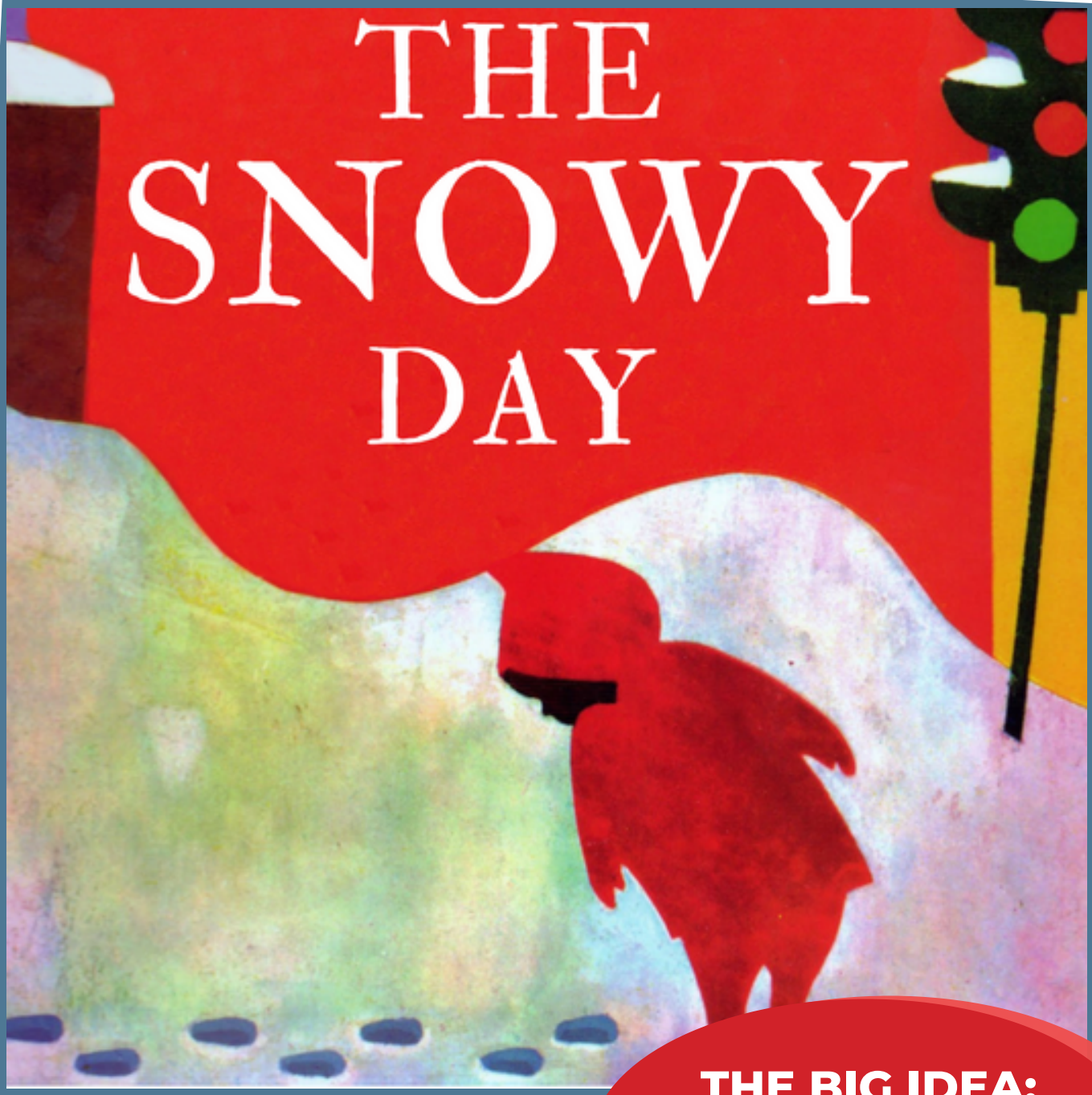
CHILDSPLAY
RESOURCES



THE BIG IDEA:

Hallmarks of Childhood

BY JEROME HAIRSTON

BASED ON THE BOOKS BY
EZRA JACK KEATS

DIRECTED BY **KATIE McFADZEN and ANTHONY RUNFOLA**

WHAT THE PLAY IS ABOUT



The Snowy Day celebrates the magic and boundless possibilities of the first snowfall! Follow Peter and his friends as they romp and play, starting snow ball fights and making snow angels in this imaginative musical play about the childhood joys and challenges of growing up. Using innovative shadow puppetry, Keats' treasured characters come to life in this humorous and fun adaptation of *Whistle for Willie*, *Goggles!*, *A Letter to Amy*, and *The Snowy Day*.

TALK ABOUT IT

Start a conversation before the show:

- Peter loves to go outside on a snowy day. What are your favorite outside activities? Do they change during different seasons?
- Peter learns new things throughout the play. How do you feel when you learn something new, especially if it was very difficult? How do you express that feeling?

Start a conversation after the show:

- *The Snowy Day and Other Stories* is based on four different books. How was the play like the books? How was it different?
- Peter's snowball disappeared in his pocket. What do you think happened to it? Why?
- In the play, Peter experiences joy in many ways including making snow angels and playing with his dog Willie. What brings you joy?
- How did Peter and Archie stand up to the boys who bully them about the goggles. Do you think they did the right thing? What should you do if you see someone being bullied?
- Peter and his friends all talk about what they wish for. What do you wish for?

WRITE ABOUT IT

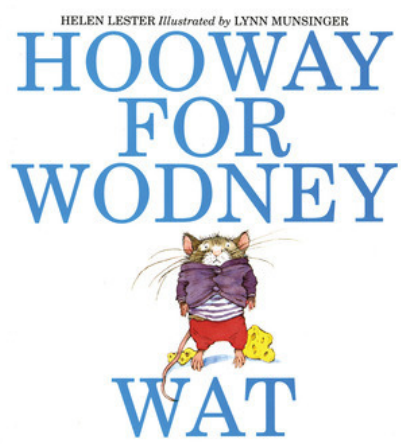
Journal entry or free-writing prompts for before or after the show:

- Peter learns how to whistle. What are some things you've learned how to do? What are some things that you were too small to do before, but you can do now? What are you looking forward to learning when you get bigger?
- Peter is nervous about how his friends will react because he invited Amy to his party. If you were Peter's friend, how would you react? Why do you think he is nervous?

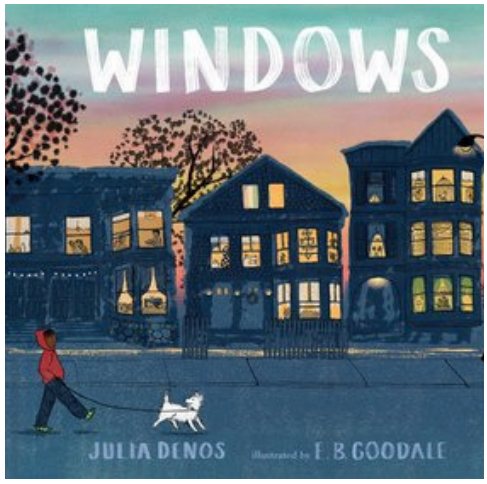
READ ABOUT IT

Our amazing volunteer librarian Sharon Ewers has put together a great list of books connected to ideas and themes in *The Snowy Day*. All books are appropriate for children in grades PreK-2

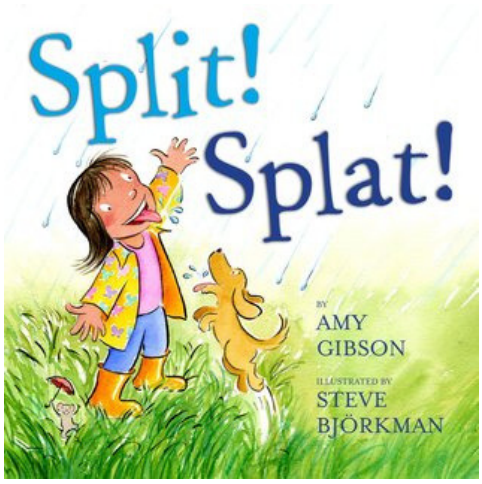
Find the full list by going to https://tinyurl.com/yxcufloj and clicking Booklist



Hooray for Wodney Wat
by Helen Lester



Windows
by Julia Denos



Split! Splat!
by Amy S. Gibson

EXPLORE IT

Close Reading Activity: Costume Designers as Close Readers...

Theatre is a collection of choices. A choice is an artistic decision that is made to highlight a component of a character's personality, the story, or the theme. Costume Designers help create the world of the play with clothing. The designers pull information from the text to inspire their design choices and bring the story to life on stage.

Activity: What Can You Learn From a Costume?

In *The Snowy Day and Other Stories*, the personality of the character is presented through the costume. The next page of this document contains sections from the show. Read, or have students read, the text. Have the students pretend to be costume designers and draw costumes for the characters. Play around with different choices to see how the personality changes. Pay close attention to the stage directions (in italics) and text to find information about what the characters are feeling and doing. When making choices, think about color, texture, movement, and how the characters are feeling. Share the drawings with others!

The following scene is from *The Snowy Day and Other Stories* by Jerome Hairston to be used for educational purposes only. Words in italics are stage directions.

ALL 3 ACTORS: One winter morning,

FEMALE PLAYER: Peter woke up and looked out the window.

PETER: Wow!

FEMALE PLAYER: Snow had fallen during the night. It covered everything as far as he could see.

PETER: Snow!

MOM: Peter, breakfast!

PETER: *(PETER bounds out of bed.)* Coming!

MALE PLAYER: After breakfast, Peter put on his snowsuit!

(PETER peels out of his PJs and hurries into the snowsuit. He pulls on his hood and runs:)

FEMALE PLAYER: He ran outside. The snow was piled up very high along the street to make a path for walking. Crunch! Crunch! Crunch!

(PETER is stopped by the sight of something in the pipe. He bends over and pulls it free.)

PETER: Archie! Look what I found! *(holding them up)* MOTORCYCLE GOGGLES!

ARCHIE: Let me see, let me see!

PETER: We could be...I don't know...*(light bulb, fantasy begins)* MOTORCYCLE RACERS!

ARCHIE: No, no, no. We should be more like... Deep sea divers.

PETER: No way! Motorcycles are much cooler.

ARCHIE: Says who?!

PETER: Me!

PETER: Wait! I got it. Astronauts! Blast off! *(they blast off)*

LEARN ABOUT IT

Reasons for the Seasons



The Four Seasons [1]

- *Snowy Day and other Stories* takes place in all different seasons. We have 4 seasons during the year, and **each season lasts for 3 months**. In order, the seasons are:
- **Spring** gets warmer and can be rainy. Plants come back to life after winter.
- **Summer** is the hottest season. People can swim and play outside.
- **Autumn** gets cooler so the leaves change colors and fall off the trees.
- **Winter** is the coldest season. It usually snows and people can make snowmen.



Why do seasons happen?

- The Earth travels around the Sun, called an **orbit**, once a year or every 365 days.
  - As the Earth orbits the Sun, each location on the planet gets a slightly different amount of sunlight. This change causes the seasons.
- **The Earth is Tilted**
  - When the North Pole is pointing **toward** the Sun, the northern hemisphere gets summer. When the North Pole is pointing **away** from the Sun, the northern hemisphere gets winter.
  - Seasons in the north hemisphere are **opposite** of seasons in the south hemisphere.



Watch this video for more on seasons: https://youtu.be/eXFe4tUCd40

Try this Activity!

(Standard: Social Emotional Learning S1.C2)



Emotion Call and Response

Begin this activity in a circle so everyone can see each others' physical choices.
Ask, “how would you feel if _____”.
Direct children to show how they would feel with their bodies and faces.

How would you feel if:

- you were playing outside in the snow.
- older kids said you couldn’t play with them.
- you lost a toy in the snow.
- you were drinking a hot cup of cocoa.
- snow got in your boot.
- a snowball melted in your pocket.
- you caught a snowflake on your tongue.
- you helped someone build a snowman.

1. More information at https://www.ducksters.com/science/seasons.php

ENGAGE WITH IT

Explore these standards-based activities!

★ **Across the Room - Science: (K.S6.C3.PO 3)**
Line up against one side of the room and cross as if you are experiencing different weather situations. Use bodies and faces to show where you are and how you feel. Cross the room as if:

- it were a blustery winter day.
- you were a chicken in a wind storm.
- you were walking in an ice storm.
- it were a sizzling hot day in the desert.
- you were getting on the bus in the rain.
- you were walking your dog in a tornado.

★ **Build a Snowman - 21st Century Learning: Work Independently (K-12)**
Show a picture of snow, and a snowman. Talk about snow's texture, temperature, smell and other characteristics. Find a space in the room where you can work independently, and create your own snowman using mime. Begin building at your own pace. Dress your snowman in scarves, coats, whatever your imagination holds! After you have finished your snowman, introduce it and share the details you made.

CONNECTION TO STANDARDS



Science: (K.S6.C3.PO 3): Give examples of how the weather affects people's daily activities.

Early Learning Standard: Social Emotional Learning (S1.C2): Recognizes and Expresses Feelings of self and others

21st Century Learning: Life and Career Skills (K-12)
Work Independently

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#ChildsplayAZ
#SnowyDay

ABOUT CHILDSPLAY

Childsplay is a nonprofit professional theatre company of adult actors who perform for young audiences and families.

Our Mission is to create theatre so strikingly original in form, content, or both, that it instills in young people an enduring awe, love, and respect for the medium, thus preserving imagination and wonder, those hallmarks of childhood that are the keys to the future.

For more information:
www.childsplayaz.org