



Written and Directed by

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An interactive show for children 2 – 6 years old

Study Guide created and produced by Arts on the Horizon

Pre-show Activities for the Classroom

First Things First: Get to Know the Show

Snow Day Show Description:

One cold December morning, a young girl named Skip wakes up to find the entire neighborhood covered in a thick, dazzling blanket of white snow. A playful (if not a little mischievous) winter elf takes her on an adventure – showing her just how magical snow can be! Join Skip as she experiences all the excitement, joy, and wonder of her very first snow day. This nonverbal world premiere production features live music and lots of wintertime fun, just in time for the holiday season.

Characters:

Skip – Skip is a young girl who has never seen snow before! She is curious, adventurous, and open to making new friends.

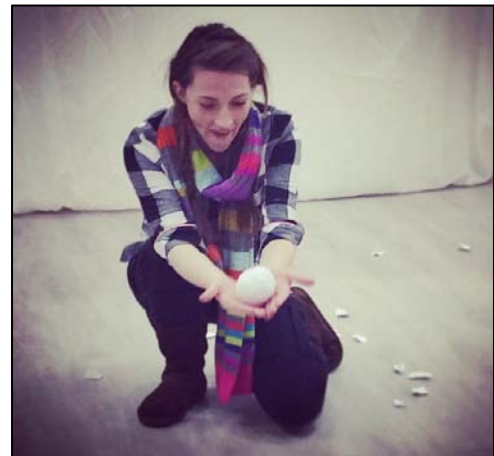
Jane Frost – Jane is a playful, magic elf who is excited to share everything she knows about snow, cold weather, and winter with Skip.

Discussion: Let's Talk About Snow!

(Cognitive Development & Comprehension, Language Control & Speech, Auditory Learning)

Ask students about winter weather and snow to get ready for the show. This is a story about a girl who has never seen, felt, or played in the snow! How would you tell her about it? What would you tell her to do? Sample discussion questions:

- What do you know about snow?
- What is it made of?
- Who has seen snow?
- Who has played in snow?



Hands on Activity: Make Your Own Snow

(Fine/Gross Motor Development, Sensory/Tactile Exploration)

No snow yet this season? Too cold to go outside? Get tactile by creating sensory exploration stations in the classroom with your very own snow. There are several ways to make snow; mix together one or more of the follow recipes that best meets your classroom's budget and needs:

- Moldable Snow: shaving cream and baking soda
- Glitter Snow: white school glue, warm water, and glitter

Take it Further:

Can you trace the **ABCs** or your **name** in the snow?

- Shimmer Snow: corn starch, shaving cream, and iridescent fake snow (often found in craft stores for miniature holiday scenes)
- Edible Snow: dry out and crumble white bread

Guided Learning Questions:

- What does it feel like?
- What does it sound like?
- What's the temperature? That's how we measure if something is HOT or COLD!
- When snow goes away or disappears: it melts! What does it turn in to?

The Real Deal: Take it **outside**; if there is snow on the ground, explore these same questions outside!

Dive Deeper

(Sense Memory, Writing Skills, Comprehension, Creative Expression, Tactile Learning)

After completing the sensory activity, ask children ages 5 and up to take a moment to reflect how they felt in a journal or notebook. They can draw a picture, sketch, doodle, or even write a few words. This secondary activity will help children to process and remember their experience.

Discussion: Celebrating our Differences with Snow Flakes

(Listening, Speech Skills, Comprehension, Cognitive Development)

Every single snowflake is special and different, or *unique* – just like you! Discuss with your students the ways in which each of them is both similar and different from his or her classmates. Do you have the same hair color? Do you both like broccoli?

Craft Connection #1: Make your own snowflakes

(Fine/Gross Motor Development, Creative Expression, Tactile Learning)

Some younger children may need assistance. Have classroom aids help with cutting or trace shapes beforehand to guide your students.

Materials:

- White coffee filters, construction paper, paper towels, or napkins
- Age-appropriate scissors for cutting
- Tape, string, or glue (optional for different ways to hang up snowflakes in the classroom)

Instructions:

- Demonstrate folding your chosen snowflake paper in half, then in half again
- Cut out triangles, circles, or squares along the fold lines



- Fold in half once more and cut diamonds or circles along the fold lines to create symmetrical cutouts
- Open up the paper – and *Voila!* – each student has his or her very own, unique snowflake
- Using method of choice, tape or string up snowflakes on the windows or around the classroom

Music & Movement: Imaginative Journey Part I

(Listening, Perceiving, Performing, Responding, Kinesthetic and Auditory Learning, Big Muscle Development)

Try a guided learning experience with your classroom that combines imagination, movement, music, and listening.

Move as snow – Can you move like snow? Try moving just your head, your fingers, your toes, your arms, and your belly. Can you twinkle and fall? Try blowing in the wind. Do you stick to trees? Land on the ground? What happens when snow melts? Try bending forward and falling carefully to the ground.

Take it Further:
Can you move and act like the **wind**? What does it sound like? How does it move?

Next Step: Add Instrumentation

Use instruments found in your classroom and ask children what instrument might represent snow? Egg shakers? Slide whistle? Allow students to take turns acting like the snow and providing the sound effects.

Post-Show Activities for the Classroom

Discussion: Reviewing the Show

(Comprehension, Appropriate Response, Cognitive Development, Speech Skills, Listening Skills)

Start with an open-ended conversation about *Snow Day* to practice memory, reflection, and articulation. Let the students direct the discussion and go deeper into moments towards which they gravitate.

- Tell me about the show.
- What happened in the show?
- Who were the characters in the show? (Goal: Identify Skip and Jane Frost)
- What did Skip want? What did the Jane Frost want?
- What did they do in the snow?
 - What did it feel like outside?



Take it Further:
For children 5 and up, ask more in-depth questions: What did they put on before going outside? What do you need to stay warm in the winter? Why was it a problem that Skip went outside without her shoes?

Dive Deeper

(Problem Solving, Social-Emotional Development, Comprehension)

After the discussion, ask children ages 5 and up to take a moment to reflect back to the snowball fight in the show. *Cooperation* is defined as the process of working together towards a mutually beneficial goal. At first, both Skip and Jane Frost were having fun, but then what happened? Why did Skip storm off? What happened during the blizzard? How did they help each other in the blizzard?

Music & Movement: Imaginative Journey Part II

(Listening, Perceiving, Performing, Responding, Kinesthetic and Auditory Learning, Large Muscle Development)

Now that your class has seen *Snow Day*, have them recall the physical movement they explored in their first imaginative journey and think about how they saw the characters move in the snow during the show.

Move as child/self – This time, imagine that you are experiencing a snowfall as yourself. How do you get ready to go out in the snow? Do your feet crunch in the snow? Do you need to walk more slowly because the snow is deep? What happens when the snow tickles your eyelashes? Can you catch a snowflake on your tongue?

Next Step: Add instrumentation

Specify this journey with sound effects that determine movement. Using the same simple instruments that you have in your classroom, tell students that each instrument will signal them to do a specific action as part of the journey. For Example:

- Triangle: walking, moving, or exploring
- Tambourine: pick something up or discovering something new
- Drum: going back inside or returning to the house

Begin by giving verbal directions in addition to using the instruments. After the students have completed the journey once, try again with just instruments to guide their actions.

Get on your feet! Creative Movement for the Classroom

(Kinesthetic, Big Muscle Development, Listening)

In the show, Skip and Jane Frost used skis to escape a blizzard. Host your very own Winter Olympics and have students explore movement. Start with normal walking to establish a neutral base movement to warm up.

- Skis – feet are on two separate skis, maybe feet don't leave the floor, and you slide across the ground as you move.
- Snowshoes – try a wider stance and see how long it takes to step carefully.
- Snowboard – both feet are on the snowboard; try scooting and bending your knees to slide forward.

- Sled – sit down with legs out in front, pretend to hold on to the strap of the sled and lean your body left and right to steer.

Craft Connection #2: Paper Towel Roll Snowmen

(Creative Expression and Production, Tactile Learning)

Save old paper towel rolls to create your very own indoor snowmen!

Materials:

- Paper towel rolls (cut in half)
- White construction paper or felt
- Old or upcycled knits and socks
- Markers, crayons or colored pencils
- Tape or glue

What's UPCYCLING?

UpCycling is the process of converting useless products or waste materials into something of new or better value – this instance something creative or beautiful!

Instructions:

- With a teacher or adult assistant, help students to measure and precut white construction paper so that it fits around the roll.
- Using tape or glue, wrap and secure construction paper around the roll.
- Create the snowman's face with markers or crayons
- With loose knit bits, add a scarf, shawl, or hat.



Snow Dance

(Listening Skills, Comprehension, Perceiving, Responding, Big Muscle Development)

In the show, the violin provides music and sound effects that help tell the story. Music can also set a mood, make us feel a certain way, or help us imagine something like falling snow on a winter day. Turn on music to inspire dancing like twinkling snow. Try David Gray's "January Rain" or George Winston's "Night: Part 1 Snow".