

Study Guide and Activities



This study guide includes information about our production along with creative activities to make connections in your classroom both before and after the show. We've aligned all activities to both the Common Core Standards and North Carolina Essential Standards. Look for the symbol below throughout the guide for curriculum connections.



NCES-TheaArts.(K-3).T.A.A.1: Analyze literary texts and performances. NCES-TheaArts.(K-3).T.A.A.1.1: Recall the basic parts of a story, such as characters, setting, and events.

Mainstage production Ages 4 and older



By Jerome Hairston

Based on the books by
Ezra Jack Keats

Director
Mark Sutton

Themes explored

seasons, creative play, friendship,
cause and effect, growing up

Synopsis

Winter—Peter looks out his window. Snow has fallen! He puts on his snowsuit and runs outside to walk in the snow. Peter hears some big kids having a snowball fight. Going closer, he watches them forming teams and hitting each other with snowballs. When one snowball hits Peter, he realizes he's not old enough to join. Instead, Peter makes a snowman by himself. Then he lies down in the snow and makes a snow angel. Peter picks up a handful of snow and packs it carefully into a snowball. He puts it into his pocket for tomorrow and walks back home. While his Mom gives him dinner and a bath, he tells her all about his adventures. Then she puts him to bed. Peter isn't tired; he wants to play with his snowball. He gets out of bed and looks for it in his coat pocket, but his snowball is gone. Peter goes back to bed and falls asleep. He dreams the sun has come out and melted all the snow away. He wakes up in the morning and looks out the window. The snow is still there!

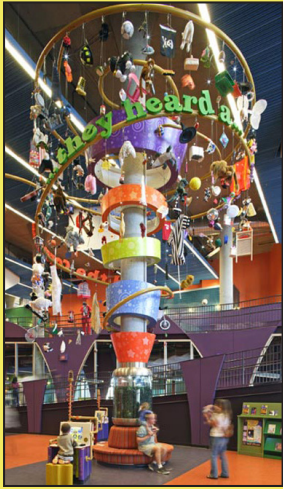
Spring—Years go by, and now Peter is older. One day, Peter sees a boy playing with a dog. When the boy whistles to the dog, the dog comes to him. Peter tries to whistle, but he can't. His dog Willie trots by and Peter tries to whistle to him, but he still can't. Peter goes home asks Mom if Dad can teach him to whistle. Mom shows him she can whistle as well as Dad. She tells him to just pucker his lips and blow. Peter tries and fails. He walks away, giving up. Something inside of himself tells him to keep trying. He takes a deep breath and—a whistle. Peter wants to play a joke on his dog Willie. He hides under a box and whistles for Willie to come. Willie hears the whistle and runs around the box, trying to figure out from where the whistle is coming. Peter shows himself to Willie and takes him home. He proudly demonstrates his whistling to Mom and Dad. Mom and Dad love Peter's whistling and send him on an errand to the grocery store. Willie trots along as Peter whistles.

Summer—Time passes, and on a hot summer day, Peter and Archie play hide and seek near their hideout. Looking for a place to hide, Peter finds some goggles. "Motorcycle goggles!" he tells Archie. Archie thinks they could be deep sea divers. Peter says riding motorcycles is cooler, but then they both agree to be astronauts. On their way home, Peter and Archie run into two big boys, who demand the goggles. The big boys jump on Peter and hold him down, but Willie grabs the goggles in his mouth and runs off. Peter and Archie run from the big boys after telling each other to meet back at the hideout. When they arrive, Willie comes looking for them, but the big boys see him. Willie jumps in the pipe, and makes his way to Peter. Peter tricks the big boys by talking through the pipe and telling Willie to meet them at the parking lot. When the big boys head off in that direction, Peter, Archie and Willie make a run for safety to Archie's house. Archie puts on the goggles, and Peter agrees they look "real fine."

Autumn—Peter is excited about planning his birthday party and is writing an invitation to Amy. After stamping his letter, Peter puts on his raincoat and goes out in the stormy weather to mail it. He tries to sneak past Amy's window so she won't know about the surprise invitation. As he's about to put his letter in the mailbox, he worries about what the boys will say if a girl comes to his birthday party. Then a gust of wind blows it out of his hand. He chases it when, suddenly, Amy comes around a corner. She tries to help Peter catch the letter, but Peter doesn't want her to see it. Peter accidentally bumps into her, knocking her to the ground. Amy cries and runs off. Peter mails his letter, but now he worries Amy won't come to his party. Saturday arrives, but Peter doesn't join in the fun with his friends at the party. Then the doorbell rings. It's Amy! Peter's parents bring out his birthday cake, and everyone sings to Peter. Amy asks him to make a wish. Peter makes a wish and blows out his candles.

On Your Way to ImaginOn

The Story Jar



The Story Jar is a unique sculpture outside the McColl Family Theatre. It is an ever changing exhibit that features items from current and past shows at Children's Theatre of Charlotte. Our current show is *Snowy Day*. Can you find all of the items listed below?

raincoat a letter
brown stick sled

About our theatre

Founded in 1948, Children's Theatre of Charlotte has opened young minds to the wonders of live theatre for more than half a century. Today, it continues to be one of the most technically imaginative and resourceful theatres in the country. Annually, it reaches nearly 300,000 young people and their families through our Mainstage productions, Resident Touring Company and its Education Department's classes and workshops. Children's Theatre of Charlotte shares a space with the Charlotte Mecklenburg Library at **ImaginOn: The Joe and Joan Martin Center**. Learn more about Children's Theatre of Charlotte at ctcharlotte.org.

Audience expectations

Young audiences should know watching live theatre is not like watching more familiar forms of entertainment: they can't pause or rewind it like a DVD, there are no commercials for bathroom breaks, nor can they increase the volume to hear if someone else is talking. Encourage your students to listen and watch the play intently, so they may laugh and cheer for their favorite characters when it is appropriate.

At the end of the play, applause is an opportunity for students to thank the actors. Live theatre only exists when an audience is present, and your students' energy and response directly affects the actors onstage! Here are some other guidelines to remember while you're watching the performance:

- Respect others during the performance. Stay seated and keep your hands to yourself.
- Please turn off cell phones and other electronic devices during the performance.
- Photography and video of the performance is prohibited by copyright law.
- We do not permit food and drinks in the theatre.



NCES-TheaArts.(K-3).TA.CU.2: Understand the traditions, roles, and conventions of theatre as an art form. NCES-TheaArts.3.TA.CU.2.1: Illustrate theatre etiquette appropriate to the performance situation.



Theatre 360 connections

Theatre 360 provides a way to interact with Children's Theatre of Charlotte productions by extending the theatre experience for families and classroom—providing access to all! Best of all, many programs are free. Go to ctcharlotte.org/theatre-360 to view the full list of events throughout the year.

Audience engagement These interactive experiences located around ImaginOn are available from the first public performance of a production through the entire run of the show. We change the exhibits to reflect the uniqueness of each show.

Online engagement Whether you're a teacher or a parent looking for quality activities, we've assembled a collection of online games, websites and articles that deepen the connections of elements from the show. [Click here](#) for online content for *Snowy Day*.

Workshops and residencies Teachers, are you looking for a way for your class to make stronger connections with our shows? You can add our workshops, led by our professional teaching artists, before or after you view the performance. Or incorporate the arts into your everyday classroom through a residency created to fit your subject area. Contact our programs coordinator, Tommy Prudenti, at tommyp@ctcharlotte.org to book yours today!

Before the show

The BIG QUESTIONS before the show

1. Can you whistle? If you can't, what are some other sounds you could make to get someone's attention? Create a song using just those sounds.
2. In the play, Peter and Archie find some goggles and use their imaginations to make them become something else. Find a box of random items for your students, then encourage them to pull items out one at a time and make them become something else. How many different ways can you use them?
3. Have you ever sent a letter? How would you feel if you got a letter in your mailbox?



CCSS.ELA-Literacy.SL.(K-3).2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. NCES-TheaArts. (K-3).TA.C.2: Use performance to communicate ideas and feelings.

Practice and practice...

Make a list of things you had to practice before you could do them well, like riding a bike or tying your shoe. What activities are you still trying to learn?

A walk in the snow!

Narrative pantomime involves participants simultaneously acting out a narrative read by the teaching artist. The narration is designed to explore an environment or develop understanding of a character's experience. To begin, ask the students and parents to find a comfortable space in the room. Next, read a brief narrative in second person (you form). Remember, to leave time between sentences to allow the participants to explore the actions. To get you started, we've listed one below. Feel free to add to the story or create your own!

Imagine you're lying in your bed. The alarm goes off, and now it's time to wake up. You yawn, you stretch and you scratch your head. Then, you slowly walk over to the window. When you look out the window, you see something white has fallen on the ground while you were sleeping, and it's covering everything as far as you can see. What is it?

That's right! It's snow! You're so excited, and you let out a, "Yahoo!" and then put on your clothes to go outside. You put on your shirt, your pants, your heavy coat making sure it's zipped up tight. Then, you put on your hat, your gloves and your scarf, wrapping it around your neck. You go to the front door of your house, open it, then step outside.

Even with your coat, it's cold outside. You begin to shiver. Let me hear what sound you make! You start to warm up a little and look up at the sky. It's still snowing! As you watch the snowflakes fall, you begin to wonder, what does this snow taste like? So, you open your mouth and begin to catch the snowflakes on your tongue.

You're so full of cold snowflakes, that you begin to shiver again. Let me hear you shiver again! As you stand their shivering, you see a hat on the ground. This gives you an idea. You say, "I know! I'll build a snowman!" You begin to roll the snow into giant balls, stacking them one by one. You draw a face on your snowman and then find some sticks to become its arms. As the final touch, you add the hat to the snowman's head, reaching high up to place it on top.

Just then, you feel something cold hit your back. It's a snowball! The game has started, and you're ready! You reach down and make your snowball and throw it at the first person you see. Everyone is throwing snowballs now!

The game begins to end, and you notice everyone is walking back to their houses. You decide to walk back as well. You go to the front door of your house, open it, then step inside. You take off your hat, your gloves, your heavy coat and your scarf. You go to a big chair and pull a warm blanket over you. Just then, your mom or dad brings you something hot to drink. It's too hot! You blow on it first and then take a sip. You let out a big "Aahh" and begin to drift off to sleep.

After the story, and while everyone is sitting on the ground, follow up with some of the questions listed below. Everyone doesn't need to answer every question. What did your snowflakes taste like? How many snowflakes did you catch on your tongue? What color was your hat? What was the name of your snowman? Who did you hit with your snowball?



NCES-TheaArts.K.TA.C.2.2: Use dramatic play to re-enact stories from texts read aloud. NCES-TheaArts.1.TA.C.1.1: Use non-verbal expression to communicate movement elements, including size, weight, and rate.

Worksheet for before the show

NAME _____

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Imagine it's snowed all night long. What would you do once you went outside? Draw a picture and write about your ideas below.



If it snowed all day long, when I went outside, I would:

After the show

The BIG QUESTIONS after the show

1. Why did Peter spend the day in the snow by himself instead of inviting a friend to play with him? Are there times you would rather explore things by yourself?
2. Why didn't Peter give the letter to Amy when he saw her? How do you think she felt when she finally got it?
3. What do you think Peter wished for when he blew out his candles?



CCSS.ELA-Literacy.SL.(K-3).2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. NCES.EEE.SE.2: Understand the relationship between self and others in the broader world.

Snow paint

This two-ingredient paint is simply made by mixing school glue with shaving cream. Use a paintbrush or your fingers.

[Click here](#) to see how it's done!

Don't be a bully!

In the play, bullies bother Peter and Archie. Peter stands up to them at one point, but does he make the best choice on how to deal with them? This is an important discussion to have with your class. Below is a diagram called the "Triangle of Oppression." It's important to teach young people the vocabulary in order to name and identify oppressive or intolerant behavior when they witness it. These activities are based on the *Teaching Tolerance: A Project of the Southern Poverty Law Center*. Find out more at tolerance.org.

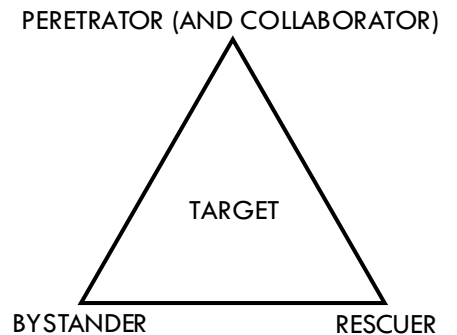
Perpetrator: Someone who commits an act of oppression.

Collaborator: Someone who sees the act of oppression and chooses to make the situation worse. This can be something as simple as laughing at what the Perpetrator says or does.

Target: Someone who is oppressed by the Perpetrator.

Bystander: Someone who sees the act of oppression and chooses to ignore it or do nothing.

Rescuer: Someone who sees the act of oppression and chooses to make the situation better.



In small groups, encourage students to create a frozen image or tableau of an example of oppression they've seen at their school. Instruct students to assume the roles of Perpetrator, Target, Bystander and Collaborator. Remind them to keep it realistic and based on what they've witnessed. Share the images and discuss them.

Encourage the students to write a letter to the Bystander in their frozen image and give them three different action strategies they could use to make the situation better for the Target. Or, if your students are younger, draw a picture about how you would help them. Help them become a Rescuer!



NCES-PhysEd.PE.(K-3).PR.4: Use behavioral strategies that are responsible and enhance respect of self and others and value activity. CCSS.ELA-Literacy.W.3.3: Write narratives to develop real and imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

Shadow art



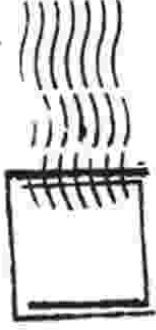
In the play, shadows are used to show the "bigness" of the bullies in relation to Peter and Archie. Shadows are a great way to intensify a dramatic moment in a performance. Start exploring light and shadows by giving your students a flashlight and a stuffed animal. By moving the light around the toy, the shape of the shadow begins to stretch and change. How does moving the light shift the mood or character of the shadow?

[Click here](#) to explore shadow art created by Kumi Yamashita.

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NAME _____

Imagine you're having a birthday party. Write a postcard to your best friend inviting him or her to the party or draw them a picture of something you'll do at the party. Don't forget to write his or her name and address on the lines provided!



TO:

If you enjoyed the show, travel to **ImaginOn** or your local **Charlotte Mecklenburg library branch** and check out these books. Check availability at cmlibrary.org.

Recommended for early readers

The First Day of Winter

by **Denise Fleming**

A snowman comes alive as the child building it adds pieces during the first 10 days of winter.

Snowmen at Night

by **Caralyn Buehner**

Have you ever built a snowman and discovered the next day that his grin has gotten a little crooked? Snowmen play games at night when no one is watching!

Lola Loves Stories

by **Anna McQuinn**

Lola loves to hear Daddy read a new library book each night, an activity that spurs her imagination and results in inventive play the next day.

Recommended for elementary

Peter's Chair

by **Ezra Jack Keats**

When Peter discovers his parents are painting his blue furniture pink for a new baby sister, he rescues the last unpainted item, a chair, and runs away.

The Trip

by **Ezra Jack Keats**

Lonely in a new neighborhood, Louie creates a magic box from a shoebox and sees his old friends trick-or-treating.

Snow

by **Uri Shulevitz**

No one in the city thinks one or two snowflakes will amount to anything, except one boy and his dog. When flakes start to swirl down on the city, they're the only ones who know how to truly enjoy it.

The Little, Little Girl With The Big, Big Voice

by **Kristen Balouch**

A little girl with a very loud voice has trouble finding a jungle friend to play with, until at last, she meets the one jungle animal whose roar is louder than hers!

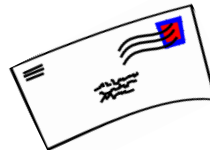
Every play Children's Theatre of Charlotte produces is created by a talented team of designers, technicians, actors and a director. A play is different from a television show or a movie because it's presented live. As a class, discuss what you experienced when you saw the performance.

THEATRE CORNER

1. Name three things you noticed about the set. Did the set help tell the story? What sort of set would you have designed?
2. What did you like about the costumes? Did the costumes help tell the story? What sort of costumes would you have designed?
3. What role did lighting play in telling the story? How did the lights enhance what you were seeing?
4. Talk about the actors. Were there moments you were so caught up in the story you forgot you were watching a play?
5. Were there any actors who played more than one character? What are some ways you can be the same person but play different characters?



NCES-TheaArts.(K-3).TA.A.1: Analyze literary texts and performances. NCES-TheaArts.(K-3).TA.AE.1.2: Understand how costumes [and technical elements] enhance dramatic play.



Write to Us!

Children's Theatre of Charlotte
300 E. Seventh St.
Charlotte, N.C. 28202



CCSS.ELA-Literacy.L.(K-3).1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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www.ncarts.org