

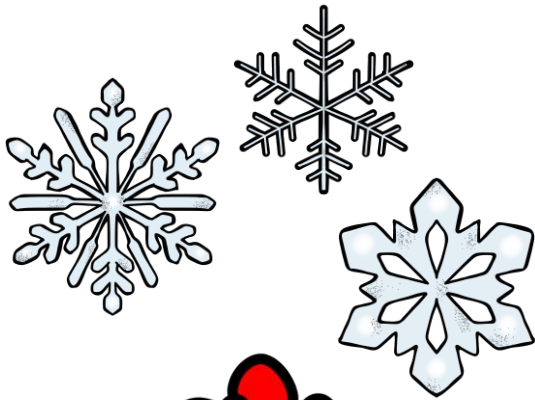
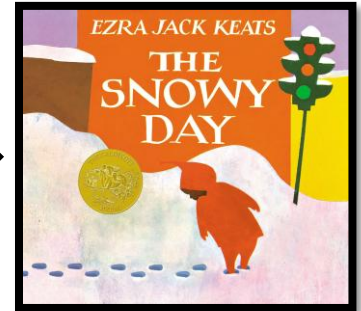
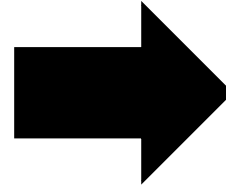
storybook  
**STEM**  
THE SNOWY DAY



CREATED BY BROOKE BROWN AND KATIE KING

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Purchase The Snowy Day  
by Ezra Jack Keats here!



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Pages 39-40: Snow Play Tools baggie labels

Pages 41-42: Snowman accessories

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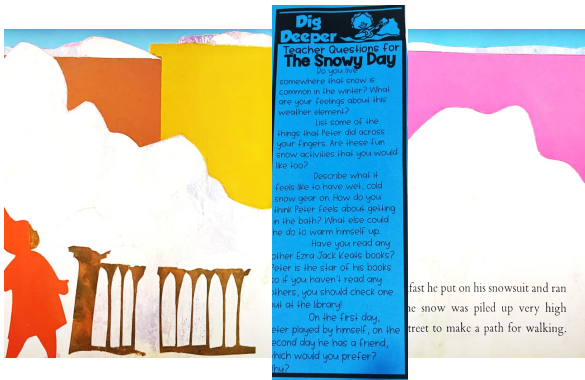
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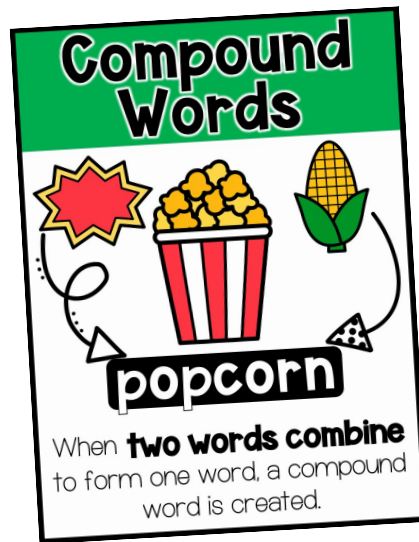


# THE SNOWY DAY



1. Read this unit's book: *The Snowy Day*. Use the comprehension bookmark to dig deep with your students before, during, and after reading. The bookmark would also be a great question guide to use with a substitute if needed! Laminate a colored copy version for multiple year usage!

2. After reading use the digital poster to talk to students about compound words. Look back through the book and make a list of the ones you find and some others the students think of.



3. Create a whole class anchor chart using printable pieces to help reiterate that compound words are two words put together to make a new word. There is a snowman cutout that can be used for the students to draw and do the same!

# THE SNOWY DAY



4. Students should complete the compound word printable and write the words to the best of their ability.

5. Use the digital poster to discuss the term Onomatopoeia. This is a tool authors use to help us get a better idea of the experiences in the book.

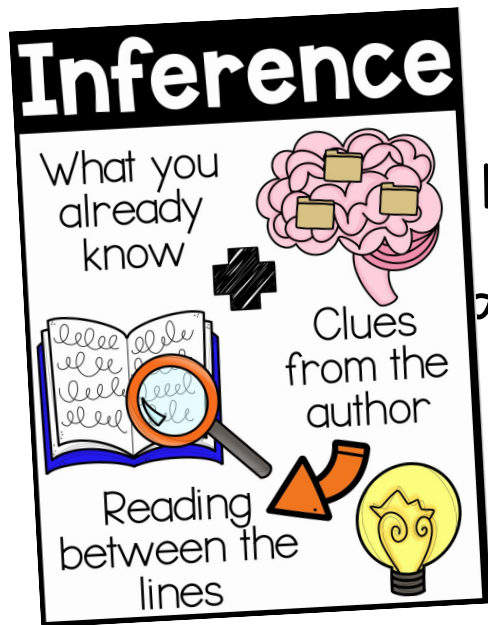
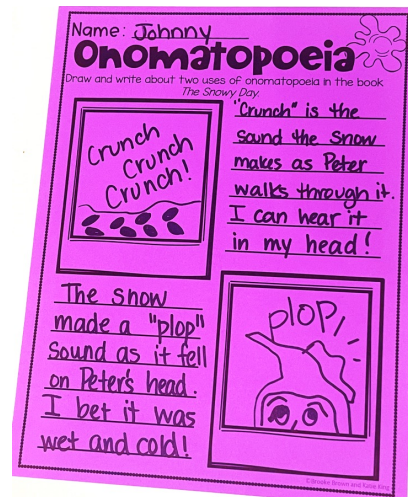


6. Make a whole class anchor chart using the photographs. As a class, come up with sentences and scenarios that use an onomatopoeia word in context. The ones on the sample are only examples!



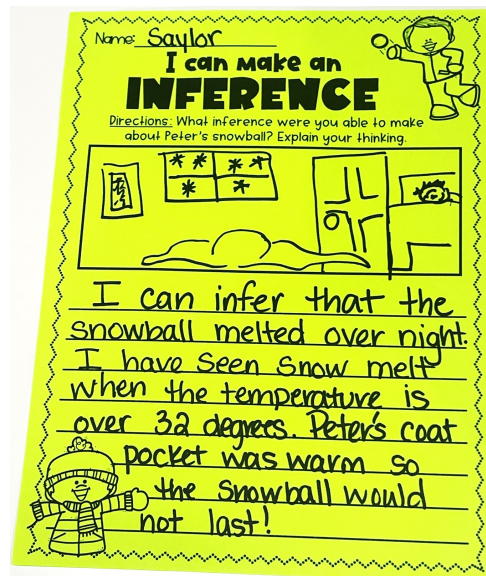
# THE SNOWY DAY

7. Students should draw and write about two examples of onomatopoeia in *The Snowy Day*. Choose a few students to share out with the class.



8. Use the digital poster to discuss inferences. Look at the page where Peter has a snowball on his head. Why do you think he decided that he wasn't old enough to play with the big boys? Talk through this as a class.

9. Students should write about the inference they can make about Peter's snowball and its disappearance.



# Dig Deeper



## Teacher Questions for The Snowy Day

Do you live

somewhere that snow is common in the winter? What are your feelings about this weather element?

List some of the things that Peter did across your fingers. Are these fun snow activities that you would like too?

Describe what it feels like to have wet, cold snow gear on. How do you think Peter feels about getting in the bath? What else could he do to warm himself up?

Have you read any other Ezra Jack Keats books? Peter is the star of his books so if you haven't read any others, you should check one out at the library!

On the first day, Peter played by himself, on the second day he has a friend? Which would you prefer? Why?

# Dig Deeper



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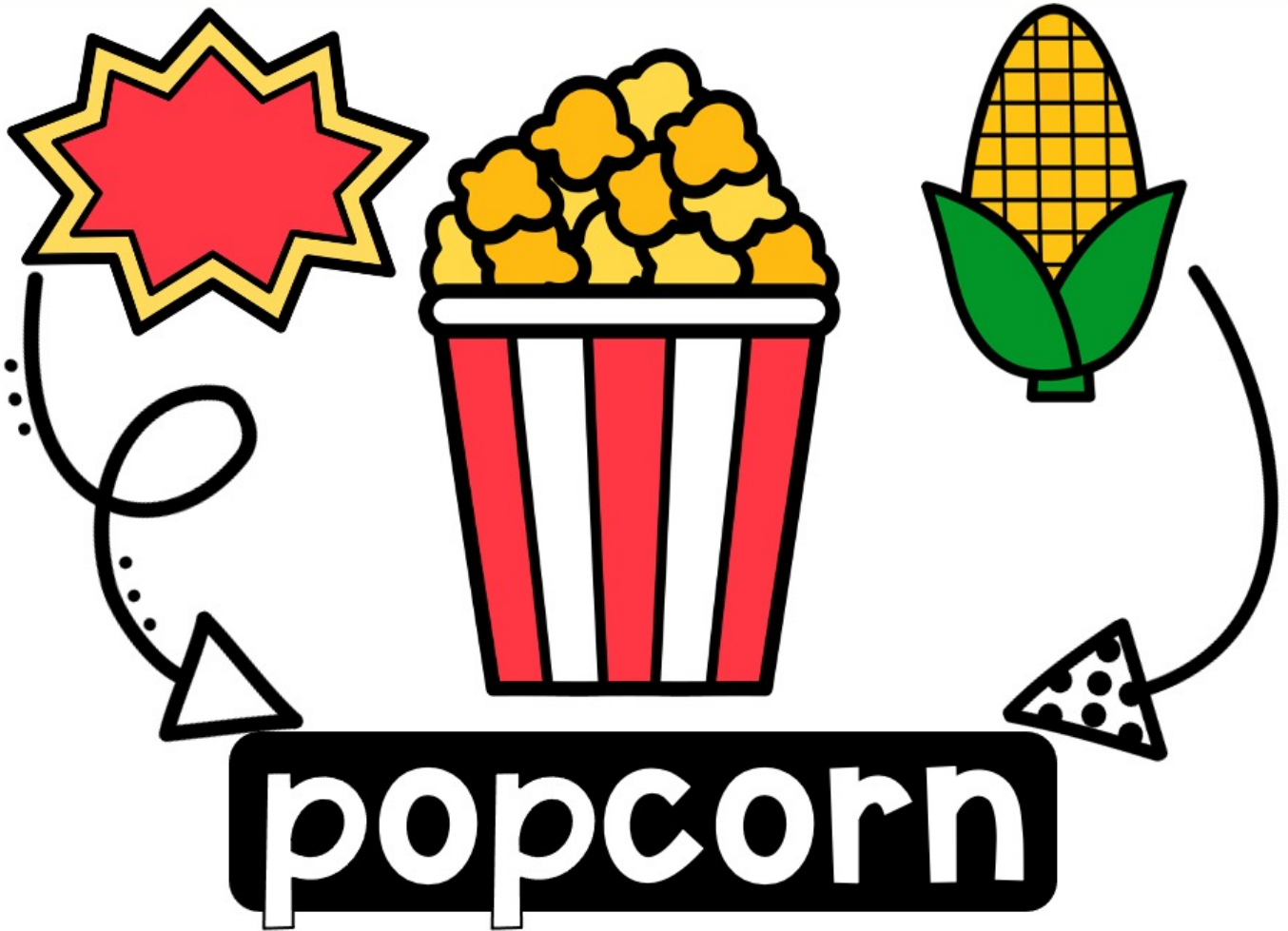
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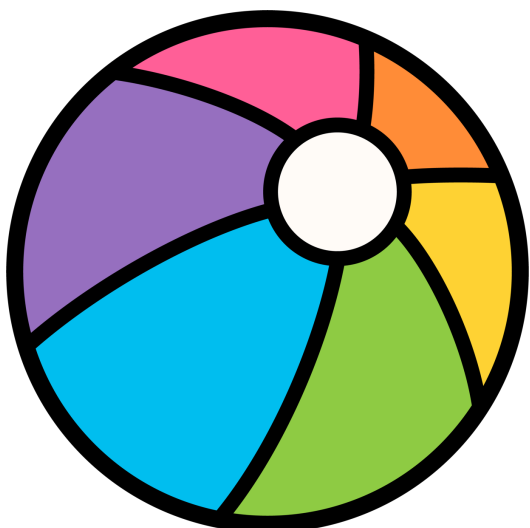
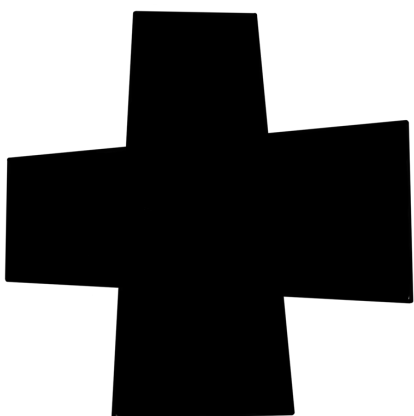
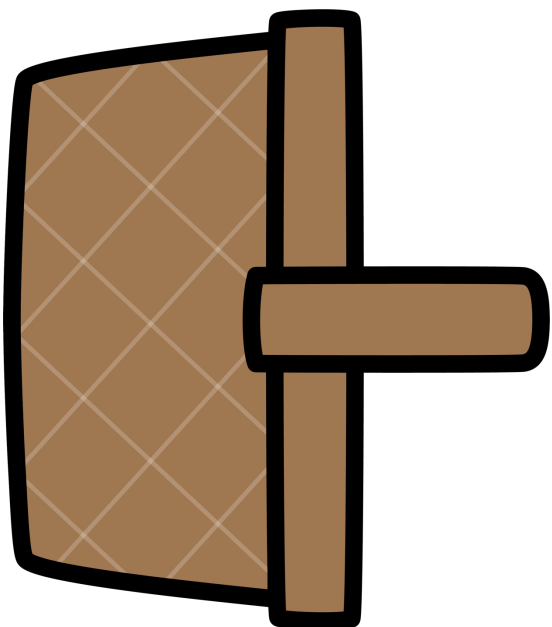
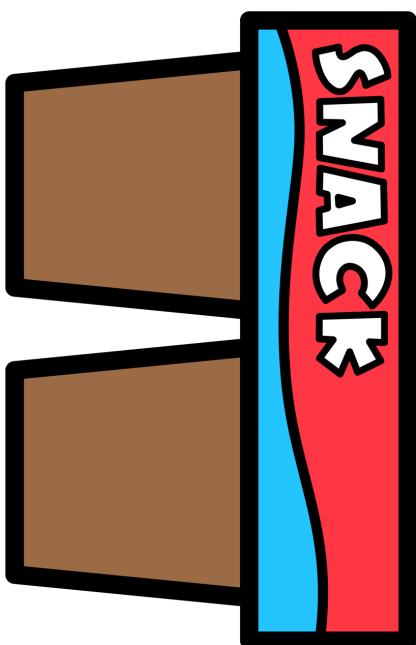
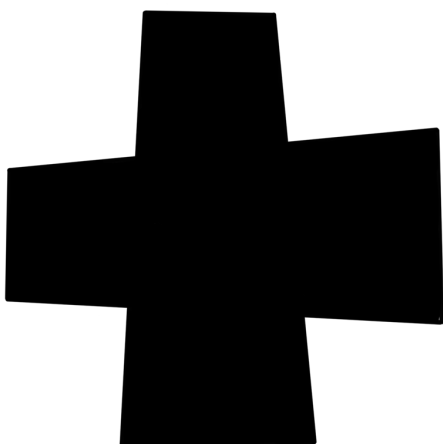
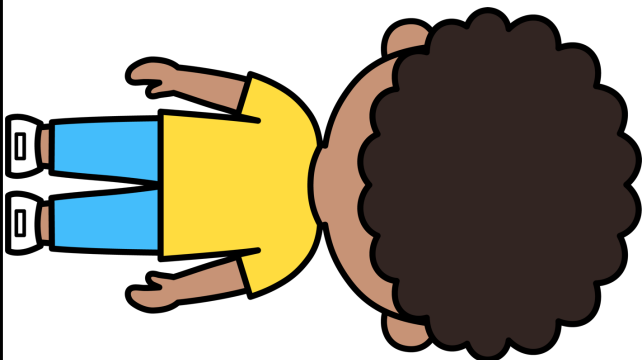
# Compound Words



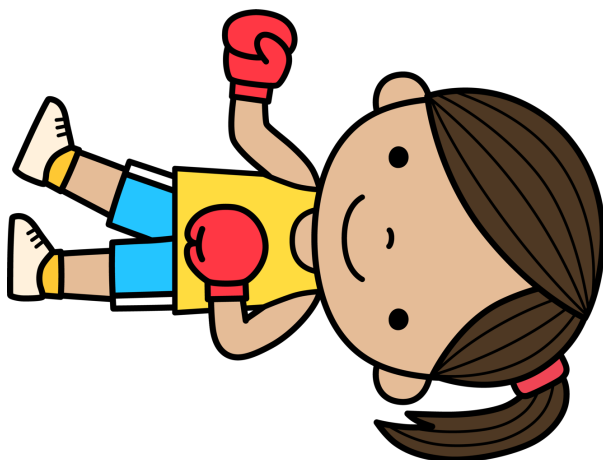
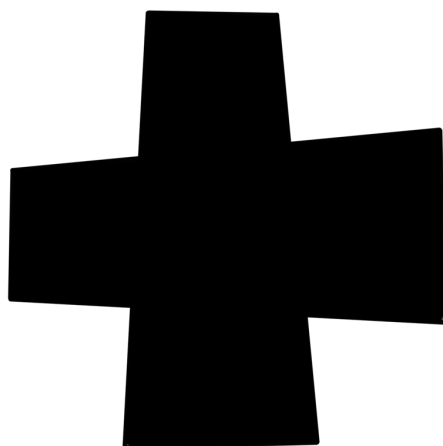
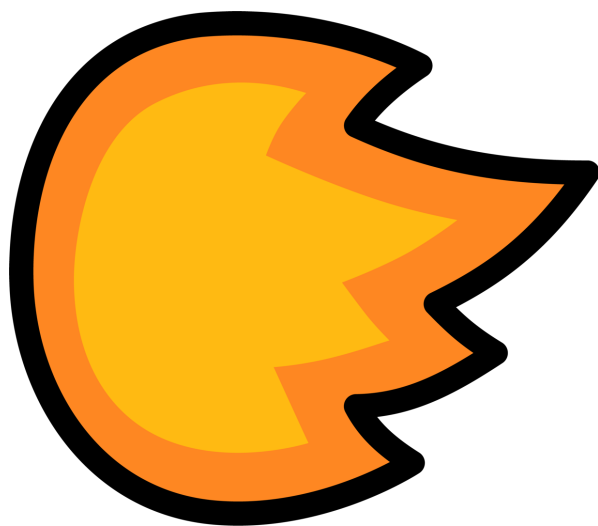
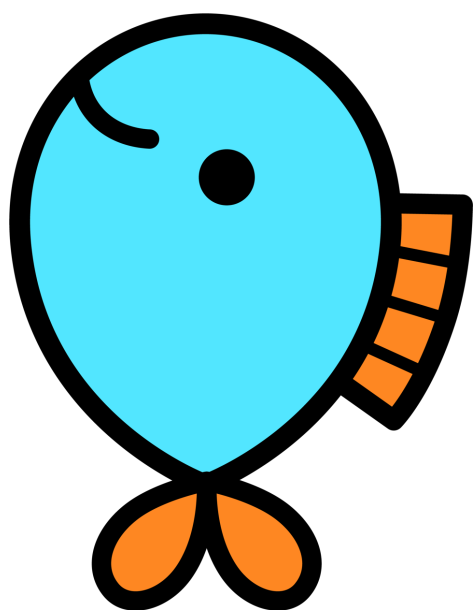
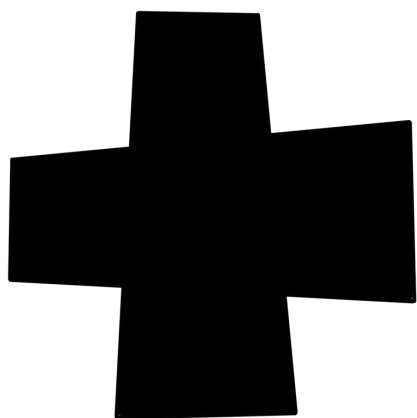
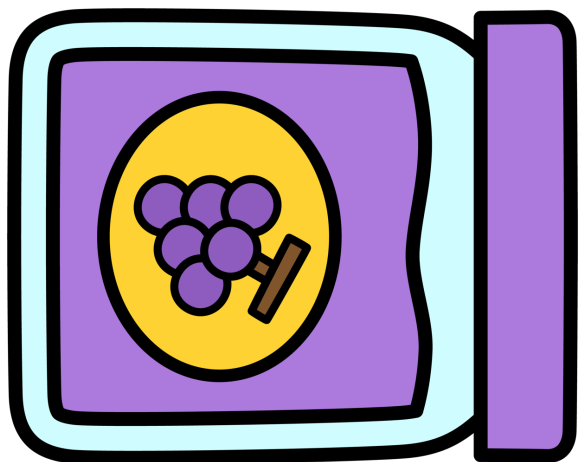
When **two words combine** to form one word, a compound word is created.

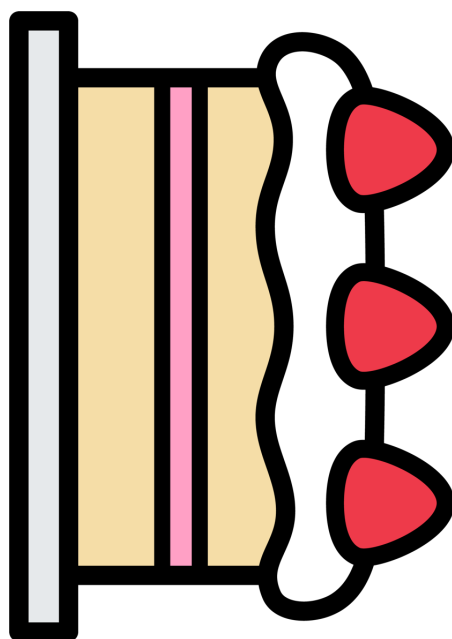
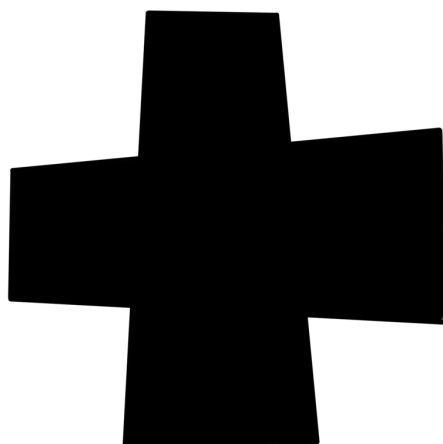
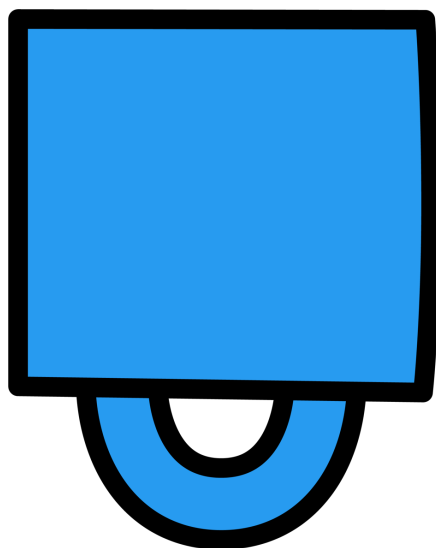
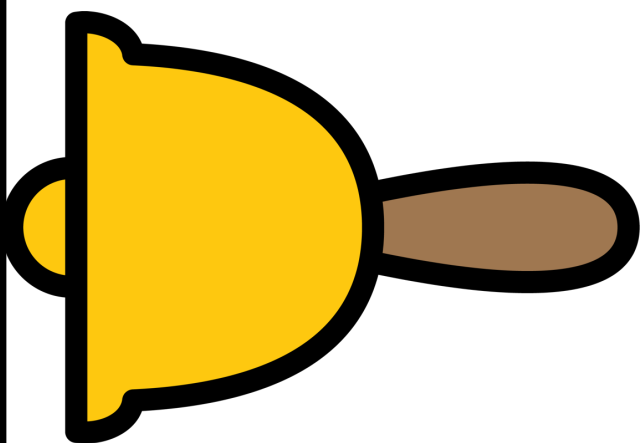
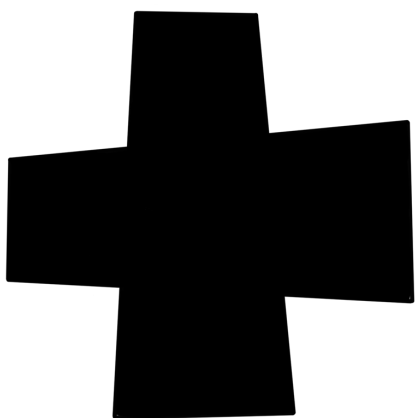
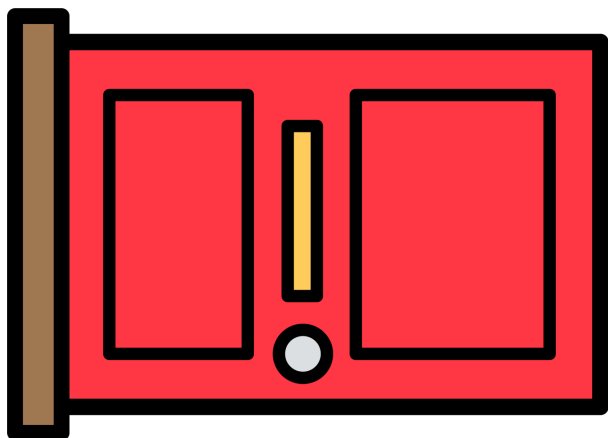
**Compound**

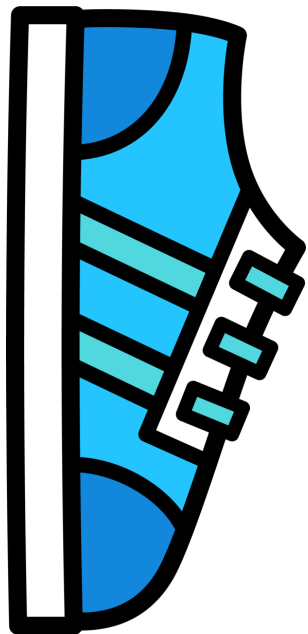
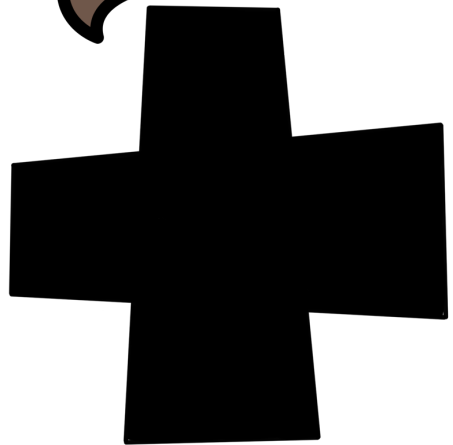
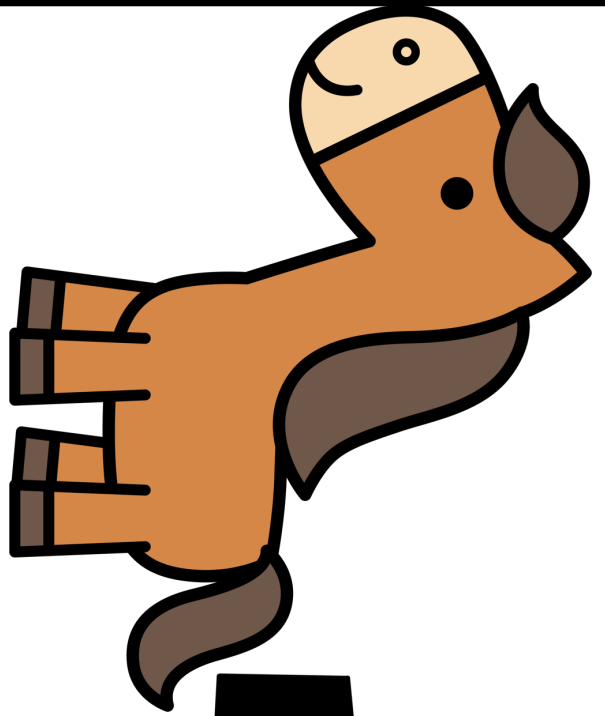
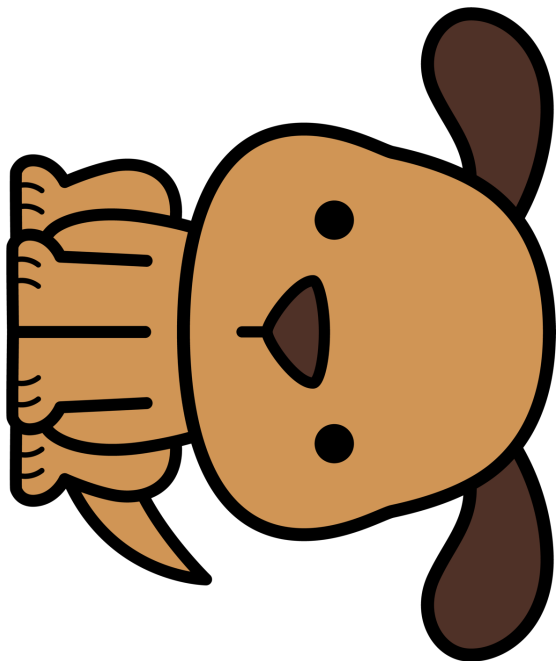
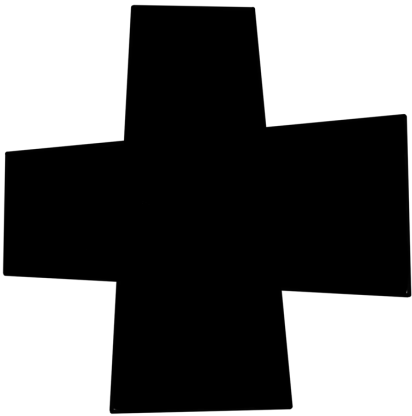
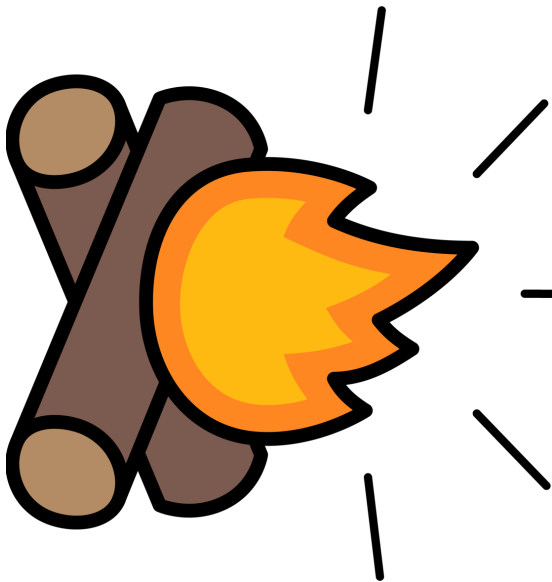
**Words**



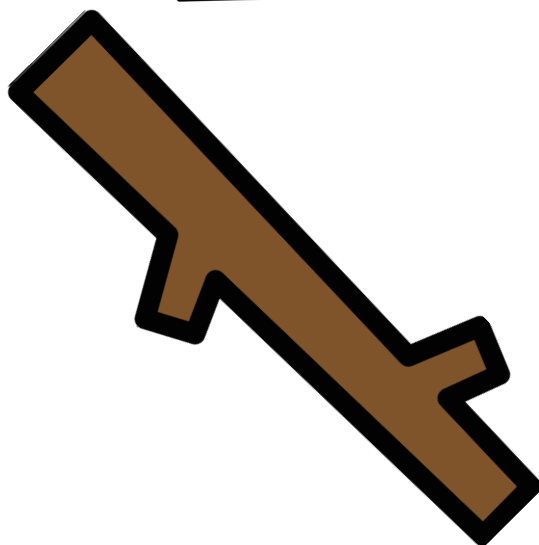
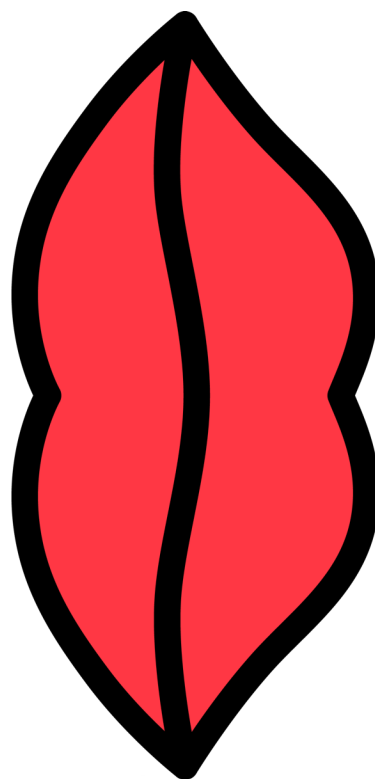
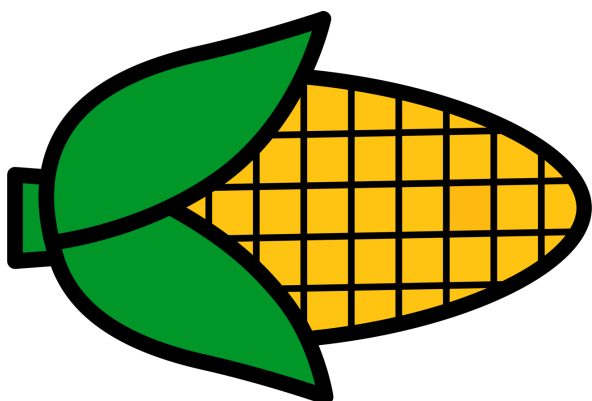
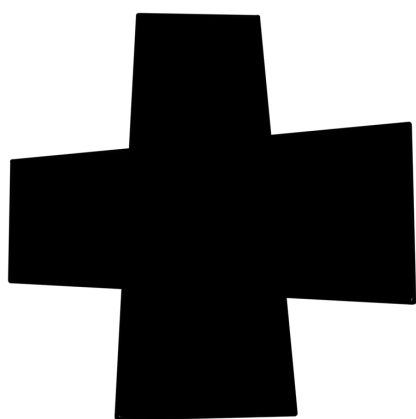
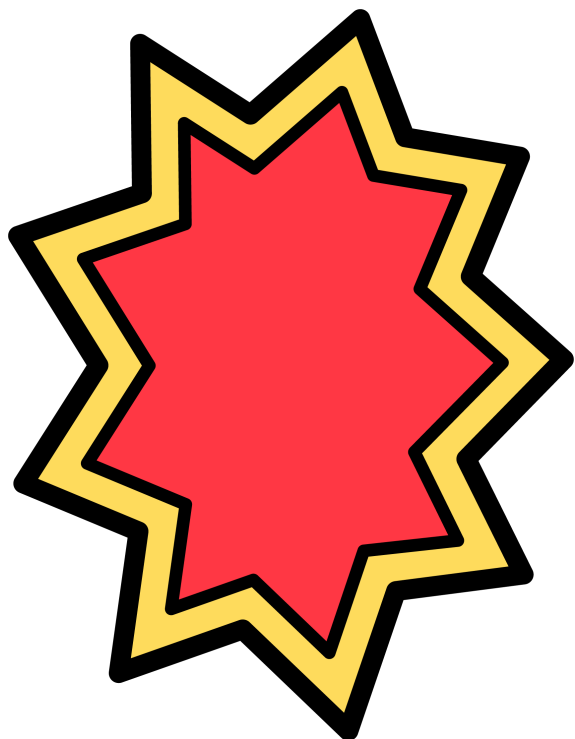


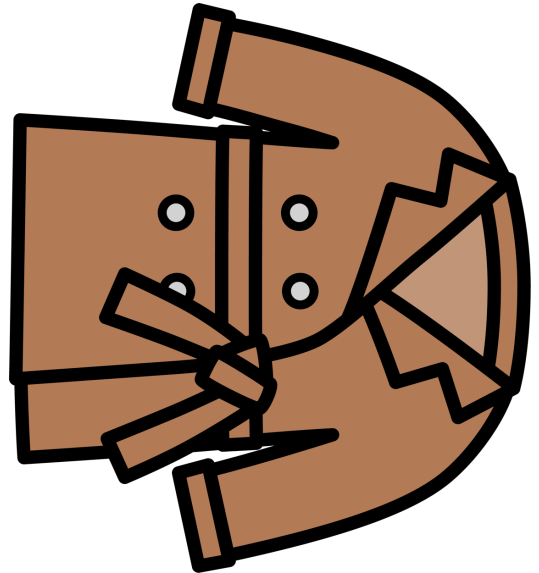
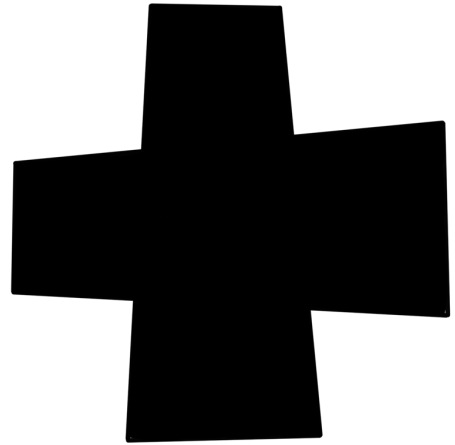
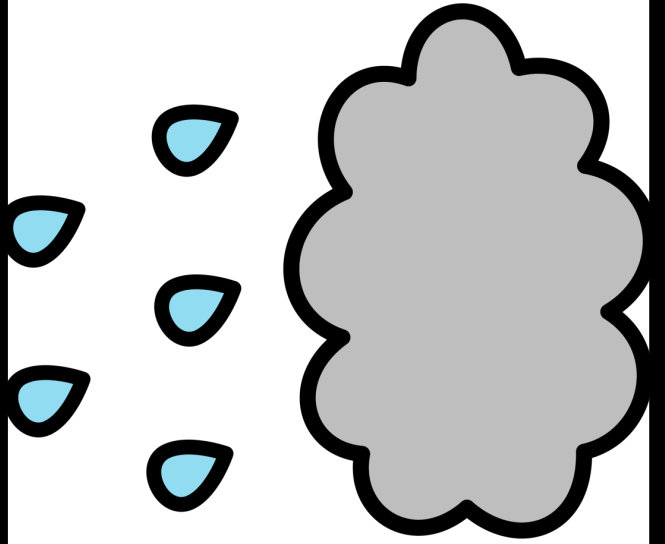
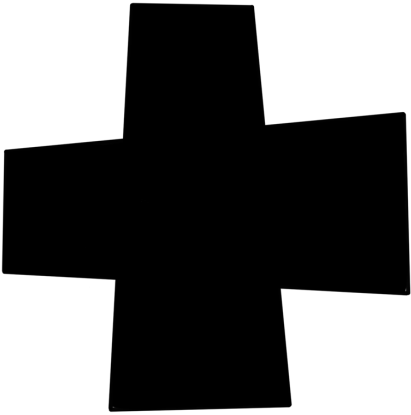
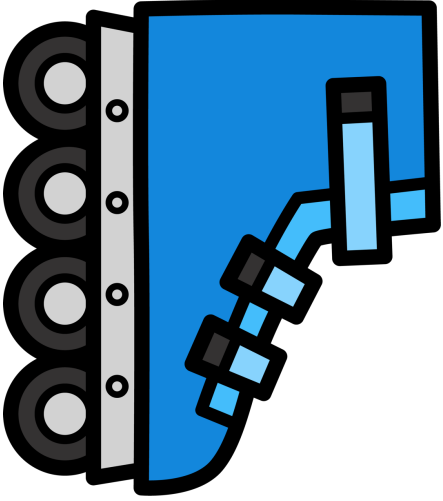


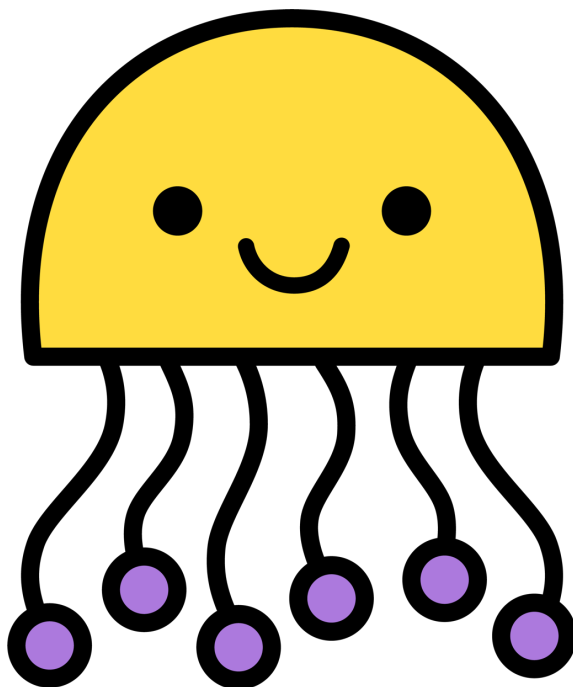
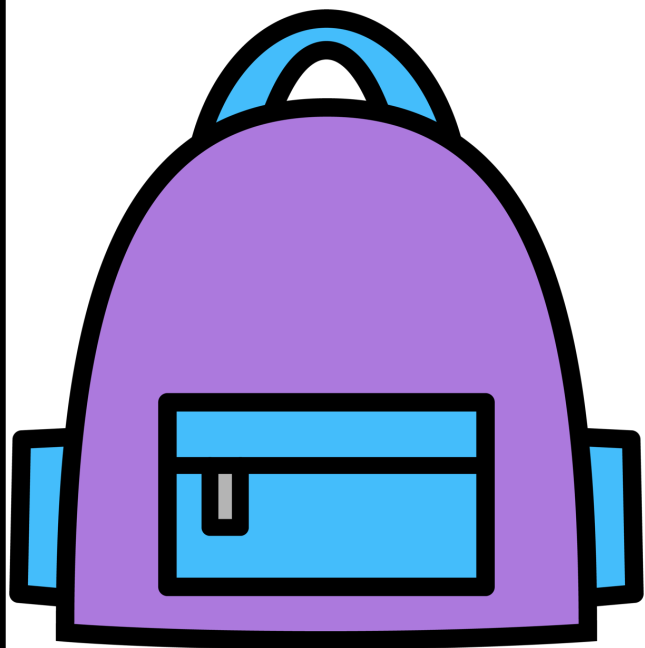


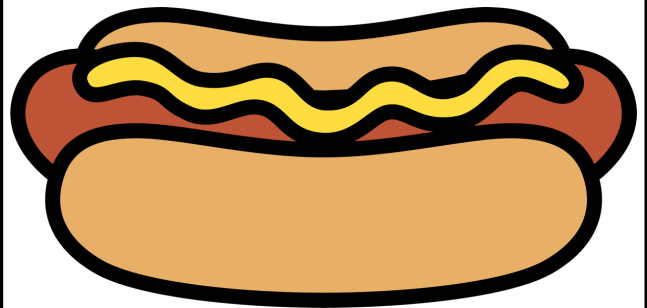
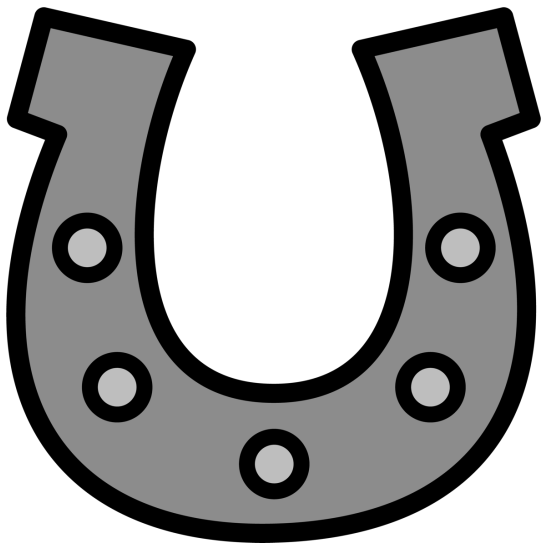
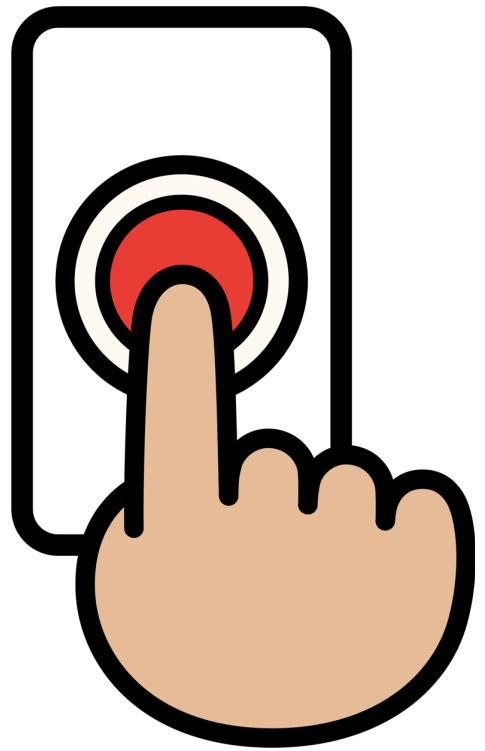




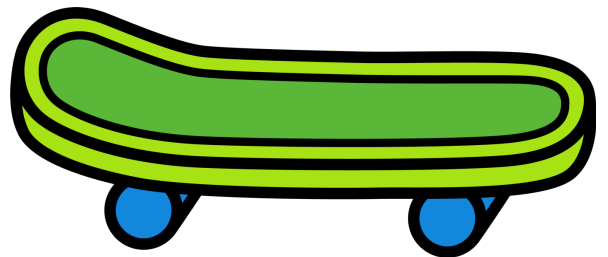
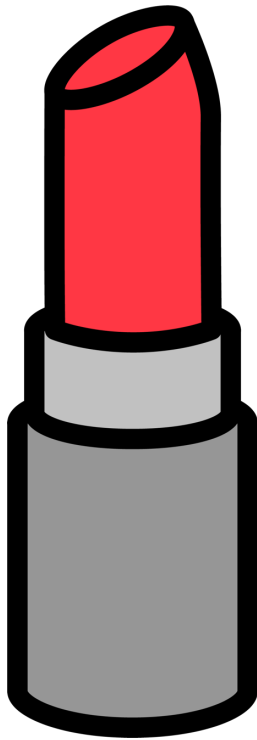


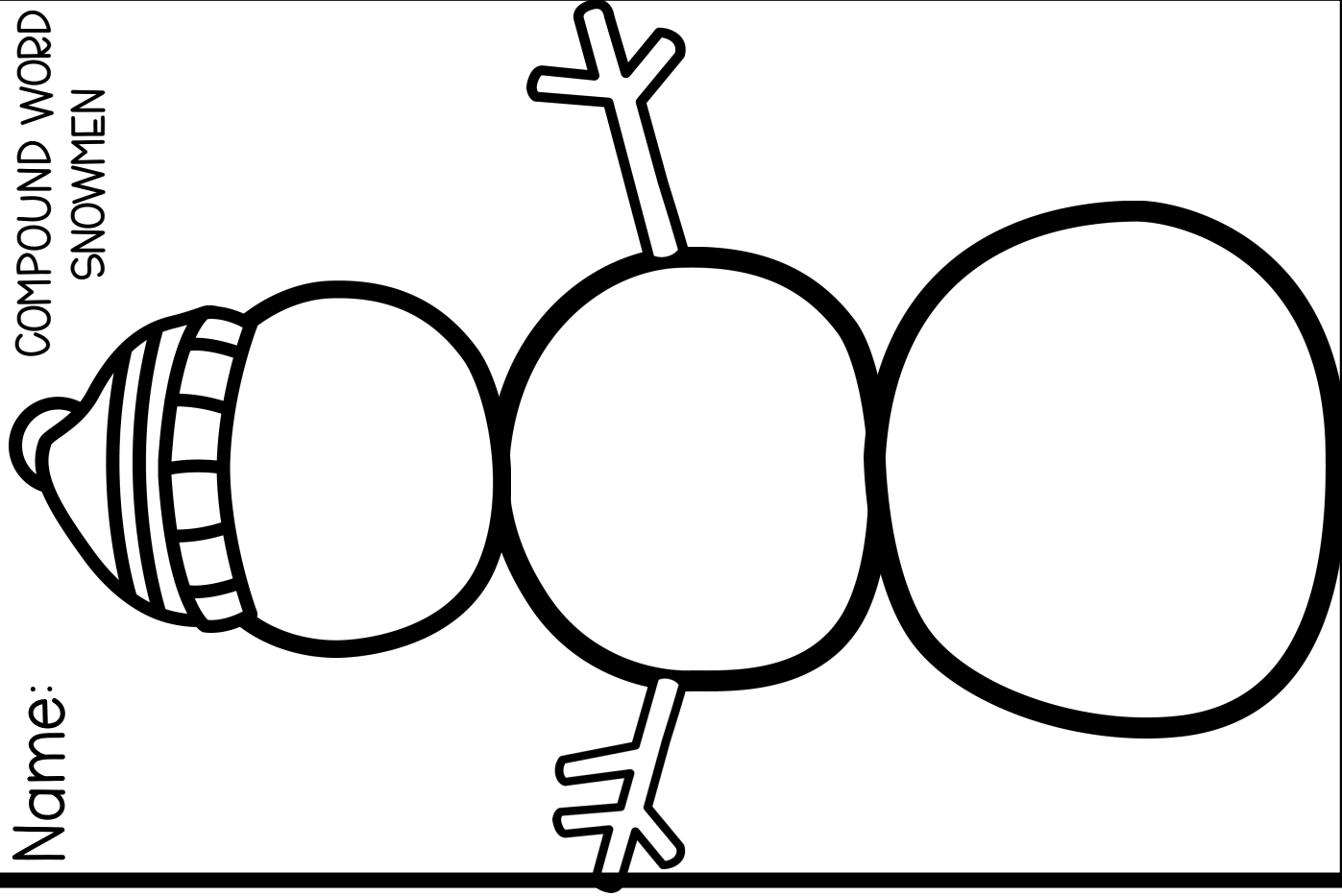
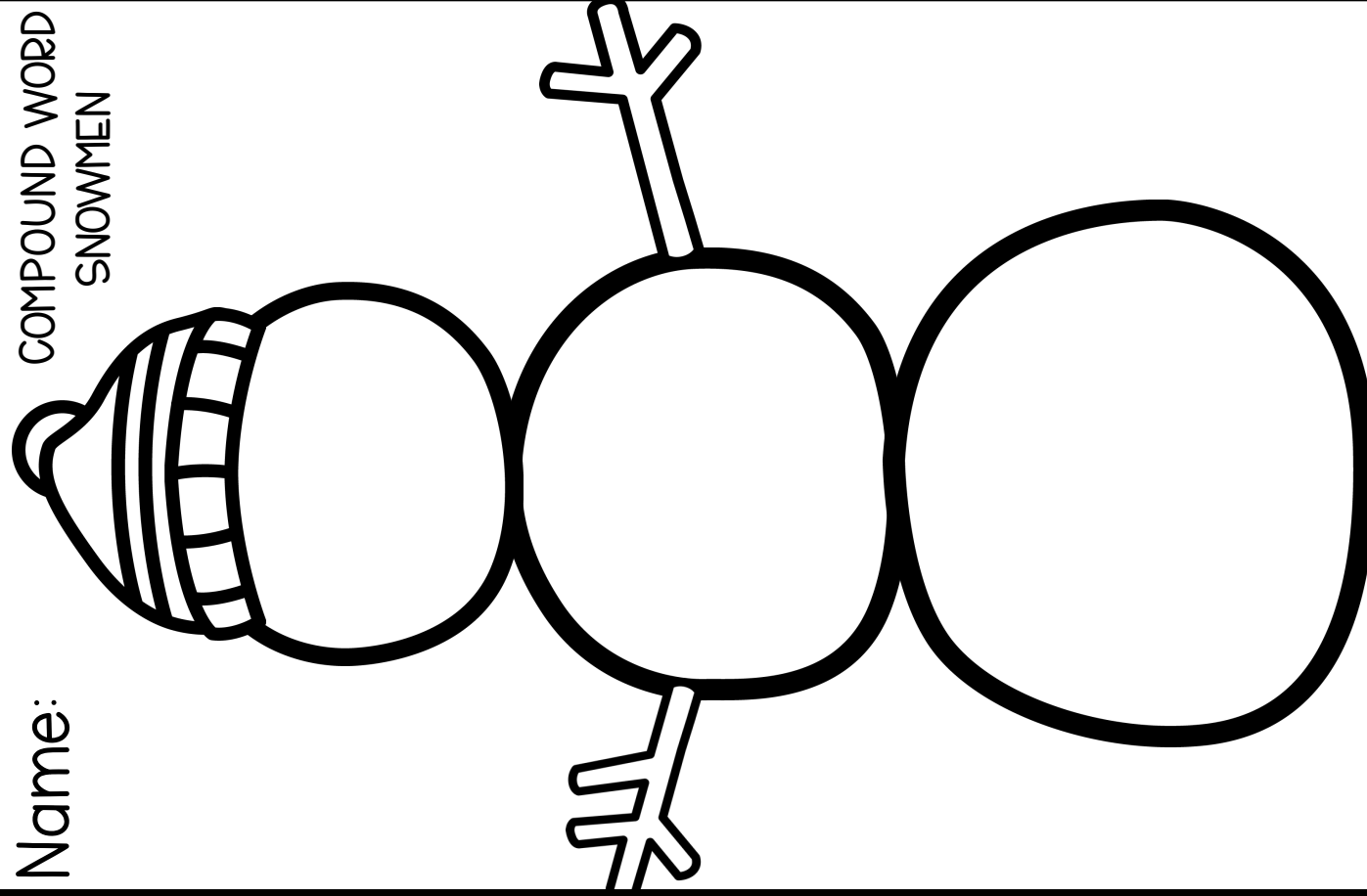








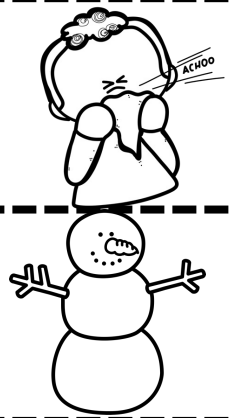
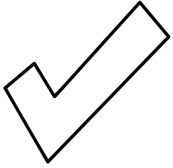
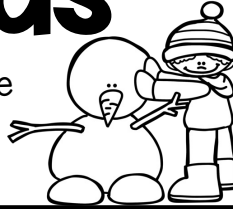




Name: \_\_\_\_\_

# Compound Words

Directions: Cut out the pictures on the side. Sort the pictures and glue them in the box with the correct spelling pattern. Write the words the best you can!



# Onomatopoeia



## SWOOSH

Words that **sound**  
like noise or action  
that they are  
describing.



## SPLAT

**Ornamento**

**poesia**

SPAT

POP!

BOOM

CRASH



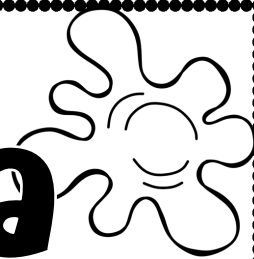




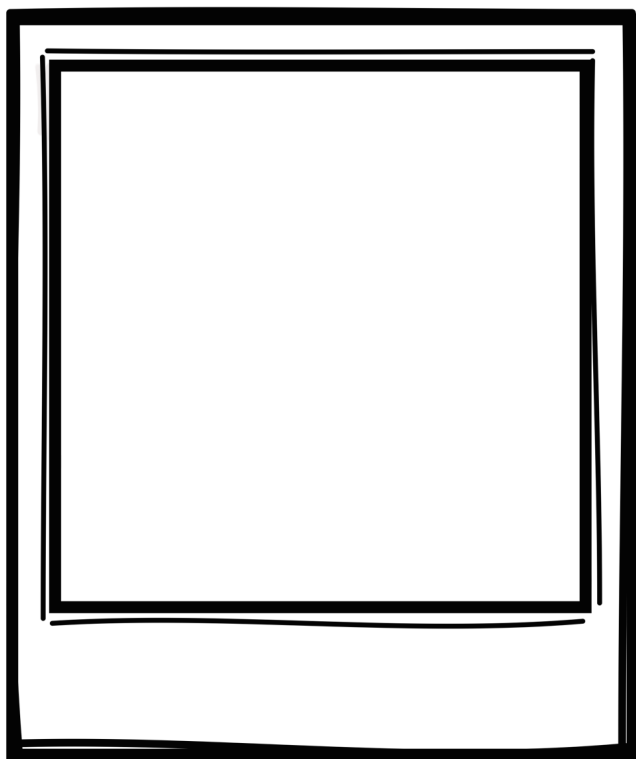


Name: \_\_\_\_\_

# Onomatopoeia



Draw and write about two uses of onomatopoeia in the book  
*The Snowy Day*.



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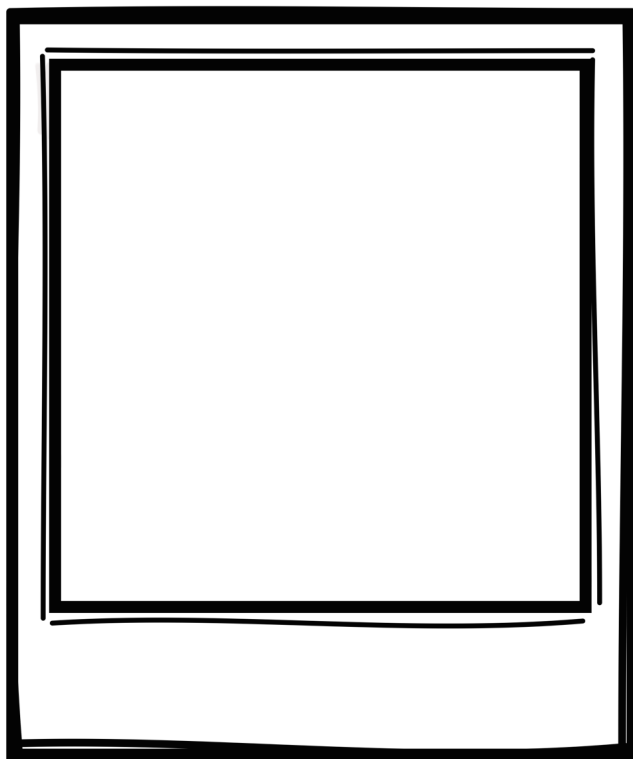
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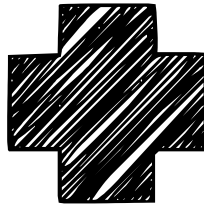
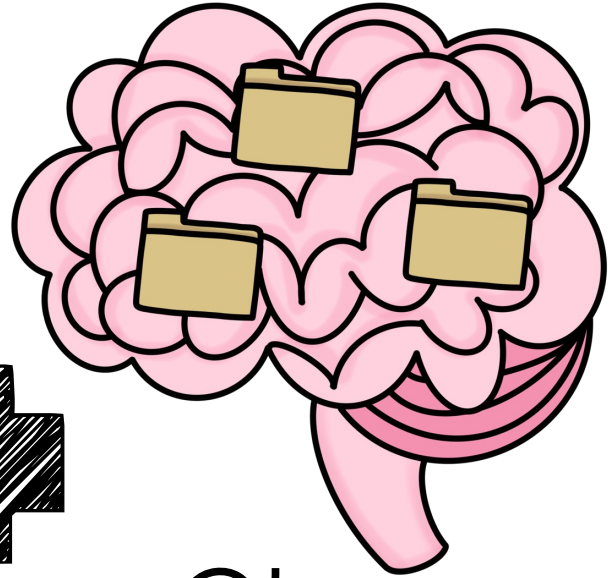
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# Inference

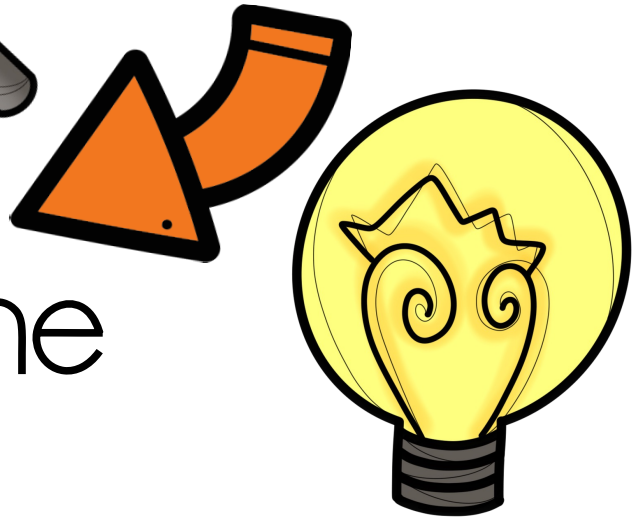
What you  
already  
know



Clues  
from the  
author



Reading  
between the  
lines

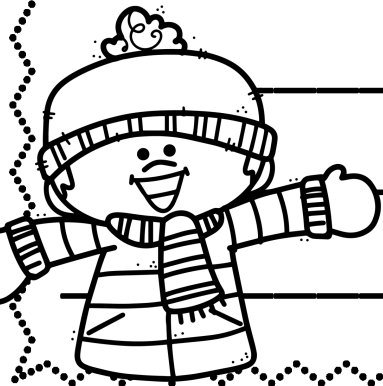


Name: \_\_\_\_\_

# I can make an **INFERENCE**



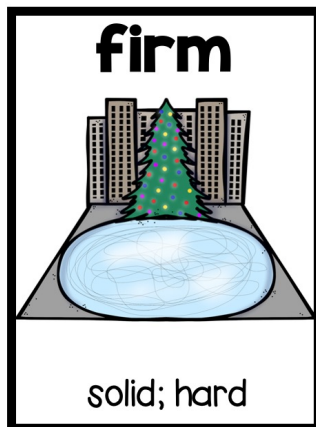
Directions: What inference were you able to make about Peter's snowball? Explain your thinking.





# Vocabulary CHATS

We are providing several whole group vocabulary activities and one individual activity. Pick and choose which works best for your students!



1. Print the Vocabulary Picture Cards in color. Use the color version for display in the classroom. The pages with four identical cards should be used for response cards. Give each child one of all four cards. Give examples or definitions. Students should raise the card that matches. Teachers should scan the room to check for understanding.

# Vocabulary SHOW IT!



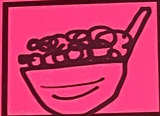
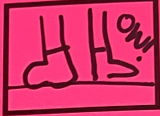
Name: Reagan  
**Vocabulary in Action!**  
Directions: Fill in the blank to complete the phrase in a way that makes sense.

The **firm** gym floor didn't feel great when I fell down.

He poured a **heaping** bowl of cheerios.

Our **adventures** included mountain biking and snorkeling.

The **snowdrift** blocked the road so our cars couldn't get us to our houses!



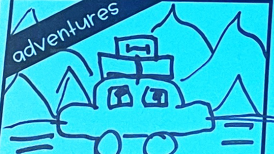
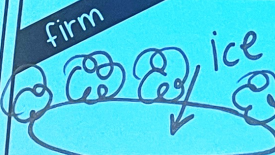
Name: Lilly Kate  
**VOCABULARY**  
Use the four words below to label the pictures.

|           |      |         |            |
|-----------|------|---------|------------|
| snowdrift | firm | heaping | adventures |
|-----------|------|---------|------------|

 heaping  snowdrift

 adventures  firm

Draw pictures of the four vocabulary words.

|                                                                                                          |                                                                                                           |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <u>adventures</u><br> | <u>heaping</u><br>    |
| <u>firm</u><br>       | <u>snowdrift</u><br> |

Use one or copy back-to-back  
to use both!

Students should  
show what they know about their  
vocabulary words using pictures,  
labels, and phrases.



# Vocabulary ACT IT OUT



Use the vocabulary cards from Vocabulary chats. Put the cards in a bag. Call two students up to the front of the room and ask them to act out the words. Classmates should raise their hand to guess what word is being acted out.

# snowdrift



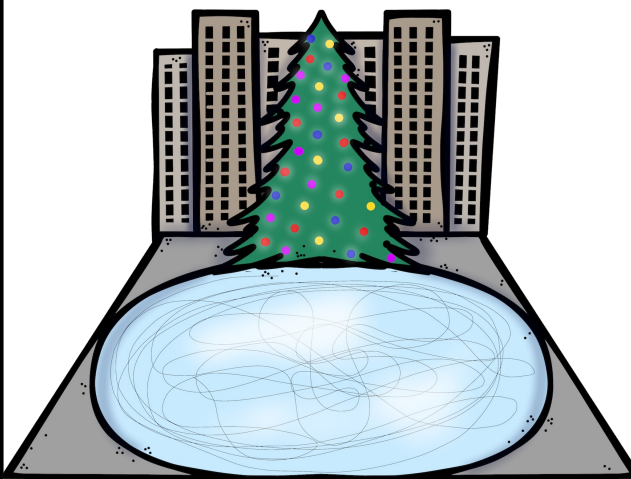
snow that has been blown into a mound by the wind

# heaping



a large pile; as full as it can get

# firm



solid; hard

# adventures



exciting activities

# snowdrift



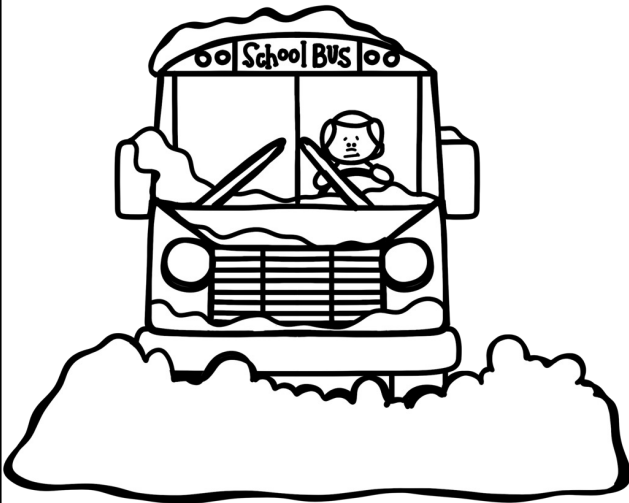
snow that has been  
blown into a mound by  
the wind

# snowdrift



snow that has been  
blown into a mound by  
the wind

# snowdrift



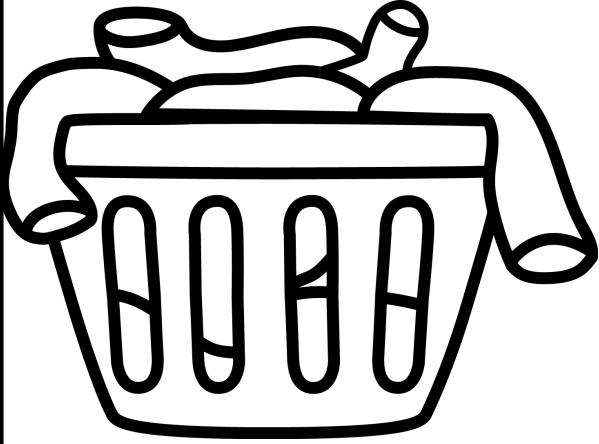
snow that has been  
blown into a mound by  
the wind

# snowdrift



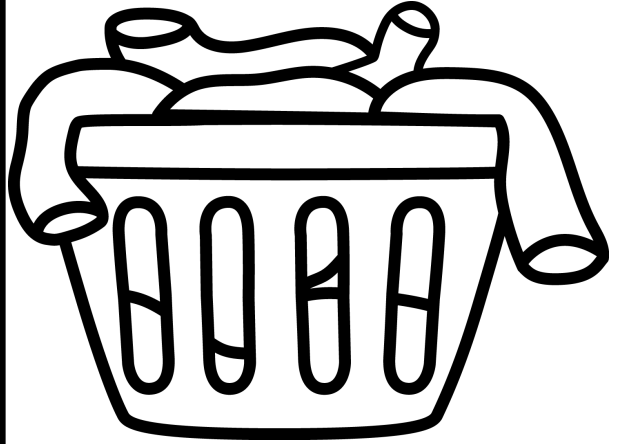
snow that has been  
blown into a mound by  
the wind

# heaping



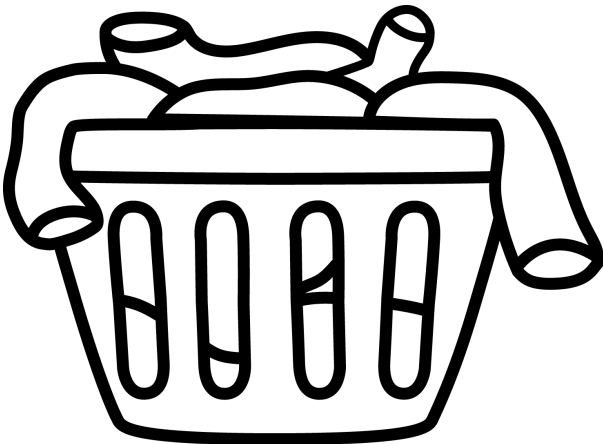
a large pile; as  
full as it can get

# heaping



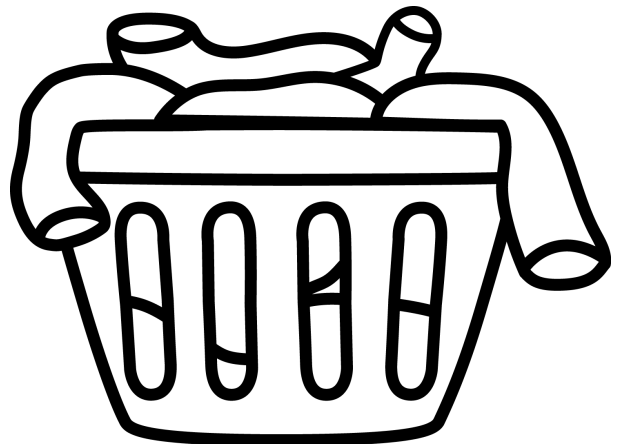
a large pile; as  
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# heaping



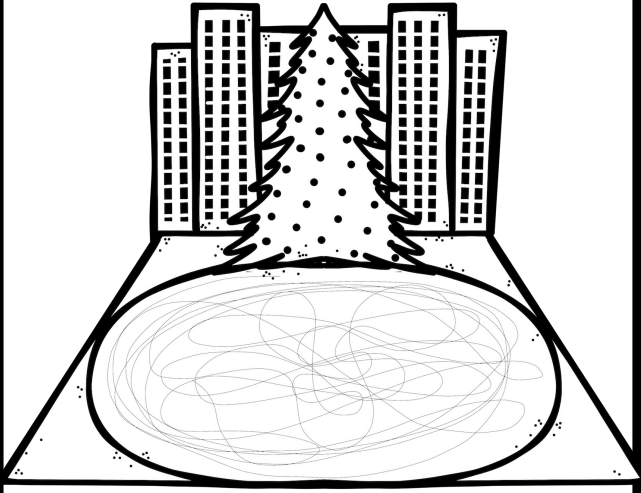
a large pile; as  
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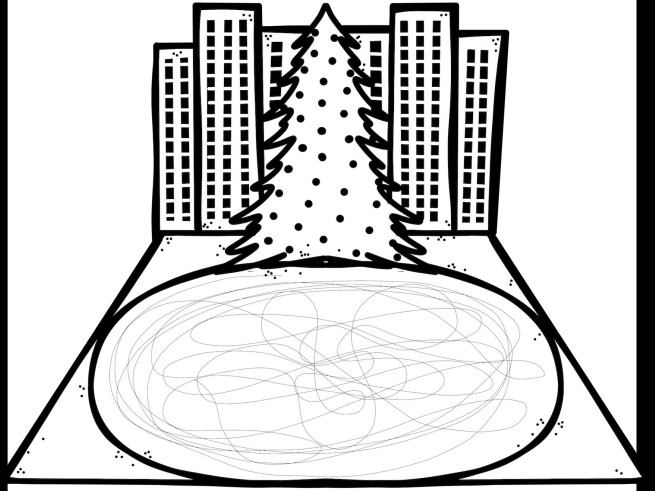
a large pile; as  
full as it can get

# firm



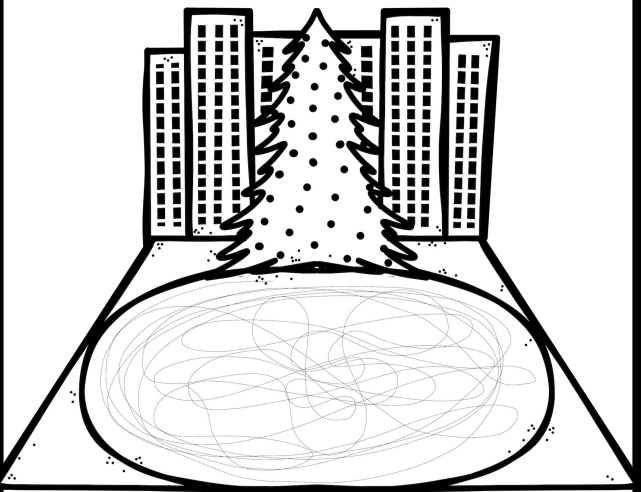
solid; hard

# firm



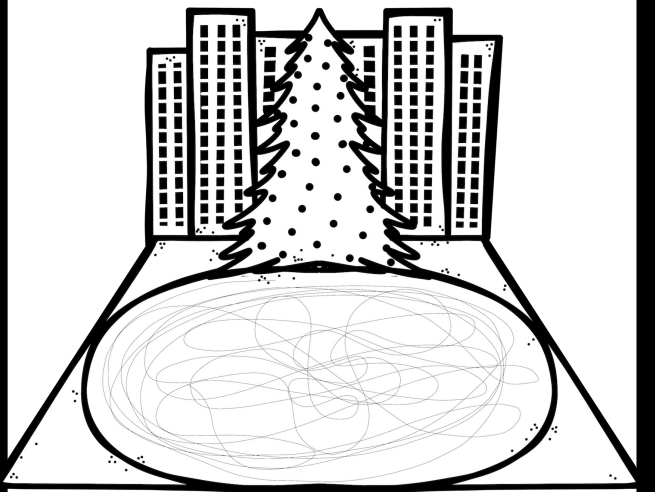
solid; hard

# firm



solid; hard

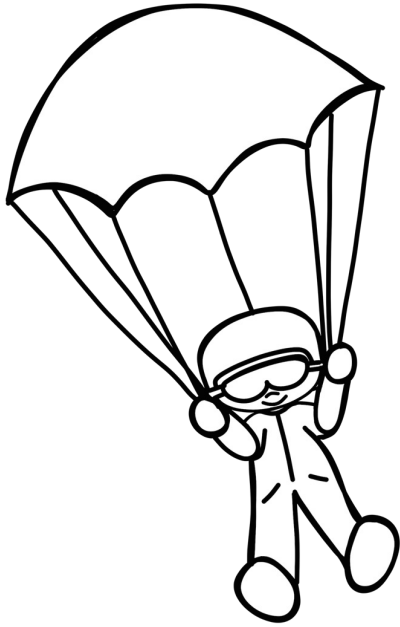
# firm



solid; hard

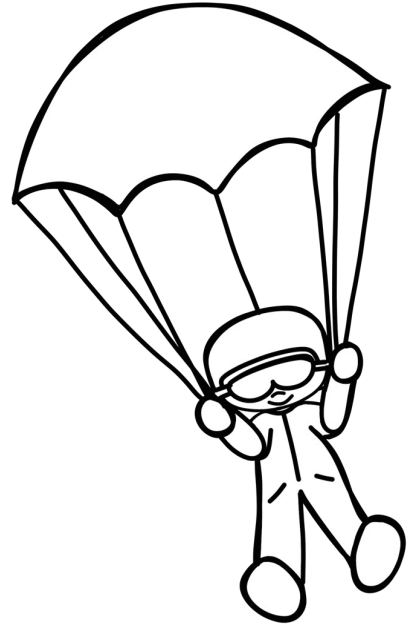


# adventures



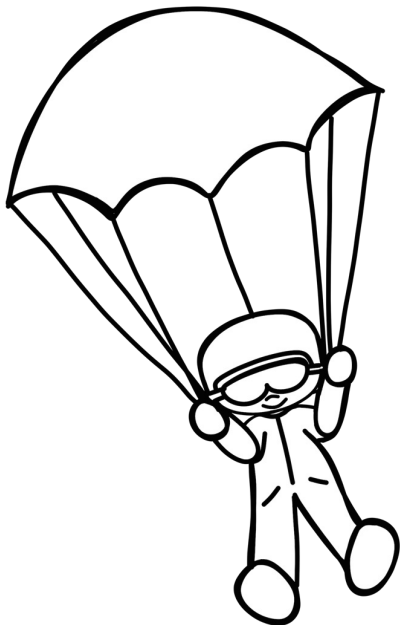
exciting activities

# adventures



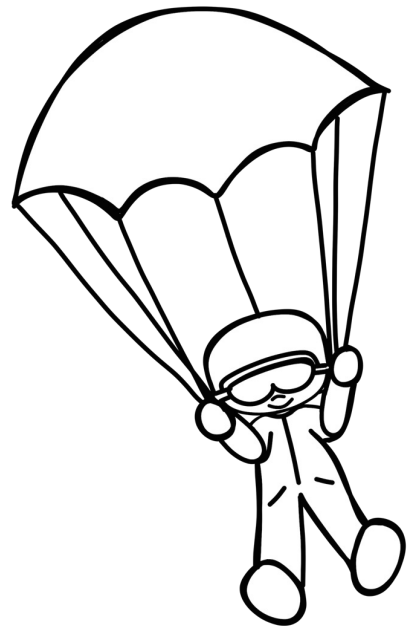
exciting activities

# adventures



exciting activities

# adventures



exciting activities

Name: \_\_\_\_\_

# VOCABULARY



Use the four words below to label the pictures..

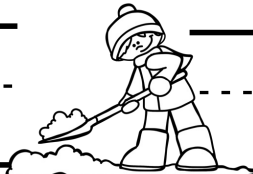
|           |      |         |            |
|-----------|------|---------|------------|
| snowdrift | firm | heaping | adventures |
|-----------|------|---------|------------|



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

Draw pictures of the four vocabulary words.

adventures

heaping

firm

snowdrift

Name: \_\_\_\_\_

# Vocabulary in Action!

Directions: Fill in the blank to complete the phrase in a way that makes sense.

The **firm** gym floor  
didn't feel great when

\_\_\_\_\_.

He poured a **heaping**  
bowl of \_\_\_\_\_.

Our **adventures**  
included mountain biking  
and \_\_\_\_\_.

The **snowdrift** blocked

\_\_\_\_\_  
\_\_\_\_\_

# SNOW PLAY STEM

The following "Snow Play" STEM activities are perfect for simple winter engineering! Each pair of students will need a baggie of "Snow Play Tools." (See suggested items below and optional baggie labels on the following page.)

Students will each need their own Snow Play STEM recording booklet. They will work through each challenge independently or with a partner and draw pictures of their creations.

Background building video links, vocabulary, and an animal track matching game are also provided.



## SNOW PLAY TOOLS

(1 baggie for 2 students to share)

- 2 cans of playdough
- 2 popsicle sticks
- 2 toothpicks
- 2 plastic spoons
- 2 mini cups
- 12 pattern blocks (2 of each shape)
- 6-10 LEGO bricks (variety of shapes/sizes)
- Optional: paper snowman accessories



**SNOW PLAY**

T O O L S



**SNOW PLAY**

T O O L S



**SNOW PLAY**

T O O L S



**SNOW PLAY**

T O O L S



**SNOW PLAY**

T O O L S



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**SNOW PLAY**

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**SNOW PLAY**

T O O L S



**SNOW PLAY**

T O O L S

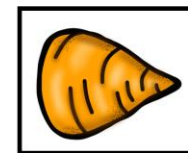
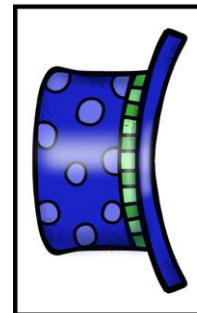
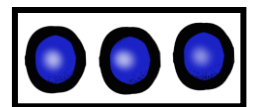
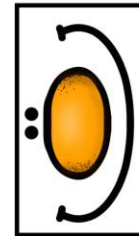
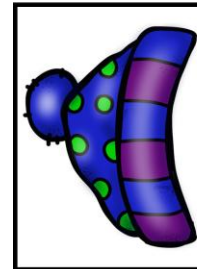
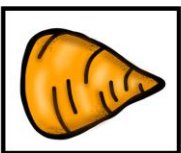
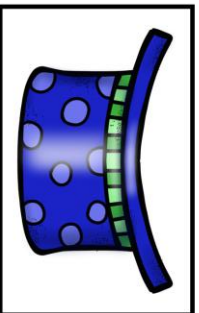
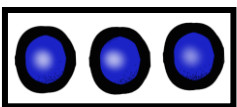
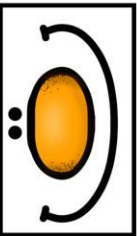
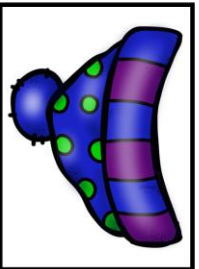
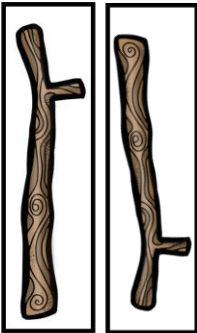
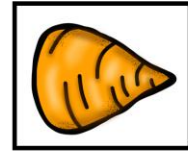
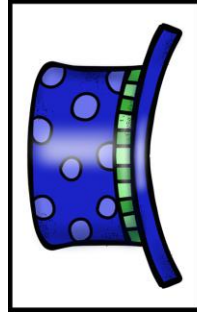
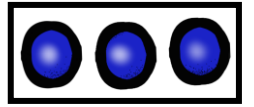
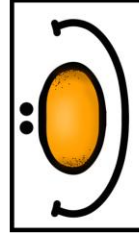
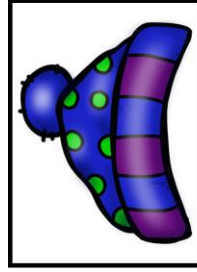
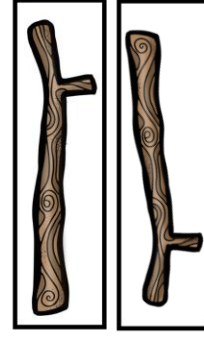
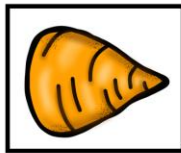
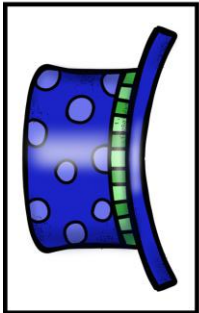
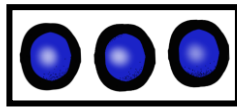
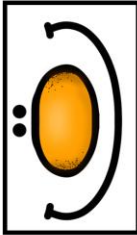
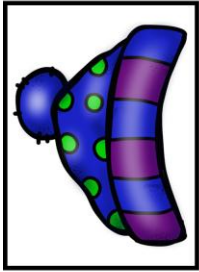
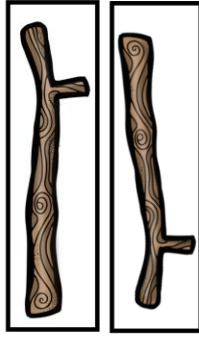
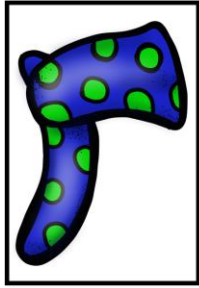


**SNOW PLAY**

T O O L S

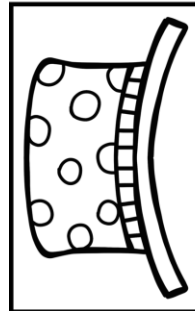
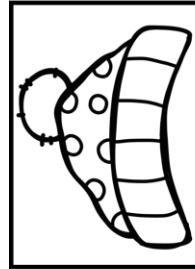
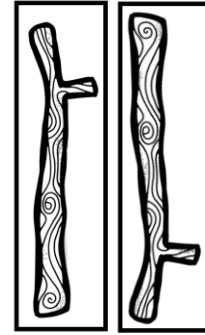
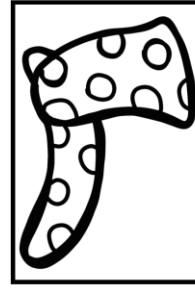
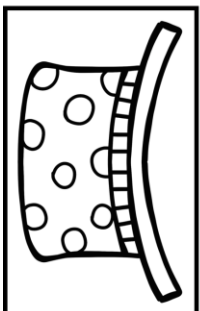
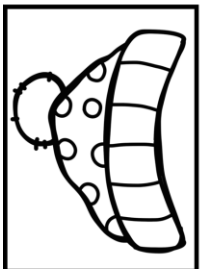
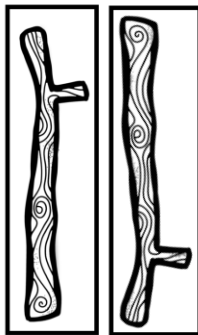
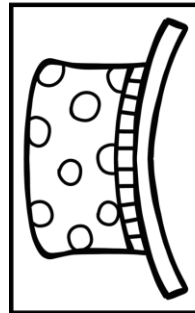
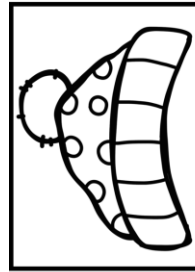
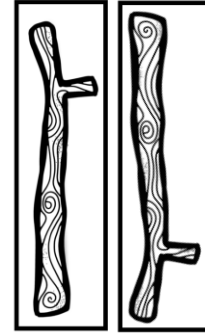
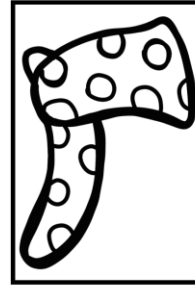
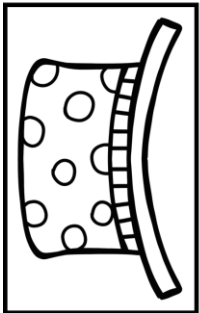
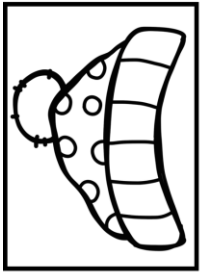
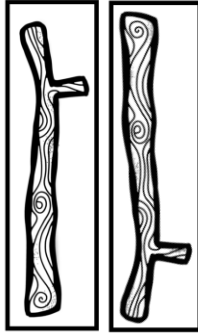
# SNOWMAN ACCESSORIES

Cut apart and put inside "Snow Play Tools" baggies.



# SNOWMAN ACCESSORIES

Cut apart and put inside "Snow Play Tools" baggies.





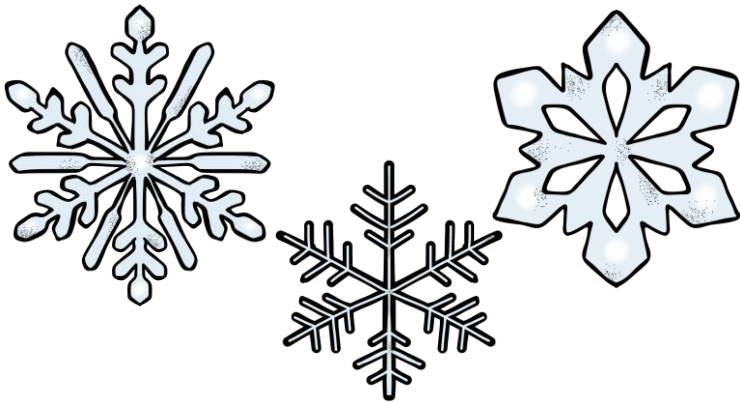
# Possible Products

(for Teacher Reference only)



# LET'S EXPLORE!

## SNOWFLAKES



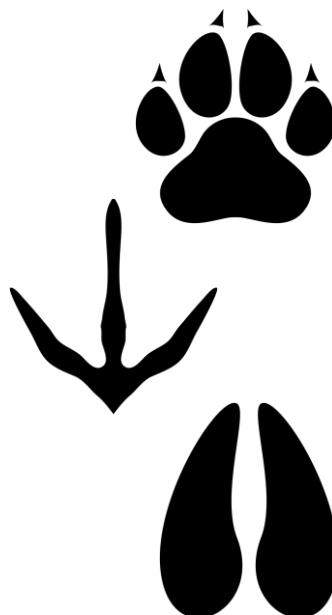
## BLIZZARDS



## BUILD A SNOWMAN



## ANIMAL TRACKS





# WORDS TO KNOW

## PRECIPITATION

rain, snow, sleet,  
or hail that falls to  
the ground



## BLIZZARD

a severe  
snowstorm



## TRACK

an imprint left behind  
in soil, snow, sand, or  
mud by an animal  
walking across it



## IMPRESSION

a mark made by  
pressing something  
on a surface

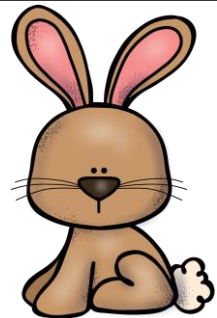


# ANIMAL TRACKS

WOLF



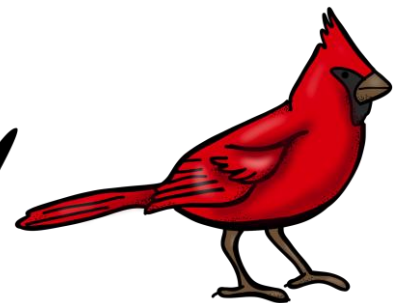
RABBIT



RACCOON



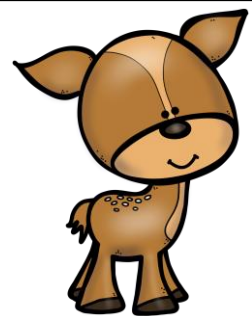
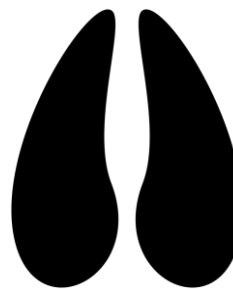
BIRD



BEAR



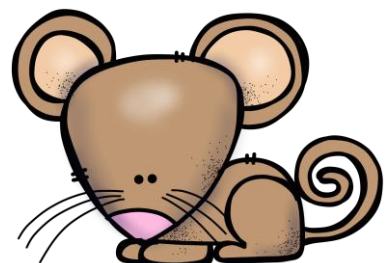
DEER



HORSE

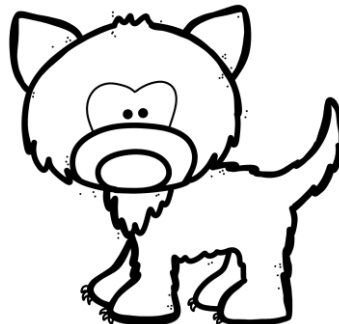
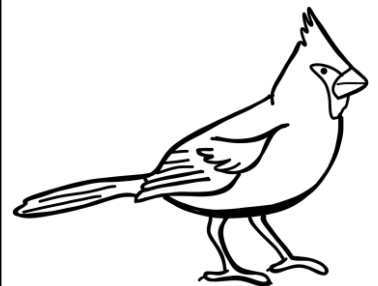
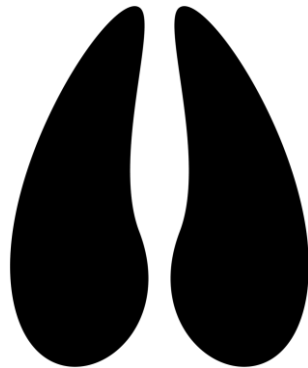
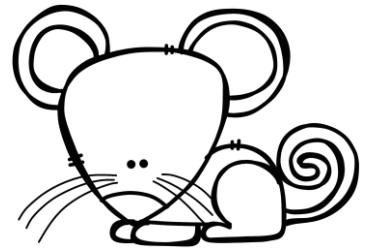
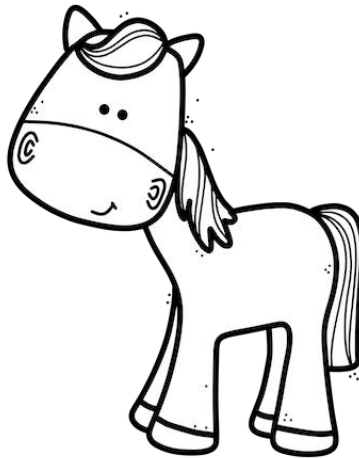
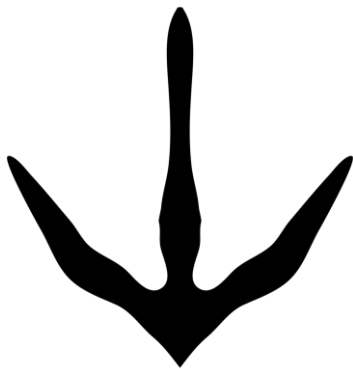
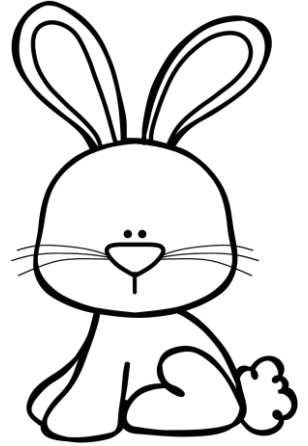
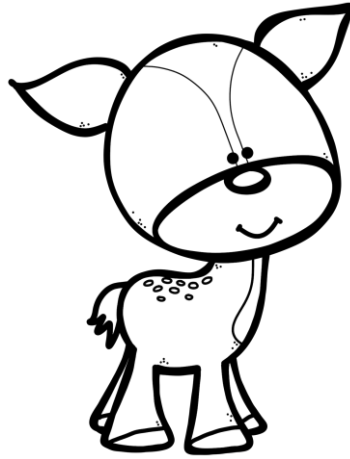


MOUSE



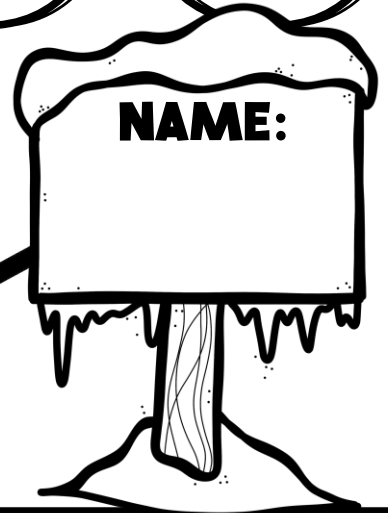
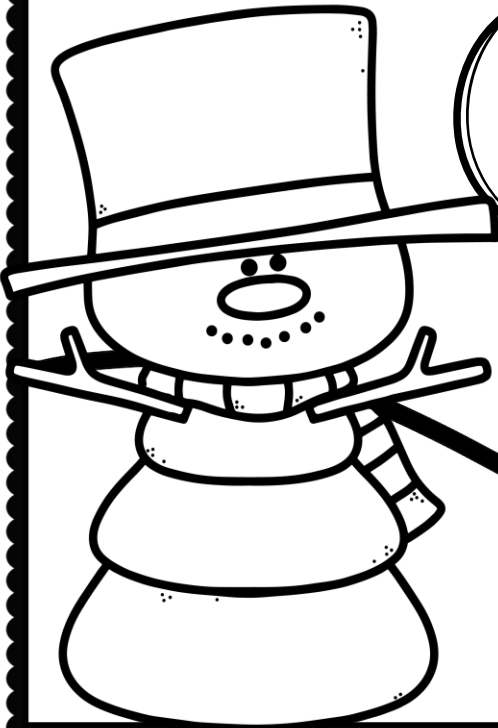
# ANIMAL TRACK MATCH-UP

Cut cards apart and try to match each track with the animal that makes it.



# SNOW PLAY

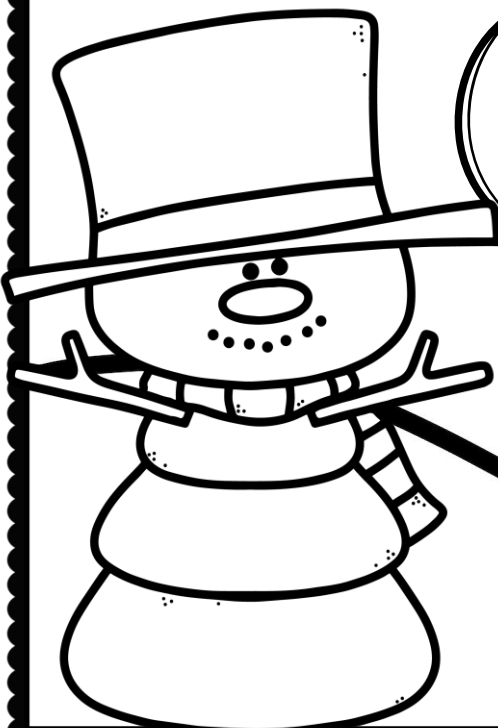
S T E M



©Brooke Brown & Katie King

# SNOW PLAY

S T E M



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# MAKE A **SNOWMAN**



Draw your design.



# MAKE A **SNOW ANGEL**



Draw your design.

©Brooke Brown & Katie King



# MAKE A **SNOWMAN**



Draw your design.



# MAKE A **SNOW ANGEL**



Draw your design.

©Brooke Brown & Katie King





MAKE A DESIGN USING  
**BUILDING BRICKS**



Draw your design.



MAKE A DESIGN USING  
**PATTERN BLOCKS**



Draw your design.

©Brooke Brown & Katie King



MAKE A DESIGN USING  
**BUILDING BRICKS**



Draw your design.



MAKE A DESIGN USING  
**PATTERN BLOCKS**



Draw your design.

©Brooke Brown & Katie King



MAKE YOUR OWN  
**DESIGN**



Draw your design.



MAKE YOUR OWN  
**DESIGN**



Draw your design.

©Brooke Brown & Katie King



MAKE YOUR OWN  
**DESIGN**



Draw your design.



MAKE YOUR OWN  
**DESIGN**



Draw your design.

©Brooke Brown & Katie King

# CAN YOU MAKE THESE **ANIMAL TRACKS?**



What animal  
makes  
these tracks?



What animal  
makes  
these tracks?



What animal  
makes  
these tracks?



What animal  
makes  
these tracks?

©Brooke Brown & Katie King

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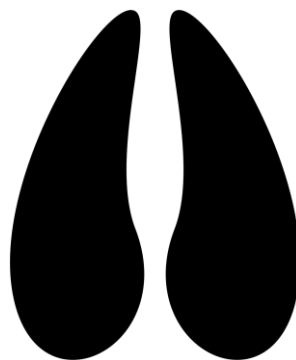
What animal  
makes  
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©Brooke Brown & Katie King

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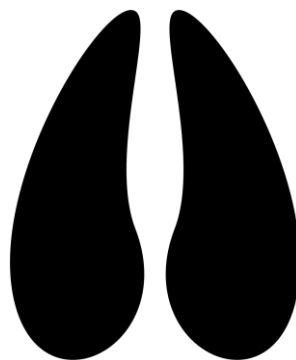
What animal  
makes  
these tracks?

©Brooke Brown & Katie King

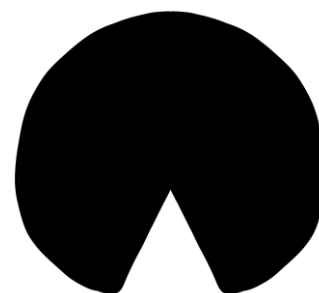
# CAN YOU MAKE THESE **ANIMAL TRACKS?**



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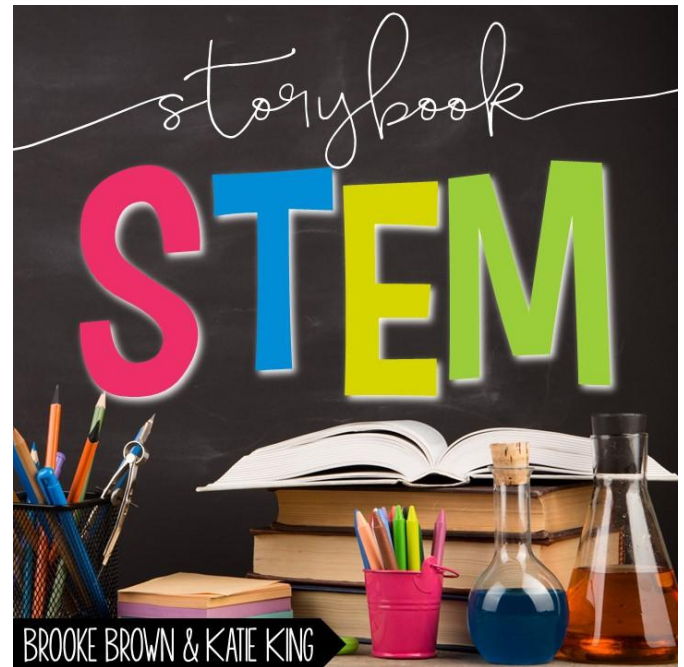
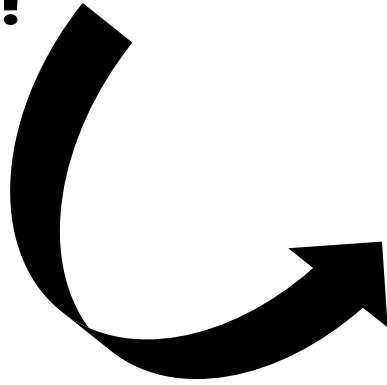
What animal  
makes  
these tracks?



What animal  
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these tracks?

©Brooke Brown & Katie King

**CLICK HERE  
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STORYBOOK  
STEM!**



# **CREDITS**

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**Thank you for your  
purchase!**

