



# Read Aloud: The Snowy Day

Standard Connection:  
ELA.RL.PK4.1-7,9-10  
ELA.SL.PK4.1-4, 6  
ELA.L.PK4.1. 1c.4, 6

**Enduring Understanding(s):**

- Weather can inspire artistic expression and provide opportunities for recreation.

**Essential Question(s):**

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials	Vocabulary	
<ul style="list-style-type: none"> <li>• <i>The Snow Day</i></li> <li>• vocabulary word picture cards</li> </ul>	<p><b>adventures:</b> interesting experiences</p> <p><b>dragged:</b> pulled along</p> <p><b>dream:</b> thoughts you have in your sleep</p> <p><b>footprints:</b> prints made by feet</p> <p><b>melt:</b> turn to liquid/water</p> <p><b>morning:</b> the first part of the day</p> <p><b>path:</b> a narrow space where you can walk</p>	<p><b>slid:</b> slipped along smoothly</p> <p><b>smack:</b> hit in a quick, sharp way</p> <p><b>stick:</b> small branch</p> <p><b>tomorrow:</b> the day after today</p> <p><b>tracks:</b> marks made in snow or on the ground where a person or animal has walked</p>
Books		

First Read	
<b>Preparation:</b> <i>Set up materials</i>	
<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• listen to a story read aloud</li> <li>• demonstrate increasing levels of sustained and focused engagement</li> <li>• show a steady increase in the number of words in listening vocabulary</li> <li>• develop an understanding of main events</li> </ul>	
<p>“The title of this book is <i>The Snowy Day</i>. Ezra Jack Keats is the author and the illustrator - he wrote the words and created the pictures.”</p>	<b>Show front cover.</b>
<p>“Peter lives high up in an apartment building. He sees the rooftops of buildings when he looks out the window. On this morning, he sees snow because it snowed during the night.”</p>	p. 2
<p>“There is a <b>path</b> - a narrow space that is clear for walking - on the sidewalk. This <b>path</b> is narrow because of all the snow.” “We can see Peter’s <b>footprints</b> - the <b>tracks</b> he makes with his feet in the snow.”</p>	p. 4
<p>“Here are <b>tracks</b>, lines in the snow, that Peter made. He wasn’t walking; he was <b>sliding</b> his feet through the snow. <b>Sliding</b> means he <b>dragged</b> - pulled his feet - instead of picking them up to take steps.”</p>	p. 7-8

“Peter is holding a <b>stick</b> - a small branch from a tree. He used it to make <b>tracks</b> , and now he’s going to <b>smack</b> , or hit, the tree.”	p. 9-10
“Here, Peter is making more <b>footprints</b> . He isn’t <b>dragging</b> or <b>sliding</b> his feet now. He’s picking up his feet and walking.”	pp. 11-12
“The mountain of snow made a good <b>slide</b> . A <b>slide</b> is smooth and slippery, and so is snow. Peter <b>slid</b> right down.”	pp. 17-18
“Peter wants to keep his snowball for <b>tomorrow</b> - the next day.”	p. 19
“Peter had lots of <b>adventures</b> - interesting experiences. He made <b>tracks</b> , he made a snowman and snow angels, and he climbed a snow mountain.”	p. 20
“Peter was worried that the snow <b>melted</b> - turned into water. Luckily for Peter, it was just a <b>dream</b> - a thought that he had while he was sleeping.”	pp. 25-26
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>• “Peter looked for his snowball in his pocket before he went to bed, but he couldn't find it. What happened to his snowball?”</li> <li>• “How is the story about Peter in <i>The Snowy Day</i> similar to or different from the stories about Peter in <i>A Letter to Amy</i> or <i>Peter's Chair</i>?”</li> </ul>	

## Second Read

<b>Children will:</b> <ul style="list-style-type: none"> <li>• recall some main events when asked</li> <li>• link characters’ basic emotions to their actions</li> <li>• use their own experiences to understand characters’ feelings and motivations</li> <li>• express the main idea of a story or other text in a way that shows increasing understanding</li> </ul>	
“We read this story before, so you know the title is... <i>The Snowy Day</i> .”	<b>Show cover of book, pausing for children to read title. Underline author and illustrator.</b>
“What did Peter see when he looked out the window?”	<b>pp. 1-2 Children respond.</b>
“How did Peter get ready to go outside?”	<b>pp. 3-4 Children respond.</b>
“How did Peter make these <b>tracks</b> in the snow? They look different from the <b>footprints</b> .”	<b>pp. 7-8 Children respond.</b>
“What did he do after he made <b>tracks</b> with his feet?”	<b>pp. 9-10 Children respond.</b>
“Do you think Peter liked having the snow fall on his head? Why or why not?”	<b>p. 11 Children respond.</b>
“What did Peter do instead of joining the snowball fight?”	<b>pp. 15-18 Children respond.</b>

“What did Peter do with the snow when he returned home?”	p. 19 Children respond.
“How did Peter’s socks get wet?”	p. 20 Children respond.
“Peter looked in his pocket for his snowball. What happened?”	p. 23 Children respond.
“How did Peter feel when he saw that the snow had not <b>melted</b> away? How do you know?”	p. 26 Children respond.
<p><b>Discussion Question(s):</b></p> <ul style="list-style-type: none"> <li>• “Peter put a snowball in his pocket, and it melted. Where would have been a better place for him to keep his snowball so it didn't melt?”</li> <li>• “At the end of the story, it says that Peter went outside to play in the snow with his friend. What do you think Peter and his friend played in the snow together?”</li> </ul>	

### Third Read

**Children will:**

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

**Discussion Question(s):**

- “The story says that Peter knew he wasn't old enough to join the big boys in their snowball fight. How did he know he wasn't old enough?”
- “When Peter took his bath, he thought and thought about his adventures in the snow. What do you think he was thinking about his adventures?”

### Fourth Read

**Children will:**

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

**Discussion Question(s):**

- “How are the illustrations in *The Snowy Day* similar to or different from the illustrations in *A Hat for Minerva Louise*?”
- “In *Peter’s Chair* and *A Letter to Amy*, we could see Peter's dog, Willie. We couldn't see Willie in *The Snowy Day*. Why do you think Willie wasn't in *The Snowy Day*?”