet and students complete a writing activity using words from the three books. When students have read all 9 books in the set, they read the Reader's Theater piece which gives them additional practice reading words from all nine books and decoding words using spelling patterns from words they know.

To prepare for reading lessons, download and print all the Level 8 materials:

- Nine books downloadable at [www.textproject.org/BeginningReads](http://www.textproject.org/BeginningReads)
  - › “Snow Rabbits” (8-1)
  - › “Staying Warm” (8-2)
  - › “Geese at the Pond” (8-3)
  - › “Winter is Here” (8-5)
  - › “My Coat” (8-6)
  - › “Mittens, Coat, and Cap” (8-7)
  - › “Too Cold” (8-9)
  - › “My Sled” (8-10)
  - › “Playing in the Snow” (8-11)
- Text-only versions of these nine books
- Reader's Theatre “Fun in the Snow!” (8-12)
- Word Magic Sheets (8-1; 8-2; 8-5; 8-6; 8-9; 8-10)
- 100 Wonderful Word Sheets (8-3; 8-7; 8-11)
- Writing Sheets (8-3; 8-7; 8-11)

If you are beginning your instruction with Set 8, you will also need to print the last 100 Wonderful Word sheet from Set 7 (100 Wonderful Words 7-11).

## “SNOW RABBITS” (8-1)

In the summer there are lots of brown rabbits. They hop about in the bushes looking for food to eat.

Brown rabbits can hide in and around the bushes. If a rabbit stays still, it is very hard to see them hiding in the brown bushes.

In the winter, the rabbits lose their brown fur and grow white fur. White rabbits are hard to see in a snowy field.

### First Reading of “Snow Rabbits”

- Read the title, “Snow Rabbits”, to your student and have him predict what the book will be about. Have him find the words *snowy*, *rabbit*, and *rabbits* in the book.
- Talk with your student about what is happening in the pictures. Where are the rabbits? What color are they? Then have him scan the text and find the words *white*, and *brown*.
- After finding the title and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have him finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

### Word Magic

This phonics activity is called Word Magic because students learn that by just adding or changing beginning letters, a word “magically” becomes another word.

- Give your student Word Magic Sheet 8-1. Have him read the words *had*, *good*, *did*, and *ride* and identify the underlined patterns, a-d, o-o-d, i-d, and i-d-e.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *hid* *hide* *hood* *wood* *wide*.
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *sad* *side* *slide* *slid* *stood*. As you say each word have him decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

“h-a-d, had; s-a-d, sad”

“r-i-d-e, ride; h-i-d-e, hide; w-i-d-e, wide; s-i-d-e, side; s-l-i-d-e, slide”

“g-o-o-d, good; h-o-o-d, hood; w-o-o-d, wood; s-t-o-o-d, stood”

“d-i-d, did; h-i-d, hid; s-l-i-d, slid”

By doing lots of magic word lessons, your student will learn that you can read and spell lots of words by thinking of words you know that rhyme and have the same spelling pattern.

**Word Magic 8-1**

had	good	did	ride

## “STAYING WARM” (8-2)

In winter, some animals find a warm place. They sleep there till spring when it is warm. Here is a bear sleeping in its den.

Other animals grow thick fur to stay warm. Here is a sheep with its thick winter coat.

But some animals need help in staying warm. I give my dog a coat when we go out to play!

### Silent Reading and Comprehension Check

Before reading this new book, have your student reread “Snow Rabbits”. For the rereading, ask the child to read it “to himself.” When he has finished reading, ask him to tell you what is happening on each page.

### First Reading of “Staying Warm”

- Read the title, “Staying Warm”, to your student and have him predict what the book will be about. Have your student find the title words—*stay*, *staying*, and *warm*—in the book.
- Talk with your child about what is happening in the pictures. Have him name the animals and find the words *animals*, *sheep*, *bear*, and *dog*.
- After finding the title and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

### Word Magic

This phonics activity is called Word Magic because students learn that by just adding or changing beginning letters, a word “magically” becomes another word.

- Give your student Word Magic sheet 8-2. Have your student read the words *pick*, *black*, *look*, and *like* and identify the underlined patterns, i-c-k, a-c-k, o-o-k, and i-k-e.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *book* *bike* *brick* *brook* *shook*.
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *sick* *sack* *stack* *stick* *kick*. As you say each word, have him decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

“p-i-c-k, pick; b-r-i-c-k, brick; s-i-c-k, sick; s-t-i-c-k, stick”

“b-l-a-c-k, black; s-a-c-k, sack; s-t-a-c-k, stack; k-i-c-k, kick”

“l-o-o-k, look; b-o-o-k, book; b-r-o-o-k, brlook; s-h-o-o-k, shook”

“l-i-k-e, like; b-i-k-e, bike”

By doing lots of Word Magic lessons, your student will learn that you can read and spell lots of words by thinking of words you know that rhyme and have the same spelling pattern.

**Word Magic 8-2**

pick	black	look	like

## “GEESE AT THE POND” (8-3)

In spring, geese come to the pond. There are many green plants by the pond. The geese like to eat the green plants.

The geese stay at the pond all summer. The young geese learn to swim. The young geese also learn to fly.

When winter comes, the geese are gone from the pond. They fly to places that are not cold. There they will have lots of green plants to eat all winter long.

### Silent Reading and Comprehension Check

Before reading this new book, have your student reread “Snow Rabbits”, and “Staying Warm”. For the rereading, ask the child to read it “to himself.” When he has finished reading, ask him to tell you what is happening on each page.

### First Reading of “Geese at the Pond”

- Read the title, “Geese at the Pond”, to your student and have him predict what the book will be about. Have your student search for the words—*geese*, *at*, *the*, *pond*—in the book.
- Talk with your student about what is happening in the pictures. Where are the geese? What are they doing? Then have him scan the text and find the words *eat*, *swim*, and *fly*.
- After finding the title and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

### 100 Wonderful Words

Give your student the new 100 Wonderful Words Sheet (8-3) and have him find and pronounce the new bold words, *coat*, *many*, *other*, and *when*. Have him reread “Snow Rabbits”, “Staying Warm”, and “Geese at the Pond” and find these new words in these books.

### Writing and Rereading Without Pictures

- Have your student reread “Snow Rabbits”, “Staying Warm”, and “Geese at the Pond” in the versions without the pictures. If your student can’t figure out a word or mispronounces a word, have him reread the sentence and figure out the word by thinking about what word would have these letters and make sense in this sentence.
- Have your student take out the most recent 100 Wonderful Words sheet and read all the words on that sheet.
- Give him Writing Sheet 8-3. Talk with your student about how he stays warm and how some animals stay warm. Have him write a few sentences telling about how animals stay warm in winter. Help your student spell words that are not on the writing sheet or on his 100 Wonderful Words Sheet.



## 100 Wonderful Words (8-3)

A	and	am	are	at	all	about	
B	black	but	big	best			
C	can	come	children	<b>coat</b>			
D E	down	do	did			eat	
F	for	from	find	fish			
G	go	get	good				
H	have	he	has	here	how	had	
I J	it	is	in		just		
K L			like	little	look		
M N	my	make	move	more	<b>many</b>	not	
O	of	on	off	out	<b>other</b>		
P Q R	play	pick			run	ride	
S	some	see	stop	she	said	star	
T	the	this	to	they	these	there	that
	thing	time	teacher				
U V	up			very			
W	we	with	was	walk	what	will	went
	want	where	<b>when</b>				
X Y Z		you	your				

### Writing 8-3

How do you stay warm in winter? Do you turn on the heat in your house and wear warm clothes when you go outside. Animals can't turn on the heat or put on warm clothes. Write a few sentences to tell about how some animals stay warm in the winter. If you like, draw a picture to go with your writing. Here are some words you might use. Ask your tutor or parent to help with other words you need to spell.

<b>geese</b>	<b>bears</b>	<b>fly</b>	<b>bushes</b>	<b>sleep</b>
<b>rabbits</b>	<b>den</b>	<b>fur</b>	<b>winter</b>	<b>warm</b>

## “WINTER IS HERE” (8-5)

I live in a place where it snows in the winter. In the winter, I wear my snow coat to keep warm.

I live in a place where it rains in the winter. In the winter, I wear my rain coat to keep warm and dry.

I live in a place where it is hot in the winter. I do not have to wear a coat!

### First Reading of “Winter is Here”

- Read the title, “Winter is Here”, to your student and have her predict what the book will be about. Have your student search for the title words—*is*, *winter*—in the book.
- Talk with your student about what is happening in the pictures. What is the weather like in each picture. What are the children wearing? Then have her scan the text and find the words *snow*, *rain*, and *coat*.
- After finding the title and picture words in the text, have your student read the text aloud. If she can’t pronounce or mispronounces a word, don’t correct her immediately. Have your student finish the sentence. Then, help her figure out the word by thinking about what word would have these letters and make sense in the sentence. Have her reread the sentence containing the difficult word before continuing to read.

### Word Magic

- Give your student Word Magic Sheet 8-5. Have her read the words *when*, *run*, *in*, and *can* and identify the underlined patterns, e-n, u-n, i-n, and a-n.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *then thin spin spun span*.
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *ten plan tin man men*. As you say each word have her decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have her stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

“w-h-e-n, when; t-h-e-n, then; t-e-n, ten; m-e-n, men”

“i-n, in; t-h- i-n, thin; s-p- i-n, spin; t- i-n, tin”

“r-u-n, run; s-p-u-n, spun;”

“c-a-n, can; s-p-a-n, span; p-l-a-n, plan; m-a-n, man ”

**Word Magic 8-5**

when	run	in	can

## “MY COAT” (8-6)

This is my winter coat. It is thick. It keeps my body warm.

My winter coat has a hood. The hood keeps my head warm.

I have a thick, winter coat with a hood. Now I can play in the snow!

### Silent Reading and Comprehension Check

Before reading this new book, have your student reread “Winter is Here”. For the rereading, ask the child to read it “to herself.” When she has finished reading, ask her to tell you what is happening on each page.

### First Reading of “My Coat”

- Read the title, “My Coat”, to your student and have her predict what the book will be about. Have your student find the title words—*my*, *coat*—in the book and point to and say these words.
- Talk with your child about what is happening in the pictures. Have her talk about what the children are wearing and then find the words *hood*, *thick*, and *warm*.
- After finding the title and picture words in the text, have your student read the text aloud. If she can’t pronounce or mispronounces a word, don’t correct her immediately. Have your student finish the sentence. Then, help her figure out the word by thinking about what word would have these letters and make sense in the sentence. Have her reread the sentence containing the difficult word before continuing to read.

### Word Magic

- Give your student the Word Magic sheet 8-6. Have your student read the words *coat*, *at*, *not*, and *out* and identify the underlined patterns, o-a-t, a-t, o-t, and o-u-t.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *bat boat got shot shout*.
- Have your student put each word on her Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *fat flat float spot goat*. As you say each word, have her decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have her stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

**Word Magic 8-6**

when	run	in	can

## “MITTENS, COAT, AND CAP” (8-7)

I am going outside to play. First, I put on my mittens. They keep my hands warm.

Next, I put on my cap. My cap keeps my head warm. The flaps on my cap keep my ears warm, too.

I put on my winter coat to keep my body warm. Now I can go outside to play!

### Silent Reading and Comprehension Check

Before reading this new book, have your student reread “Winter is Here”, and “My Coat”. For the rereading, ask the child to read it “to herself.” When she has finished reading, ask her to tell you what is happening on each page.

### First Reading of “Mittens, Coat, and Cap”

- Read the title, “Mittens, Coat, and Cap”, to your student and have her predict what the book will be about. Have your student find the title words, *mittens*, *coat*, and *cap* in the book.
- Talk with your student about what is happening in the pictures. Have her scan the text and find the words *head*, *hands*, *body*, and *warm*.
- After finding the title and picture words in the text, have your student read the text aloud. If she can’t pronounce or mispronounces a word, don’t correct her immediately. Have her finish the sentence. Then, help her figure out the word by thinking about what word would have these letters and make sense in the sentence. Have her reread the sentence containing the difficult word before continuing to read.

### 100 Wonderful Words

Give your student the new 100 Wonderful Words Sheet (8-7) and have your student find and pronounce the new bold words, *keep*, *rain*, *snow*, and *place*. Have her quickly reread “Winter is Here”, “My Coat”, and “Mittens, Coat, and Cap” and find these words in these three books.

### Writing and Rereading Without Pictures

- Have your student reread “Winter is Here”, “My Coat”, and “Mittens, Coat and Cap” in the version without pictures. If your student can’t figure out a word or mispronounces a word, have her reread the sentence and figure out the word by thinking about what word would have these letters and make sense in this sentence.
- Have your student take out the most recent 100 Wonderful Words sheet and read all the words on that sheet.
- Give her Writing Sheet 8-7. Talk with your student about the kind of weather she has in the winter and any special clothes she has to keep warm. Have her write a few sentences about her winter weather and clothing. Help your student spell words that are not on the writing sheet or on her 100 Wonderful Words Sheet.

## 100 Wonderful Words (8-7)

<b>A</b>	and	am	are	at	all	about	
<b>B</b>	black	but	big	best			
<b>C</b>	can	come	children	coat			
<b>D E</b>	down	do	did			eat	
<b>F</b>	for	from	find	fish			
<b>G</b>	go	get	good				
<b>H</b>	have	he	has	here	how	had	
<b>I J</b>	it	is	in		just		
<b>K L</b>	<b>keep</b>		like	little	look		
<b>M N</b>	my	make	move	more	many	not	
<b>O</b>	of	on	off	out	other		
<b>P Q R</b>	play	pick	<b>place</b>		run	ride	<b>rain</b>
<b>S</b>	some	see	stop	she	said	star	<b>snow</b>
<b>T</b>	the	this	to	they	these	there	that
	thing	time	teacher				
<b>U V</b>	up			very			
<b>W</b>	we	with	was	walk	what	will	went
	want	where	when				
<b>X Y Z</b>		you	your				



### Writing 8-7

What is the weather like where you live in the winter? Do you have different clothes to wear in the winter? Write a few sentences to tell what your winter weather is like and what kinds of clothes you wear in the winter. If you like, draw a picture of these pets. Here are some words you might use. Ask your tutor or parent to help with other words you need to spell.

<b>snow</b>	<b>cold</b>	<b>hot</b>	<b>coat</b>	<b>cap</b>
<b>rain</b>	<b>warm</b>	<b>winter</b>	<b>hood</b>	<b>mittens</b>

## “TOO COLD” (8-9)

Mom, may I please go out to play? No, my dear, it is too cold outside.

Do you see the snow on the cars outside? Do you see the snow on the road? It is too cold to play outside.

But Mom, I want to make a snowman with the snow. Please, may I go outside to play?

### First Reading of “Too Cold”

- Read the title, “Too Cold”, to your student and have him predict what the book will be about. Have your student find the title words, *too*, and *cold*, in the book.
- Talk with your student about what is happening in the pictures. Have him scan the text and find the words *outside*, *snowman*, and *please*.
- After finding the title and picture words in the text, have your student read the text aloud. If he can't pronounce or mispronounces a word, don't correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

### Word Magic

- Give your student Word Magic sheet 8-9. Have your student read the words *star*, *snow*, *down*, and *more* and identify the underlined patterns, a-r, o-w, o-w-n, and o-r-e.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *car core score grow show*.
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *clown crown far slow shore*. As you say each word, have him decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

**Word Magic 8-9**

star	snow	down	more

## “MY SLED” (8-10)

The ground is white with snow. I get out my sled. I take my sled to the top of a hill. It takes a long time for me to get my sled up the hill. At last, I am at the top of the hill. I sit on my sled. I give a little push. I get down the hill very fast!

### Silent Reading and Comprehension

Before reading this new book, have your student reread “Too Cold”. For the rereading, ask the child to read it “to himself.” When he has finished reading, ask him to tell you what is happening on each page.

### First Reading of “My Sled”

- Read the title, “My Sled”, to your student and have him predict what the book will be about. Have your student find the words, *sled*, and *my*, in the book.
- Talk with your child about what is happening in the pictures. Then have him scan the text and find the words *ground*, *hill*, and *push*.
- After finding the title and picture words in the text, have your student read the text aloud. If he can't pronounce or mispronounces a word, don't correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

### Word Magic

- Give your student Word Magic sheet 8-10. Have your student read the words *play*, *place*, *rain*, and *can* and identify the underlined patterns, a-y, a-c-e, a-i-n, and a-n.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *stay space tray trace train*.
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *pan plan plain race brace*. As you say each word, have him decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

**Word Magic 8-10**

play	place	rain	can

## “PLAYING IN THE SNOW” (8-11)

I love to play in the snow. I ride my sled down hills. Sometimes, I give my dog a ride on my sled.

I love to make a snowman out of snow. Sometimes, I make a snow dog that looks like my dog.

I love to play in the snow. But, sometimes, I go inside to warm up. My dog likes to go inside too!

### Silent Reading and Comprehension

Before reading this new book, have your student reread “Too Cold”, and “My Sled”. For the rereading, ask the child to read it “to himself.” When he has finished reading, ask him to tell you what is happening on each page.

### First Reading of “Playing in the Snow”

- Read the title, “Playing in the Snow”, to your student and have him predict what the book will be about. Have him find the words, *play*, *in*, *the*, and *snow* in the book.
- Talk with your student about what is happening in the pictures. Then have your student scan the text and find the words *snowman*, *sometimes*, and *inside*.
- After finding the picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

### 100 Wonderful Words

Give your student the new 100 Wonderful Words Sheet (8-11) and have him find and pronounce the new bold words, *cold*, *fast*, and *white*. Have him reread “Too Cold”, “My Sled”, and “Playing in the Snow” and find these words in these books.

### Writing and Rereading Without Pictures

- Have your student reread “Too Cold”, “My Sled”, and “Playing in the Snow” in the version without the pictures. If your student can’t figure out a word or mispronounces a word, have him reread the sentence and figure out the word by thinking about what word would have these letters and make sense in this sentence.
- Have your student take out the most recent 100 Wonderful Words sheet and read all the words on that sheet.
- Give him Writing Sheet 8-11. Talk with your student about what fun things he does in the snow or would like to do if he went to a place with a lot of snow. Have him write a few sentences telling what he likes to do. Help your student spell words that are not on the writing sheet or on his 100 Wonderful Words Sheet.

## 100 Wonderful Words (8-11)

<b>A</b>	and	am	are	at	all	about	
<b>B</b>	black	but	big	best			
<b>C</b>	can	come	children	coat	<b>cold</b>		
<b>D E</b>	down	do	did			eat	
<b>F</b>	for	from	find	fish	<b>fast</b>		
<b>G</b>	go	get	good				
<b>H</b>	have	he	has	here	how	had	
<b>I J</b>	it	is	in		just		
<b>K L</b>	keep		like	little	look		
<b>M N</b>	my	make	move	more	many	not	
<b>O</b>	of	on	off	out	other		
<b>P Q R</b>	play	pick	place		run	ride	rain
<b>S</b>	some	see	stop	she	said	star	snow
<b>T</b>	the	this	to	they	these	there	that
	thing	time	teacher				
<b>U V</b>	up			very			
<b>W</b>	we	with	was	walk	what	will	went
	want	where	when	<b>white</b>			
<b>X Y Z</b>		you	your				

### Writing 8-11

Does it snow where you live? If not, would you like to visit a place with lots of snow? Write about things you think it would be fun to do in the snow. If you like, draw a picture of these things. Here are some words you might use. Ask your tutor or parent to help with other words you need to spell.

<b>snow</b>	<b>hill</b>	<b>outside</b>	<b>fast</b>	<b>dog</b>
<b>sled</b>	<b>snowman</b>	<b>top</b>	<b>ride</b>	<b>play</b>



## READER'S THEATER "FUN IN THE SNOW!" 8-12 (CULMINATING ACTIVITY FOR SET 8)

The Reader's Theater piece is intended for you and your student to read together and provides additional practice reading common words and decoding words that rhyme with known words.

- Begin the lesson by reading the title and having your student read the title with you. Next, have your student take out her most recent 100 Wonderful Words sheet and refer to it to highlight all the words on the 100 Wonderful Words sheet that are in the play.
- Once these words are highlighted, underline the words *fun, so, thick, hood, hill, back, big, lot, dig, cat, sit, then, sheep, and his*. Have your student find the words on her 100 Wonderful Words sheet that have the same spelling pattern as the words you underlined, and use these words (*run, go, pick, good, will, black, big, not, at, it, when, keep, and is*) to decode the rhyming words.
- Once the words are highlighted and underlined, let your student decide if she wants to be Reader 1 or Reader 2 and read the play together. Read it a second time, switching parts.

### "Fun in the Snow"!

Reader 1: Brrrrrrrr! It's cold outside!

Reader 2: Yes and my coat is not keeping me very warm. I need a fur coat like the sheep have. Their coats are so thick!

Reader 1: But your coat has a hood to keep your head warm.

Reader 2: Yes. I love my hood! I like to play in the snow and sled down the hill. My hood keeps my ears warm when I go very fast.

Reader 1: I get very cold when I sled down the hill. But I warm up when I run and pull the sled back up the hill.

Reader 2: My dog loves the snow. He likes to run and dig in it. He has a lot of fun. His fur keeps him warm in the winter.

Reader 1: My cat does not like snow. She finds a warm place to sit inside and then looks outside.

Reader 2: One time I made a snow dog that looked like my dog. I used a carrot for his nose!

Reader 1: Sometimes I make a snow cat and use carrots for its ears.

Reader 2: I am getting warm. I want to go back outside and play in the snow!

Reader 1: Will you give me a push on "My Sled"? I want to go very, very fast.

Reader 2: Yes!