



TIPS Planning Form for Infants and Toddlers

Tnune In, Introduce the Book, Promote Language, Summarize the Book

Book Title: The Snowy Day

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T: Tune In

- Engage the child/children in a playful and loving interaction
- Capture the child’s/children’s interest in the book you have chosen

What will you do to tune in and engage the child/children with this book?

Use the finger play, Mittens, to engage and capture interest. The poem is as follows:

Thumb in the thumb place (Give Thumbs up with both hands)
 Fingers all together (hold fingers together like in mittens with thumbs out).
 These are the things we wear in mitten weather (move “mitten” hands back and forth).
 When it's cold, it doesn't matter whether, (shrug shoulders)
 Mittens are wool or made of finest leather. (rub hands together like warming them)
 Thumb in the thumb place, fingers all together

I: Introduce the Book

- Draw the child/children’s attention to the illustration on the book’s cover.
- Name the title of the book, briefly tell what it is about, and set the purpose for reading: *“The name of this book is _____” (It looks like... See this ...This book is about ...).*
 “Let’s read the book and find out (state purpose).

What will you say to introduce this book?

“The name of this book is *The Snowy Day*. Notice on the cover of this book that the little boy, Peter, is making tracks in the snow with his feet. I wonder what other adventures Peter will have in the snow. Let’s read and find out!”

P: Promote Language

Engage in Responsive Interactions throughout the read:

- Use child directed speech, touch, and a joyful nurturing voice.
- Stay tuned in to children’s interests throughout the read – “read the child”.
- Model book handling skills without interrupting the flow of the story. *“Let’s turn the page and see what happens next.”*
- Connect to children’s life experiences while reading



	P.A.T. the Vocabulary: <i>Which words will you select to Point, Act, Tell?</i>			Talk around the Book: Use Think Alouds <i>What comments will you make to explain character's actions and feelings, and connect events?</i>
Page #	Point	Act	Tell	Your Think Aloud Comment
2	Peter, snow, window		Excited – so happy Eager – so ready	Oh, Peter woke up and he saw that it had snowed while he was asleep! I bet he is SO EXCITED, so happy, that snow had fallen! He is really EAGER, really ready, to get out and play in the snow.
4	Snowsuit	“piled very high”	Snowsuit - his warm jacket and pants	Look, I notice that a truck had come and pushed snow off of the street, so it is piled very high on the side of the street.



5,6	Feet	“crunch, crunch, stomping”, Toes pointing out, toes pointing in, sank		Look at his footprints in the snow. Peter made tracks!
7,8	Tracks	Dragging feet slowly		I see there are 3 lines, 3 tracks! I wonder what Peter found that made a new track.
9,10	Stick Tree	Smacking Plop!(exaggerate the word)	Smack-hitting	Uh oh, Peter is smacking, he is hitting, that tree that has snow on it. I wonder what will happen.
11,12	Snow	On top of head		Oh, he hit the tree and now the snow has fallen on top of his head!
13, 14	Boys	Snowball fight	Disappointed- very sad Snowball fight- throw snowballs at people	I bet Peter is DISAPPOINTED, he is sad, that he is not big enough to join in the snowball fight. I



				think he wishes he could join the fun.
15,16	Snowman, angels	Smiling, making snow angels	Adventures – really fun things to do	I notice that even though Peter was DISAPPOINTED about not being able to join the snowball fight, he found lots of other fun ADVENTURES to have in the snow!
17,18	Mountain	Climbed up, slid down	Pretended- Acted like Heaping- Big pile of snow	Peter pretended, he acted like, that he was climbing a huge mountain. I bet that was so much fun! Let's all pretend to climb (move arms like you are climbing)/
19,20	Snowball, Pocket, Wet socks	Act out making a snowball, and	Firm – hard	Peter is finished playing in the snow for today,



		sliding it into your pocket	Adventures- exciting things, activities	but he put that snowball in his pocket to save it for tomorrow. I bet his mommy is so glad to hear about all of his ADVENTURES.
21, 22				Even though Peter is inside, in the bath, he cannot stop thinking about his ADVENTURES in the snow. He was so EXCITED, so happy, to play in the snow and it was such fun!
23, 24	Pocket	Looked	Empty- nothing was inside	Oh no! Peter went back to get his snowball, but it wasn't there! I think it melted, because it was so



				<p>warm in the house and the snowball was so cold. It just melted, turned into water. Poor Peter, I think he is so sad, so DISAPPOINTED, because he wanted to play with that snowball tomorrow.</p>
25,26	Sun, New Snow	Slept, Falling		<p>Yay, Peter is so EXCITED! He dreamed that the snow had melted, but it was not true. It is still snowing! Peter is going to get to have more ADVENTURES in the snow!</p>



27, 28	Friend, Deep deep snow	Called		Oh, Peter and his friend must be so EXCITED and so EAGER to get out and play in the snow again! I think that they are going to have great ADVENTURES!
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S: Summarize the Book

- Restate the purpose of the read *“We just read about all of the adventures that Peter had in the snow.”*
“Let’s look back at all of the exciting things that Peter did!”
- Encourage children to point to pictures that show meaning of key words or, if they are talking, to use key vocabulary to name pictures.
- Ask simple questions about events, characters’ actions or feelings:
What questions will you ask children about the events and characters in this book?

How did Peter feel when he saw that it was snowing?
How did Peter feel when he couldn’t join the snowball fight?
What did Peter use to make tracks?
What happened when Peter hit the tree with a stick?
- **For older toddlers:** what open-ended questions can you ask to promote critical thinking?
Why did Peter’s snowball melt?
What adventures did Peter have in the snow?
Why did Peter think that the snow was gone?

Tier 2 vocabulary:
Excited
Adventures
Disappointed
- Respond to the child’s answers by promoting language:
 - Acknowledge answer or give the answer for infants and young toddlers
 - Provide supports as the child responds



- Model vocabulary and well-formed sentences

Note: Keep in mind it's most important to model turn-taking in conversation and to model the vocabulary and language you want the child to use eventually. It is not so important to ask the child to recall specific details.

How will you support children's language in their answers?

It is important to repeat and extend your toddler's answers to the questions, pushing in the few Tier 2 words specific for the story. For example, if your child responds to the question "How did Peter feel when it was snowing?" with "happy", you could respond with "Yes, he was so happy, so excited, to go play in the snow!"

It is also important to offer safety nets to your toddlers when they are answering questions. For example, if your student is unable to answer "What did Peter use to make tracks?" you could offer the choices of "a stick or a fishing pole."

Extend the Book

- Implement extension activities during other times of the day (e.g., indoor or outdoor play, center time, small group) and explain how they connect to the book you read.

What will you plan to extend the book to other times of the day and reinforce vocabulary of the book?

Activity	Materials Needed	Focus Vocabulary
Place ice cubes in your sensory table, along with water. Allow you children to use the water toys to play with the icy water before it melts!	Ice, water table, water toys	Melt, Freezing, Excited, Eager
Provide winter clothing in the dramatic play area of your classroom.	Hats, scarves, mittens, boots, coats	Winter, Freezing, Eager, Excited, Adventure
Allow the toddlers to use sticks on the playground to make tracks in the dirt.	Sticks	Adventure, Excited, Eager, Tracks, Footprints

Find the Perfect Pair

What informational/storybook might go well with this book, to support children's knowledge and understanding?

Just a Snowman by Mercer Mayer
Who's That? Artic Animals by Tad Carpenter

Adaptations for DLLs

What adaptations will you make to increase the understanding and participation of the dual language learners in your classroom?

- *What languages are represented in your classroom?*

- *Is this book available in these languages?*

- *Does the book avoid cultural stereotypes?* _____
- *If you don't speak the home language(s), who can read the book with DLLs in their home language(s)? A family member? A community volunteer? Another teacher?* _____
- *What other language/cultural resources are available to you?*

- *Identify a few target words, including some Tier 1 words, and phrases in the book to learn in the home language:*

Vocabulary in English	Words in Child(ren)'s home language(s)	
	Home Language 1 (SPANISH)	Home Language 2
<i>Snow</i>	<i>nieve</i>	
<i>cold</i>	<i>frio</i>	
<i>Excited</i>	<i>emocionado</i>	
<i>disappointed</i>	<i>decepcionado</i>	

- *Do you need any props or materials?*

- *How do you plan to support the conversation with dual language learners? What will you need to keep in mind?*

- *What other books on this topic could you read that reflect the cultures and languages of the children you teach?*

