

The Snowy Day

Kinder
Literacy
Units



KinderLiteracy™

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Why KinderLiteracy Units?

KinderLiteracy units are based upon the close read model. Each week you will focus on one text and each day you will look closely at that text. It will be suggested that you bring in another text for comparison each week as well. The units have been completely planned out for you but with the ability for you to have them meet the individual needs of your students.

Each week you will have essential questions, focus standards, comprehension and story element focuses, and linked writing.

These are just a few highlights you'll see using the KinderLiteracy Units:



Kids TALKING
about books



Real-life
connections



Life Skills



Vocabulary

Kinder Literacy Units

	Monday	Tuesday
<p>Unit Big Idea: Students will listen and learn text-based facts and ideas.</p> <p>Unit 4 Standard Objective: Students will understand how illustrations help explain the text and discuss similarities and differences in two texts that share the same main idea. At this level, students should also develop the ability to recognize the author's reasoning by finding support within the text.</p> <p>Week Theme: Snow</p> <p>Main Close Read Text: The Snowy Day {Jack Ezra Keats}</p> <p>Optional {Non}Fiction Texts: Snow is Falling {Frankly Branley}</p> <p>Literacy Skill Focus Standard: Key Details RL.K.2</p> <p>Essential Questions: How does the author portray the conclusion of the story? Why does snow melt? Can you prove this?</p> <p>Week "I can statements": * <i>I can identify the conclusion of the story.</i> * <i>I can identify if snow melts, and I can prove it.</i></p> <p>Comprehension Strategy: Connections</p> <p>Story Elements: BME, Retell</p> <p>Writing Focus: Students will continue to write simple stories using a range of writing genres. This week students will be introduced to a writer's checklist.</p> <p>Literacy Standards: RF.K.2, W.K.2, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.8, RL.K.9</p>	<p>Phonemic Awareness: Objective: Manipulate beginning sounds. <i>I will say a word, and you will help me change the first sound and make a new word.</i></p> <p>Dog - /l/; cat - /b/; dad - /s/; rat - /m/; sad - /r/; fish - /d/.</p>	<p>Phonemic Awareness: Objective: Manipulate beginning sounds. <i>I will say a word, and you will help me change the first sound and make a new word.</i></p> <p>Hop - /b/; jet - /n/; bug - /r/; sap - /t/; bed - /r/; fox - /b/.</p>
	<p>Shared Reading: "Little Snowman." Introduce and chorally read.</p>	<p>Shared Reading: "Little Snowman." Reread chorally and build with sentence strips.</p>
	<p>Reader's Workshop {Close Read}: Day One Objective: Students listen to the read aloud for enjoyment. Build an interest in the topic and expand their prior knowledge.</p> <p>Introduce the week's theme focus by placing it inside the bubble (schema) chart. Have students turn and talk to discuss their prior knowledge, adding their responses to the bubble (schema) chart.</p> <p>State the week's essential questions for the students to ponder.</p> <p>Read the text "cold" with minimal stopping while reading.</p> <p>Have students turn and talk to their partners and share additional information they learned during the cold read. Add their responses to the bubble (schema) chart. Use an alternate marker color to note the new learning.</p>	<p>Reader's Workshop {Close Read}: Day Two Objective: Ask/answer simple recall questions. Reread the text, stopping to address unknown vocabulary. Review and discuss the essential questions. Have students practice the action to remember the word.</p> <p>plied: a number of things on top of each other (Put one hand on top of the other.)</p> <p>path: a track beaten by the feet of people or animals (Use both hands and "walk" them in front of you.)</p> <p>pretend: to imagine or believe (Have students act like or "pretend" to be an animal.)</p> <p>sank: settled in or covered (Make a sinking motion towards the ground.)</p> <p>firm: hard or solid when pressed (Pretend to pack a tight snowball.)</p> <p>Start a "living" anchor chart. Add "character."</p> <ol style="list-style-type: none"> 1. Where does this story take place? 2. Who is the main character? 3. What is the problem?
	<p>Independent Practice: "Capture THIS and THAT" OR follow-up task of choice</p>	<p>Independent Practice: "Listen and Draw" OR vocabulary follow-up task of choice</p>
	<p>Writing Lesson: Lead the students in a lesson about the writer's checklist. Today you will start the writer's checklist anchor chart for students to access. For independent writing encourage students to write a narrative story about a time they played in the snow or have them write a fiction narrative.</p>	<p>Writing Lesson: Continue to discuss the writer's checklist and continue with a transitional word chart. Lead the students in a discussion about writing a "how to" story about a snowman. If students need background knowledge, you can use the attached snowman pieces. Students will write their own.</p>

Listen and Learn

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Unit: 4
Week 1

Wednesday	Thursday	Friday
<p>Phonemic Awareness: Objective: Manipulate beginning sounds. <i>I will say a word, and you will help me change the first sound and make a new word.</i></p> <p>Log - /d/; net - /p/; pop - /m/; jog - /h/; tan - /m/; mom - /T/.</p>	<p>Phonemic Awareness: Objective: Manipulate beginning sounds. <i>I will say a word, and you will help me change the first sound and make a new word.</i></p> <p>Dog - /f/; bag - /r/; ten - /p/; had - /p/; lab - /c/; mix - /s/.</p>	<p>Phonemic Awareness: Objective: Manipulate beginning sounds. <i>I will say a word, and you will help me change the first sound and make a new word.</i></p> <p>Red - /l/; pick - /s/; kit - /s/; jug - /t/; bun - /r/; sock - /r/.</p>
<p>Shared Reading: "Little Snowman." Reread and insert poem into notebook.</p>	<p>Shared Reading: "Little Snowman." Reread. Make retell poetry pieces and perform.</p>	<p>Shared Reading: "Little Snowman." Read emergent reader.</p>
<p>Reader's Workshop {Close Read}: Day Three Objective: Reread parts of the text that lend themselves to the text-dependent questions. Students will turn and talk to partners to answer. Review and discuss the vocabulary and essential questions.</p> <ol style="list-style-type: none"> 1. When Peter woke up something was special or different than an average day. What was it? What did Peter do first? 2. On page 5 the author writes, "crunch, crunch, crunch." Why did the author choose to repeat those words? Support your answer. 3. It seemed as though Peter was on an adventure when he went outside. Describe some of the things he did. Can you make a personal connection to your own snowy day? 4. Reread page 5. Why does the author write the word "slowly" stretched out? 5. Which statements at the end of the story show you that Peter might go on another adventure soon? 	<p>Reader's Workshop {Close Read}: Day Four Objective: Part One: Review this week's vocabulary words with partner turn and talks.</p> <ol style="list-style-type: none"> 1. *Have a student demonstrate how to make a pile of books. 2. In <u>The Snowy Day</u> Peter made a path in the snow. Why do you think a path was made? Do you make a path in the hallway? 3. One day my mom put a rock and a feather in a bowl of water. Which one do you think sank? 4. When I think about snow, I think of it being soft. How do we know that snow can be firm? 5. *Call on students to come to the front of the room. Whisper an animal that you want them to pretend to be and have the class guess what animal it is. <p>Part Two: Read <u>Snow is Falling</u>. Make a connection between the two stories.</p>	<p>Reader's Workshop {Close Read}: Day Five Objective: Theme study wrap up with a comprehensive discussion and craft.</p> <p>Review: Review the vocabulary words and essential questions.</p> <p>Discuss: Wrap up the week's theme with a class discussion. How did the illustrations in <u>The Snowy Day</u> help us understand the text better?</p> <p>Journal prompt: What would you do on a snowy day?</p> <p>Theme craft: Have students create their snowy day picture craft following the detailed craft instructions.</p>
<p>Independent Practice: Story Elements: Find the main story elements from the text.</p>	<p>Independent Practice: "Retell It": Retell the story</p>	<p>Independent Practice: Weekly assessment</p>
<p>Writing Lesson: Using <u>THIS</u> writing lesson, students will write a story about someone they would "melt for." Referring back to the writer's checklist chart, students will work on illustrating a picture that represents their story {them melting}.</p>	<p>Writing Lesson: With students you will build a can/has/is chart for snow. Charting the facts, students will then write an informational report about snow. This will help to solidify snow in the narrative and informational context for the week.</p>	<p>Writing Lesson: Complete the hands-on snow experiment. Then lead a discussion about describing. Write the word "snow" in the middle of the chart and have students give you descriptive words describing the snow. Write a matching story.</p>

Unit 4 - Week 1 Additional Resources

Little Snowman

(tune: I'm a Little Teapot)

I'm a little snowman,
Round and fat.
Here are my mittens.
Here is my hat.

Add a little scarf
And a carrot nose.
I stand tall when the cold wind blows.



Little Snowman

(tune: I'm a Little Teapot)

I'm a little snowman,
Round and fat.
Here are my mittens.
Here is my hat.

Add a little scarf
And a carrot nose.

I stand tall when the cold wind blows.



Little Snowman

(tune: I'm a Little Teapot)

I'm a little snowman,
Round and fat.
Here are my mittens.
Here is my hat.

Add a little scarf
And a carrot nose.

I stand tall when the cold wind blows.



I'm a little snowman,

Unit: 4 Week 1

Round and fat.

Unit: 4 Week 1

Here are my mittens.

Unit: 4 Week 1

Here is my hat.

Unit: 4 Week 1

Add a little scarf

Unit: 4 Week 1

And a carrot nose.

Unit: 4 Week 1

I stand tall when

Unit: 4 Week 1

the cold wind blows.

Unit: 4 Week 1

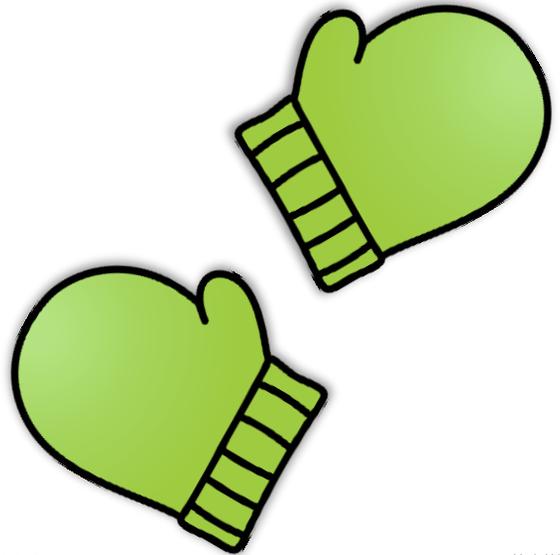
I'm a little snowman, round and fat.



©Tara West

Unit: 4 Week 1

Here are my mittens.



©Tara West

Unit: 4 Week 1

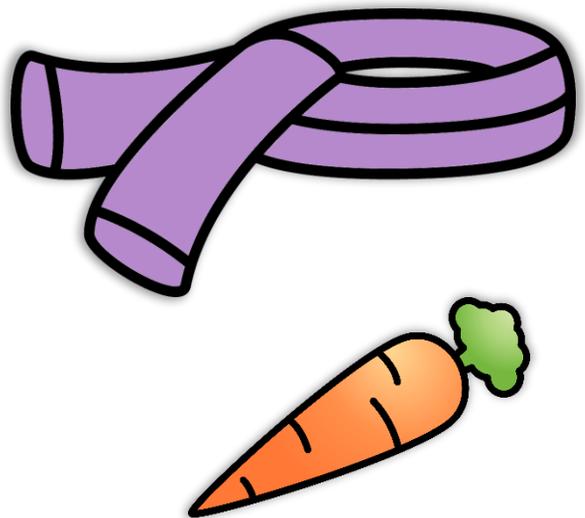
Here is my hat.



©Tara West

Unit: 4 Week 1

Add a little scarf and a carrot nose.



©Tara West

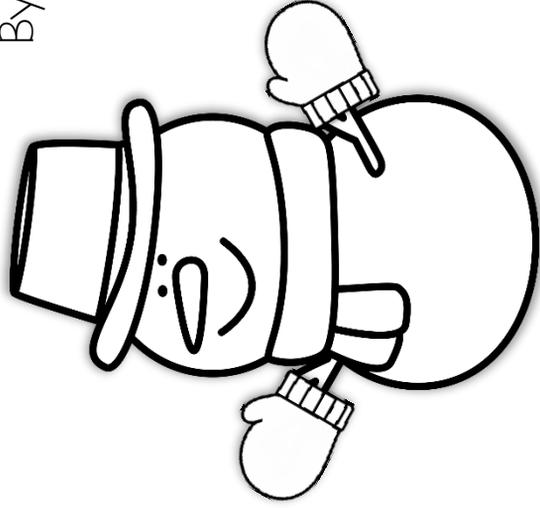
Unit: 4 Week 1

I stand tall when the cold wind
blows.



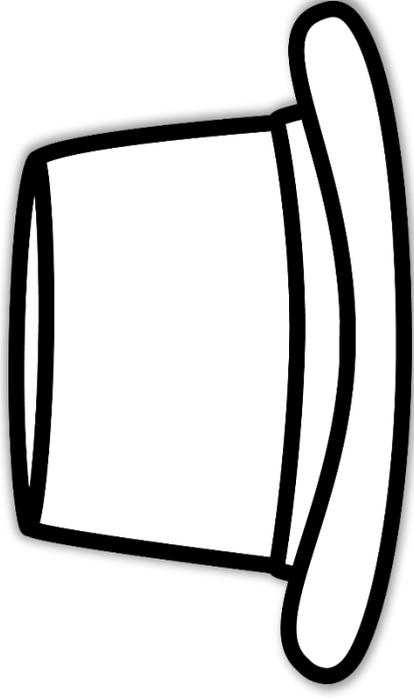
The Little Snowman

By: Tara West

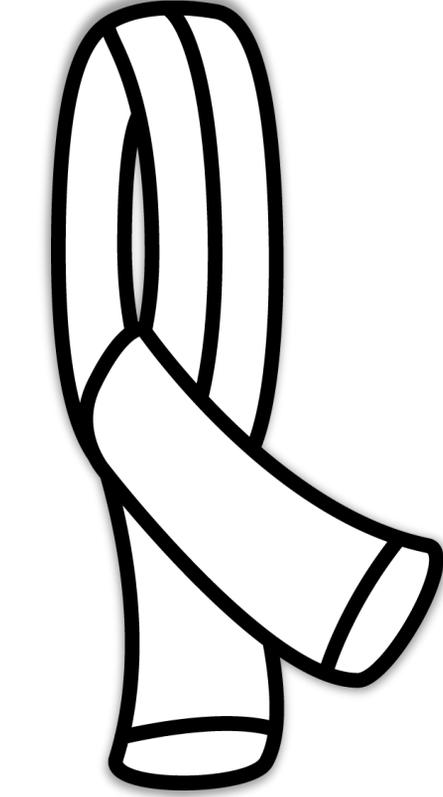


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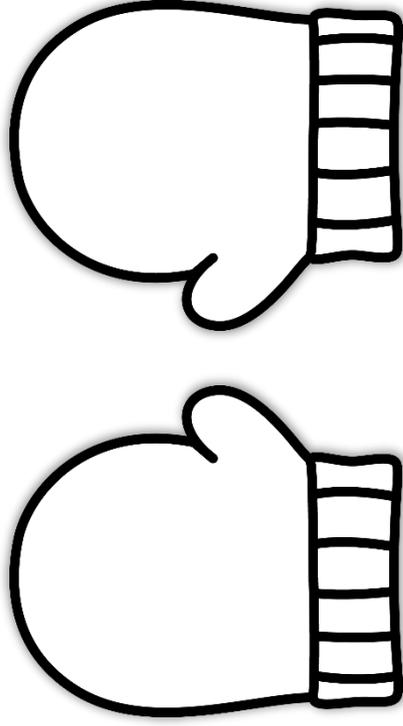
The little snowman has a hat.



The little snowman has a scarf.



The little snowman has mittens.



Essential Questions

How does the author portray the conclusion of the story?

Why does snow melt? Can you prove this?

Unit: 4 Week 1

Text: The Snowy Day
Theme: Snow

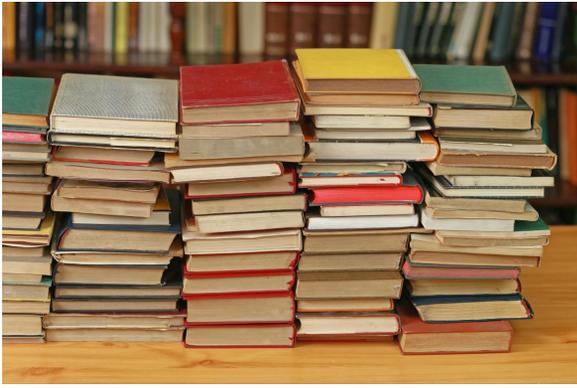
“I can” Statements

I can identify the conclusion of the story.

I can identify if snow melts, and I can prove it.

Unit: 4 Week 1

Text: The Snowy Day
Theme: Snow



piled

Unit 4: Week 1



path

Unit 4: Week 1



pretend

Unit 4: Week 1

The Snowy Day



sank

Unit 4: Week 1



firm

Unit 4: Week 1

The Snowy Day



piled

Unit: 4 Week 1



path

Unit: 4 Week 1

The Snowy Day



pretend

Unit: 4 Week 1



sank

Unit: 4 Week 1

The Snowy Day



firm

Unit: 4 Week 1

The Snowy Day



piled

The Snowy Day



path

The Snowy Day



pretend

The Snowy Day



sank

The Snowy Day



firm

The Snowy Day

path



**a track beaten by the
feet of people or animals**

Unit 4 Week 1

The Snowy Day

piled



**a number of things on
top of each other**

pretend



to imagine or believe

The Snowy Day

sank



settled in or covered

Unit 4 Week 1

The Snowy Day

firm



**hard or solid when
pressed**

The Snowy Day



piled



path



pretend



sank



firm

Unit 4 Week 1



piled



path



pretend



sank



firm

Unit 4 Week 1



piled



path



pretend



sank



firm

Unit 4 Week 1



piled



path



pretend



sank



firm

Unit 4 Week 1

The Snowy Day

Snowy Day

Unit: 4 Week 1

Retell

Unit: 4 Week 1

Character



Peter

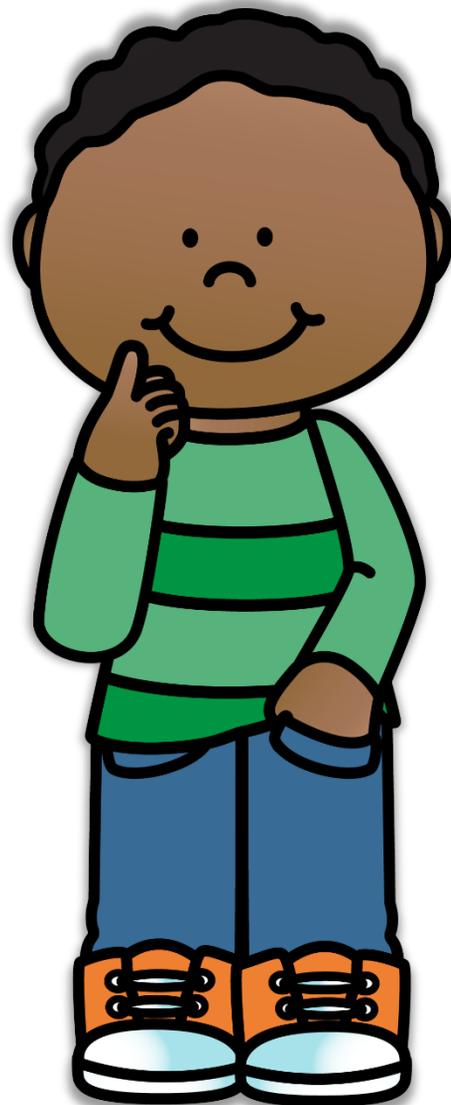
Unit: 4 Week 1

Character



Peter

Connections



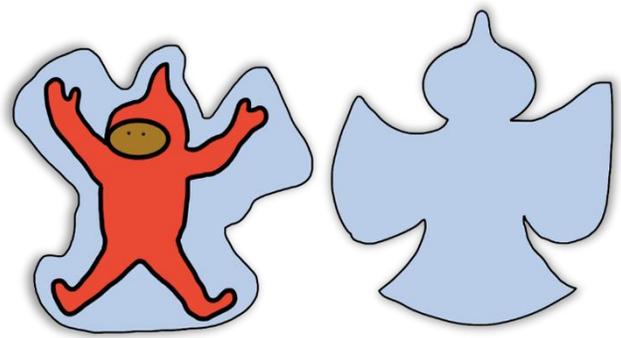
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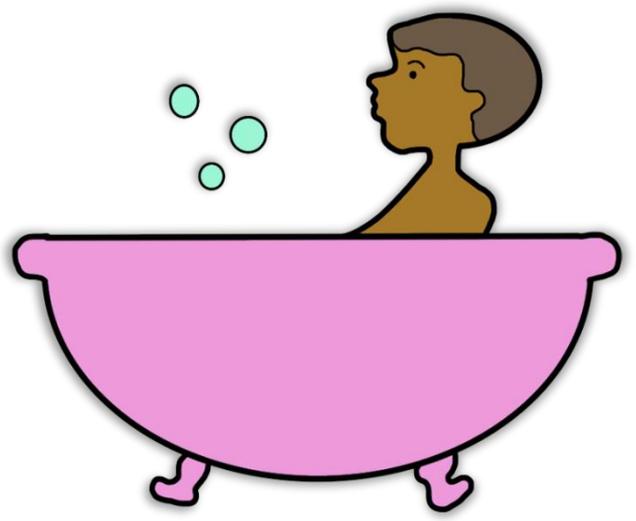
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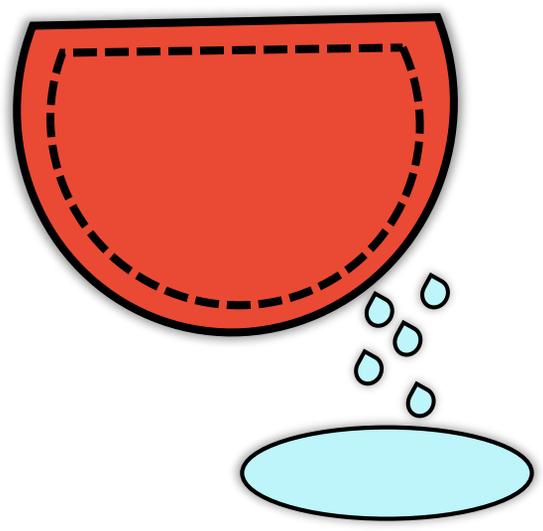
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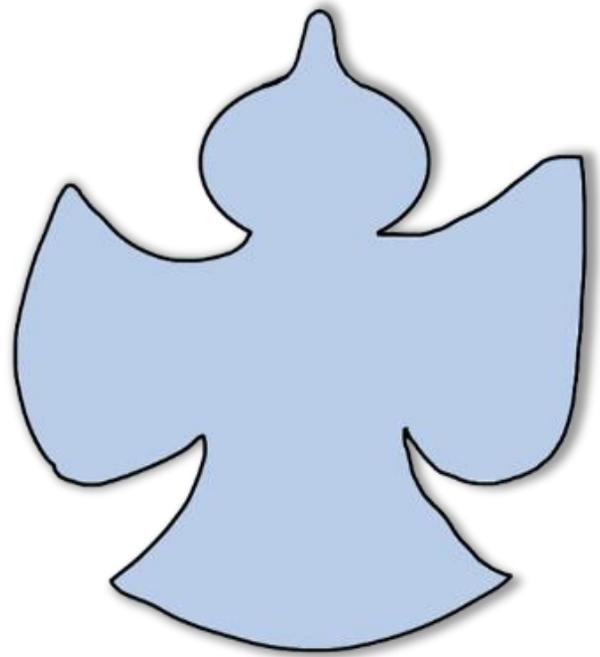




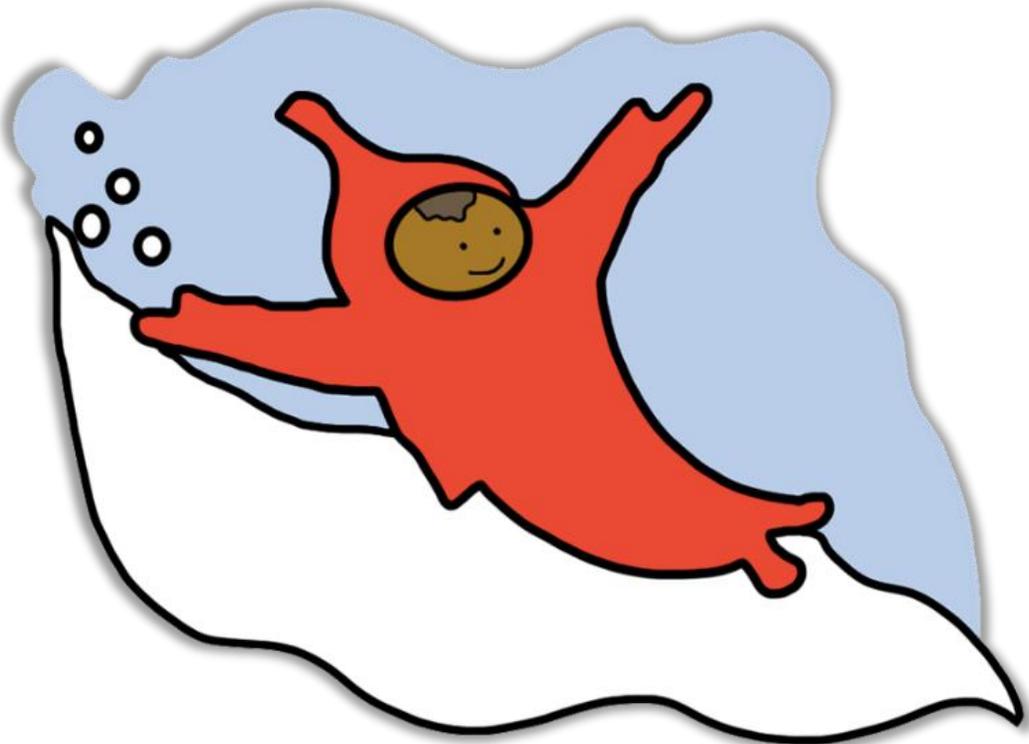
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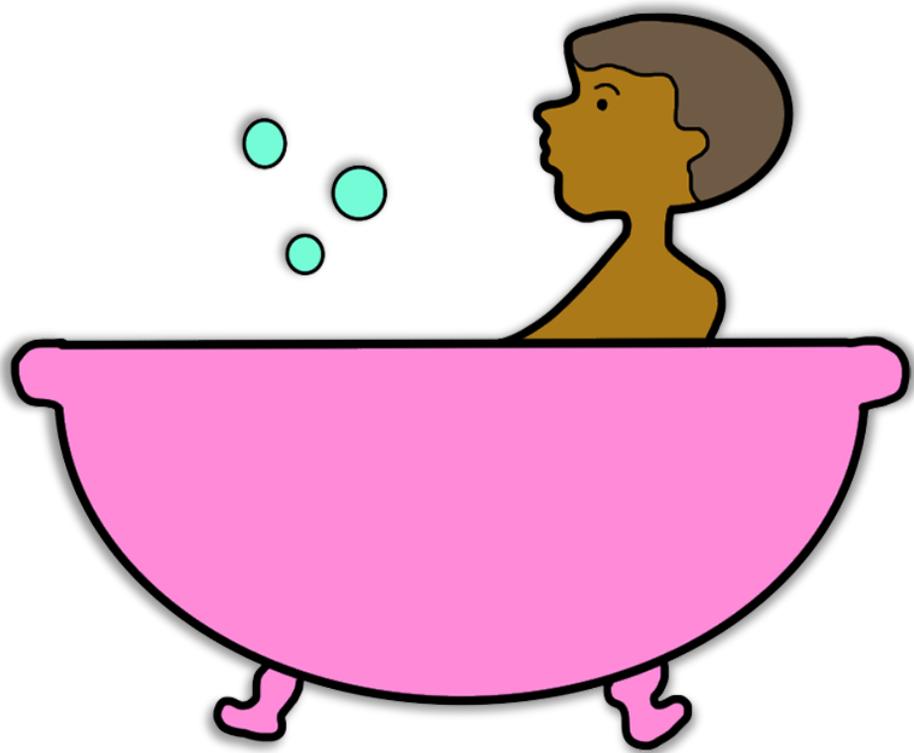
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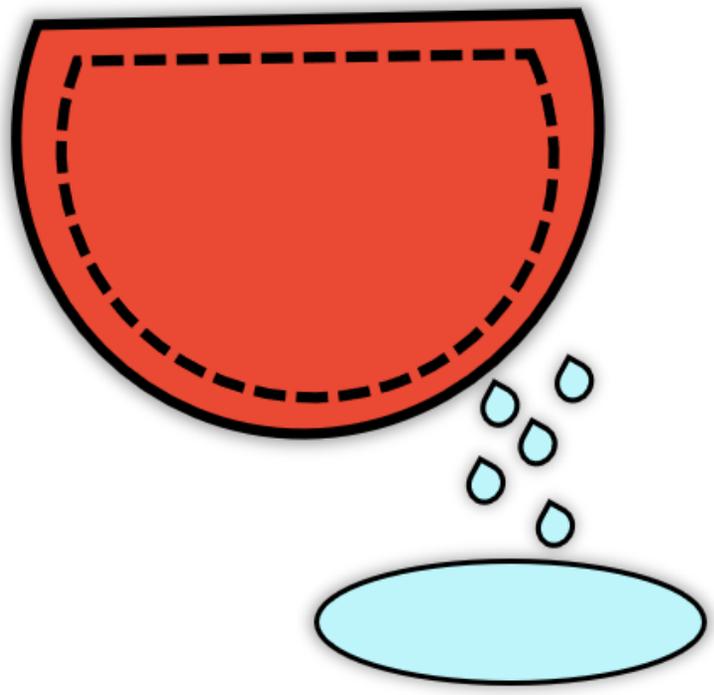
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Unit: 4 Week 1



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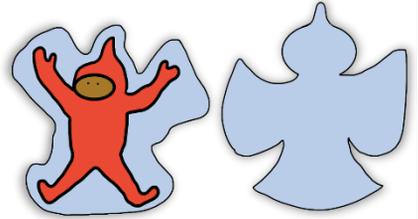
Retell Necklaces or Paint Stick Pieces



Unit: 4 Week 1



Unit: 4 Week 1



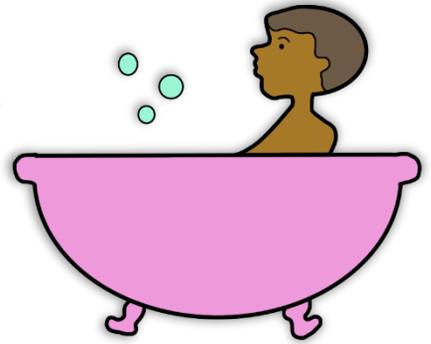
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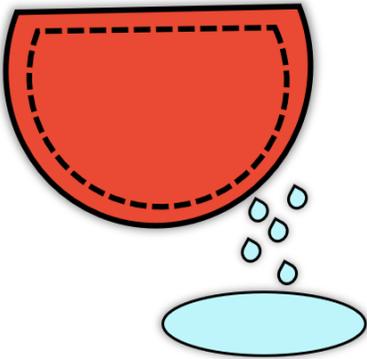
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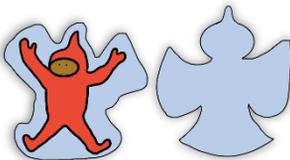
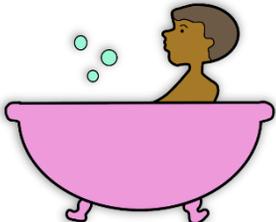
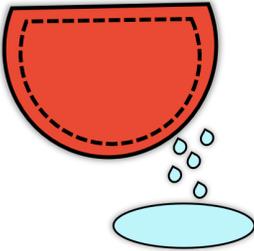
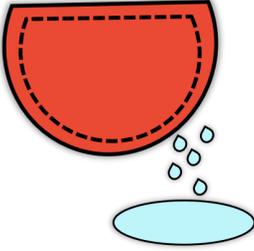
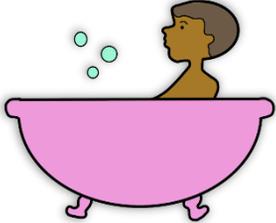
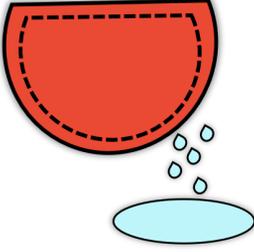


Unit: 4 Week 1



Unit: 4 Week 1

Retell Necklace Pieces

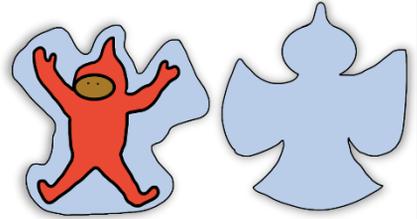
Retell Stick Pieces



Unit: 4 Week 1



Unit: 4 Week 1



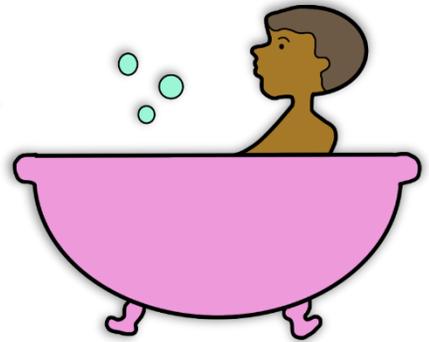
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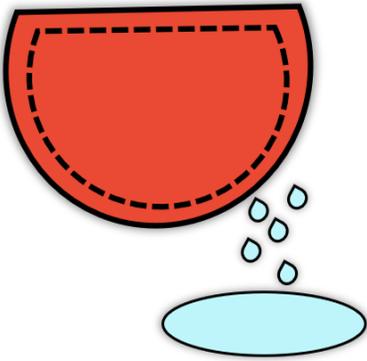
Unit: 4 Week 1



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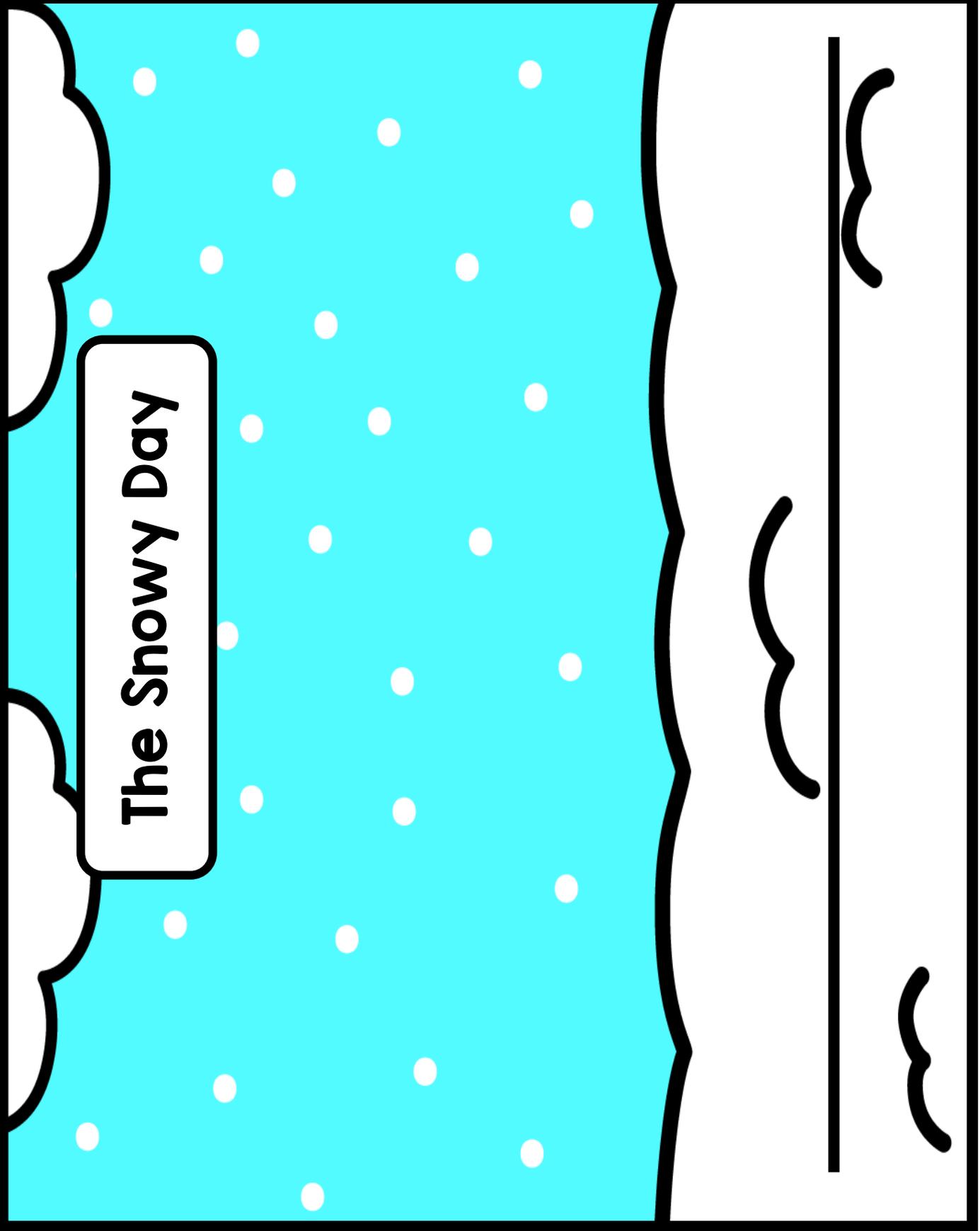


Unit: 4 Week 1



Unit: 4 Week 1

The Snowy Day



Unit: 4
Week 1

Name: _____

Capture This and That



Directions: Illustrate the snowball outside and the snowball once it was brought inside.

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Unit: 4
Week 1

Name: _____

Capture This and That



Directions: Illustrate the snowball outside and the snowball once it was brought inside.

©Tara West

Name: _____



Directions: Illustrate the snowball outside and the snowball once it was brought inside.

A large, empty rectangular box with a thick black border, intended for the student to draw a snowball outside.A second large, empty rectangular box with a thick black border, intended for the student to draw a snowball once it has been brought inside.

Unit: 4
Week 1

Name: _____

Listen and Draw



Directions: Illustrate a **pile** of snow and a **path** in the snow.



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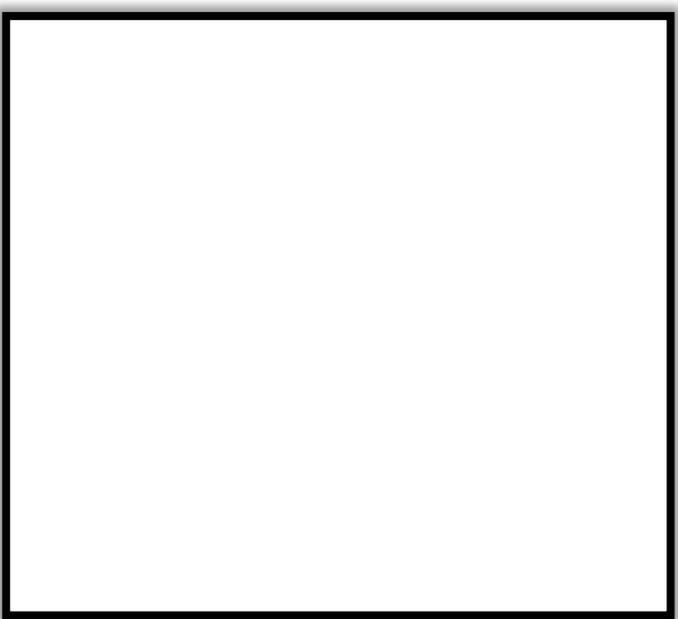
Unit: 4
Week 1

Name: _____

Listen and Draw



Directions: Illustrate a **pile** of snow and a **path** in the snow.



©Tara West

Name: _____



Directions: Illustrate a **pile** of snow and a **path** in the snow.

A large, empty rectangular box with a thick black border, intended for the student to draw a pile of snow and a path in the snow.A second large, empty rectangular box with a thick black border, identical to the first one, for drawing.



Directions: Illustrate the main story elements of the text.

Main Character

Blank space for drawing the main character.

Setting

Blank space for drawing the setting.

Beginning

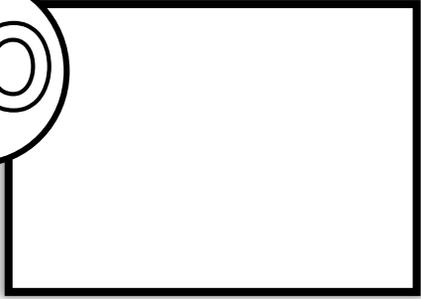
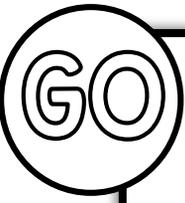
Blank space for drawing the beginning of the story.

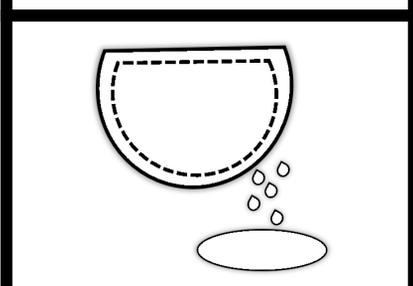
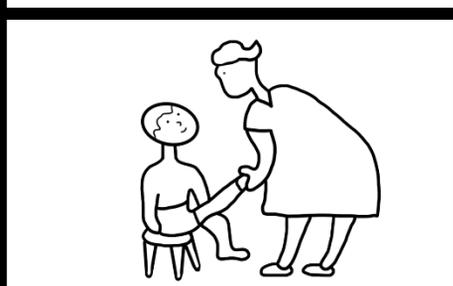
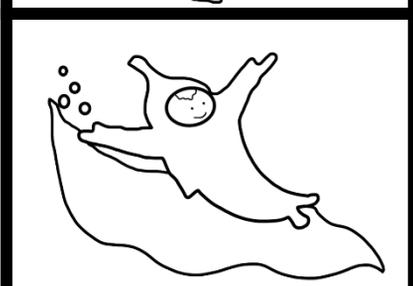
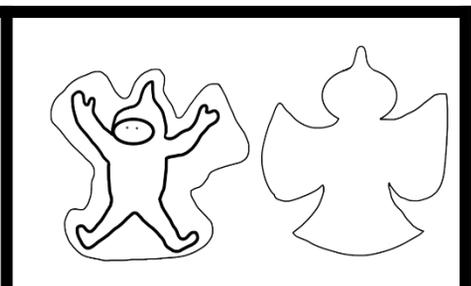
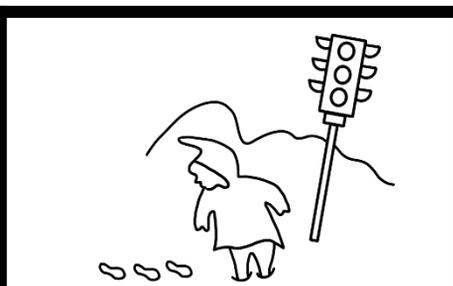
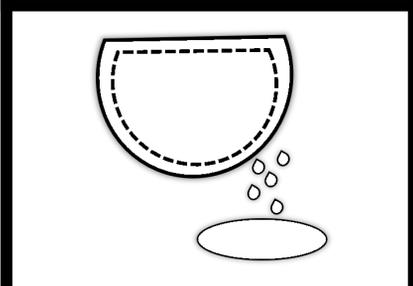
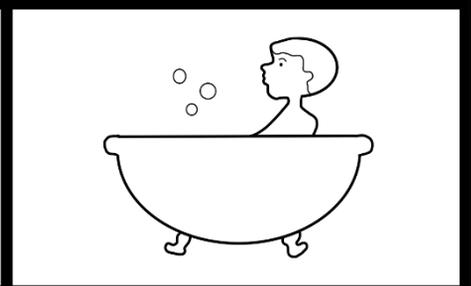
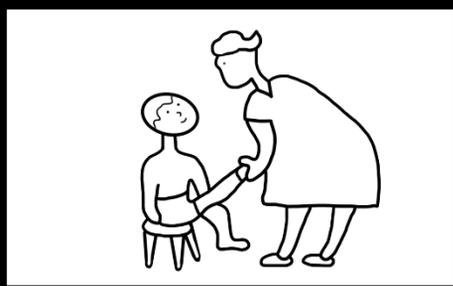
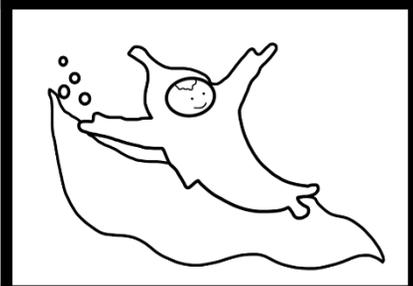
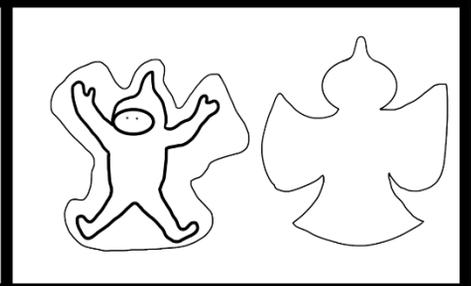
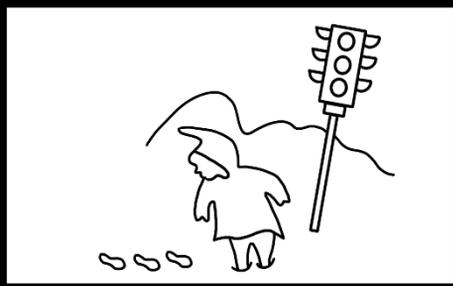
Ending

Blank space for drawing the ending of the story.

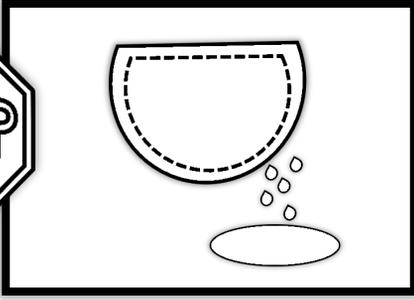
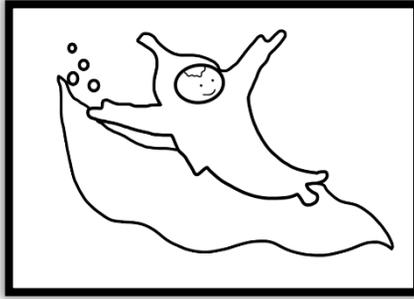
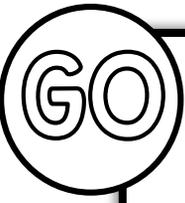


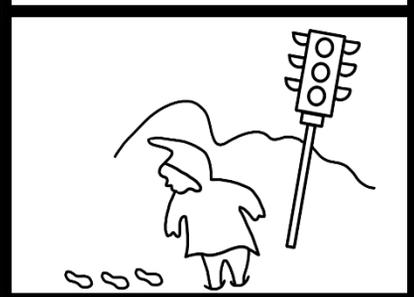
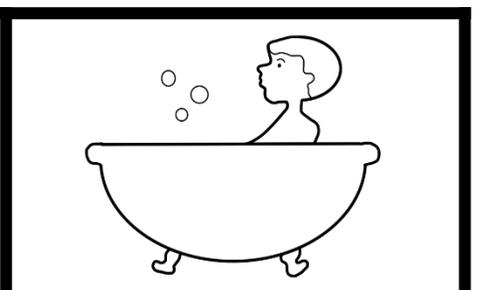
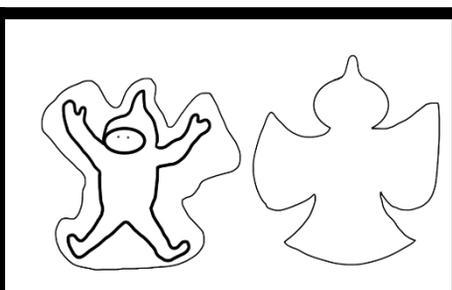
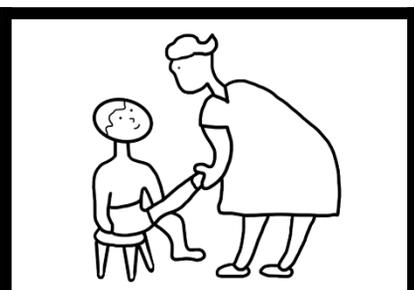
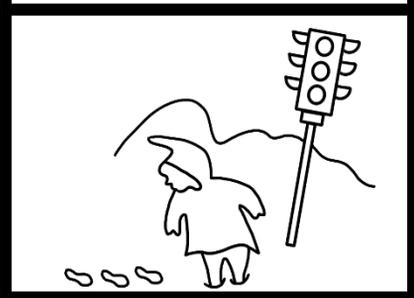
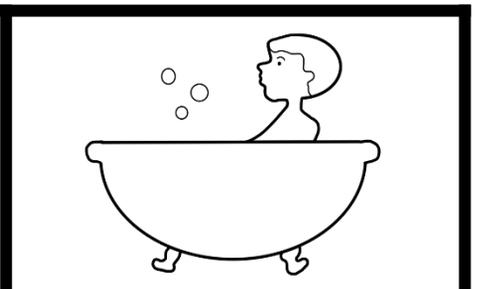
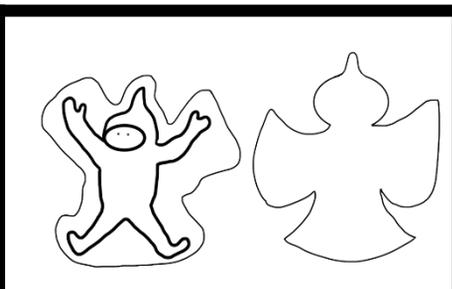
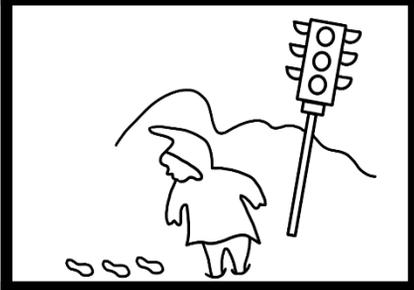
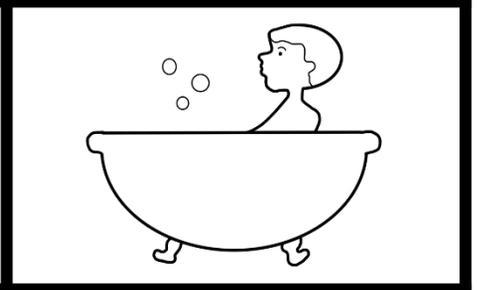
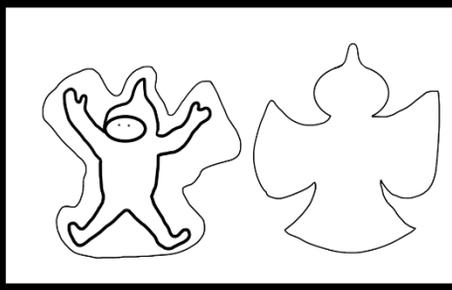
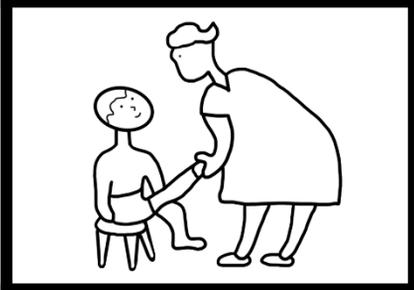
Directions: Cut and glue the pieces to retell the story.





Directions: Cut and glue the pieces to retell the story.

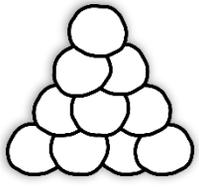




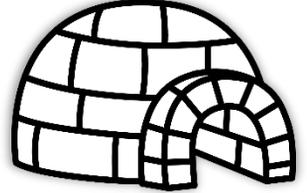
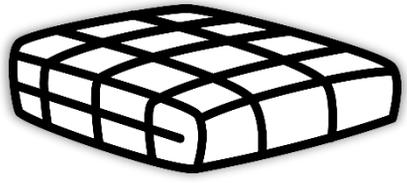
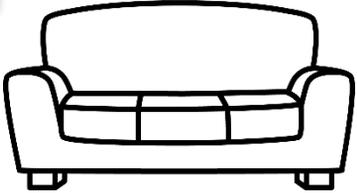
Directions: Have students cut and paste the journal prompt into their notebook and illustrate.

What would you do on a snowy day?

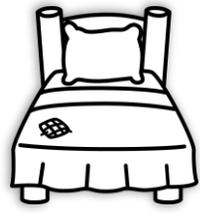
Which picture shows a path?



Which picture shows something that is firm?



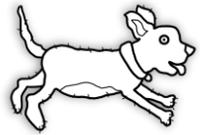
Where did Peter keep the snowball?



What happened at the end of the story?



Who was the main character?



Snow Day Craft

Teacher Prep/Materials List:

For this craft you will need one sheet of blue OR black construction paper for each student. This is a very simple and “free” craft. Students will use their crayons to illustrate a snowy scene on their paper. You will want to model how students can use their white crayon against the dark paper.

Step-by-Step Instructions:

1 Give each student one sheet of blue OR black construction paper. Have students retrieve their crayons for the craft.



2 Students will illustrate a snowy scene on their sheet of paper.



3 For this craft you can choose to display the snowy scenes showing the difference in ideas between the students.



Snow Exploration

Teacher Prep/Materials List:

For this craft you will need ten boxes of baking soda, one bottle of hair conditioner, a large bowl for mixing the ingredients, and table cloths to ensure a quick clean up. The recipe below yields a batch for five students. You can see from the picture below how much "snow" each student had. If you would like more for each student, you can double the below stated recipe. You will want to keep the ingredients in the refrigerator to keep them cold like real snow.

Step-by-Step Instructions:

- 1** In a large bowl mix together two boxes of baking soda and $\frac{3}{4}$ cup of hair conditioner. With your hands, mix the ingredients until the consistency of "snow" is met. The above stated recipe yields five students and will need to be repeated for multiple batches.
- 2** Place vinyl table cloths on the tables to ensure a quick clean up. These were purchased for \$1 each out of the party good aisle. Place a nice portion of "snow" for each student on the table.
- 3** Students can then begin to play in the "snow." Remind students to pull up their sleeves.
- 4** The students will be able to build and mold the "snow" into snowmen and just have FUN!



Snow

Unit: 4 Week 1

Can

Unit: 4 Week 1

Have

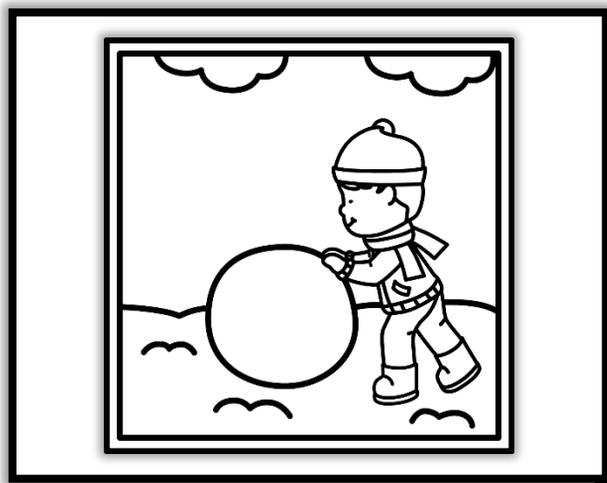
Unit: 4 Week 1

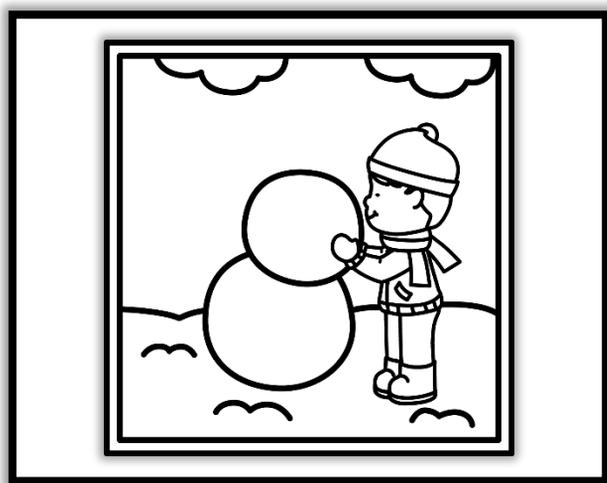
Is

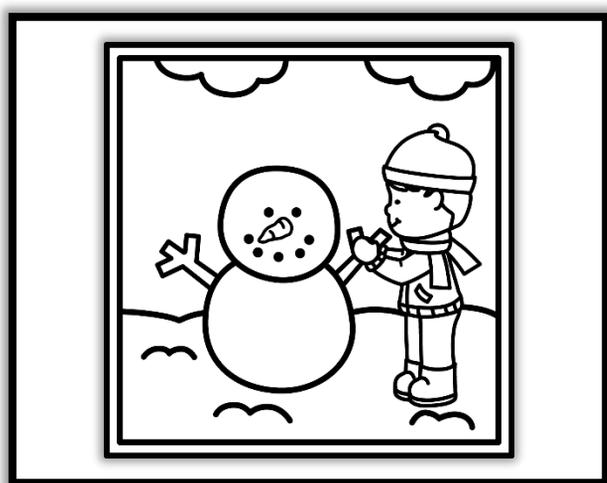
Unit: 4 Week 1



How To: Build a Snowman

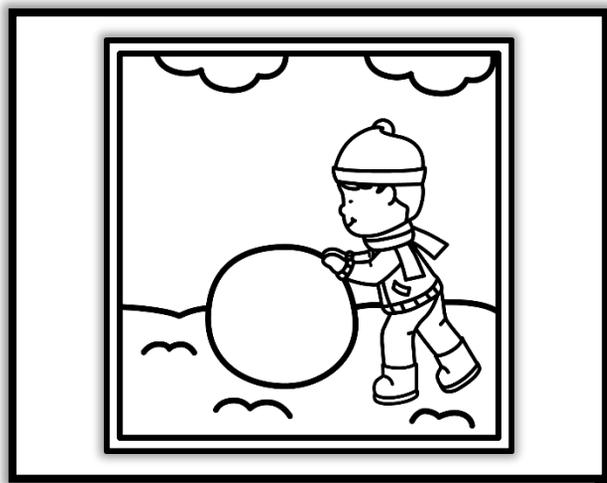




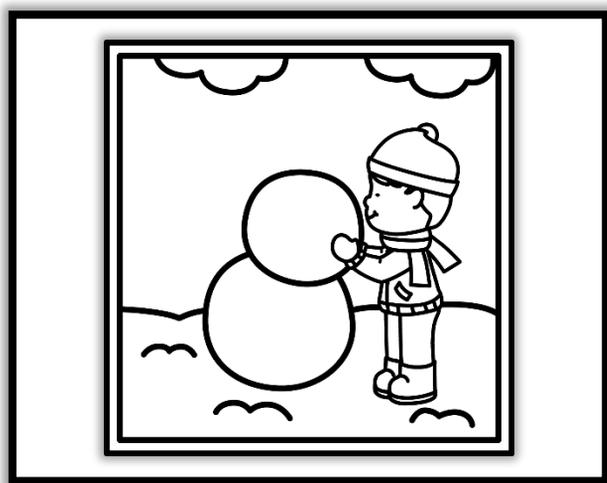




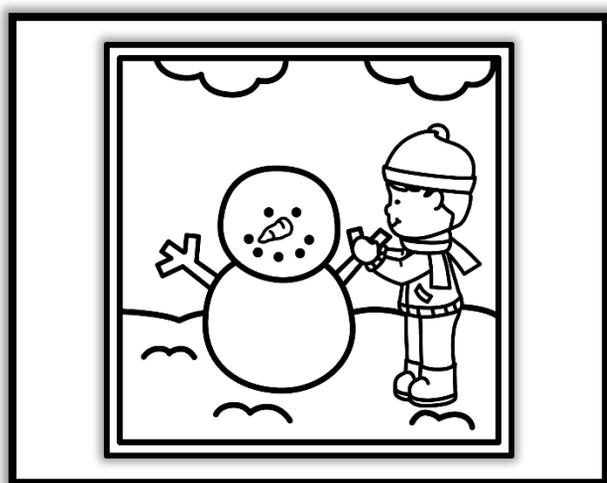
How To: Build a Snowman



First,



Next,



Last,

Name:

I would melt for..

Date: _____



Date: _____



Date: _____



Date: _____



Handwriting practice lines consisting of two sets of four lines each. Each set includes a solid top line, a dashed middle line, a solid baseline, and a solid descender line.

Week Snapshot

Dear Family,

Do you want to build a snowman? Let it snow! Let it snow! Let it snow! Why does snow melt? We will explore and learn all about snow this week. We will be reading and discussing the fiction book, Snowy Day by Ezra Jack Keats. We will begin a writer's checklist. We might even make a little snow!!

Vocabulary

- piled: A number of things on top of each other
- path: A track beaten by the feet of people or animals
- pretend: To imagine or believe
- sank: Settled in or covered
- firm: Hard or solid when pressed

Poem of the Week

Little Snowman

(Tune: I'm a Little Teapot)

I'm a little snowman
 round and fat,
 Here are my mittens,
 Here is my hat.
 Add a little scarf and
 a carrot nose.
 You stand so tall when the
 cold wind blows.



Activities

Here are just a few activities you can do at home with your child this week!

- Write sight words on scrap pieces of paper. Wad the paper up and have a snowball fight. Pick up the snowballs and read the words inside.
- Use cotton balls (snow) and toss into cups. Count and see how many you can get in the cups.

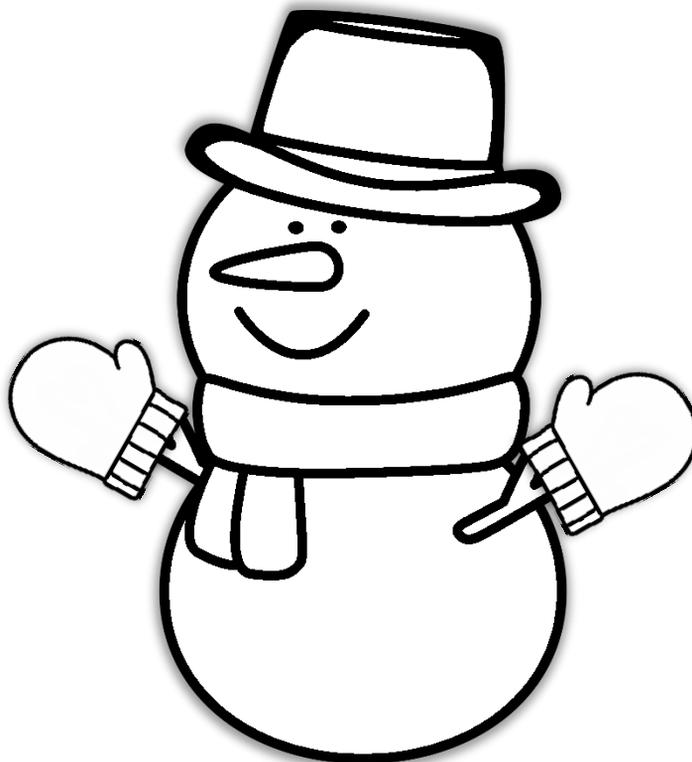
Unit 4 - Week 1
BLACK AND WHITE

Little Snowman

(tune: I'm a Little Teapot)

I'm a little snowman,
Round and fat.
Here are my mittens.
Here is my hat.

Add a little scarf
And a carrot nose.
I stand tall when the cold wind blows.



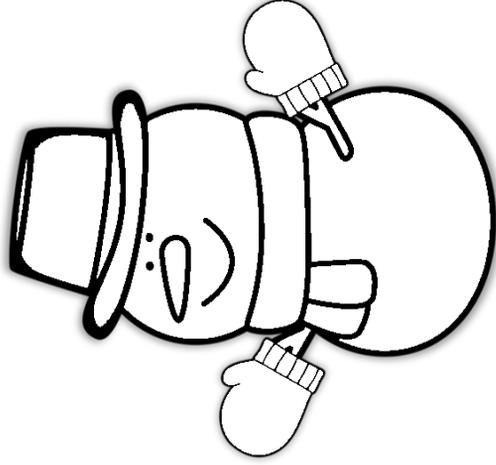
Little Snowman

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Add a little scarf
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I stand tall when the cold wind blows.



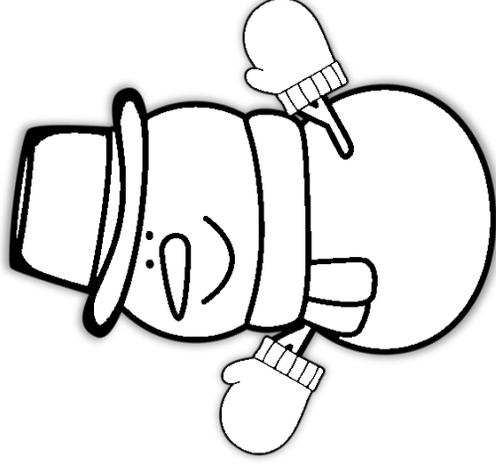
Little Snowman

(tune: I'm a Little Teapot)

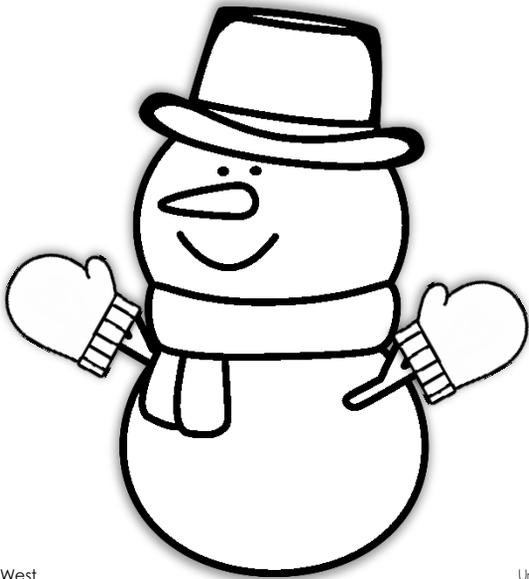
I'm a little snowman,
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Here are my mittens.
Here is my hat.

Add a little scarf
And a carrot nose.

I stand tall when the cold wind blows.



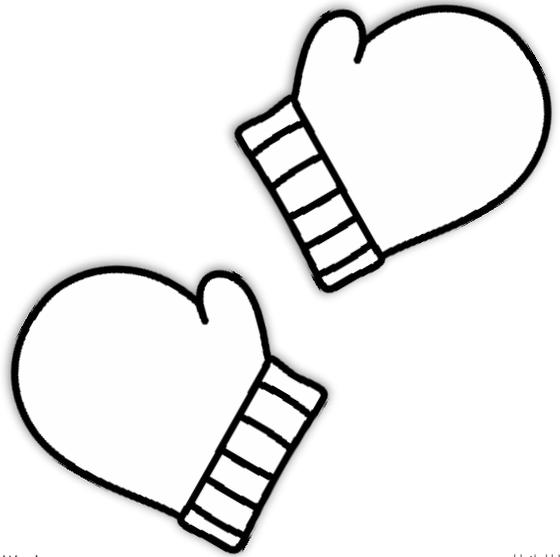
I'm a little snowman, round and fat.



©Tara West

Unit: 4 Week 1

Here are my mittens.



©Tara West

Unit: 4 Week 1

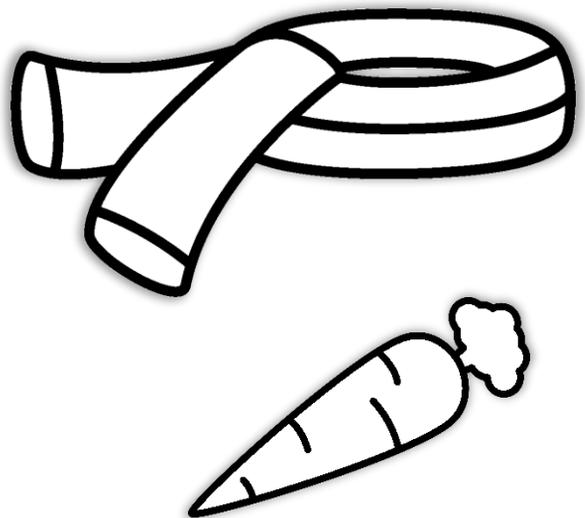
Here is my hat.



©Tara West

Unit: 4 Week 1

Add a little scarf and a carrot nose.



©Tara West

Unit: 4 Week 1

I stand tall when the cold wind
blows.





Peter

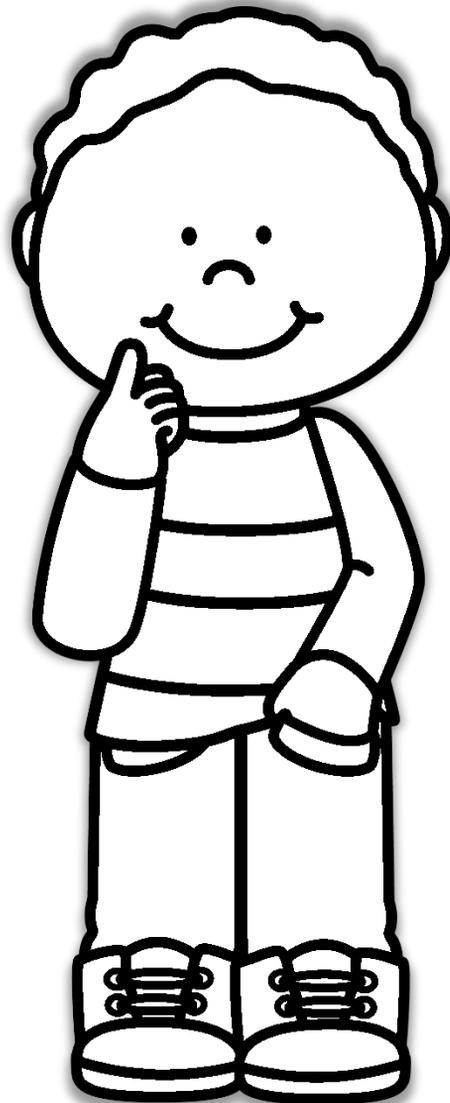
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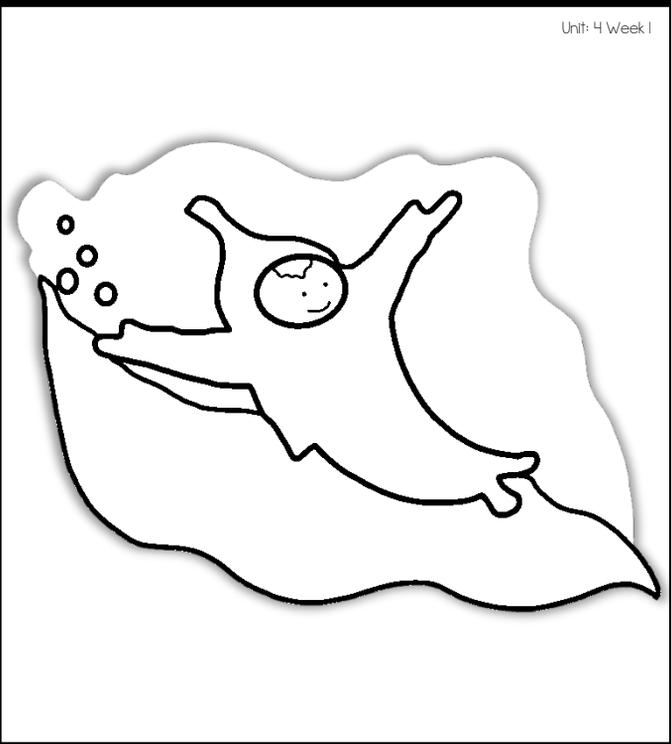
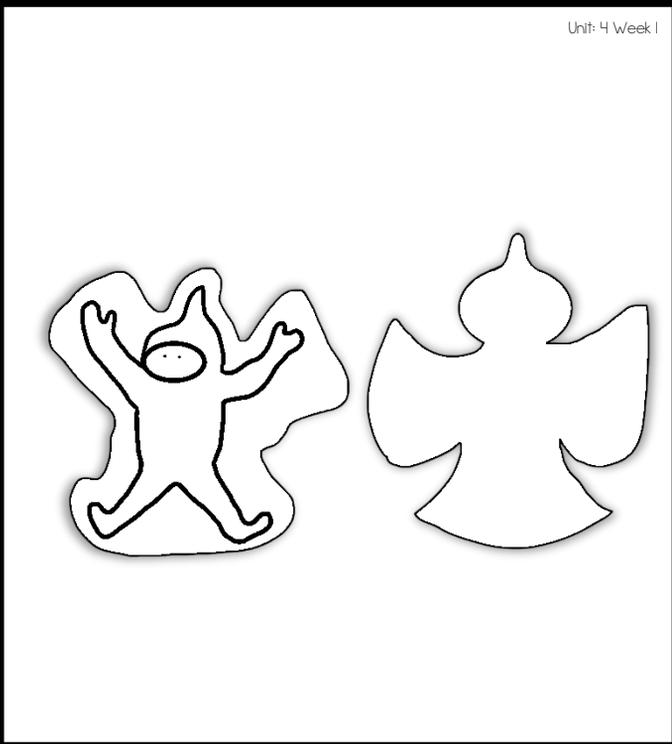
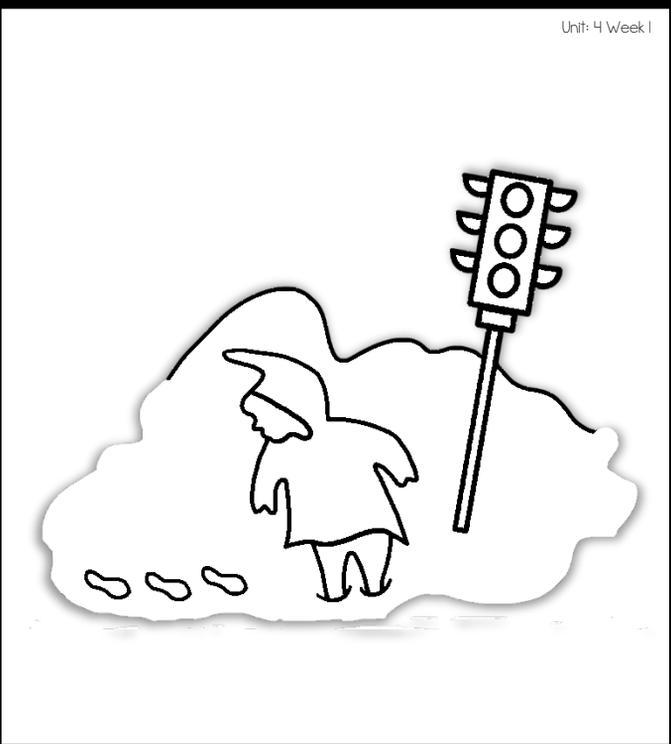
Character



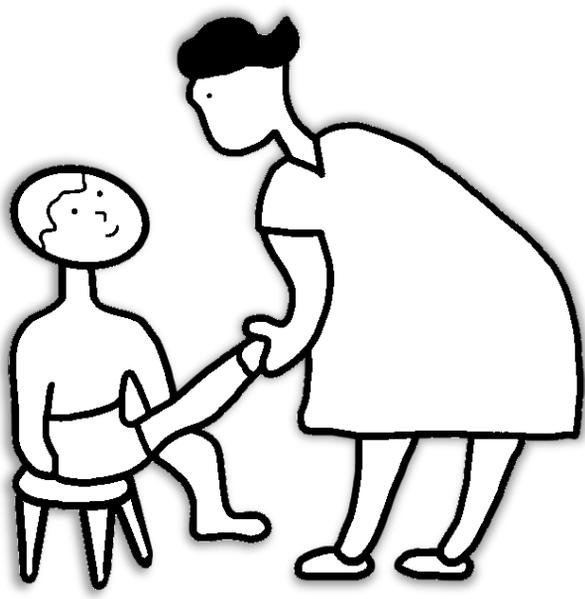
Peter

Connections

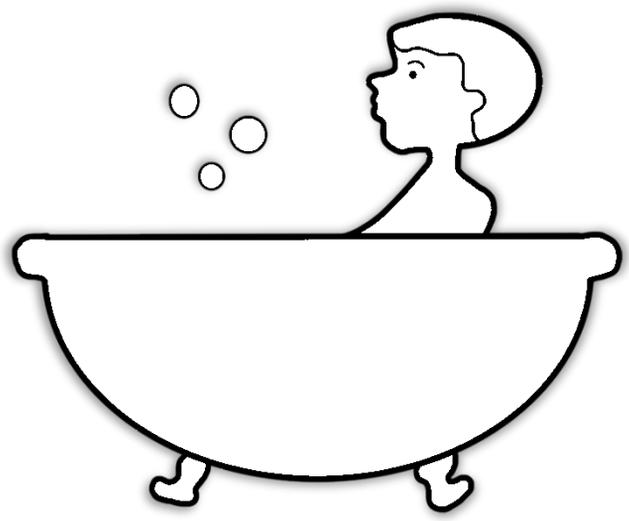




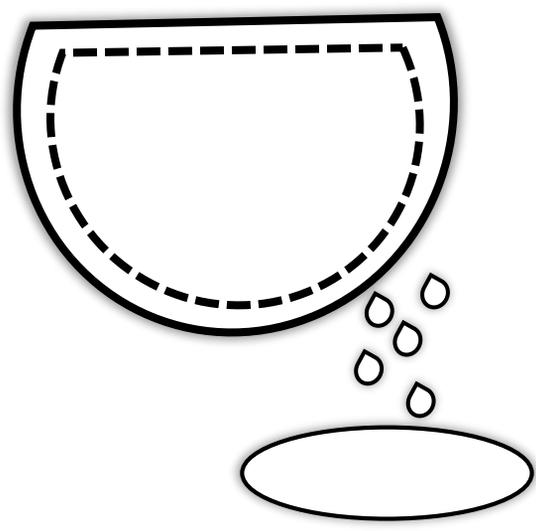
Unit: 4 Week 1



Unit: 4 Week 1

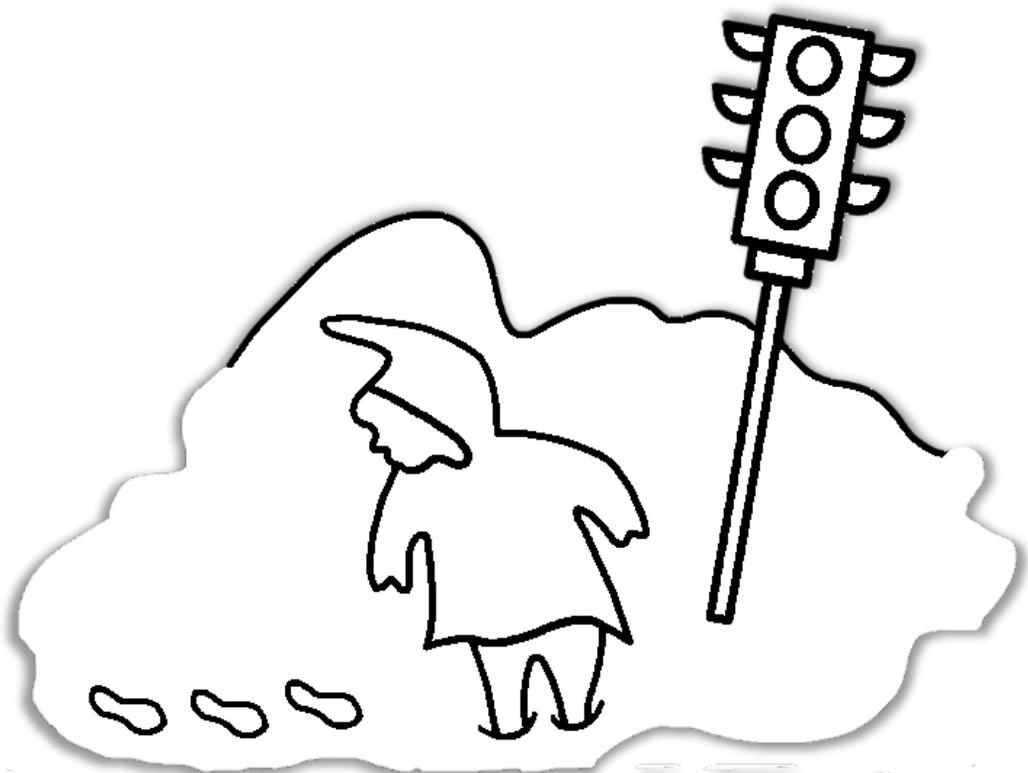


Unit: 4 Week 1

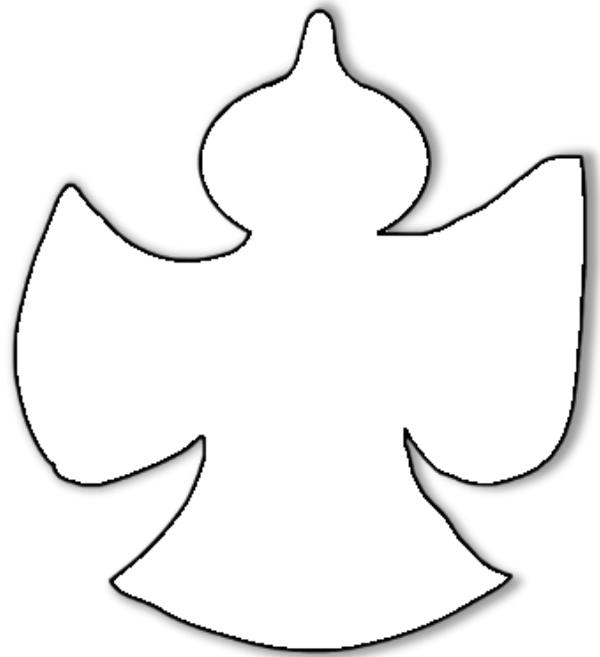




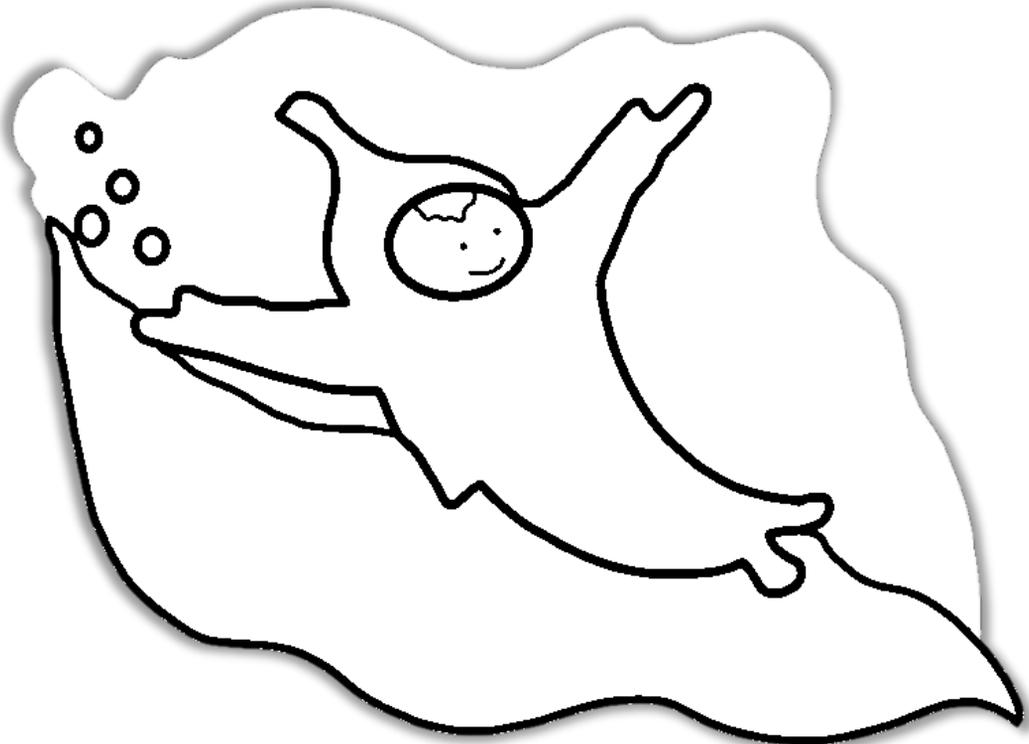
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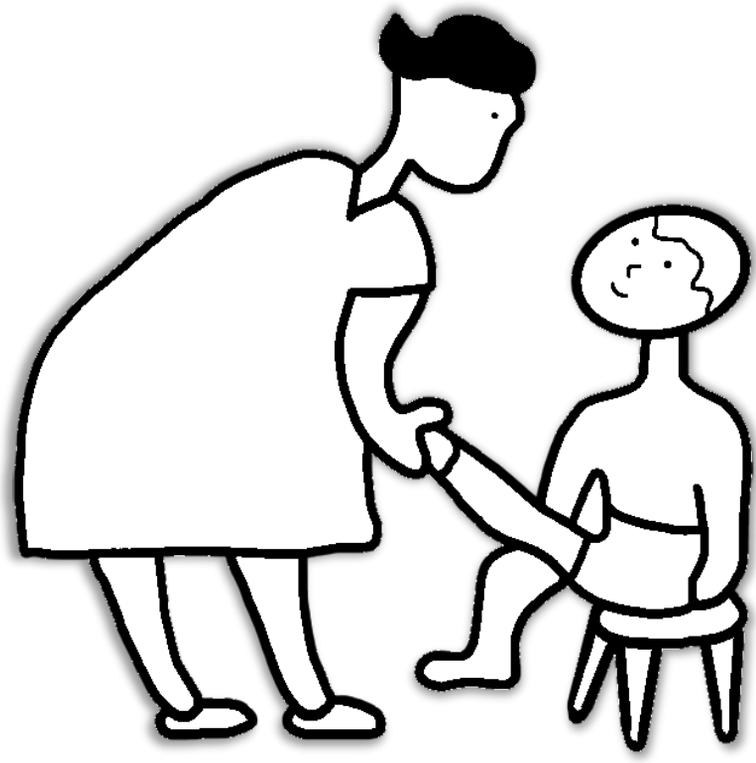
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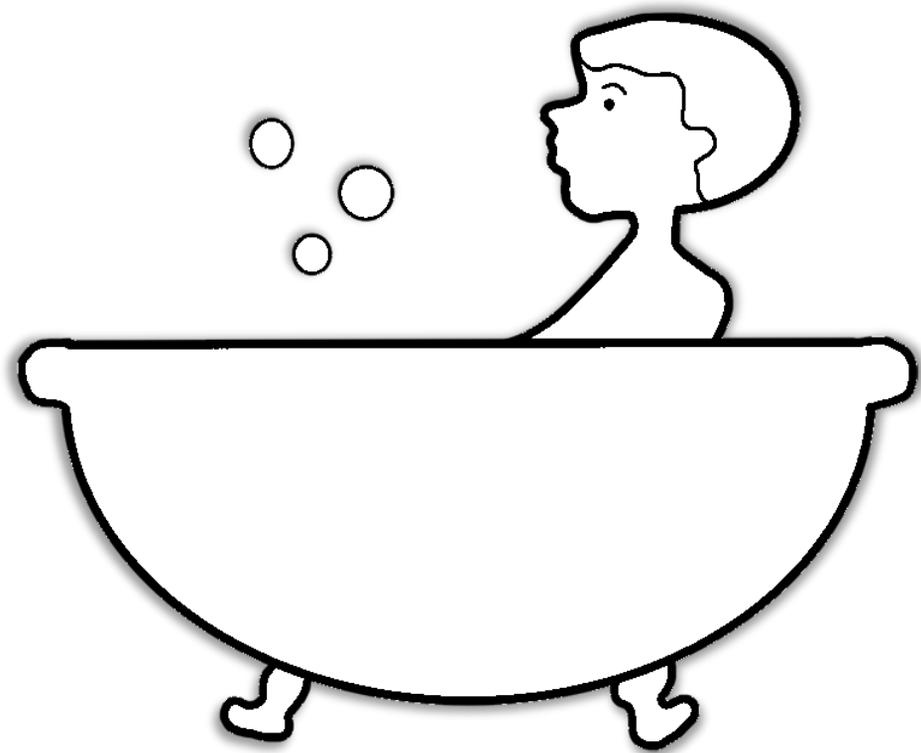
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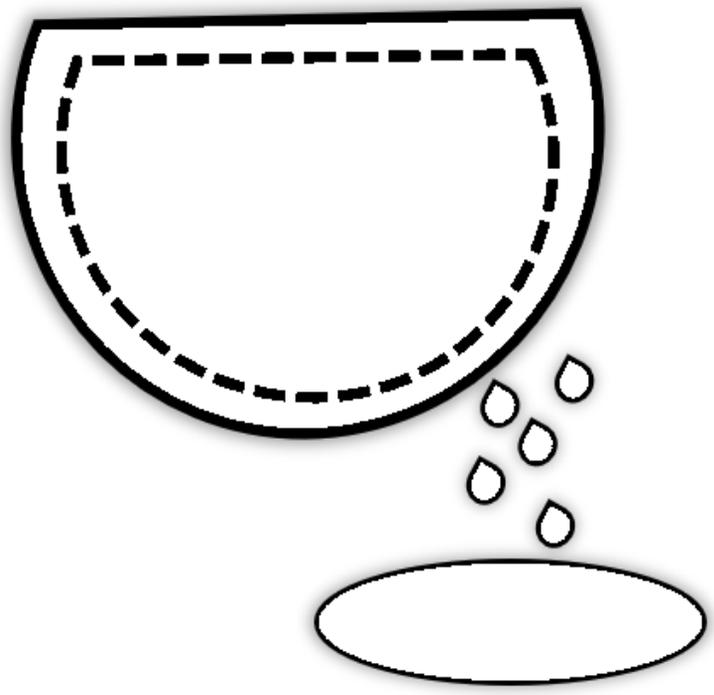
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Unit: 4 Week 1



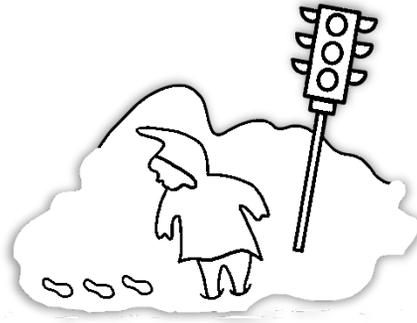
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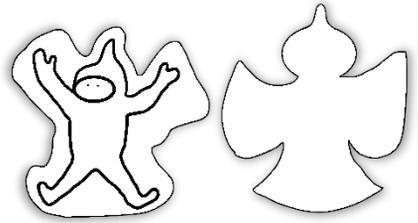
Retell Necklaces or Paint Stick Pieces



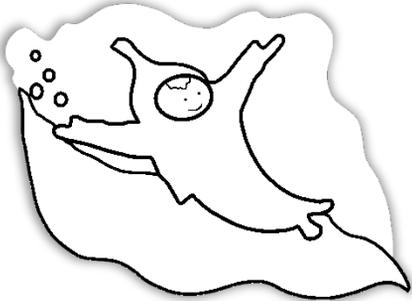
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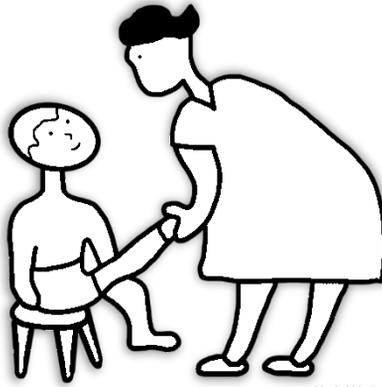
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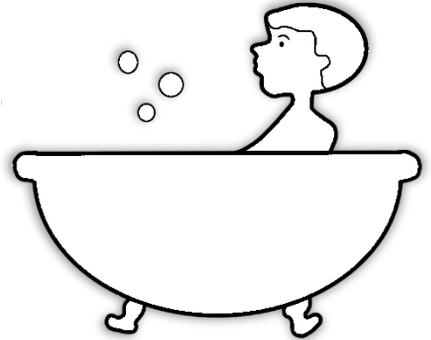
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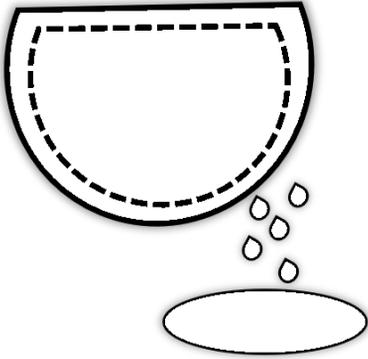
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Unit: 4 Week 1

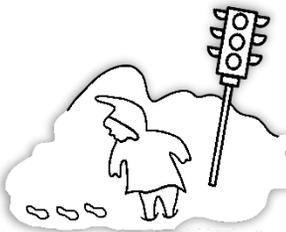
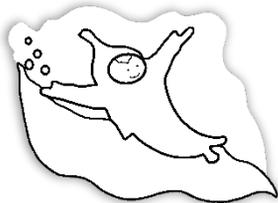
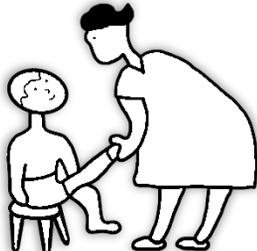
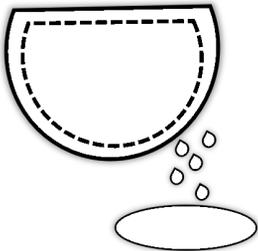
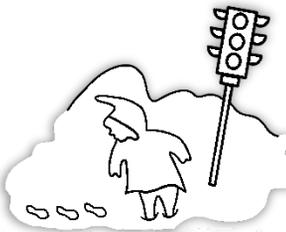
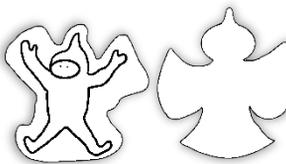
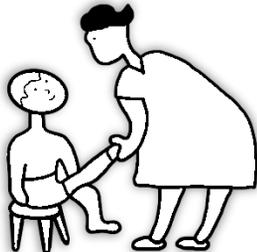
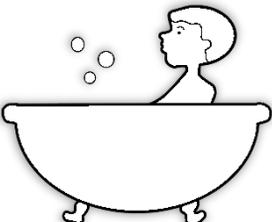
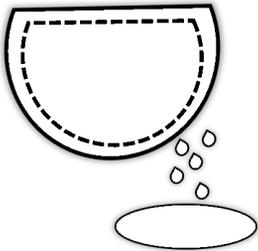
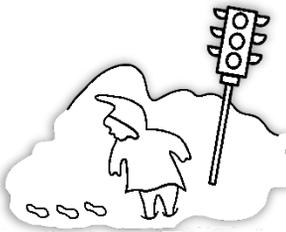
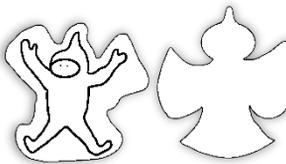
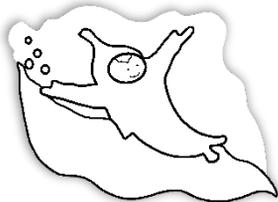
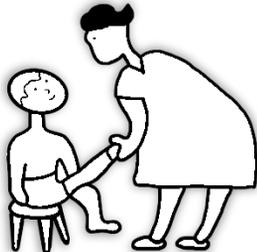
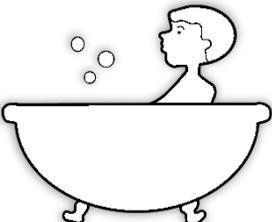
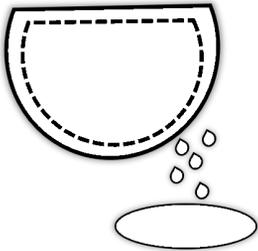


Unit: 4 Week 1



Unit: 4 Week 1

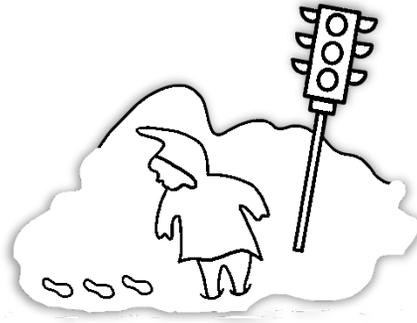
Retell Necklace Pieces

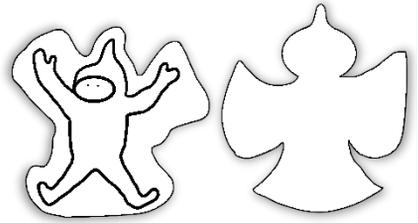
Retell Stick Pieces



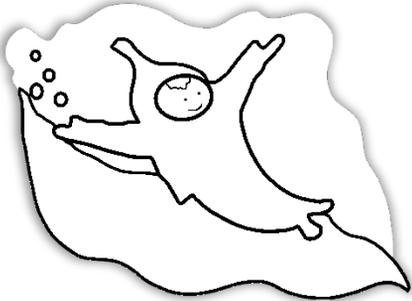
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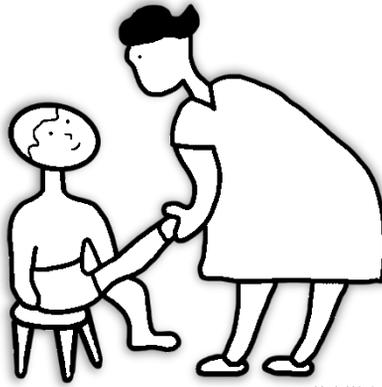
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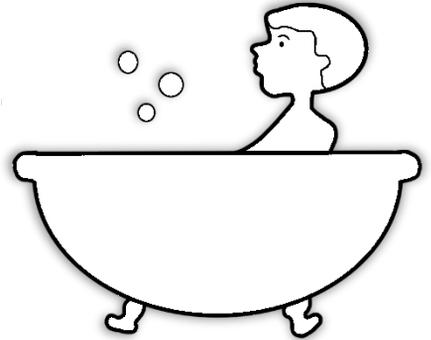
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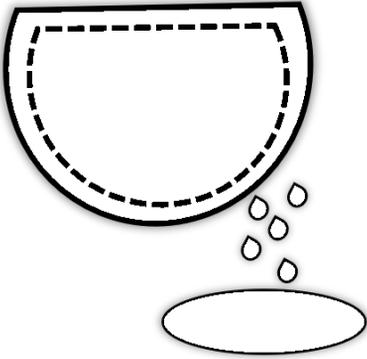
Unit: 4 Week 1



Unit: 4 Week 1



Unit: 4 Week 1



Unit: 4 Week 1

The Snowy Day

