



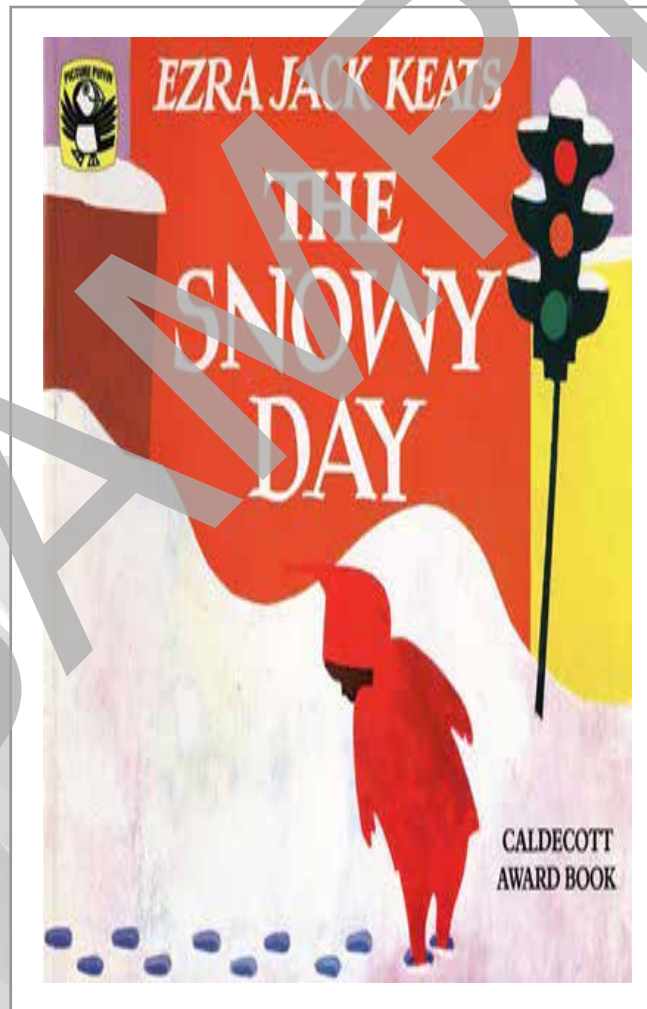
TEACHER GUIDE

GRADES K-3

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

The Snowy Day

Ezra Jack Keats



READ, WRITE, THINK, DISCUSS AND CONNECT

The Snowy Day

Ezra Jack Keats

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Brainstorming, classifying
and categorizing, comparing
and contrasting, analyzing
details, making judgments,
problem solving

Writing

Lists, sentences, short story,
poem

Vocabulary

Words in context, synonyms

Comprehension

Predicting, sequencing,
cause/effect, story mapping

Literary Elements

Character analysis, setting,
plot development

Listening/Speaking

Participation in discussions,
participation in dramatic
activities

Summary

Peter experiences the joy of a snowy day.

About the Author/Illustrator

Ezra Jack Keats was born March 11, 1916, in Brooklyn, New York, and died of a heart attack May 6, 1983 in New York City, New York. The son of Polish immigrants, he grew up in Brooklyn, and attended public school in New York City. He started drawing when he was four. As a high school student, he won a prize for one of his paintings, but was unable to accept the scholarship due to finances. He, therefore, received no formal art training. He worked as a muralist for the Works Progress Administration, and during World War II served as a camouflage expert in the U.S. Air Corps. After the war he became an instructor at the School of Visual Arts in New York City, and also did magazine, advertising, and book jacket illustrations.

His first illustrations for an author of children's books was in 1954 for E. C. Lansing's *Jubilant For Sure*. His own book, *The Snowy Day*, was published in 1962, and introduced a style of blending painting and collage in vivid colors, and marked the beginning of an era when black children were depicted in natural surroundings. He won the Caldecott Medal for this book in 1963.

He has said, "The important thing is that kids in a book have to be real; regardless of color. I don't like to emphasize the race things, because what's really important is the honesty. The essential thing is that we see each other, 'see' as perceive, understand, discover. I try to be as honest as possible, and then hope for the best."

The Caldecott Medal

The Caldecott Medal, named for Randolph Caldecott, is awarded annually by the American Library Association to the illustrator of the most distinguished American Picture Book for Children.

Randolph Caldecott, an English illustrator, was born in Chester, England, March 22, 1846. He died in St. Augustine, Florida, February 12, 1886. He had a great talent, and loved horses, dogs, and everything that belonged to the English countryside. His drawings were noted for their freshness, boldness, and gaiety. He thought long and seriously before putting pen to paper. He said, "The fewer the lines, the less error committed!"

Although Caldecott and his wife never had children of their own, he had many children as friends. It was for children that he did the work for which he will probably be longest remembered, and best loved.

Introductory Information and Activities

Note: Please be selective and use discretion when choosing the activities that you will do with this study guide. It is not intended that everything be done. A wide range has been provided, so that individuals as well as groups may benefit from your selections.

Initiating Activities

1. Snow: Make paper snowflakes out of different colors of tissue paper, and hang them around the room.

Copy a poem about the snow onto a large sheet of paper, and have it in the area where the children will gather. (Some suggestions: *Snowflakes* by Mary Mapes Dodge, *Snowflakes* by Henry W. Longfellow, *The First Snow* by James Russell Lowell, *Snow In The City* by Rachel Field, the following poem by "Unknown.")

Falling Snow

See the pretty snowflakes
Falling from the sky;
On the walk and housetop
Soft and thick they lie.

On the window ledges
On the branches bare;
Now how fast they gather,
Filling all the air.

Look into the garden,
Where the grass was green;
Covered by the snowflakes,
Not a blade is seen.

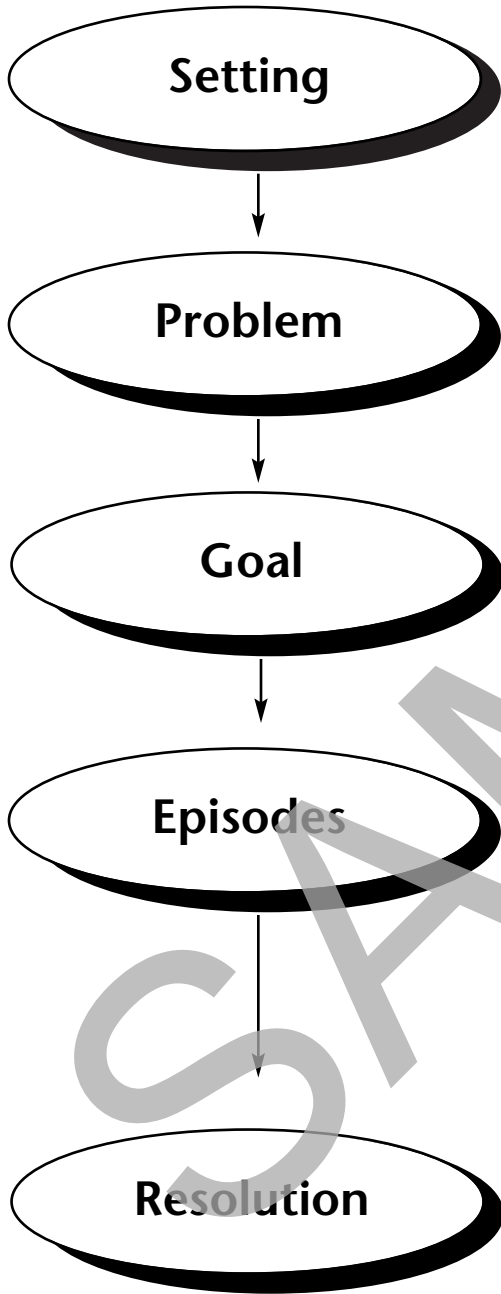
Now the bare black bushes
All look soft and white,
Every twig is laden—
What a pretty sight!

Author Unknown

After the children have gathered in a group, read a poem to them. Do a KWL about snow. (See Bulletin Board Ideas, Snow.) Fill in the appropriate sections of the bulletin board by finding out what the children KNOW about snow, and what they WOULD like to know. As the study evolves, fill in what they have LEARNED about snow. Any incorrect information listed in the K section may be crossed off as the correct information is learned.

After doing the bulletin board activity, introduce the story to the group.

Story Map



Characters _____

Time and Place _____

Problem _____

Goal _____

Beginning → Development → Outcome

Resolution _____

Pages 1 through 14 (From “One winter morning Peter woke up and looked out the window.” through “...but he knew he wasn’t old enough—not yet.”)

Vocabulary

during 2 everything 2 street 4 crunch 5
dragged 7 smacking 10 enough 14

Vocabulary Activity

Use each of the vocabulary words in a sentence. Record those suggested by the children. Compare two sentences using the same vocabulary word. Does each sentence convey the same meaning of the word? Discuss.

Discussion Questions and Activities

1. Look at the picture on page 2. It shows Peter looking out of the window. What do you imagine that Peter is thinking about? (See Post-reading Activity #1.)
2. Look at the illustration that covers pages 3 and 4. Where do you think that Peter lives? in the country? on a farm? in the city? What clues has Ezra Jack Keats given us? Do you think that this much snow will be more of a problem for the people where Peter lives than it would be where you live?
3. What kinds of tracks does Peter make in the snow? (*Pages 5-8, Peter walks with his toes pointing out, pointing in, dragging feet, and dragging feet and a stick.*) What kinds of tracks do you like to make in the snow? (See Supplementary Activities, Tracks and also Post-reading Activity #2.)
4. Why doesn't Peter join the big boys in the snowball fight? (*Page 14, Peter feels that he is not yet old enough to do so.*) Have you ever felt left out of something because you were not yet old enough? Would you like to tell us about it, and about how you felt?

Post-reading Activities

1. Make an illustration of something that Peter might see as he gazes out of the window. (Illustration on page 2.)
2. Make some bottom-of-the-shoe sponge shapes. Let the children make sponge painting tracks along a section of shelf paper. Use this to make a path between two areas in the room. Have the children measure the path with different units, such as paper clips, links, pencils, etc. Make comparisons. Does it take more or less pencils than paper clips? How many more/less?

Sponge Paint—Materials needed: newspaper, any kind of paper, sponge shapes, thick tempera paint, foil pie pans or similar containers for the paint.