Title/Author: *Snowflake Bentley* by Jacqueline Briggs Martin with illustrations by Mary Azarian

Suggested Time to Spend: 4-5 Days (Recommendation: two sessions per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.9; W.2.2, W.2.8; SL.2.1, SL.2.2, SL.2.6; L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Lesson Objective:

Students will listen to a biography in narrative form as a read aloud and use literacy skills (reading, writing, discussion and listening) to understand the central message of the story.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

What does it mean to be a scientist? One key takeaway is that a scientist is someone who is curious and purposefully, persistently, and passionately explores the unknown. A scientist contributes knowledge that benefits the understanding of others.

Synopsis

Wilson Bentley dedicated his life to capturing the extraordinary beauty of snowflakes and he was determined to share the beauty with others. His photographs reveal two important truths about snowflakes. First, that no two are alike and second, that each one is surprisingly beautiful.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *Snowflake Bentley* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found here. *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

Note to Teacher

* The page numbers listed in this document are based on page one beginning with the first text page. Page one, then, is: “In the days when farmers worked with ox and sled and cut the dark with lantern light, there lived a boy who loved snow more than anything else in the world.” Each page (even those without text) is sequentially numbered.

The Lesson – Questions, Activities, and Tasks

|  |  |
| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**  Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused.  This first reading is just the main text (excluding the sidebars). | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. |
| **SECOND READING:**  This second reading is, again, just the main text (excluding the sidebars).  Setting - *Rural Vermont, in the late 1800’s and early 1900’s* - After the first reading, explain to students that Snowflake Bentley lived a long time ago on a country farm in Vermont.  Go back through the book with your students, asking student to notice what it was like to live on a family farm in a small farming community in the late 1800’s. The illustrations (I) and text (T) provide clues:  Title Page   * I – notice the candle in the window sill and the quilt on Willie’s bed   p. 1   * T – *“in the days when farmers worked with ox and sled and cut the dark with lantern light”* * I – the farmer is using a lantern and carrying a bucket (for water, food?) as he trudges through snow   p. 2 -3   * T – *“Vermont farm fields”* * I – snow has drifted high and Willie is bundled up against the cold, an old-fashioned sled can be seen * T – *“barn door”* * I – large wooden farmhouse   p. 5   * I – notice the clothing worn by Willie’s mother and Willie – “apron,” “knickers.” Willie’s mother is holding a feather duster. (Where did the apple blossoms come from that Willie picked?)   p. 6   * T – *“children built forts and pelted snowballs at roosting crows”*   p. 10   * I – Notice the clothing and what Willie’s mother is doing (knitting socks). Even inside, Willie and his mother are dressed very warm… note the dishes and furniture style.   p. 11   * I – wood burning stove and clothing styles   p. 13   * I – notice the rolling hills and farm field, cows and old-fashioned clothing * T – *“his father’s herd of ten cows”*   p. 15   * I – notice the tools next to the doorway of the shed – lantern, pitchfork, bucket   p. 16 -17   * I – horse pulling a sleigh… * T – *“farmers sat by the fire or rode to town with horse and sleigh”*   p. 21   * I – farmer’s clothing (hat, suspenders)   p. 22 -23   * I – notice the clothing and hairstyles of Willie and the neighbors   p. 24   * T – *“little farmer”* (What does “little” refer to?)   p. 28 – 29   * T – *“center of town”, “farmer-scientists”* * I – town center with monument, surrounded by house   Teacher may also consider having present day realia: buckets, rake, microscope to compare with Willie’s tools and equipment. | Student will look for clues about the location and time period and will gain some context and background about the setting of the story before they dive into examining the parts of the book more carefully.  As you go back through the book to examine setting, engage students in conversation about the things they notice. |
| **THIRD READING:**  This read will include the main text and the sidebar text. Read the main text on each spread first, followed by the sidebar text. Draw attention to which portion you are reading so students know where the information is coming from.  Vocabulary is bolded throughout these teacher notes. You may wish to highlight on each page. This reading may be spread over two sessions.  p. 1:   * **Lantern** (make reference to the illustration)   p. 2 – 3:   * **Snowbelt -** Willie lived in a part of the United States that gets A LOT of snow each year! 120 inches is as tall as our classroom ceiling! * How did Willie feel about living in Vermont?   p. 4 – 5:   * Text says Willie could *“****net*** *butterflies.”* What does it mean to “**net**” something? * Show me how you would “net” a butterfly. Could you “net” a fish? What would that look like? * Why couldn’t Willie save the snowflakes to show his family? * Willie read his mother’s **encyclopedias**. (Provide a quick definition). What are encyclopedias? Why do you think Willie read all of his mother’s encyclopedias?   p.  6 – 7   * **Microscopes** are tools that help us look at very tiny things. They look much bigger when we look through a microscope. Why did Willie want and need to use a microscope? * What were the other children doing on snowy days? * What was Willie doing?     p. 8 – 9   * When reading these pages, make sure that you insert a kid-friendly definition of **intricate**(complicated, not simple) and **masterpiece of design** (work of art) to make sure students understand the text. Take time to look at the illustrations and discuss what the **branches** of the crystals are. Compare this use of the word to the **branches** of a tree. * Why did Willie draw so many snowflakes? How do you know?   p. 10 – 11   * **photograph** - briefly describe a photograph * Why did Willie want the camera?   p. 14 – 15   * **lens, experiment, etching** – vocabulary to briefly define in context * Was learning to photograph snowflakes an easy thing?     p. 16 – 17   * Why did the neighbors laugh? What did they mean by “snow is as common as dirt?”   p. 18 – 19   * **speck, molecules, quantities, evaporate, dozen –** provide quick definitions, if needed * Was Willie’s work with snowflakes easy? How do you know? * What was Willie’s response to the difficulties he faced?   p. 20 – 21   * **dew-covered** – quickly define in context * What other things, besides snow, did he photograph up close? * According to the text and illustration on page 21, what is Willie doing?   p. 22 – 23   * **slide shows, inspire** - quickly define in context * How did professors and artists use Willie’s work?   p. 24 – 25   * **published, scholars, skywatchers, experts** – quickly define in context * How did scholars, professors, and skywatchers feel about Willie’s work? Did they think it was foolishness? * Willie was the “world’s expert on snow”. He came to be known as ‘the Snowflake Man’. What do you think it means to be an expert? How was Willie an expert? * Did Willie make a lot of money doing his life’s work?   p. 28 – 29   * **plaque, monument, delicate, authority, technique, reveal, hexagonal, infinite** – briefly define these words in context * Spend some time during the reading of this page inserting kid-friendly language for key words. Consider posting a paper “Plaque” with kid-friendly version of the text. | * Willie was happy living in Vermont and his happiest days were snowstorm days. He loved the beautiful snow. * To catch it *with* a net. The illustration on the page shows Willie carrying a net over his shoulder and holding butterflies. * Have students use their bodies to act out these actions. * The snowflakes melted too fast. * He read them because he was curious and always wanted to learn more. He didn’t go to school, but he could learn on his own. * Willie wanted to use a microscope to see small things more closely, such as snowflakes. * Building snow forts, throwing snowballs (point out that “**pelting”** means to throw at something). * Looking at flowers, raindrops, **crystals**, and blades of grass under the microscope. He was studying weather and wet things (**moisture).** He was doing things that scientists do: experiments, studying, noticing, and keeping records. * He wanted to capture a memory of each snowflake, because each one was different and because they were so beautiful. The only way he could do that was to draw them. * He wanted to have an easier way to capture the beauty of snowflakes, better than just drawing them. * No. Willie’s first pictures were failures; he made many mistakes; there were no good pictures the first winter; he finally figured it out during the second winter. (It took two years to learn to photograph snowflakes!) * Dirt is everywhere, and snow was everywhere. They did not understand why Willie would study something that was everywhere. (They could not see snow up close like Willie could.) * No, he encountered many problems (jumbled crystals; shed too warm; breathing; moving muscles; working too slow; not enough snow; wrong temperatures; the wind). Some winters he got very few pictures. * He did not give up. He did it over and over again. * He also took photographs of spider webs, insects, and flowers. * Willie is gently tying a grasshopper to a blade of grass so he can take a photograph the next morning with the dew and the sunrise on the grasshopper. * Professors collected them to use in the universities. Artists used them to inspire (give them ideas) their work. * They thought he was doing important work. We know they felt it was important because they listened to his speeches and raised money for his work. They understood how important it was to allow all people to study snowflakes up close. * An expert is someone who knows more about something than anyone else. Willie knew more about photographing snowflakes than anyone else. “Even today, those who want to learn about snow crystals begin with Wilson Bentley’s book, *Snow Crystals*.” * No. He made much less than he spent on his work. He spent $15,000 and only made $4,000 on his book sales. * “kid-friendly version” - *Jericho’s world famous snowflake expert. For fifty years, Wilson A. Bentley, a simple farmer, figured out a way to use microphotography to show the world the beauty and secrets of the snowflake – its six-sided, hexagon shape and its never-ending lovely designs.* |
| **THIRD READING:**  A *timeline* is a representation of important events in the order in which they occurred**.** Use these guiding questions to work with students to develop a *timeline* of the life of Wilson Bentley.  List 5-8 significant events in the life of Wilson Bentley. Write each event on a large index card. Have students assist you in putting the events in order. Work together and model for students how to use the text to know the order of the events. Place the events on a timeline on a piece of butcher paper. There is a template for replicating the timeline individually for students to have in hand.   * *p. 2* – In what year was Snowflake Bentley born? * *p. 6* – As a boy, what important gift did Snowflake Bentley receive? * *p. 8* – During his childhood, what did Snowflake Bentley do that showed his interest in snowflakes? * *p. 11* – As a teenager, how did Snowflake Bentley continue to pursue his hobby? * *p. 15* – *18* – As an adult, how does Snowflake Bentley continue to show his passion for snowflakes? * *p. 19* – What activities in his adult life describe how Snowflake Bentley made snowflakes his life’s work? * *p. 24* – What is the important event that happens near the end of Snowflake Bentley’s life? * *p. 26* – How old is Snowflake Bentley when he dies? Can you figure out what year Snowflake Bentley died? | * *p. 2* – Wilson Bentley was born on a farm in Vermont Feb. 9, 1865. * *p. 6* – As a boy, he used a microscope his mother gave him to study nature, especially snow. * *p. 8* – He learned all about snowflakes by studying and drawing them.      * *p. 11* – Age 17, he got a camera that could photograph snowflakes. * *p. 15* – *18* – Willie continues to improve his pictures and learn more about snowflakes. * *p. 19* – At age 63, Willie is still taking pictures of snowflakes and is sharing his work with the world. *(Do the math:1928-1865=63)* * *p. 24* – The “Snowflake Man” publishes his book “Snow Crystals” at age 66. * *p. 26* – Wilson Bentley dies two months later. |
| **FOURTH READING:**  The 4th read will focus on reading specific pages relating to Bentley’s characteristics as a farmer-scientist (curiosity, persistence, expert knowledge, goal setting). Help students begin to pull out the details that identify Bentley as a scientist, and to help them build understanding about what scientists do, and what they are like.  As you are reading and utilizing the questions, create an anchor chart for the class with characteristics of Willie on the right-hand side and evidence on the left-had side. The characteristics noted are found in **bold**, but students may find additional characteristics and evidence.  p. 17 *“While other farmers sat by the fire or rode to town with horse and sleigh, Willie studied snowstorms.”*   * Willie chose to spend hours, days, months, and years to go out into the freezing weather to take photographs. What does this tell us about Willie?   p. 28 *“For fifty years Wilson A. Bentley, a simple farmer developed his technique of micro-photography to reveal to the world the grandeur and mystery of the snowflake...”*   * Every winter for 50 years, Willie photographed and studied snowflakes. Find evidence in the text that would explain why Snowflake Bentley would take photos of snowflakes for 50 years.   p. 28 *“Forty years after Wilson Bentley’s death, children in his village worked to set up a museum in honor of the farmer-scientist.”*   * Find sentences in the text that would explain why the children wanted to honor Wilson Bentley.   p. 30 *“The average dairy farmer gets up at dawn because he has to go to work in the cow yard. I get up at dawn, too. But it is because I want to find some leaf, hung with dew; or a spider web which the dew has made into the most delicate ropes of pearls . . . I take my camera with me, get down on my knees in the wet grass, and photograph these exquisite bits of nature. Because I do this I can show these lovely things to people who never would have seen them without my help. They will get their daily quart of milk, all right. Other farmers will attend to that. But I think I am giving them something which is just as important.”*  W.A. Bentley   * What do most farmers do when they work on the farm? * What does Willie Bentley do when he “gets up at dawn”? * “Exquisite” describes something that is beautiful, fragile or of the highest quality. What might “exquisite bits of nature” mean? * Other farmers will make certain that milk is produced. Wilson Bentley says what he is doing is “just as important”. What did Snowflake Bentley do that was important? | * Willie was very interested in studying snowflakes. Although his father and neighbors considered him foolish, he continued to try new ways to photograph snowflakes. This demonstrates **persistence, never giving up.** * Willie did not study snowflakes to earn money. He “loved the beauty of nature” and considered his photographs to be a “gift to the world”. His **curiosity** led to expert knowledge. * “Neighbors and strangers have come to know of the icy wonders that land on their own mittens - thanks to Snowflake Bentley.” Scientists find ways to explain the world to others. * Other farmers care for animals (“in the cow yard”) by feeding, providing shelter and milking cows. Students may also respond with answers about growing food. * Willie Bentley gets up at dawn to be able to capture the beauty of nature covered in dew. * The text mentions, “some leaf, hung with dew; or a spider web which the dew had made into the most delicate ropes of pearls”. These bits of nature are the everyday objects, which, unless we take the time to appreciate, are frequently overlooked. * Snowflake Bentley set a goal to learn as much as possible about the smallest and fleeting details of nature. He demonstrated the value of using trial and error to reach his goal. He was a model of **curiosity and persistence**. Scientists often fail many times when they are learning new things or trying to understand the world with experiments. |

FINAL DAY WITH THE BOOK - Culminating Task

* The final activity for this book will be linked to the companion book, *The Secret Life of a Snowflake.* Please reference that lesson plan for a final activity that allows students to compare a scientist of long ago with a scientist of today.
* If you have not read *The Secret Life of a Snowflake*, invite students to respond to these questions in writing:
  + What characteristics of snowflakes inspired William Bentley to spend his life studying snow?
  + What are the characteristics of William Bentley that made him a successful scientist?

SAMPLE RESPONSE:

William Bentley is fascinated by snow and spent his life studying snow. William Bentley found many things in nature to be beautiful—from grasshoppers to butterflies and snow. However, he was the most interested in snow, because each snowflake was unique. Once he started studying snow, he began learning many things about snow and snowflakes. He learned that snowflakes were crystals and had branches. He learned and loved the unique and intricate designs of each snowflake.

In this book, we also learn about the characteristics of William Bentley that made him such a successful scientist. We know that William Bentley is purposeful, because he has focused just on snowflakes. He knew what he wanted to study and he dedicated himself to that purpose. On pages 14-15, we learn that it took William Bentley 2 years to get a perfect picture. We know he is persistent, because he didn’t give up after just a few days or even months. He is curious like a good scientist too! He kept looking for ways to preserve the memory of snowflakes until he finally got his microscope camera. Lastly, we know he is passionate because of how much he loves snow. We also know he is passionate, because he spent $15,000 to share his pictures in a book and only made $4,000. He was very dedicated to helping others see the beauty of snow!

If you have read both *The Secret Life of a Snowflake* and *Snowflake Bentley*, ask students to respond to these questions in writing:

* What are the characteristics of a scientist? How are the characters in our two books the same? How are they different?
  + Provide a Venn Diagram graphic organizer for this task to students.
  + From the Venn Diagram, construct a compare-contrast paragraph about Bentley and Libbrecht (see below). Teacher may choose to use this as a modeled, shared, guided, or independent writing.

SAMPLE RESPONSE:

We read two books about scientists who studied snow. In *The Secret Life of a Snowflake,* we learn about Kenneth Libbrecht, who is alive today and studying snow. In *Snowflake Bentley,* we learn about William Bentley, who lived a long time ago, but also studied snow. Even though Kenneth Libbrecht and William Bentley lived a long time apart, they both are similar. Both men showed the characteristics of scientists in their work. They were both curious. They explored lots of snowflakes and looked for better instruments (like microscope cameras) to learn about snow. Both men were also persistent. To take good pictures of snowflakes, they had to take thousands of pictures of snowflakes. This helped them learn about snow. They were also both purposeful and passionate as they focused all of their lives and energy on snow.



Vocabulary

|  |  |
| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students ) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Pages 1, 23- **lantern**- a lamp you carry with a clear outside to protect the flame  Page 2- **snowbelt-** an area of land that has lots of snow (more than areas around it)  Page 4- **net**- to catch something with a net  Page 5- **encyclopedias**- a set of reference books that have information on many subjects  Page 14- **lens-** a piece of glass through which light passes to create a photo  Page 15- **etching-** cutting or carving a design  Page 18- **quantities**- amounts  Page 19- **dozen-** twelve  Page 20- **dew-covered-** a cold surface with tiny drops of water on it  Page 24- **published-** printed  Page 24- **scholars-** people who study specific topics  Page 24- **expert-** a person who knows a lot about a topic  Page 28- **plaque-** a special sign often used to remember a person or event  Page 28- **monument-** a statute or building to remember a person or event  Page 28- **delicate-** easily broken, fragile  Page 28- **authority-** a person who knows a lot about a topic and makes decisions about that topic  Page 28- **technique-** a way of doing something  Page 28- **reveal-** to show  Page 28- **hexagonal-** a 6 sided closed shape  Page 28- **infinite-** an endless amount | Pages 6, 10, 12- **microscope**- an instrument that makes very small objects look much larger; an instrument that magnifies an object  Pages 6, 8 – 9, 15, 18 – 19, 22, 24, 28- **crystals**- a small piece of ice that has many sides  Pages 7, 14- **experiment**- taking steps to make a discovery or explore a subject  Pages 7, 18- **moisture**- small amount of liquid (like water) that makes something wet  Pages 8, 28- **designs**- the way items are placed or arranged; the way they look  Pages 8, 18- **branches** - an offshoot of a main part; one of the 3 or 6 offshoots from the center of a snowflake  Page 10, 14 – 16, 19, 23 – 25- **photograph(s)-** an image or picture made using a camera  Page 12- **magnify** - to make something look larger than it is  Page 23- **inspire-** to help someone want to do something |

**Third Reading - Graphic Organizers**

**Template for Timeline Events**

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**Events are written in the table above. Table is then cut apart and events are chronologically placed along a line.**



Extension learning activities for this book and other useful resources

* Real photographs of Bentley
  + <http://www.snowflakebentley.com/bio.htm>
* Images of Snowflake Bentley’s original photographs can be found here. Have students look at the pictures and draw conclusions about the similarities and differences between the photographs and the snowflakes.
  + <http://ngm.nationalgeographic.com/2011/02/snowflakes/1923-snowflakes-photography>
* Award-winning snowflake images by Marion Owen, an Alaskan version of Snowflake Bentley who lives on Kodiak Island.
  + <http://www.marionowenphotography.com>
* View and discuss historical photographs of period life in 1800’s Vermont to build background knowledge of the setting. *Note: This is particularly supportive of English Language Learners.*
  + <http://vermonthistory.org/explorer/pictures/photographs>
  + <http://www.loc.gov/pictures/resource/nclc.00309/?co=nclc>
* Make snowflakes from tissue paper and laminate. Hang in windows and discuss the uniqueness and beauty of their work.
* Have students use magnifying glasses or jeweler’s loupes to examine nature up close and draw what they observe. Allow them to experience the detailed work and care needed to translate what they see into a picture that can be seen by others. Publish drawings in a book to emulate what Bentley did.
* Provide other books for students to look at that show small things magnified.
* If possible allow students to look through a microscope at small objects to see how microscopes work.

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.



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1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

A message of perseverance and dedication is told through the life of Snowflake Bentley.  The theme is clear but not explicit for young students.  As the biography unfolds, readers will come to understand the characteristics that made Bentley a scientist include curiosity, persistence, expert knowledge, and goal setting.



Chronological narrative component is clear with side bars adding detailed supporting facts with specific detailed supporting facts with specific vocabulary. Rich illustrations add meaning and depth to the text.

Largely explicit and easy to understand in narrative form; contemporary vocabulary, sidebar sentence structure includes longer, complex sentences. Expository text is more complex with more academic and Tier 3 vocabulary (moisture, dew, microscope, photography).

Exploration of a single theme; some references to other text; life in the 1800s. Biography genre characteristics; vocabulary and scientific knowledge.

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

There is challenging vocabulary.

The text is organized as a narrative biography with sidebar additional text.

The concept of time – snowflakes disappear quickly, study over lifetime, setting in 1800’s.

* During the first read, the narrative text only will be read.
* The second read will focus on living in a rural setting during the 1800’s.
* The third read will include the narrative text and the explanatory sidebar text.  Key vocabulary will be discussed.
* During the 4th read of the text, a timeline of Bentley’s life will be created, including his scientific activities.
* The 5th read will focus on reading specific pages relating to Bentley’s characteristics as a farmer-scientist.

How will this text help my students build knowledge about the world?

* Understanding of biographical structure; understanding of science of snow
* The concept of what it means to be a scientist and passion for one’s interest; lifetime study may become legacy.

1. **Grade level**

What grade does this book best belong in? 2nd grade

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