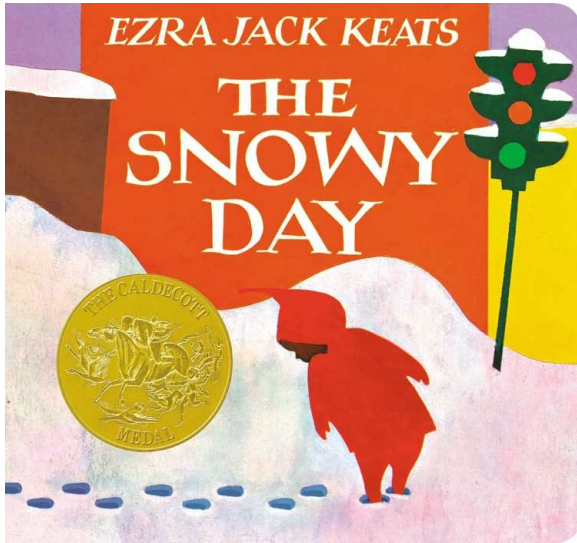




THE SNOWY DAY

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different, and these are only suggested adaptations and activities. Do what works best for encouraging your child's exploration during this literacy activity. Consult your pediatrician, physical therapist (PT), and/or occupational therapist (OT) first.



Did you know reading books is a great opportunity to support STEM learning?

The Snowy Day is a book written and illustrated by Ezra Jack Keats.

In this book, Peter explores the sensations and sights of a snowy day. Predict with your child what might happen to the snowball.

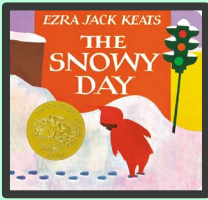
- If you do not have a paper copy of this book, watch a YouTube video of someone reading the book. If you prefer to read it to your child yourself, just mute the audio.

<https://www.youtube.com/watch?v=PzzWi-5IB7o>

- Check your local library to see if it allows you to borrow a digital version of this book to read on a laptop, tablet, or phone.

- Or find it online:

<https://archive.org/details/snowyday00keat/page/n1/mode/2up>



THE SNOWY DAY BOOKMARK

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- Print this page and cut around the edges.
- Do not forget to **PEER!** Use **additional Prompts** if needed, **Evaluate** and **Expand** your child's answers, and **Repeat** the prompts.
- Look at STEMIE's tips for making adaptations to the storybook reading process and on the following pages:
<https://stemie.fpg.unc.edu/guide-book-adaptations>
- If you print this page, you can download or view online by scanning the QR code below.



Expanding | Science

The Snowy Day

By Ezra Jack Keats

C

Complete a sentence

"The snow was piled up very _____ (high)."

R

Recall

"What was Peter thinking about when he was taking a bath?"

O

Open-ended questions

"Why wasn't the snowball there when he looked in his pocket before bed?"

W

WH questions

"What did Peter do next after he climbed up a great big mountain of snow?"

D

Distancing questions

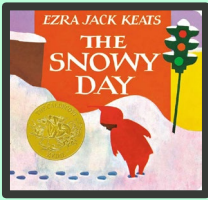
"What do you like to do in the snow?"

STEM Words & Ideas to Explore

- Weather
- Temperature (Cold/Hot)
- Melting/Freezing



stemie.fpg.unc.edu



THE SNOWY DAY ADAPTATIONS

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SUPPORT CHILDREN WITH VISUAL IMPAIRMENT/DEAF-BLINDNESS/MULTIPLE DISABILITIES:

STORYBOX

Select corresponding items and place them in a container/box. Items may include:

- Styrofoam ball (in place of a snowball)
- Shoes
- Stick
- Clear blocks (in place of ice cubes)



Image credit: Adobe Stock

This adaptation can also...

- Increase children's attention and engagement
- Support children with sensory challenges



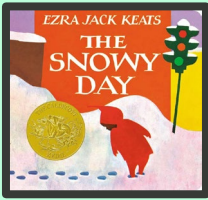
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Answer your child's questions. If you do not know the answer, work together with your child to discover the answer.



Encourage your child to participate in the activity as much as possible. Praise your child's efforts and successes.



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SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:

PICTURES, SYMBOLS, SIGNS, AND/OR ICONS

- Select pictures that correspond to items/objects/animals in the book
- Add signs and icons to the story
- Use pictures along with a communication board to support STEM learning



Image Credit: STEMIE

This adaptation can also...

- Increase children's attention and engagement
- Support children' learning
- Support children who are deaf/with hearing impairment



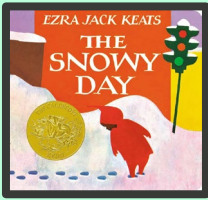
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ADDITIONAL ADAPTATIONS FOR THE CLASSROOM SETTING

Environment:

- Provide adaptive seating so all children are comfortable and able to access the book
- Create borders around the story time area to help children know where to keep their bodies

Materials:

- Provide multiple copies of the book for children to hold, touch, see the pictures, etc.
- If possible, provide sensory materials for children to investigate before, during, or after the story time (i.e., snow and water)
- Add tabs to pages to help children explore the book and turn the pages

These adaptations can also...

- Increase children's attention and engagement
- Support children with sensory challenges



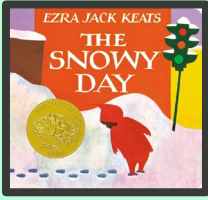
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ADDITIONAL ADAPTATIONS FOR THE CLASSROOM SETTING

Instruction:

- Provide visuals of solid and liquid
- Bring visual representing the different parts of the books to help children ask questions, answer questions, expand on the book
- Take breaks while reading
- Add movement to help keep children engaged (e.g., have children make pretend snow fall on their body)

These adaptations can also...

- Increase children's attention and engagement
- Support children' learning
- Support children who are deaf/with hearing impairment



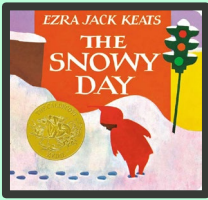
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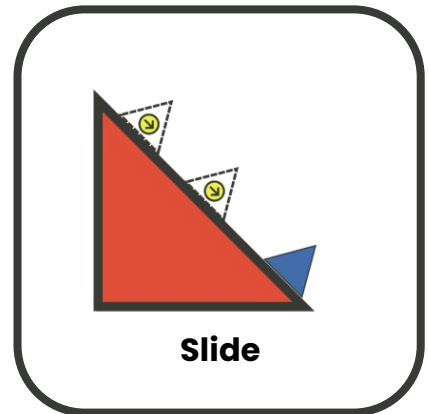
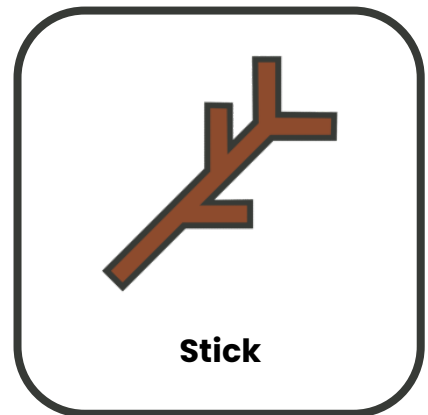
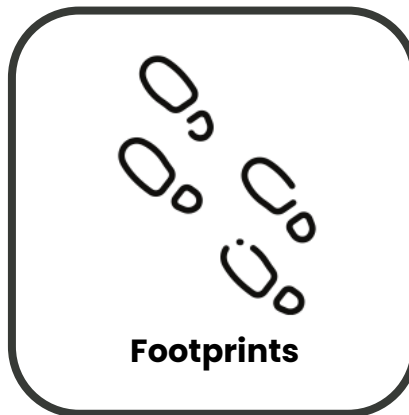
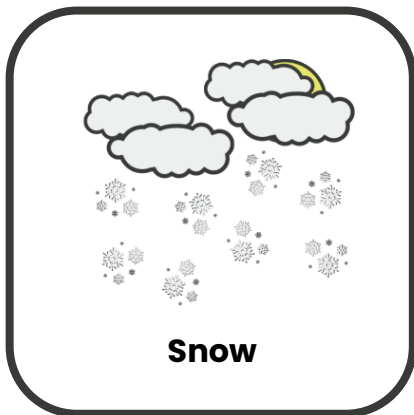
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VISUAL CUES:
USE TO PROMPT

HOW TO:

Step 1: Print and cut out the images. You can also create your own visual cues (empty squares included).

Step 2: As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.



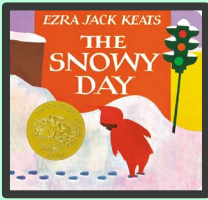
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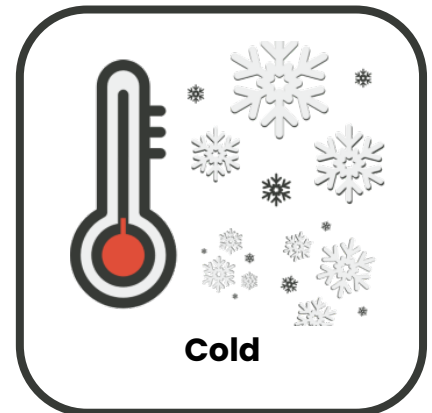
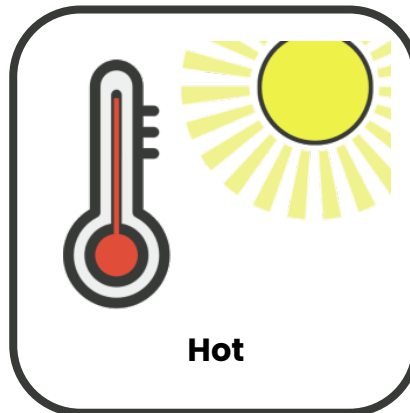
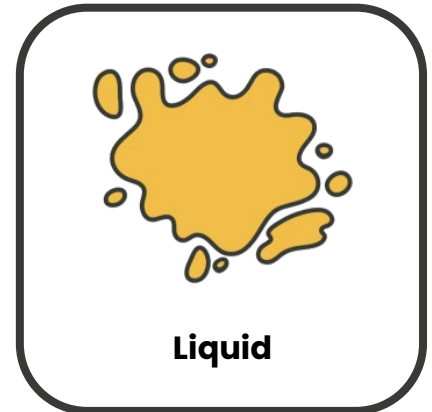
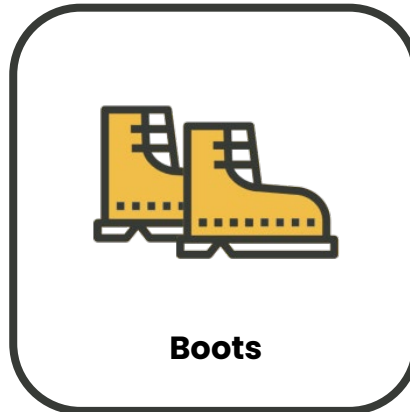
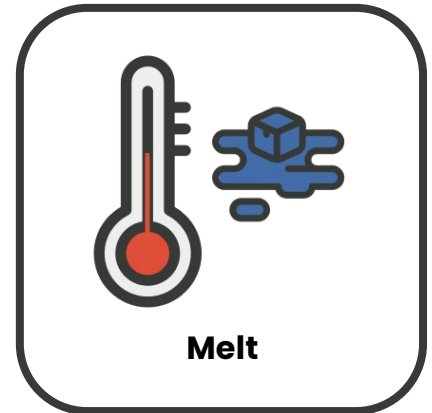
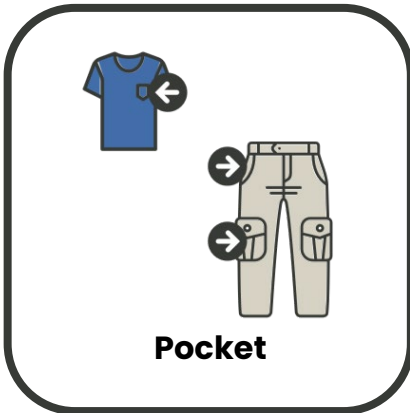
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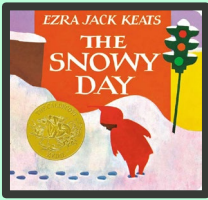
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THE SNOWY DAY EXPLORATION I

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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Weather Dresser

Description: Help your child **notice the weather** and make **connections to getting dressed**. Encourage children to organize the clothes or find the clothes they want to wear for the day. You may pose questions such as, **'Why did you choose this jacket?'** **'What would happen if you didn't wear enough clothes?'** **'What types of clothes do we wear in summer/winter?'** **'I wonder what we should pack to go stay over with Grandma for 2 days. It will be very warm there! How many shirts should we pack?'**

What My Child Is Learning!

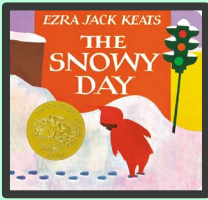
Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to participate in getting dressed. Help your child make a connection between words and real-life experiences and develop fundamental critical thinking and problem-solving skills.

Encouraging your child to **choose or organize** their own clothes can help them develop independence and build their **scientific reasoning and thinking skills**. You can do this by integrating questions and problems for your children to **solve**. Children's STEM learning starts with curiosity. Use questions to guide their investigations and advance their scientific discoveries. Remember to encourage them **to explain and report** their findings, which is also an important scientific inquiry process.

Tell your child to look outside- is the **sun out**, or is it **cloudy**? Is it **dry or rainy**? You can say:

- "Looks like it is **cold and rainy** today. What should we **wear** today?"
- "The weather looks **warm and sunny** today. You can **wear** your sandals!"
- "It might be **cold** enough to **snow** later. Let's find your mittens."





THE SNOWY DAY

EXPLORATION II

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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Matter Predictor

Description: Help your child **explore** the differences between **liquids and solids**. Talk about how **states of matter can change**. For example, **ice cubes melt into water when it is warm/hot**.

What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to participate in getting dressed. Help your child make a connection between words and real-life experiences and develop fundamental critical thinking and problem-solving skills.

Set up containers/cups of different **temperatures** of water side by side and **explore/make predictions** which of the ice cubes will melt first. Record what happened.

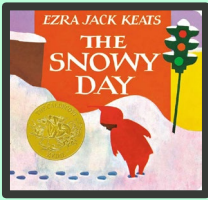
To advance your child's thinking skills, add salt to one container and compare it with the one with just water to see which **melts** first.

Discuss the **temperature** of the different cups. Try saying:

- "Brrrr, this cup is **cold!**"
- "That **water** feels so **warm.**"



Image Credit: Team LovEvery



THE SNOWY DAY

EXPLORATION III

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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Energy Observer

Description: Help children **notice** and **identify** how **states of matter** change throughout *The Snowy Day*.

Note: This exploration activity is designed for the classroom setting, uses *The Snowy Day* by Ezra Jack Keats, and is specifically aligned to the **Science: States of Matter** learning progression – **Energy Observer. Demonstrates awareness of why states of matter can change in specific cases (e.g., the snow melts inside because it's warm).**

What My Child Is Learning!

Books are a great way to learn about STEM concepts and increase STEM vocabulary. Help your child make a connection between words and real-life experiences and develop fundamental critical thinking.

Introduce STEM words: **Solid, Liquid, Change, Cold, Hot, Melt**

Ask questions:

- Pages 1-2: "Is **snow** a **liquid** or a **solid**? How do you know?"
- Pages 3-4: "You're right! It's a **solid**. The **snow** is piling up so **high**. Can you make a pile of **water/liquid**?"
- Pages 5-6: "What about footprints? If you step in **water/liquid**, does it make a footprint?"
- Pages 7-8: "What about tracks? Can you make tracks in **water/liquid**?"
- Pages 12-13: Note: To make the book more gender-inclusive, consider changing the word "boys" to "kids." You can always change pronouns of characters throughout the book as well!
- Pages 18-19: "What do you think **will happen** to the **snow** in Peter's pocket? Why?"
- Pages 22-23: "Why is Peter's pocket **empty**? **What happened** to the snowball?"
- Pages 24-25: "Why would the **sun melt** the **snow**?"

Extension: Encourage children to **test** out different situations discussed in the book in other contexts. For example, at the water table, encourage children to try to make a pile or draw a line in the water.

THE SNOWY DAY



ADDITIONAL ACTIVITY IDEAS

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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- Dressing for the walk can be another way of practicing **sequencing**. **First**, check the weather and decide what clothes are needed to be comfortable and protected. **Next**, put-on socks. Then put on shoes. **Then** put on a coat if it is cold or sunblock and a hat if it is hot and sunny.
- Paint with ice: Use an ice tray to **freeze ice cubes** with a little food coloring in them. Then lay out paper and help your child to "paint" with the **ice as it melts**. Help your child notice the **ice is turning into water** and talk about why that might be happening!
- Help you child keep a weather log. You can use pictures and notes to log what is happening outside each day and talk about how the **weather can be different**. Explore with your child why this might be.
- Sensory bin: Create a bin with your child to explore different textures with their hands. You might put sand, water, ice, fake snow, or other materials in there. Talk with your child about how the materials change and if they change at all while in the sensory bin.
- Check out our Daily Routine Explorations for Getting Dressed.

