



THE SNOWY DAY

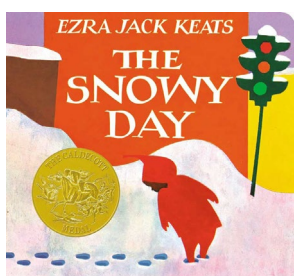
BOOKMARK FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

DID YOU KNOW READING BOOKS IS A GREAT OPPORTUNITY TO SUPPORT STEM LEARNING?

Reading with older toddlers and preschoolers uses **PEER**:

- Use additional Prompts if needed,
- Evaluate and
- Expand your child's answers, and
- Repeat the prompts.

ABOUT THIS BOOK



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**.

WHERE CAN I FIND THIS BOOK?

Search [YouTube](#), [BookShare](#), [Archive.org](#), and your local library.

ADAPTATIONS

STEMIE's tips for making adaptations to the storybook reading process

<https://stemie.fpg.unc.edu/resource/a-guide-to-book-adaptations/>

Scan the QR code to download or view online.



Expanding | Science

The Snowy Day

By Ezra Jack Keats

Complete a sentence

C

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

Recall

R

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

Open-ended questions

O

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

WH questions

W

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

Distancing questions

D

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

STEM Words & Ideas to Explore

- Weather
- Temperature
- Cold & Hot
- Melting & Freezing





THE SNOWY DAY

ADAPTATIONS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different. Do what works best for encouraging your child's independent exploration during this suggested literacy activity. These are only suggested activity adaptations. Consider consulting your child's care team first.



Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.



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.

SUPPORT CHILDREN WITH VISUAL IMPAIRMENT, DEAF-BLINDNESS, OR MULTIPLE DISABILITIES:



Storybox:

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

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

This adaptation can also be used to:

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

SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:



Pictures, Symbols, Signs, or Icons:

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

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children's learning
- Support children who are deaf or have a hearing impairment



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CLASSROOM ADAPTATIONS FOR STORYBOOK CONVERSATIONS

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

These adaptations can also:

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

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 (examples: 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

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 (in other words, have children make pretend snow fall on their body)

These adaptations can also:

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



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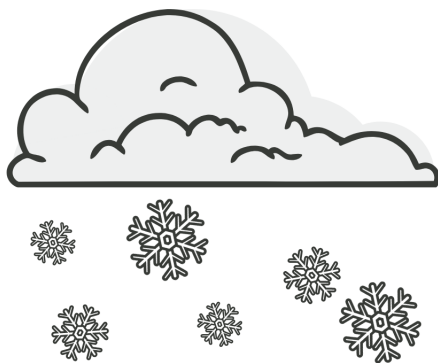
VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

How To Use VISUAL CUES:

1. Print and cut out the images.
2. As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.

Check out STEMIE's tips for creating and using visual supports with

[A Guide to Visual Supports.](#)



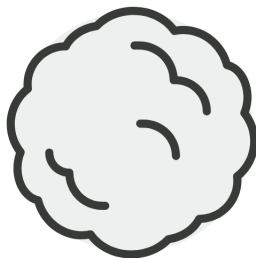
Snow



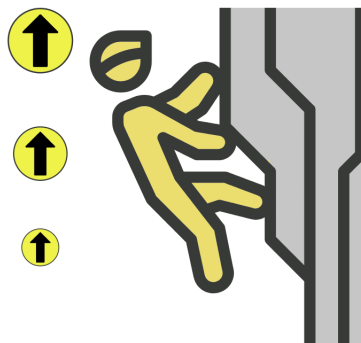
Footprints



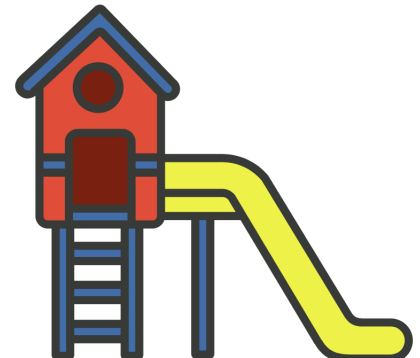
Stick



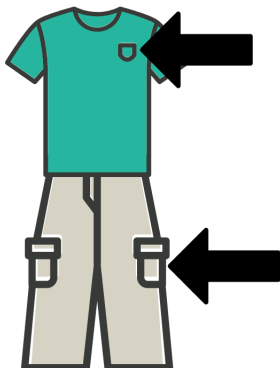
Snowball



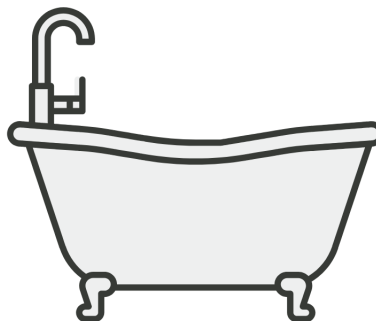
Climb



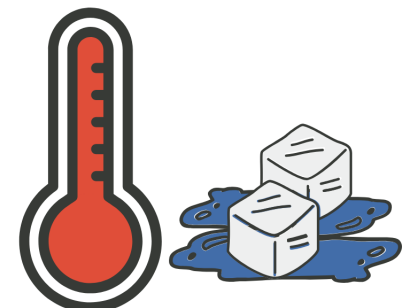
Slide



Pocket



Bathtub

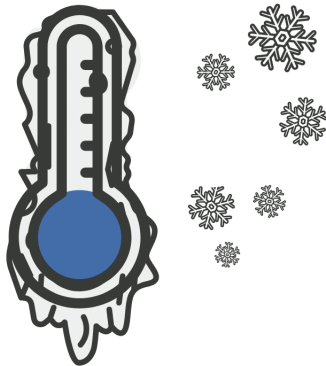


Melt



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VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD



Freezing



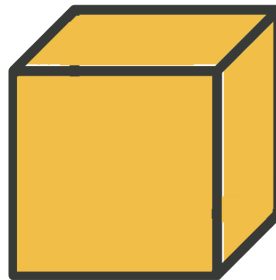
Winter



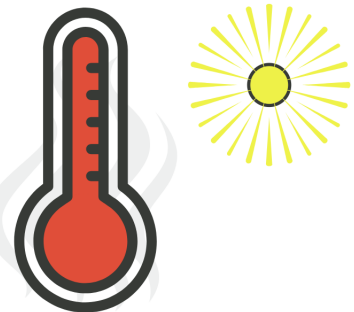
Boots



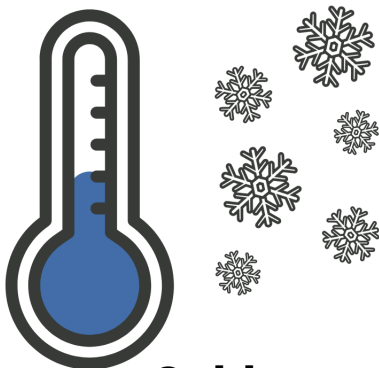
Liquid



Solid



Hot



Cold



Need more visual cues?

Use the empty squares above to create your own or visit [STEMIE's Visual Cue Library](https://www.stemielearningtrajectories.com/visual-cue-library).



THE SNOWY DAY

INVESTIGATION FOR STORYBOOK CONVERSATIONS IN CLASSROOM SETTINGS

OBSERVING CHANGE



Objective of This Investigation

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

Progression Step

Demonstrates awareness of why **states of matter** can change in specific cases.

In other words, **the snow melts inside because it's warm.**

This Investigation

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** or **liquid**?"
- Pages 5-6: "What about footprints? If you step in **water** or a **liquid**, does it make a footprint?"
- Pages 7-8: "What about tracks? Can you make tracks in **water** or a **liquid**?"
- 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

ACTIVITY IDEA FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

DECIDING WHAT TO WEAR



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."



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ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

NOTICING TEMPERATURE

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**."

ADDITIONAL ACTIVITY IDEAS:

- 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 your 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.

