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Thank you again for your purchase. Please reach out with any comments or to just say hi. As an educator, I'm always striving to improve.

I appreciate your support!

**Loren**

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**The Snowy Day, by Ezra Jack Keats**  
**Story Activity Companion Pack**

The following activities have been developed to help young students develop academic, social, motor, language, and other skills through the popular story, The Snowy Day. There is no specific order to the activities.

The activities listed have been implemented and “tested” within a preschool classroom with children who are developmentally delayed and those who are typically developing.

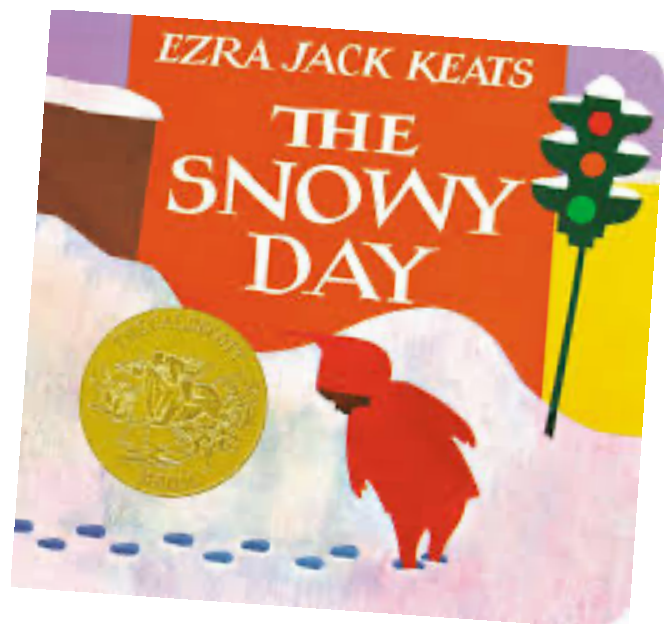
Please contact Loren at [loren@LookLookLearn.com](mailto:loren@LookLookLearn.com) with additional ideas that you think would make a good addition to this Activities Pack. We’re always looking for new, creative ideas and are happy to give you credit!

Thank you!

-Loren

Order Mr. Keat’s  
book [HERE](#) on Amazon,  
or find it at your local library.

ISBN: 0140501827





## Activity Ideas

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- \* KWL: Discussion of Snow. Brainstorm: What do we know about snow? (Repeat this brainstorm activity with each aspect of the story. (Guided Brainstorm sheets below.)
- \* Introduce Book: The Snowy Day? "This is a story about a boy who wakes up one morning to see the world covered in snow!" "I wonder what he will do in the snow?" "I wonder what he will do with the snow?"
- \* Read the story again, but this time have students focus on the events in the story.
- \* Letters corresponding to the story. (Handwriting sheets below):
  - A** - Across, Adventures, Angels    **B** - Bed, Breakfast    **C** - Climbed, Crunch
  - D** - Down, Dragged, reamed    **E** - Empty, Ezra    **F** - Falling, Fight, Firm, Friend
  - H** - Hall, Handful, Head, Heaping, House    **J** - Jack    **K** - Keats
  - M** - Melted, Mother, Mountain, Mountain Climber,
  - P** - Packed, Path, Peter, Piled, Plop, Pocket, Pointing, Pretended    **R** - Round
  - S** - Sad, Sank, Slid, Slowly, Smacking, Smiling, Snow, Snowman, Snowsuit, Socks, Stick
  - T** - Tall, Thought, Toes, Together, Tomorrow, Tracks, Tree
  - W** - Warm, Wet, Window, Winter, Woke Up
- \* Design your own hat [worksheet below]
- \* Snowman Feelings: Draw a facial expression to match a scenario card read aloud [below]
- \* Snowball Battle (Following Verbal Directions) [below]
- \* After reading the story, see what events students can recall from the story. "Tell me what do you remember from the story." (Use picture cards below for prompts)
- \* Using the sorting cards, have students arrange the pictures:
  - From smallest to largest    - From shortest to longest
  - Sort into groups: Clothing/Not Clothing, etc.
- \* Matching card sort challenge: Have students either independently or in teams match the picture cards to their corresponding card. (Use a timer to 'bump up' the challenge!)
- \* Ask students to draw one thing they like to do in the snow. (See drawing paper below.)

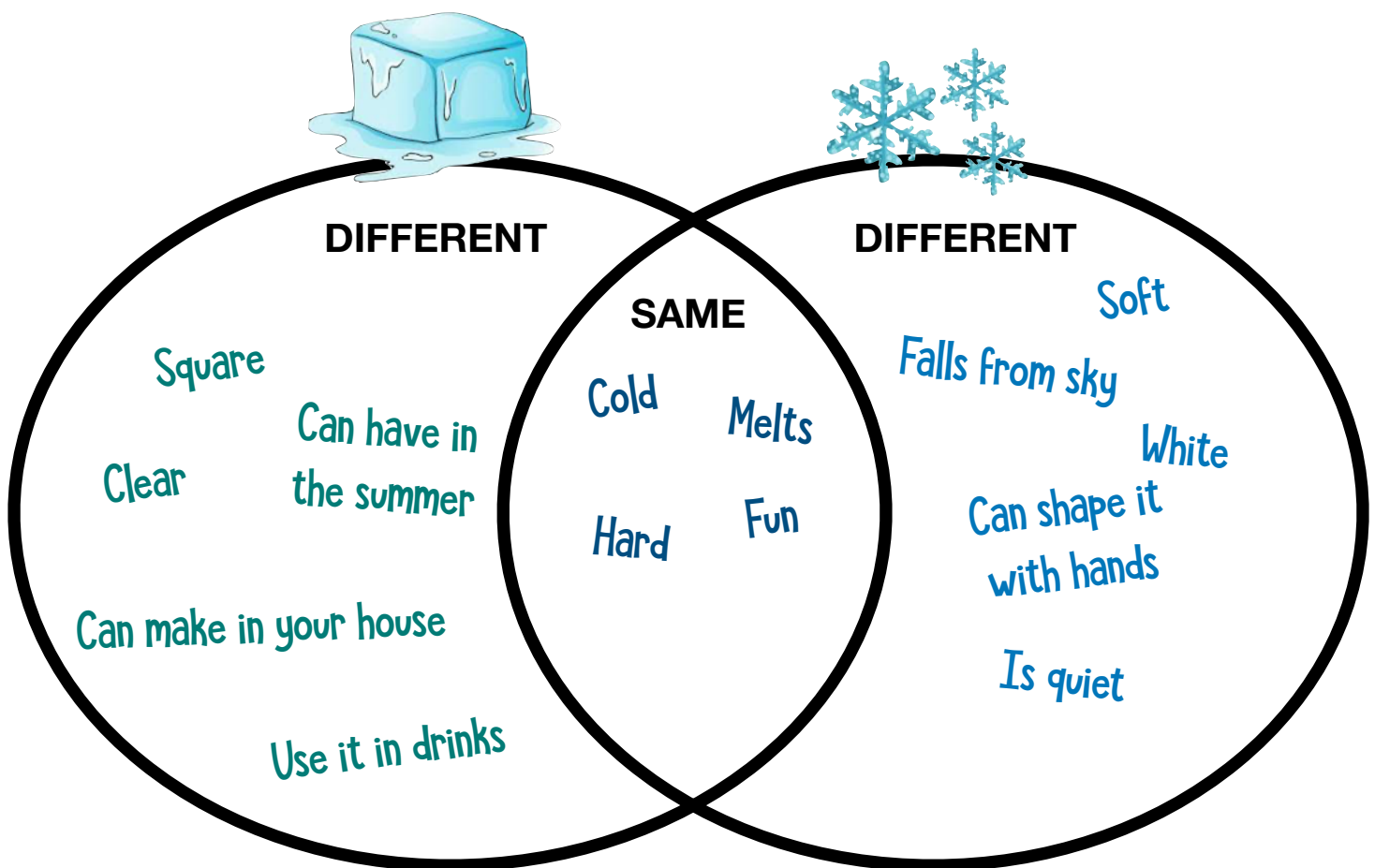


- \* The Snowy Day BINGO (Use your laminated cards to call out the parts of the story. BINGO boards are below to be laminated, OR unlaminated and stamp each item is called.)
- \* Memory: Using the story cards, place the pieces under a cloth or towel. Have students close their eyes while the teacher removes one piece. "Okay, tell me what's missing?" Bump up the challenge by removing TWO pieces. Add a fun twist by ADDING an aspect not from the story (such as a beach ball picture), and ask, "Tell me what DOESN'T belong in the story?"
- \* Preposition Search: Have students cover their eyes while the teacher hides the pieces from the story around the classroom. Two ways to play:
  1. Provide one student with a clue: "Please find Peter ON the teacher's chair" "Please find the stick BEHIND the painting easel." "Please find the snow angel UNDER the green chair." "Please find the snowman NEXT to the sink." "Please find the sun BETWEEN the book shelves."
  2. Assign one student to search for a piece. When they return, have them tell you where they found it: "I found Peter ON the teacher's chair." If they return with the incorrect piece, direct them to place it back where they found it and to keep searching!
  3. Hot, Warm Cold: Direct a student to cover their eyes while another student hides a chosen piece. The class provides clues as the searcher roams the room. Cold=Not close at all; Warm=Getting closer; Hot=Getting very close: "You're too cold!" "You're getting warmer!" "You're so hot, now!"
- \* Complete a Snowman Name collage: Have students count how many letters are in their name. On white paper, students draw that many circles. They can be big, small, and medium circles. Students cut out each circle, and then place them on a larger, colorful piece of paper as if they were building a snowman: largest circle on the bottom, all the way up to the smallest circle. Children write the letters of their name beginning at the top circle, and ending on the bottom circle. Glue the circles down, add snowman art materials, cotton ball snow on the ground, and even white paint dots for snow falling. Make a circle sun with fringe, but not TOO big or your name snowman might melt!
- \* Winter Charades: Use the vocabulary/picture cards to act out events from the story, such as making a snow angel, building a snowman, sledding, throwing a snowball, etc. Remember: no sounds!



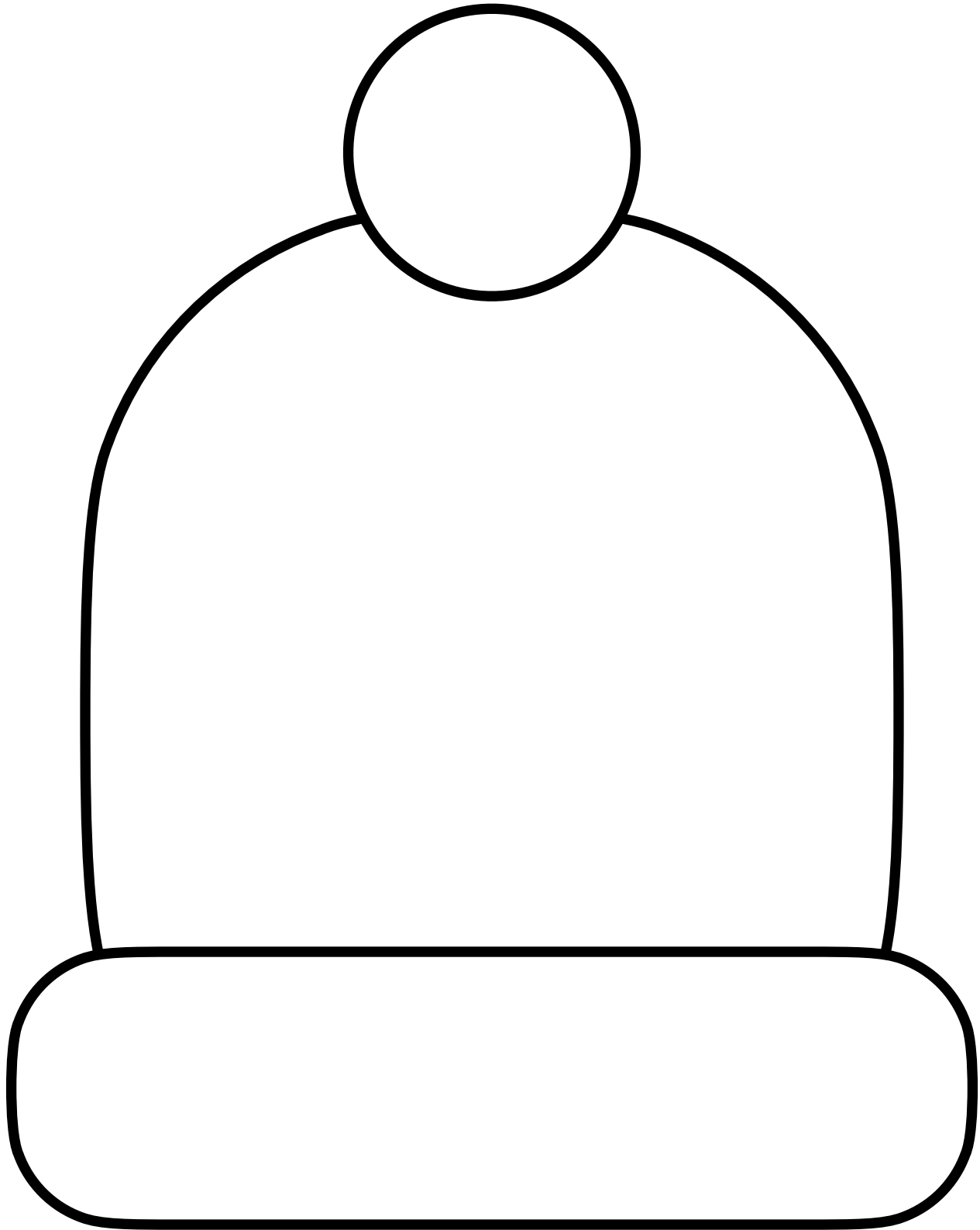


- \* Acting Out the Story: Have four children act out the story using the characters and events from the story.
- \* Snow Illustration Comparison: Provide other illustrated books which contain snow themes. Explore each book and discuss how drawings of snow and the events in the stories are the same and different. "Which drawing of snow do you like most?" "What events in snow are different than in The Snowy Day?" Etc.
- \* Present a ven diagram to explore how snow and ice are different, and what qualities they share that are similar. See diagram sample:





## Design Your Own Winter Hat



**How does the snowman feel?**

Laminate this sheet (or make several copies), and have children use a dry erase marker to draw a face to match the **Snowman Feelings Scenario Card** you read aloud.



Happy



Sad



Surprised



Angry



Scared



**Snowman Feelings Scenario Cards**

Cut out the following cards. Read one card aloud to students. Have them draw a face on their snowman that best fits the scenario described on the card. Students can share their snowman's face with peers and describe why they chose that emotion. There are no wrong answers, of course!

The children just added a new hat to the snowman!

The children are singing, "Frosty the Snowman" to the snowman.

The weather is nice and cold!

The sun is out. It's starting to get warm outside.

A hungry squirrel is looking at the snowman's carrot nose.

A snowplow truck is driving right towards the snowman.

The snowman's hat blew off his head.

The snowman lost one of its buttons.

A child laughs at the snowman and says his hat looks funny.

A bunny jumps out from behind a tree and says, "Boo!"

The sun goes down and it is getting very dark outside.

The snowman feels a raindrop land on his head...and then another.



The snowman's  
head rolled off  
his body!

The children  
made two more  
snowmen next to  
the snowman.

It's snowing  
outside.

The children are  
having a snowball  
battle around the  
snowman.

There were no  
more carrots, so  
the snowman has  
a banana nose.

The snowman  
was sleeping,  
and loud car  
horn went **BEEP!**

Winter is over,  
and it is now  
Spring.

Someone on a  
sled is coming  
right towards the  
snowman!

The Snowman  
misses the  
children.

The children  
made the  
Snowman very  
tall and sturdy.

A child wrote a  
friendly story  
about the  
snowman.

The Snowman's  
scarf is lost, but  
a child shared  
their scarf.

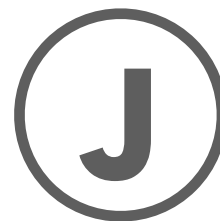
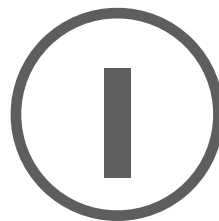
Someone gave  
the Snowman  
**THREE** eyes!

The children are  
going to bring  
the Snowman  
inside the house.



### Following Verbal Directions

Follow the directions for throwing a snowball by listening to the clues on the **Snowball Directions Cards**. [Below]





**Snowball Directions Cards**

Cut out the following cards. Read one card aloud to students. Have students follow your verbal directions. Remind them **NOT** to let their line touch a tree!

- Point to the child wearing a green jacket.
- Point to the letter S.
- Draw a GREEN line from that child to the letter S.

- Point to the child wearing a blue hat.
- Point to the letter H.
- Draw a RED line from that child to the letter H.

- Point to the child wearing an orange jacket.
- Point to the letter J.
- Draw an ORANGE line from that child to the letter J.

- Point to the child in the MIDDLE (BETWEEN the other kids).
- Point to the letter L.
- Draw a BLUE line from the child in the middle to letter L.

- Point to the child wearing red pants.
- Point to the letter F.
- Draw a PURPLE line from that child to the letter F.



- Point to the child with NO hat.
- Point to the tree on the BOTTOM.
- Draw a BLACK line from that child to that tree.

- Point to the child with a red hat.
- Point to the letter E.
- Draw a RED line from that child to the letter E.

- Point to the child NOT wearing red mittens.
- Point to the letter I.
- Draw an YELLOW line from that child to the letter I.

- Point to the tree at the TOP.
- Draw a BROWN circle around that tree.

- Point to the child at the BOTTOM.
- Draw a PINK square around that child.

- Point to the child at the TOP.
- Use ANY color to draw a triangle around that child.

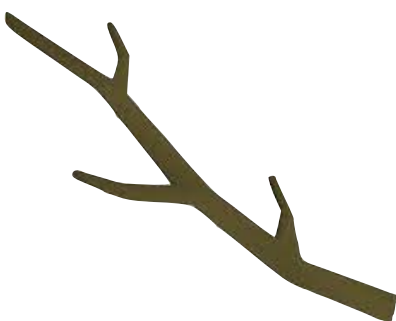


SNOW

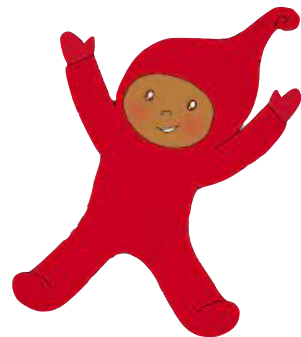
Character & event cards from the story.



MOTHER



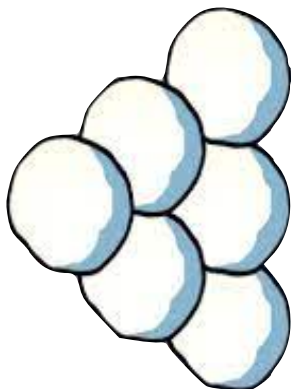
STICK



PETER



SNOWSUIT



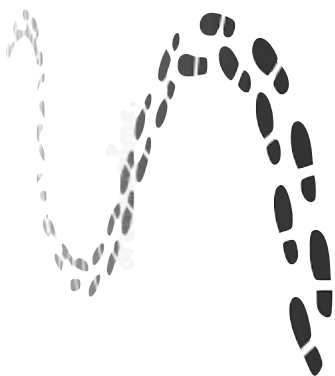
SNOWBALL



WINDOW



MELT



TRACKS



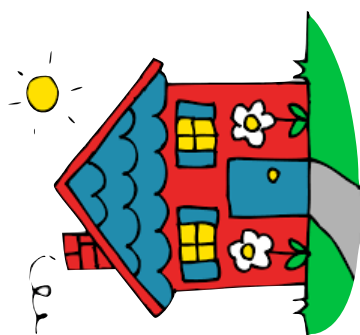
SNOWMAN



SNOW ANGEL



SNOW  
MOUNTAIN



HOUSE



SOCKS



POCKET



BED



SLEEP



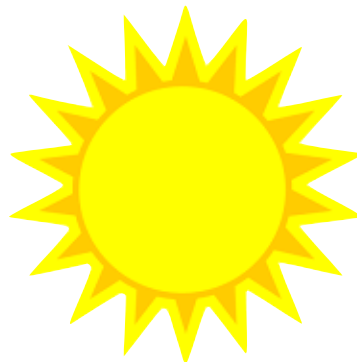
BATH



FRIEND



THROW



SUN



### Guided Brainstorm Activity

"What do we know about snow?"

The activity area consists of 12 empty rectangular boxes with blue borders, arranged in a circular pattern around a central blue snowflake graphic. The boxes are intended for students to write down facts or ideas related to snow.



## Guided Brainstorm Activity

"What activities can we **do** in the snow?"







## Guided Brainstorm Activity

"What do we know about snowmen?"





## Drawing Activity

Something I like doing in the snow: \_\_\_\_\_



## Acting Out Story

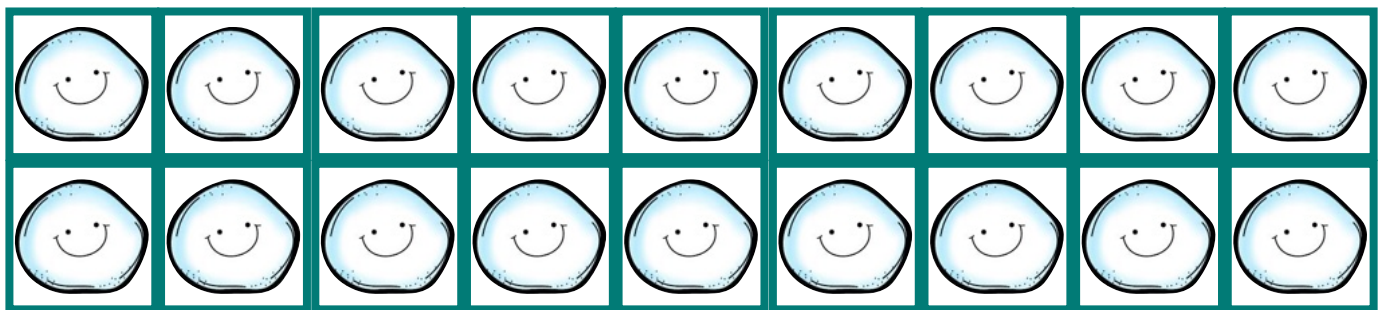
### (Concentration on Speech and Language Development)

After reading the story, we find children enjoy re-telling the story by acting it out. This provides students with opportunities to develop their listening skills, verbal skills, memory & recall skills, literacy connections, sequencing skills, participation skills, self-confidence, and strengthen attending skills. By re-telling the story through acting it out, we also helping our little ones process the story.

**Characters:** Peter, Peter's mom, Peter's friend, Big kids (The teacher can have an additional child help narrate the story.)

**Props:** Jacket with a pocket, Stick, (Optional: Cotton balls for snow, white pillow for snow, socks, sled)

### Snowball Reinforcer 'Chips'





Try using these language questions/activities with your students:

### **YES/NO QUESTIONS**

#### **Examples of Yes/No questions:**

Did Peter play in the snow? Yes

Did Peter build a sand castle outside? No

Did Peter put a snowball in his pocket? Yes

You can ask so many questions!

### **WH QUESTIONS**

Ask your kids wh-questions to see if they understood the story and their ability to recall details. If you're working on increasing mean length utterance, you can ask the kids to use complete sentences. For example when asking, "What did Peter build?" Encourage your student to respond "Peter made a snowman," or "He made a snowman", not just, "Snowman." If a child uses incorrect verb tense, repeat the sentence correctly. For example, if your student says, "Peter build-ed snowman" you can respond, "That's right! Peter built a snowman."

#### **Examples of Wh Questions:**

What is cold and falls from the sky? (Snow)

Who picks up a stick? (Peter)

What did Peter build? (Snowman, snow angel, snowball)

What was in Peter's pocket? (Snowball)

Who helped Peter get ready for a bath? (Mamma)

Etc.



### **ABSURD SENTENCES**

Next, you can make up absurd sentences and have your student fix them. This is a great way for kids to listen to what's silly about the sentence, and then fix it. It also improves auditory memory skills.

#### **Examples of Absurd Questions:**

The snow is so HOT. (No, the snow is COLD)

Peter put an APPLE in his pocket. (No, Peter put a snowBALL in his pocket.)

Peter builds a snow CAR outside. (No, Peter builds a snow MAN.)

The name of the story is, "The Happy Day." (No, the name of the story is, "The Snowy Day.")

### **OTHER SUGGESTED ACTIVITIES**

#### **Vocabulary:**

Lots of great new vocabulary words for your students to learn and describe, such as:

**Verb/Adverbs:** Dragged Climbed Crunch Walked Falling Melted Piled Plop  
Pointing Pretend Packed Woke Up Smiling

**Nouns:** Peter Snow Angels Stick Sock Mother Home Kids Snow Mountain  
Bed Breakfast Fight Friend Head Mountain Climber Pocket Toes  
Window Tracks Tree Snow Snowman Snowsuit Winter

**Adjective:** Cold Empty Round Warm Wet Tall Sad

#### **Same/Different:**

How are a snowman and a snow angel the same? How are they different?

How are a beach ball and a snowball the same? How are they different?



**Naming:**

Name other snow activities that are not in the story.

Name other action words that you know.

Name what clothing you wear in the snow.

What is something you like to do in the snow?

**Opposites:**

You can also address opposites after reading this story:

Up/Down; In/Out; Big (Large)/Little (Small); Sad/Happy; Old/Young, Wet/Dry, Hot/Cold, Etc.

**Fill in the Blank:**

The snow is \_\_\_\_\_.

When Peter sees the snow, he feels \_\_\_\_\_.

When Peter comes inside, the snowball \_\_\_\_\_.

**Sequencing:**

Work on sequencing skills by retelling the story. Kids can retell it using little manipulatives or props. They can act it out, like in the dramatic activity above. Retelling stories helps improve comprehension, oral language, sequencing and narrative skills.

**NOTES:**

To our speech friends, as a reinforcer, place snowball tokens/mini-marshmallows/cotton balls in a pocket devised of paper, or a real jeans pocket. As students practice their speech sounds, they may put a token in the pocket. When they deposit all 10 tokens they can earn a sticker or stamp.





## **Picture Match Listening Activity**

Use the following chart for this activity: Announce an item and have students “check off” the named items. Try naming two at a time, or three to increasing listening and memory skills! This activity can be used in either a large group or smaller group. The teacher or therapist can lead the activity. Children sit at a table with their master sheet and crayon in front of them, pointing to the corresponding image that the adult describes and then checking the item off. (Drawing a line through it, coloring over it, etc.)

"I'm thinking of something you can build in the snow that wears a hat." "I'm thinking of someone who puts a snowball in their pocket."

### **Variation 1:**

Children then find the matching image from a field of images that are set next to them. They glue the matching image cut-out onto to their own sheet.

### **Variation #2:**

One or two children act as “store owners” and keep all the cut-out pieces in front of them at a separate table. When their peers need to find the correct matching cut-out, they stand and walk to the store and ask the storeowner, “Do you have any \_\_\_\_\_?” Returning to their sheet, children glue on that matching cut-out.

### **Variation #3:**

A child takes on the role of the adult by providing clues to their peers: “Look for something you make in the snow when you lay down!”

When all the images on the master sheet are covered, children can stand and pretend to be their favorite character from the story!



SNOW



HOUSE



BED



MOTHER



SNOW  
MOUNTAIN



STICK



SOCKS



ANGEL



SNOWMAN



PETER



SNOWSUIT



MELT



SNOWBALL



SLEEP



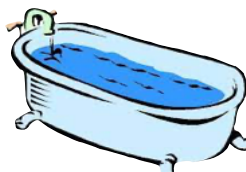
POCKET



WINDOW



TRACKS



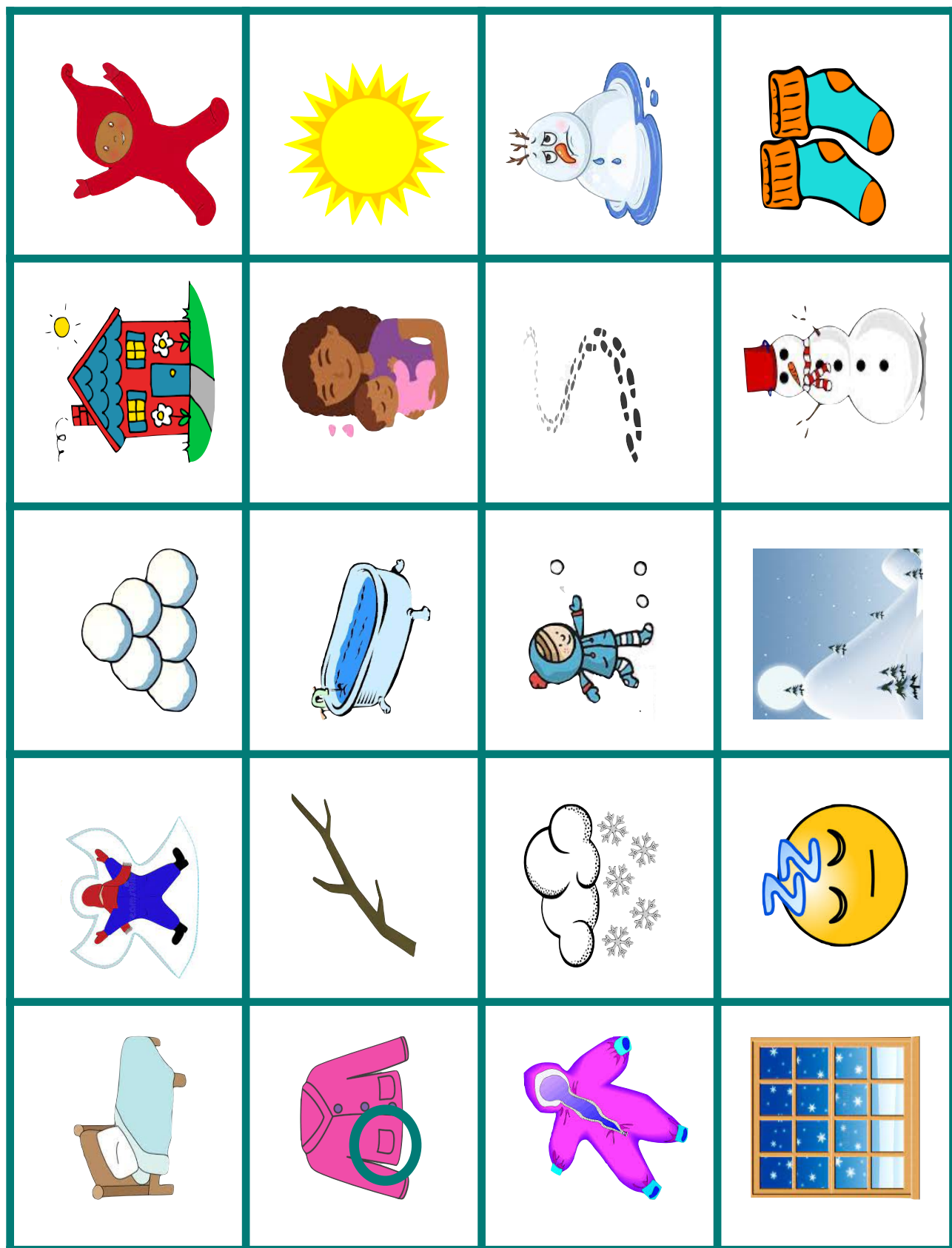
BATH



SUN



THROW





S	P	A
H	B	C
T	BINGO FREE Space!	S
R	F	W
G	E	M



BINGO Cards

S

G

E

R

F

M

T

S

H

B

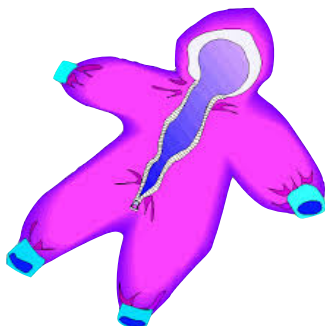
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LOOK LOOK LEARN, LLC  
Size Sorting Cards

SNOWY DAY ACTIVITY



BIG



MEDIUM



SMALL



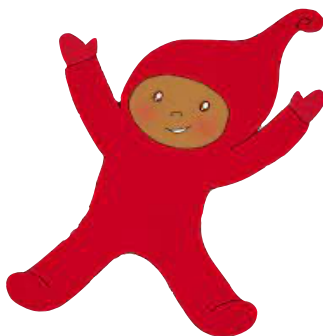
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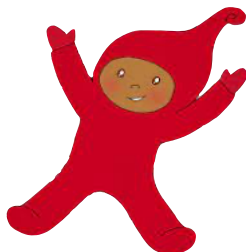
MEDIUM



SMALL



BIG



MEDIUM



SMALL





LOOK LOOK LEARN, LLC  
Size Sorting Cards

SNOWY DAY ACTIVITY



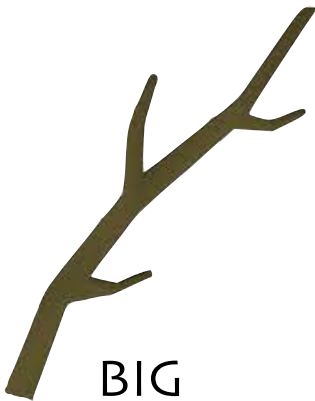
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MEDIUM



SMALL



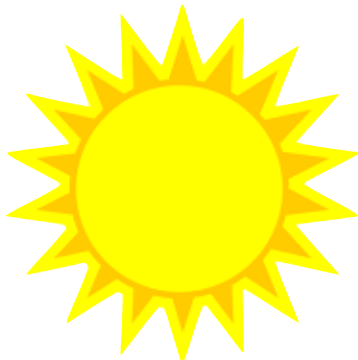
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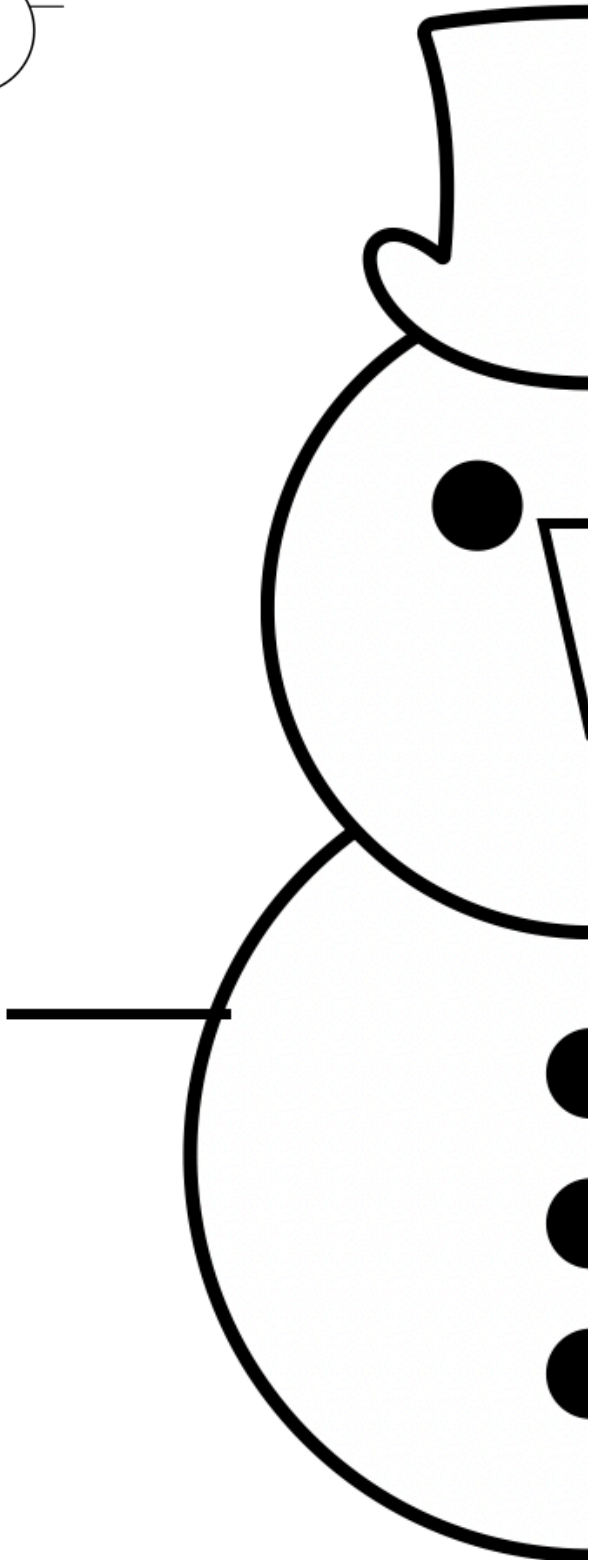
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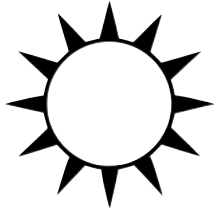


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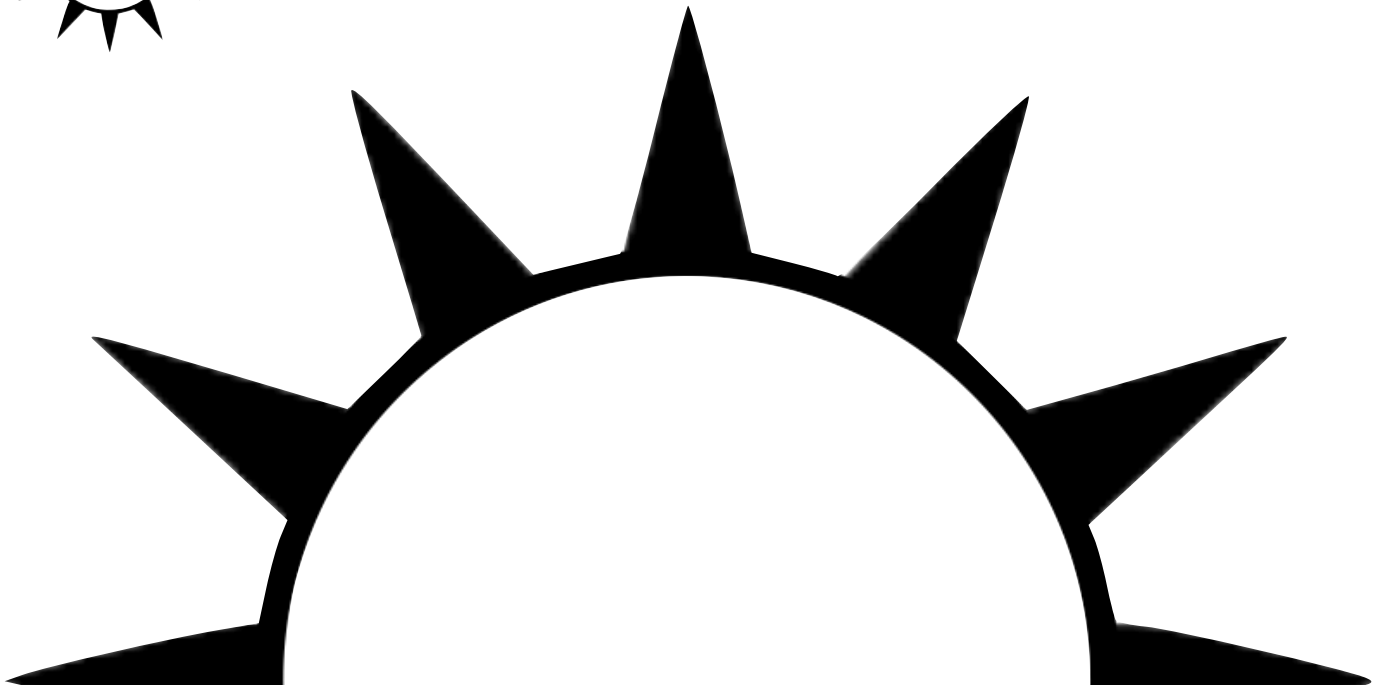


**Finish the Drawing!**



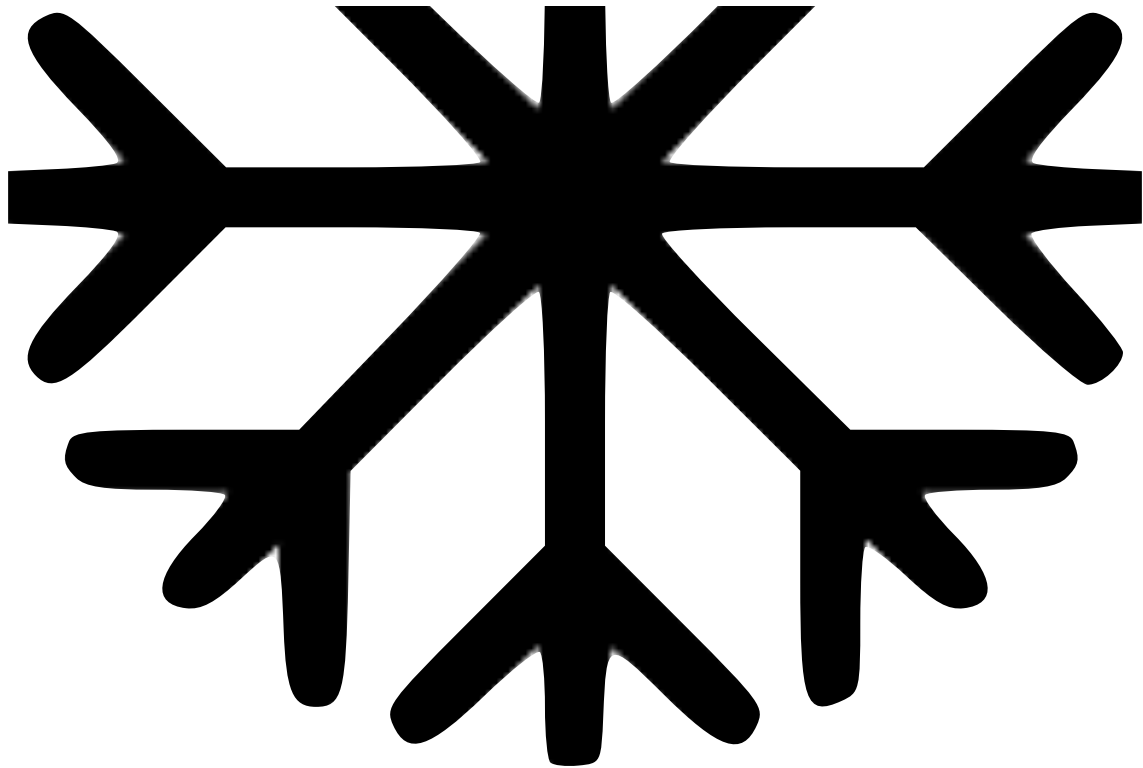
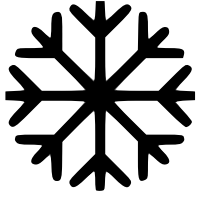


**Finish the Drawing!**





**Finish the Drawing!**



**Following verbal directions: Give me a Hand!**

1. Hold the hand you color with in the air
2. On your piece of paper, place your other hand
3. Close your fingers, but keep your thumb out
4. Using a **red crayon**, trace your hand
5. When you lift your hand, you will have drawn a mitten
6. Draw **3 blue** circles on your mitten
7. Color the circle at the **TOP green**
8. Color the circle at the **BOTTOM orange**
9. Color the circle in the **MIDDLE yellow**
10. Choose any color you like to fill in the rest of your mitten
11. Using scissors, cut your mitten out
12. Ask a friend nearby what their favorite color is
13. Turn your mitten over and write your name using your **friend's** favorite color!

