



KINDERGARTEN **ELA**

Student Materials

Unit 5 *Winter Wonderland*





Daily Lesson Materials

Name: _____ Date: _____

What do you want to learn about winter?

Name: _____ Date: _____

speck droplet snow crystal

What do **snow crystals** look like? Tell two specific facts.

Name: _____ Date: _____

What can happen to a **snow crystal** as it falls? Tell two specific facts.

Name: _____

Sentence Illustrating Worksheet

Language and Grammar Lesson

Illustrate the following sentences:

1. The snowman is on the house.

2. The snowman is by the house.

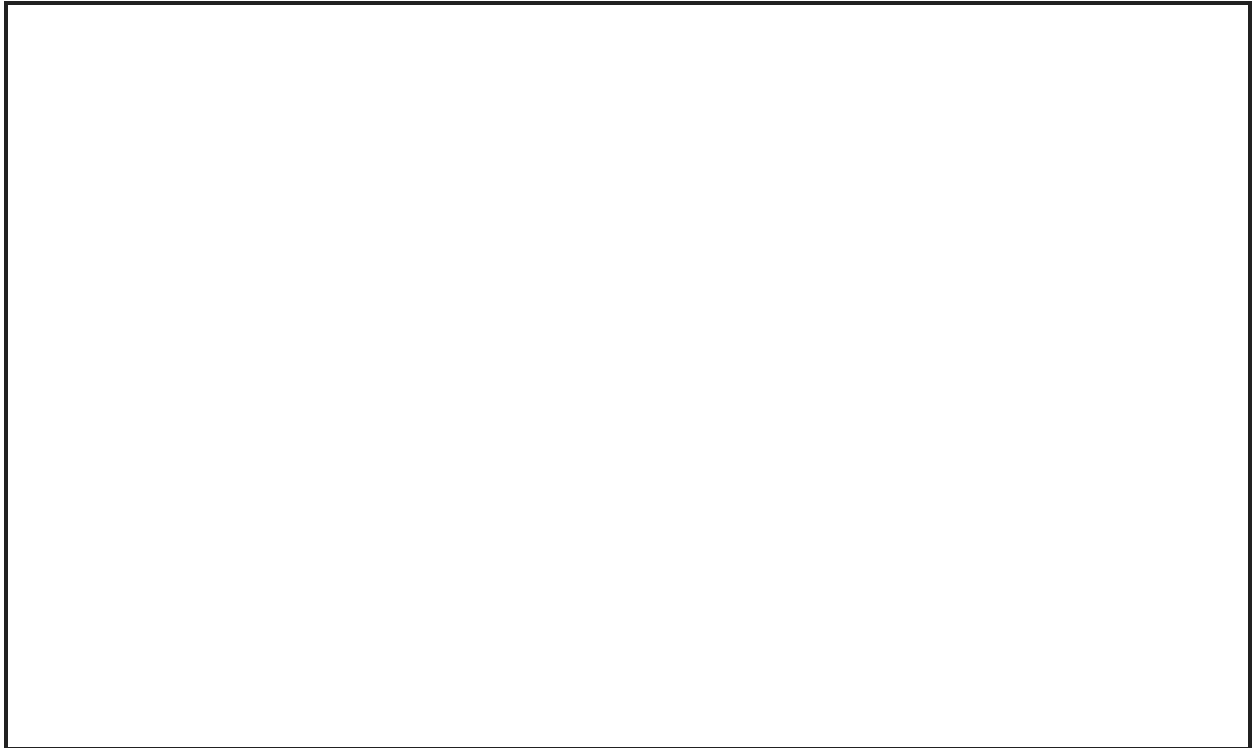
3. The snowman is sliding off the house.

4. The snowman is in the house.

Name: _____ Date: _____

Illustrate the following sentences:

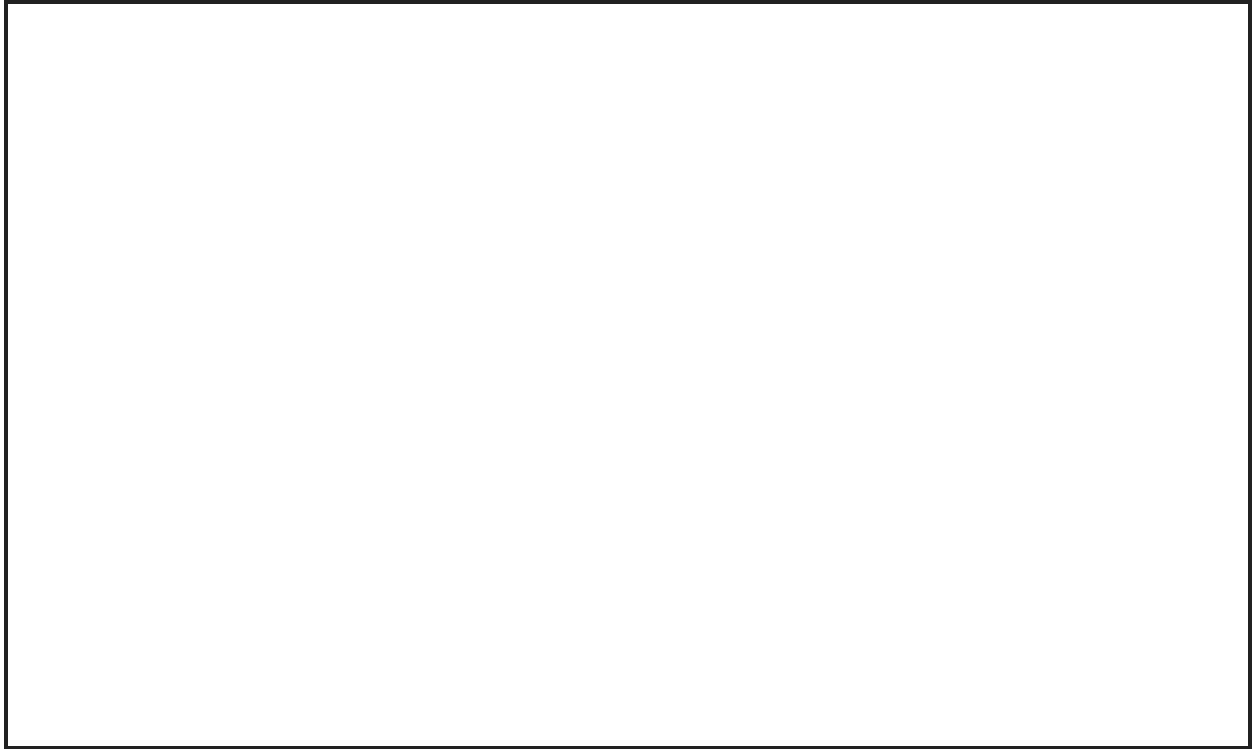
1. The snowman is on the house.
2. The snowman is by the house.
3. The snowman is sliding off the house.
4. The snowman is in the house.



Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for writing answers or descriptions.

Name: _____ Date: _____

What adventures does Peter have in the snow? How do they make him feel?



Name: _____ Date: _____

blizzard

What are the different ways to hear snow? Tell two specific examples.

Name: _____ Date: _____

What is the weather like in winter? Give two specific details.

Name: _____ Date: _____

hibernate migrate store gather

What are two ways that animals survive winter? Give a specific example of each.

Name: _____ Date: _____

Choose two animals. Explain how they survive winter.

Name: _____

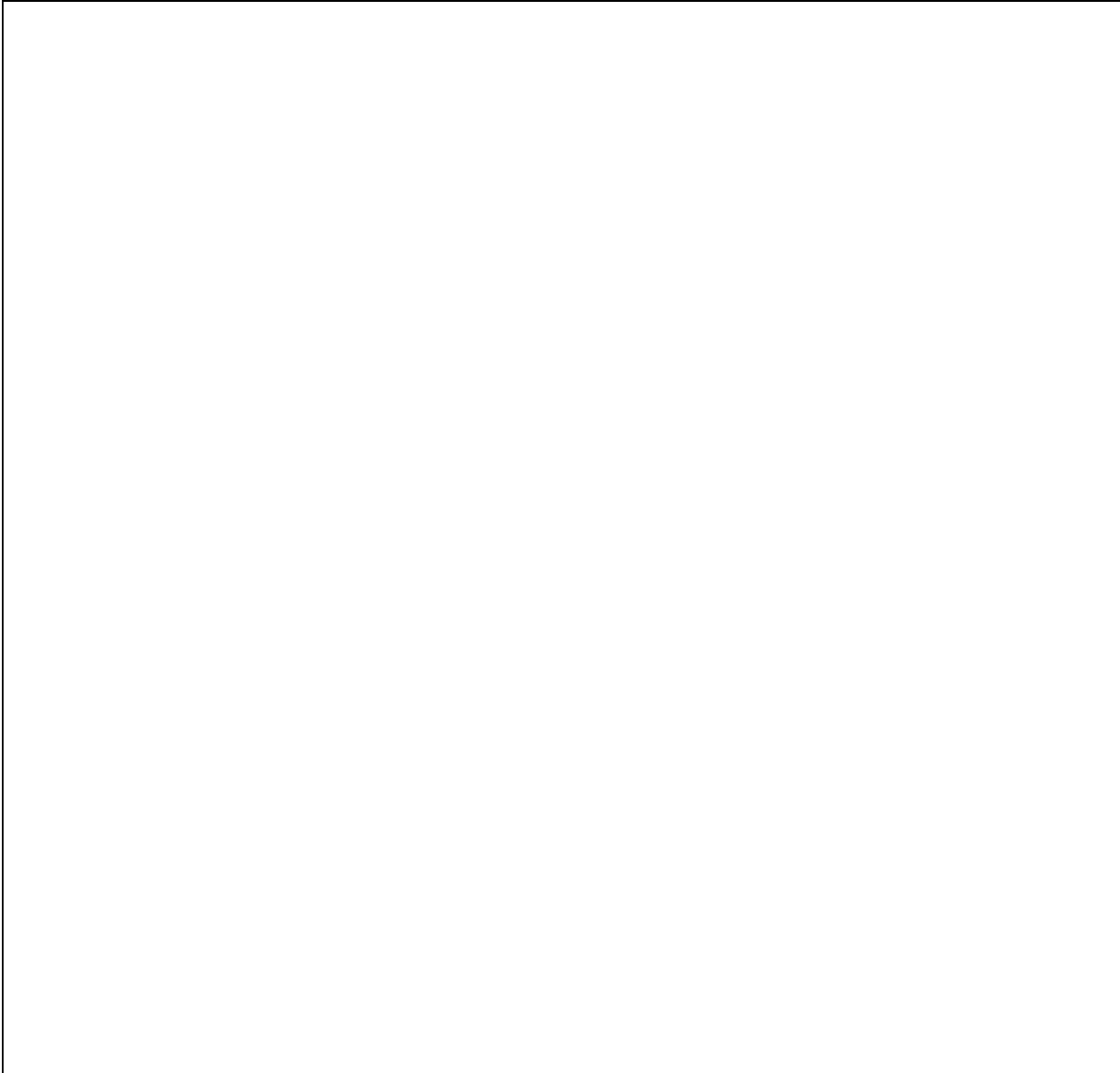
Sentence Expansion Worksheet

Language and Grammar Lesson

Expand the following sentences by adding a preposition and a noun.

in	out	over	under	off
down	by	to	from	in

I ski



An owl sits



The leaves fall

Name: _____ Date: _____

Name an animal that lives under the snow in winter. How does being under the snow help the animal survive?

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

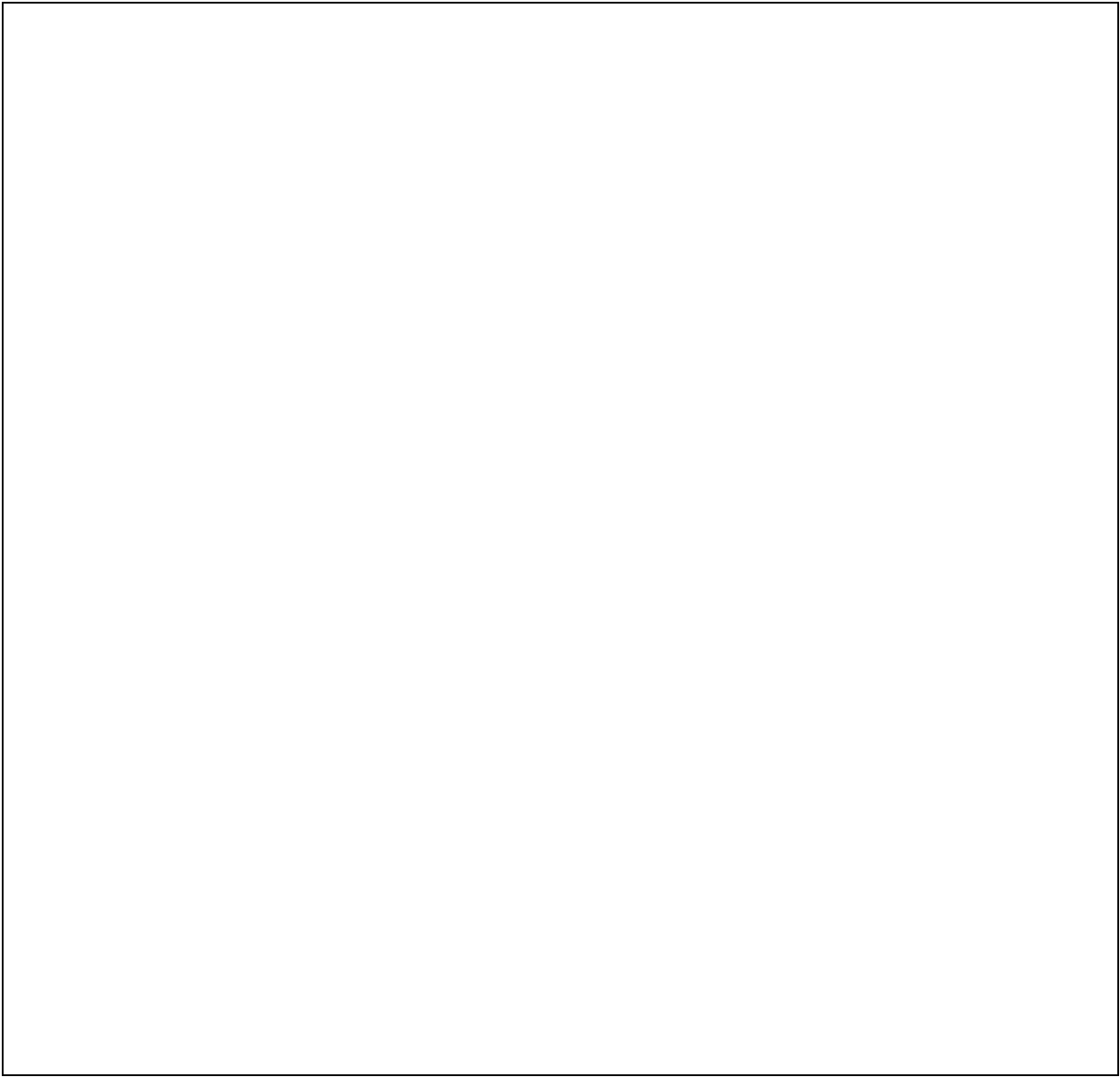
Sentence Expansion Worksheet

Language and Grammar Lesson

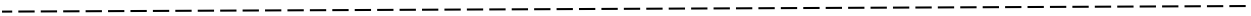
Expand the following sentences by adding a preposition and a noun.

in	out	over	under	off
down	by	to	from	in

There are tracks



I skip





I walk

Name: _____ Date: _____

Retell what happens when the girl follows the tracks in the snow.

Name: _____ Date: _____

What do animals do during the winter? Give two examples.

Name: _____ Date: _____

cozy

Based on what you know about animals and winter, could this story happen in real life? Explain why or why not.

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

--	--	--

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____ Date: _____

curious embarrassed ridiculous

How does the hedgehog feel about the hat in the beginning, middle, and end of the story?

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____ Date: _____

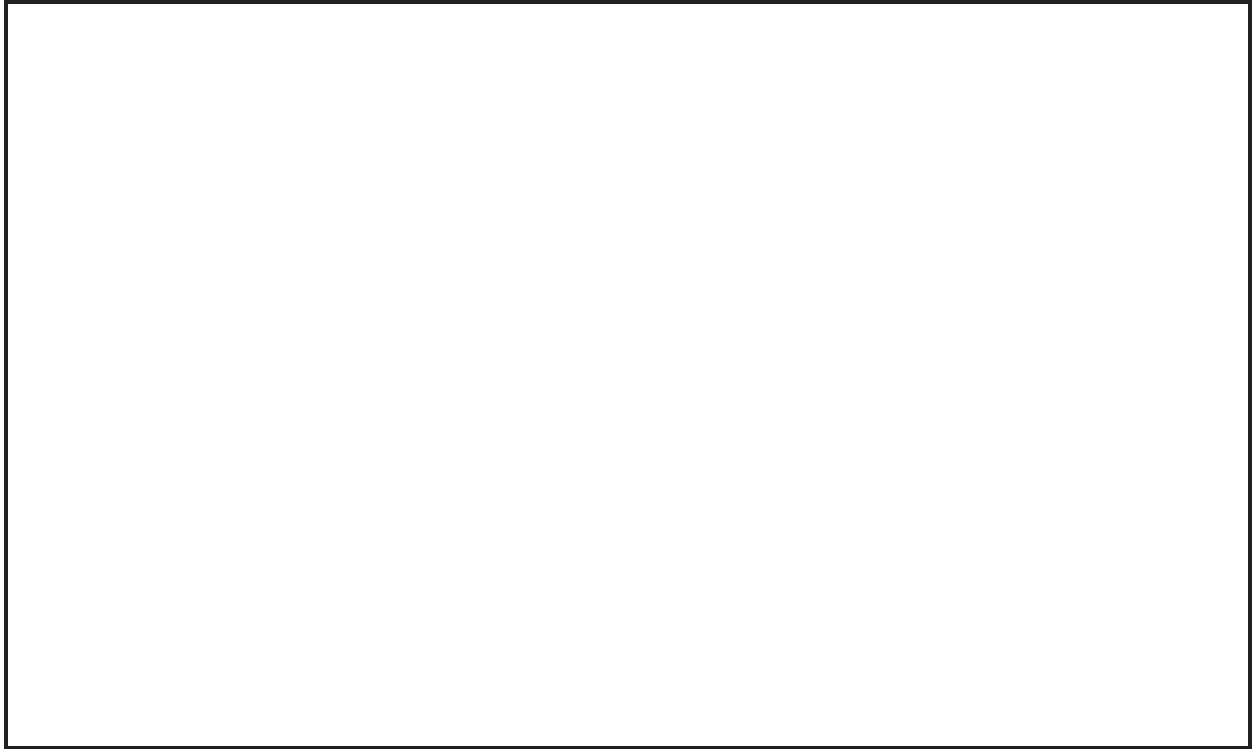
wild tame

What happens in *Annie and the Wild Animals*? Tell about Annie's problem and how she tries to solve her problem.

Name: _____ Date: _____

Compare and contrast *The Mitten* and *The Hat*. How are the stories the same? How are they different?

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Follow, Follow



First, I step into the snowy woods behind my house.

Next, I see tiny animal tracks leading up a big hill.

Last, I spot a fox hiding near a bush. It looks at me and runs off. I smile. I was excited to tell my family what I had found.

Follow, Follow



First, I step into the snowy woods behind my house. Whoosh! I hear the cold wind blowing across the morning sky.

Next, I see tiny animal tracks leading up a big hill. I hear my boots crunch in the snow as I follow the tracks. I feel the cold sting my fingers.

Last, I spot a fox hiding near a bush. It looks at me and runs off. I smile. I was excited to tell my family what I had found.

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End




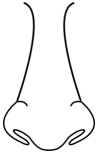

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____ Date: _____

5 Senses Graphic Organizer

K-5th Grade English Language Arts

<p>Sights</p>  <p>I see...</p>	<p>Sounds</p>  <p>I hear...</p>	<p>Tastes</p>  <p>I taste...</p>	<p>Smells</p>  <p>I smell...</p>	<p>Feels</p>  <p>I feel...</p>

Name: _____ Date: _____

Imagine you are outside in the winter. Maybe it is a **blizzard**, or **snow crystals** are just beginning to form in the clouds above. Suddenly, you spot tracks in the snow! You decide to follow them. What made the tracks? Where do they lead? Use what you know about winter to write a story about a time you follow tracks.

Make sure your story:

- Features you as the main character
- Has a beginning, middle, and end
- Includes details about what you see, hear, or feel



Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

--	--	--

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Follow, Follow



First, I step into the snowy woods behind my house.




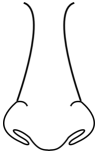

Next, I see tiny animal tracks leading up a big hill.

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Name: _____ Date: _____

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K-5th Grade English Language Arts

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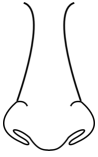

Brainstorm the beginning, middle, and end of your story about a time you saw animal tracks in the snow. Add details about what you see, hear, and feel. Use the Narrative Writing Brainstorm Graphic Organizer.



Name: _____ Date: _____

5 Senses Graphic Organizer

K-5th Grade English Language Arts

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Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

--	--	--

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____ Date: _____

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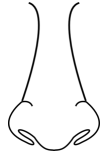

Next, I see tiny animal tracks leading up a big hill. I hear my boots crunch in the snow as I follow the tracks. I feel the cold sting my fingers.

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Name: _____ Date: _____

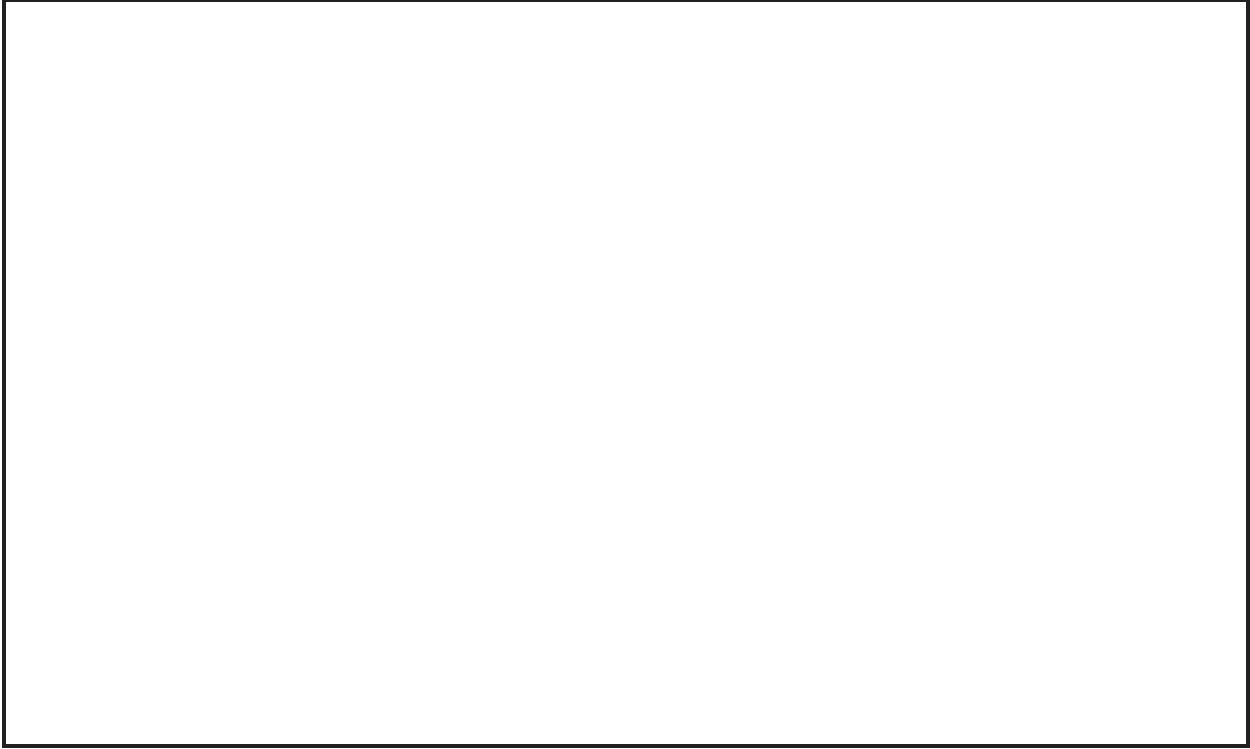
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K-5th Grade English Language Arts

<p>Sights</p>  <p>I see...</p>	<p>Sounds</p>  <p>I hear...</p>	<p>Tastes</p>  <p>I taste...</p>	<p>Smells</p>  <p>I smell...</p>	<p>Feels</p>  <p>I feel...</p>

Name: _____ Date: _____

Revise your writing by adding two or more details about what you see, feel, or hear.





Vocabulary

Name: _____

Date: _____

blizzard

noun

a winter storm with wind that blows snow, making it difficult to see



COZY

adjective

comfortable, feeling warm and restful



curious

adjective

excited to learn or know something



droplet

noun

a tiny drop of liquid



embarrassed

adjective

feeling uncomfortable after doing something



gather

verb

to bring together



hibernate

verb

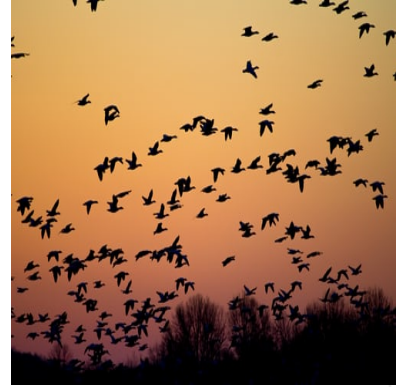
to spend the winter sleeping



migrate

verb

to move from one habitat to another in different seasons



ridiculous

adjective

funny or hilarious



snow crystal

noun

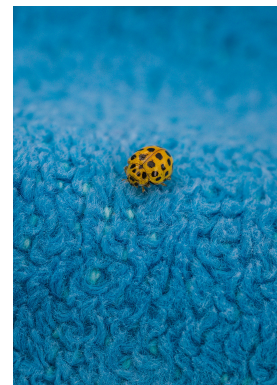
a collection of frozen water vapor



speck

noun

a tiny spot



store

verb

to keep something for later use



tame

adjective

gentle and easy to take care of, not wild or rough



wild

adjective

living free in nature, not in a home or with people













Unit Rubrics & Assessments

Name: _____

Editing Checklist

Language and Conventions Focus Area	✓
I use connecting words to tell <i>where</i> , <i>when</i> , or <i>what direction</i> .	 
I begin sentences with an upper-case letter.	 
I use spaces to show where each word begins and ends.	 
I end sentences with a punctuation mark.	 

My writing goal:

Narrative Writing Rubric

Kindergarten English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Event Sequence Includes a beginning, middle, and end; event sequence is coherent	4 3 2 1	
Point of View Point of view is clear and consistent throughout the story; Pronouns match the narrator in the story; Clear understanding of the task's audience and purpose	4 3 2 1	
Setting Introduces a clear setting within the illustration, labels, and words	4 3 2 1	

Development	Rubric Score	Notes
Characters Includes a character across the beginning, middle, and end; Develops character with multiple details and descriptions; Names and describes character feelings	4 3 2 1	
Plot Includes a beginning that shows the characters and where the story takes place; Includes a clear problem; Includes an end that shows how the problem is solved	4 3 2 1	
Precise Words and Phrases Uses the words "first," "next," and "last" to show what is happening in a story	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete sentences; Uses nouns correctly, including regular plural nouns; Uses verbs correctly	4 3 2 1	
Conventions Uses correct capitalization conventions consistently, including: <ul style="list-style-type: none"> ● Beginning of a sentence ● "I" pronoun ● End of a sentence Recognizes and names end punctuation	4 3 2 1	

Name: _____

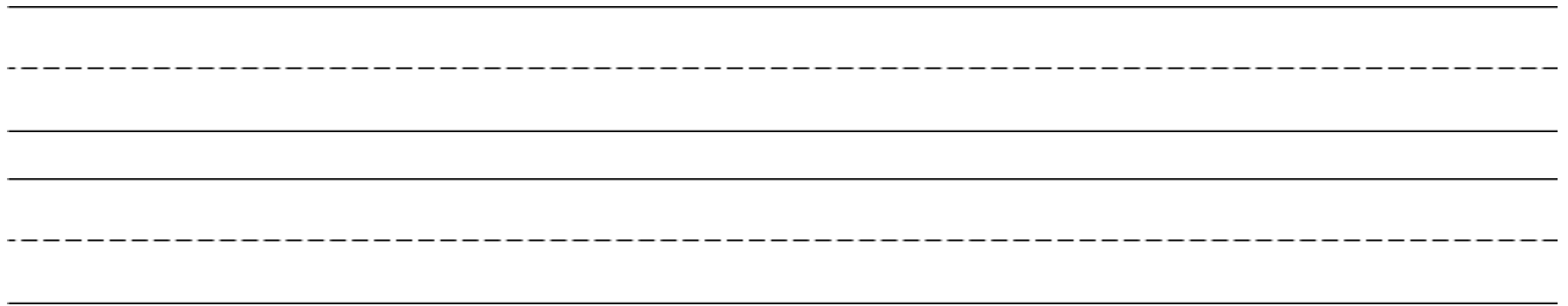
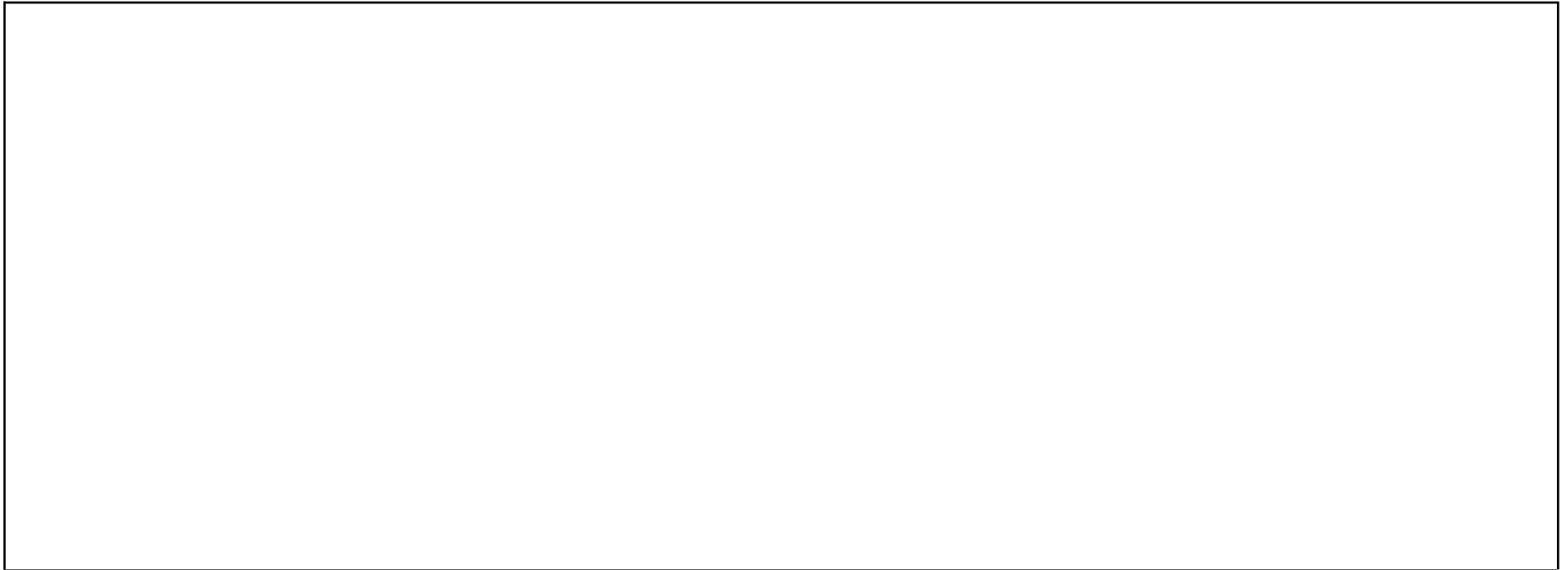
Single Point Narrative Writing Rubric

Writing Criteria	✓
I write a beginning that tells where the character is.	 
I write a middle that tells the problem.	 
I write an ending that tells how the problem is fixed.	 
I write details to tell about what the character sees, hears, or feels.	 

Name: _____

1. How can snow be dangerous? Use "dangerous" and "snowstorm" in your answer.

2. What is an avalanche?



3. What does the picture teach you about a blizzard?



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

4. How do avalanches become dangerous?

Name: _____

Part One: Vocabulary

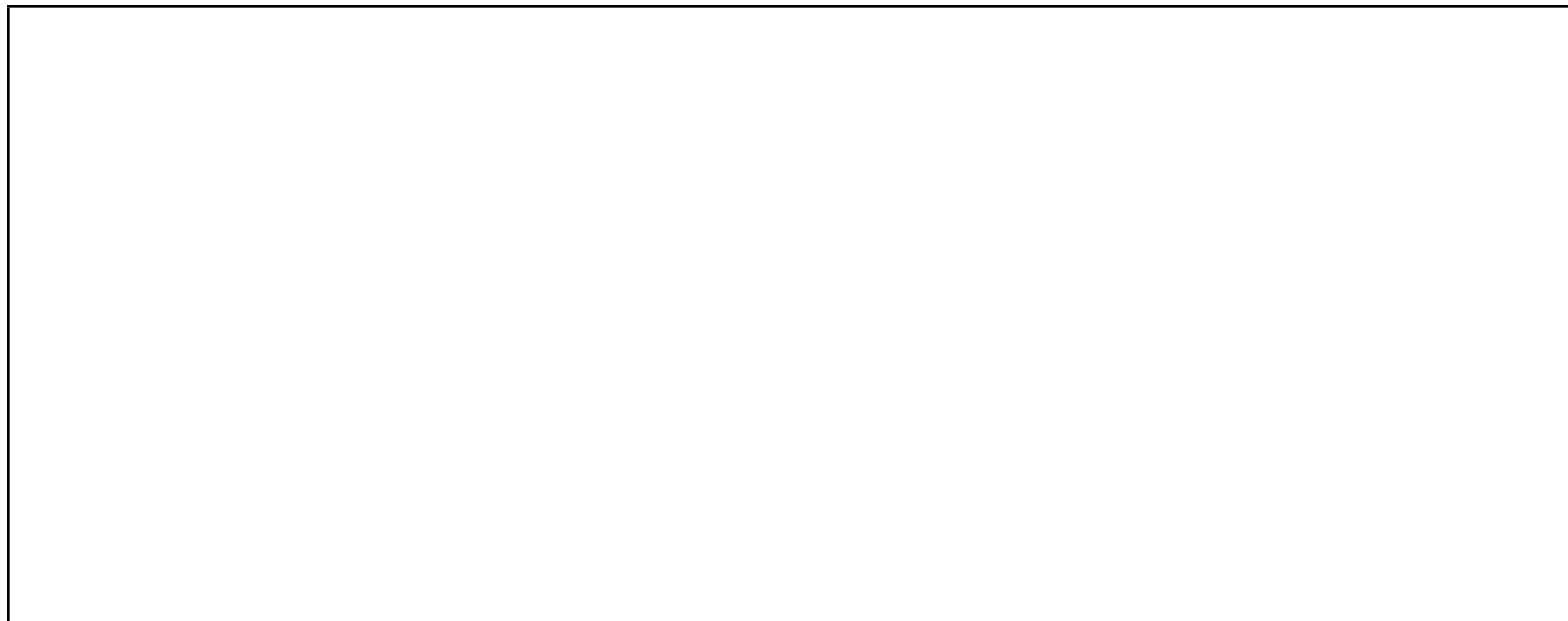
1. Draw a picture that shows what the word "blizzard" means in the box below.

blizzard



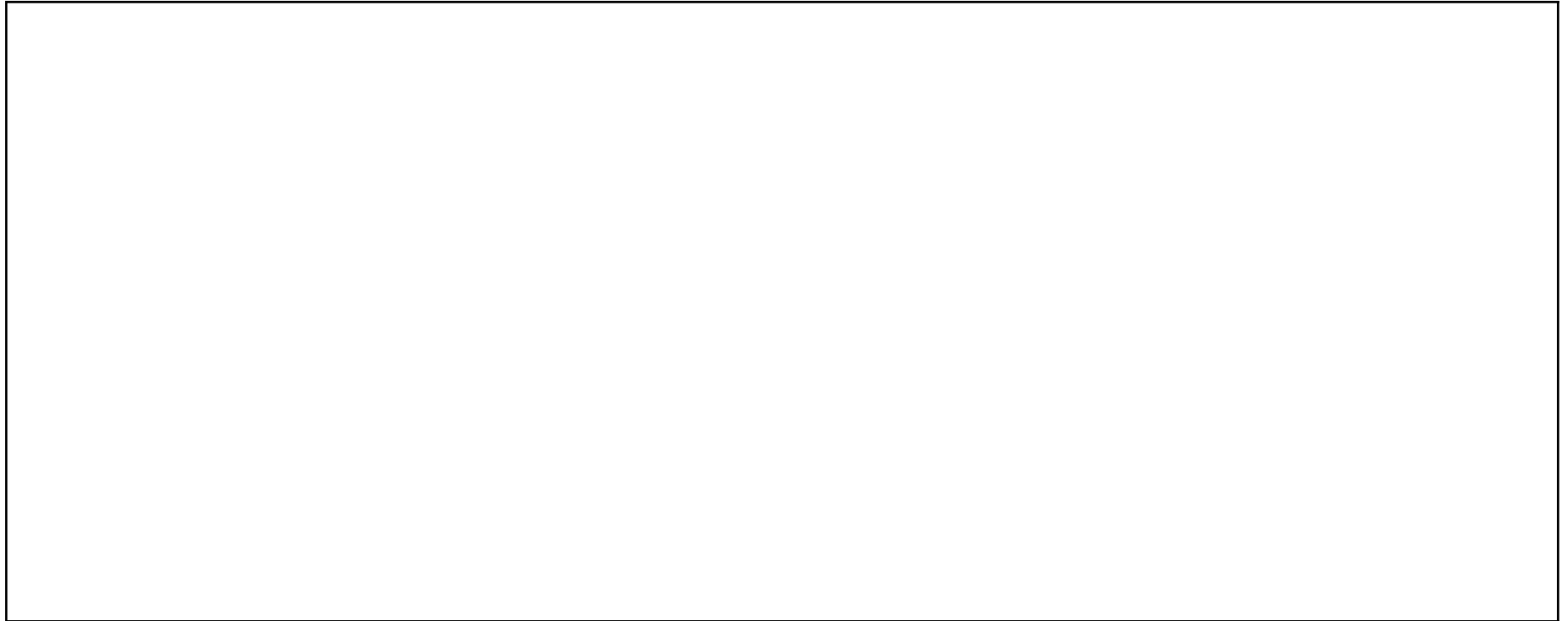
2. Draw a picture that shows what the word "gather" means in the box below.

gather



Part Two: Writing about Reading

3. Describe two ways animals prepare for the winter or get food in the winter.





Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/kindergarten/materials/>