

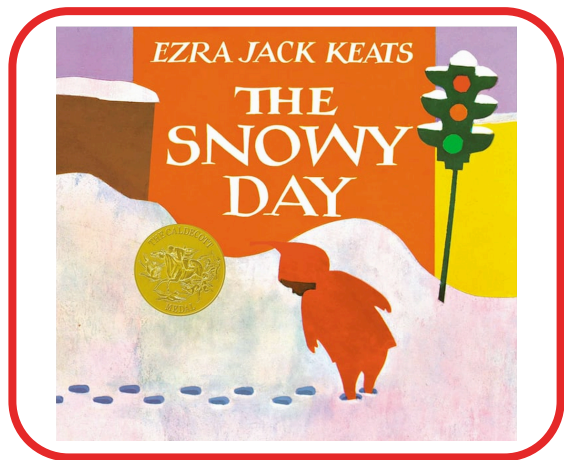


The Snowy Day: Activity Guide



Read for the Record 2010: The Snowy Day

On October 7, 2010, millions of readers around the world joined Jumpstart's fifth annual Read for the Record to share Ezra Jack Keats' beloved tale of young Peter, who discovers wonder in freshly fallen snow. Published in 1962 and winner of the prestigious Caldecott Medal, *The Snowy Day* was groundbreaking as one of the first picture books to feature a Black protagonist, opening doors for representation in children's literature.



Welcome & Warm Up

Welcome & Warm Up (10 Minutes): Get ready for fun! Provide props in the play area that tie to the story—snowflakes, snowballs (soft plush or cotton), mittens, pine cones, and winter animal figures like penguins or polar bears.

Reading Tips from Jumpstart: Bring the story to life! You want to move at a good pace and avoid pausing on every page, but here are some suggestions for things you can say and do during reading to make it more engaging. You can use these during one-on-one reading, too!

Pictures Tell Stories:

Use the illustrations to talk about what you see, why characters act the way they do, and how they feel.

What's that Word?

When you come across new words, explain what they mean using simple language that kids can understand. (See "New Words" section).

Make it a conversation!

Listen carefully and let children do the talking.





Story Time

Story Time (10 Minutes): Who doesn't love story time? Gather the children around in a circle to read this week's book. Find a spot where all the children can sit together comfortably.

Prep & Set up:

- **Practice First.** Read the book a few times before reading it to your playgroup. Practice using different voices and intonation to engage children in the story. Review New Words so you can effectively highlight them while you read.
- Can you see me? Invite children to sit in a horseshoe facing you so that they can each see you. Ask parents to sit behind their child. Hold the book so children can see the illustrations as you read.
- Enjoyment is the aim! It is likely the first time children will hear this story. Read at a comfortable pace, read with expression, and pause to comment on illustrations or introduce a new word. Don't worry about getting through the book efficiently; the goal is enjoyment.

New Words for *The Snowy Day* by Ezra Jack Keats

(Child-friendly definitions to explain new words to children)

- **Track:** a mark left by people or animals
- **Snowsuit:** heavy jacket
- **Adventure:** an exciting journey
- **Firm:** press hard
- **Melted:** to become liquid

Act it out! There are also words that can be demonstrated by action or with your voice to help children understand their meaning – jerk, snorted, bellowed, and sigh are just a few.



During the story:

- Begin reading the story right away.
- Read the story expressively to draw children in.
- Make comments to help children understand tone, events, and characters.
- Define the vocabulary words after reading each word in the story.
- Listen for children's comments or questions and respond briefly to confirm or clarify.
- Provide information to extend children's understanding.
- Use a felt board and add to the board the different items the caterpillar eats.





Activity #1: Snowy Scene Collage

Overview: Ezra Jack Keats illustrated *The Snowy Day* using a collage technique. Children have the opportunity to make their own collages, including 3-dimensional snow people, using a similar method as the author and illustrator.

Preparation: Medium

Materials

- Paper
- Colorful tissue paper (cut into strips and small pieces)
- Plenty of white tissue paper (cut into strips and small pieces)
- White cotton balls
- Glue
- Small cups (for glue)
- Paintbrushes (for glue)
- Markers or pencils
- White chalk
- Multiple copies of *The Snowy Day*

Preparation

- Cut tissue paper in to small shapes and strips
- Arrange all materials on a table or flat working surface

This activity works best with an individual child, a small group or classroom, the library, or activity stations at large events.

Learning Focus: Children learn to direct their own learning, take pride in their accomplishment's, and develop positive self concept when adults use specific acknowledgement to encourage children and discuss children's work.

Children learn new words such as collage and illustrator, strengthening their vocabulary.

Creating pictures related to the story help children develop reading comprehension skills.

Activity

1. Show children the book and look at a variety of pictures.
2. Begin by asking children if they noticed anything unique or different about the pictures in the book.
3. Discuss how the pictures are made up of collages, or lots of pieces of paper put together. Highlight how the collage technique is used for snowflakes, snowballs, and snow on the ground.
4. Explain that today they will have an opportunity to create their own collage of a snowy scene.





Activity #1: Snowy Scene Collage



(Activity cont.)

5. Tell children that they can also use cotton balls to add snowballs and snow people and white chalk to draw wind and snow in their collages.
 6. Ask each child if they have a snowy scene that they would like to turn into a collage. Encourage them to look at the scenes in the book if they need ideas.
 7. Adults should model how to dab just a little glue on the paper with the paintbrush and then stick a piece of tissue paper or a cotton ball on that spot. Remind them they only need a little bit to make the tissue paper or cotton ball stick.
 8. Adult should also model how chalk can be used to draw in white on a colored paper, especially a dark piece of paper.
- Children can then create any scene they choose.
9. When they are complete they can use the pencils to label their pictures and write their name. Adults can assist younger children by writing the words for them.

Tips for Conversation

- Engage children in a conversation about their collage, by asking them to describe what is happening in their picture or other questions to prompt a dialogue.
- Provide non-judgmental comments on children's work. For example, "Look at all of the colors you are using. I see red, blue, and purple tissue paper." or "You have glued three cotton balls on top of one another. Is that a snowman?"
- Ask children why they think the illustrator used collages for pictures instead of drawings.
- Vocabulary: illustrator, collage, snow, snowflakes





Activity #2: Making Snowflakes



Overview: At the end of *The Snowy Day*, Peter looked out his window and saw new snow falling in the form of beautiful, patterned snowflakes. By folding and cutting paper, children can make their own snowflake designs.

Preparation: Medium



Materials

- Large white paper squares
- Safety scissors for children
- String or yarn (if hanging snowflakes from ceiling)
- Copy of *The Snowy Day*

Preparation

- Cut paper into squares so that all sides are the same length
- Fold paper squares in half across, then fold in half down to create a smaller square

Learning Focus: Using their imaginations and having conversations about what children imagine helps them learn to think creatively and use new words to describe their thoughts.



Activity

1. Show children the page where Peter sees snowflakes falling outside his window.
2. Explain that snowflakes are frozen water that fall from the clouds. They are like very cold, frozen raindrops.
3. Ask children what they notice about the shapes of the snowflakes they see in the book.
4. Explain that children can make their own snowflakes by cutting paper.
5. Show children the sample snowflake that an adult has already made.
6. Demonstrate for children how to create a snowflake design by cutting a folded paper square along the edges.
7. Explain to children that the paper at the point that will form the center of the snowflake shouldn't be cut. Cutting this part will make the snowflake fall apart.
8. Pass out safety scissors and begin cutting their snowflake designs. Help children with cutting as needed.
9. When children are done cutting, adults can help them unfold their snowflakes and hang snowflakes from the ceiling with string.

Tips for Conversation

- Engage children in conversation about their snowflakes by asking them to describe how they are cutting and what shaped that are using in their designs.
- When children unfold their snowflakes, point out shapes that you see and things you imagine them to be. For example, "This hole in the snowflake looks like a hat. I wonder what else we might find in this snowflake if we use our imaginations." Invite children to share their ideas.
- Vocabulary: snowflakes, frozen, fold, edges, design





Color Your Own Snowman

