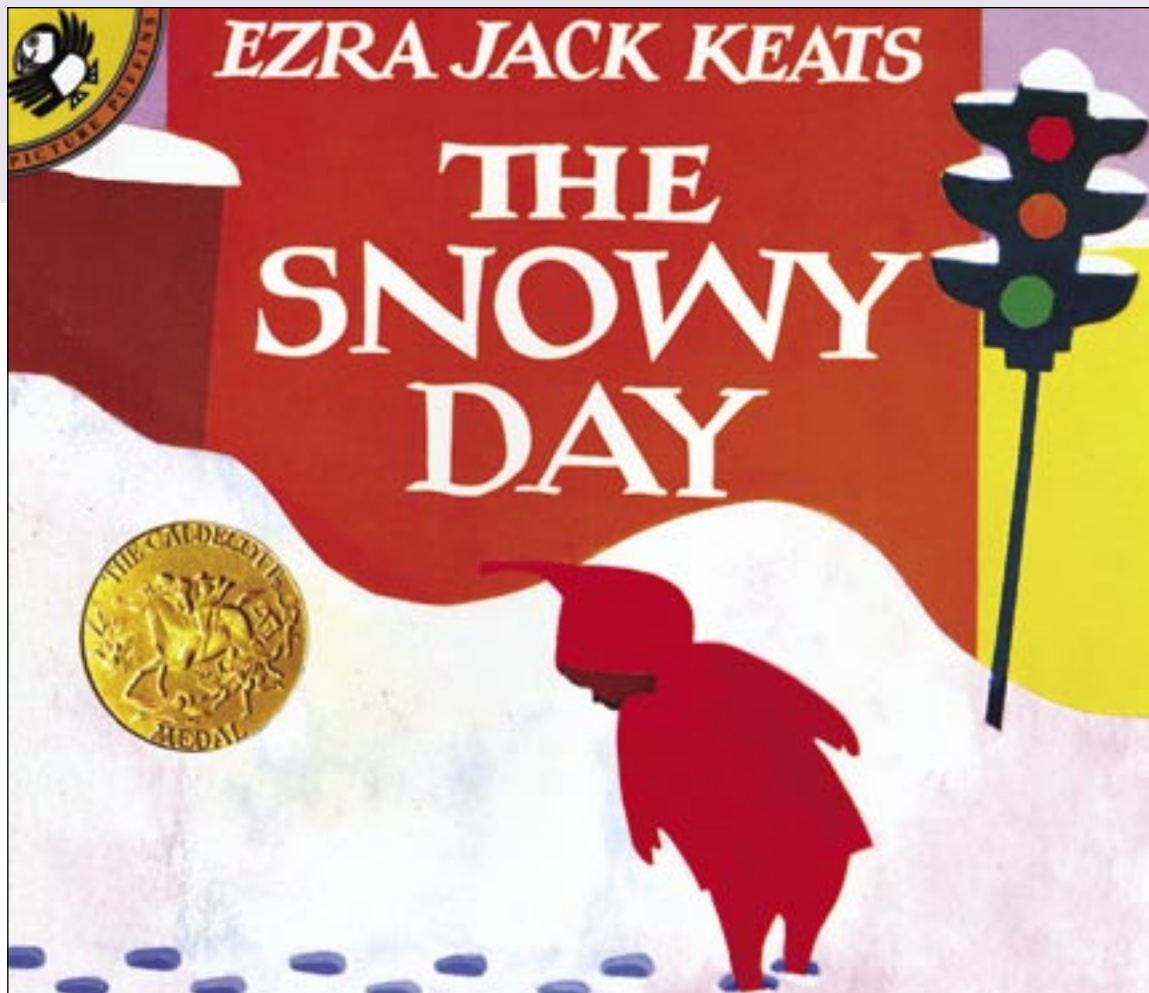


The Snowy Day

By Ezra Jack Keats

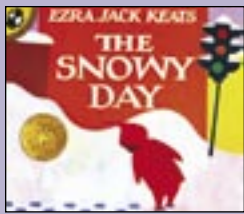
Peter enjoys adventures in the newly fallen snow—making tracks, snow angels and a snowman, and sliding down the slippery hills.



First Reading

Before you read this story, **set the stage** for enjoying the book with an introduction. Here are some ideas or you could make up your own.

“Look at the cover of this book. Can you tell me what kind of a day it is? Yes, it’s a snowy day! Do you remember snow? Have you played in snow before? What was it like? Well, let’s read this book called *The Snowy Day*.”



Read It Again (and Again) and Start a Conversation

“What does Peter see out the window?

Is Peter walking in a little bit of snow, or a lot of snow? How can you tell?

What sound does the snow make when Peter walks in it?

Yes, it is ‘crunch, crunch.’ What else makes a crunching sound?

Can you walk with your toes pointing out? Pointing in?

What do you think will happen when Peter hits the tree with a stick?

Why doesn’t Peter join the big boys in their snowball fight?

Would you like to make snowballs with the big boys?

Peter climbed a big tall heaping mountain of snow and then slid down. I think heaping is a new word for us. Can you say heaping? What do you think it means? Yes, it means piled up high! Is the snow mountain in this picture piled up high? What piled up the snow that way?

What kind of adventures does Peter tell his mother about?

What is Peter thinking about in the bathtub? What do you like to do in the bathtub?

Why was Peter’s snowball gone from his pocket?

How does Peter feel about the snow when he wakes up the next day?

How do you know?

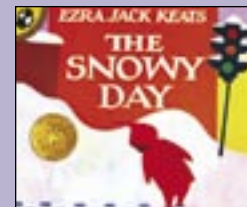
What do you think Peter will do the next day in the snow with his friend?”

Play With Language

Game: Clapping syllables

Children need to learn the different sounds that make up our language. One way to do this is to slow down and clap with each syllable of a word. Here are some action words from *The Snowy Day* that all end in “ing.” Say the word together, clapping with each syllable. Then do the action in rhythm. Walking–pointing–smacking.

Try some other action words not found in this story that can be spoken in rhythm and suggest a movement: swaying, bowing, nodding, stretching, waving and leaning.



Game: Letter “P”

Ask your child to guess what name you are going to say. Repeat the “Puh–Puh–Puh” sound for the letter “P.” If your child doesn’t understand at first, give them a hint, “It is the name of the boy in this story.” Once your child has said “Peter” (with or without your help) ask them for some other words that start with the “puh” (letter “P”) sound. After your child understands this game, invite them to take the lead and have you guess! Other “P” words in this story: path, piled, plop, pretended, picked, packed or pocket.

Rhymes

Snow on the Green Grass

Snow on the green grass.
(flutter fingers while bending to touch ground)

Snow on the tree.
(arms out like tree branches)

Snow on the rooftop,
(touch hands together overhead in roof shape)

But not on me!
(point to self)

Chubby Little Snowman

Chubby little snowman had a carrot nose.
(make fist; stick thumb between fingers)

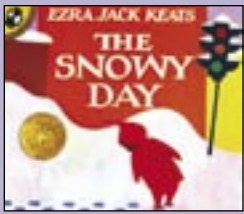
Along came a bunny, and what do you suppose?
(hold up two fingers of other hand and “hop” with hand)

That hungry little bunny, looking for some lunch
(move “bunny” fist around)

Ate that snowman’s carrot nose
(“bunny” fist moves to other fist and nibbles on thumb)

Nibble, nibble, crunch!





Other Activities to Do Together

Go for a walk in the snow.

Build a snowman. Make snow angels.

Name all the clothing items you have to wear out in the snow to keep warm. Make sure your child gets to say the words and identify each piece.

Gather the mittens from your closet and mix them all up. Let your child match them.

Make winter bird feeders by spreading peanut butter on a pinecone or stale bread.

Draw a snowman and decorate with cotton balls.

Let your child make up a story about his own snowman and write it down for him. Read the story with him over and over as you move your finger underneath each word. Make an exaggerated swoop back to the left every time you finish a line. Your child will learn to recognize that letters represent sounds written down.

More Books About Snowy Days

First Snow by Emily Arnold McCully

In the Snow: Who's Been Here? by Lindsay Barrett George

Katy and the Big Snow by Virginia Burton

Snow by Uri Shulevitz

Snow Bears by Martin Waddell

Snowballs by Lois Ehlert