

PLAY GUIDE



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The Snowy Day and other stories by Ezra Jack Keats

Presented on the LCT Main Stage: November 4 - 11, 2018

Major Contributors:



Dear Educator –

Lexington Children's Theatre is proud to be producing our 80th season of plays for young people and their families. As an organization that values the arts and education, we have created this Play Guide for teachers to utilize in conjunction with seeing a play at LCT.

Our Play Guides are designed to be a valuable tool in two ways: helping you prepare your students for the enriching performance given by LCT's performers, as well as serving as an educational tool for extending the production experience back into your classroom.

We designed each activity to assist in achieving the Kentucky Academic Standards (KAS), including the National Core Arts Standards for Theatre. Teachers have important voices at LCT, and we rely heavily on your input. If you have comments or suggestions about our Play Guides, show selections, or any of our programming, your thoughts are greatly appreciated. Please email Jeremy Kisling, our Associate Artistic Director in Charge of Education, at jkisling@lctonstage.org.

Please use the Teacher Response form following a performance. We are thrilled that you rely on LCT to provide your students a quality theatrical experience, and we hope this resource helps you in your classroom.

LCT's Education Department

The mission of our education programming



The mission of Lexington Children's Theatre's Education Department is to **provide students of all ages with the means to actively explore the beauty, diversity, complexity, and challenges of the world around them through the dramatic process.** We strive for young people to develop their own creative voice, their imagination, and their understanding of drama and its role in society.

Your role in the play

You may wish to have a discussion with your class about your upcoming LCT experience and their role as audience members. Remind your students that theatre can only exist with an audience. Your students' energy and response directly affects the actors onstage. The quality of the performance depends as much on the audience as it does on each of the theatre professionals behind the scenes and on stage.

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

At the end of the play, applause is an opportunity for your students to thank the actors, while the actors are thanking you for the role you played as an audience.



Meet the Actors – The Snowy Day and other stories



Alex Reeves

(*Archie, Puppeteer*) Alex has loved collaborating with Lexington Children's Theatre in the past for the show *Sacagawea: Discovering History!* She graduated from the University of Maryland, Baltimore County with a Bachelor of Fine Arts in Acting. Previous credits include: *The Goodies: A New Devised Piece* (Mela), *25th Annual Putnam County Spelling Bee* (Marcy Park), *Peter and the Starcatcher* (Slank), *Gidion's Knot* (Corryn), *Voracious* (Ceely), *These Shining Lives* (Pearl), and *Gum* (Rahmi). Alex would like to thank her family and friends for their continuous support. artistalexreeves@gmail.com.



Alexis Robinson

(*Mom, Amy*) Alexis is from Pembroke Pines, Florida and graduated from Samford University with a BFA in Musical Theatre (May 2014). She recently finished a production of *Little Shop of Horrors* as Crystal with Lightning Bolt Productions in Boca Raton, FL. She is THRILLED to return to her LCT family for her fifth show with the organization! Some of her other credits include The Wick Theatre in Boca Raton as Trix the Aviatrix, and with Slowburn Theatre in Ft. Lauderdale as ensemble in *Aida*. She received her first equity points with AthensWest in Lexington, KY portraying the part of Nelly in *Failure: A Love Story*, and appeared as Nancy in Lexington Children's Theatre's production of *Fancy Nancy the Musical*. She is thankful for continued support from friends and family, and to have been blessed with this opportunity! Proverbs 3:5



Tyrell Ruffin

(*Peter*) Tyrell is thrilled to perform yet again with the LCT family! As a graduate of Valdosta State University, Tyrell has travelled all over while pursuing his dream of performing professionally. While at LCT, Tyrell appeared in the following productions: *The Legend of John Henry*, *Puss in Boots*, *Fancy Nancy the Musical*, *Junie B. Jones Is Not A Crook*, *Why Mosquitoes Buzz*, *Sacagawea: Discovering History*, and now in *The Snowy Day*! Many thanks to all who support him and his LCT family!



Jason-Jamal Ligon

(*Dad, Willie, Pepe*) Jason-Jamal is pumped to be working with Lexington Children's Theatre for the first time! Originally from Waterloo, South Carolina, he earned his B.S. in conservation biology while studying theatre at Clemson University. Now living in Atlanta, Jason-Jamal's favorite theater credits include *Sordid Lives* (Ty), *Priscilla Queen of the Desert* (Adam) at Out Front Theatre, *Father Comes Home From The Wars Parts 1, 2, & 3* (Odyssey Dog), *Six Degrees of Separation* (Paul), and *Kiss of The Spider Woman* (Ensemble) at Actor's Express. Jason-Jamal has also appeared on screen in *Atlanta* ep. 102, *The Gifted* ep. 101/102, and *Stuber* due out next year. See what's growing @botanyblackout !

What to know – before the show!

Play Synopsis

Life is full of adventure, if only you look for it. Peter and his red snow suit are ready to explore the snowy wonderland outside in a world full of snowballs, covered hills, and crunch, crunch, crunch. As Peter gets older, he learns new skills like how to whistle, deal with bullies, and mail a letter. This celebration of the seasons of life features musical numbers, shadow puppetry, and heart-warming characters from the award winning children's books by Ezra Jack Keats.

This play involves the books *The Snowy Day*, *Whistle for Willie*, *Goggles!* and *A Letter to Amy*. We start with Peter experiencing a very snowy day in *The Snowy Day*. Then in *Whistle for Willie* Peter tries to learn how to whistle so that he can call for his dog, Willie.

In the section of the play covering *Goggles!* Peter and his friend Archie find goggles while playing hide and go seek. They learn how to stand up to bullies when the big boys on the block try to take their goggles away.

In the final portion of the play, *A Letter to Amy*, Peter is excited because his birthday is coming up. He decides to write a letter to invite Amy to his party. He goes through all of the steps to send her a letter and then begins to have second thoughts about inviting a girl to his party. He wants the letter to be a surprise but they run into each other on the street. He is disappointed but decides to mail the letter anyways hoping that Amy will get it and be able to come to his party. After the party begins Peter begins to worry that Amy is not going to come. But, in the end she does show up to the party and they all are able to celebrate Peter's birthday.

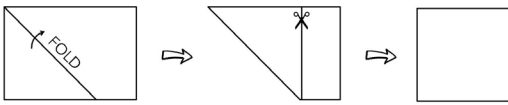


What to know – before the show!

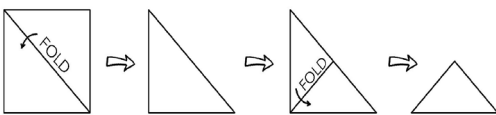
Anatomy of a Snowflake

In nature, no two snowflakes are exactly alike. However, all snowflakes are based on the geometric shape called a hexagon. A hexagon is a polygon with six angles and six sides. If a snowflake were to be folded in half, both sides would match up equally. Have your students make a paper snowflake using the instructions below. Cut each snowflake in half and allow your students to hide half of the snowflake. Collect the other half and pass them out to the class at random. Have your students find the matching half of the snowflake and tape them back together.

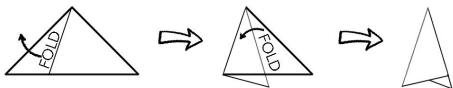
1. Fold over one of the paper's edges and cut off the extra part to make a square.



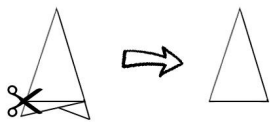
2. Fold your square in half diagonally to make a triangle. Fold in half again to make a smaller triangle.



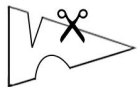
3. Fold the triangle in thirds with one side to the back and the other side to the front.



4. Cut the edges off the bottom.



5. Around the outside edges of your triangle, cut shapes (circles, squares, triangles, squiggles, etc.). Once the cutting is done, carefully unfold your creation!



What to know – before the show!

Rain Soundscape

For this activity students will sit in a circle and a facilitator will stand in the center. The facilitator will then start rubbing their hands together and will walk up to a student who will then start rubbing their hands together. The facilitator will walk around the circle and as they pass, the students will begin the motion as well, until everyone in the circle is rubbing their hands together. Once this is achieved, try a different action listed below, or even try out different patterns and speeds.

Actions:

Rubbing hands.
Snapping fingers.
Clapping hands.
Patting their laps.
Stomping Feet.

KAS: MU:Cr2.1.3

Fall into Rhyme

In *The Snowy Day*, there are micro songs similar to poems. Some poems and songs follow rhyme schemes. In one rhyme scheme called AABB, the first two lines rhyme and the last two lines rhyme. For example:

Autumn is a lovely season.	A
And that is the only reason	A
Why I write this silly verse,	B
Winter, summer, spring are worse.	B

Or, line one could rhyme with line three, and line two rhyme with line four. That's called ABAB rhyme scheme. For example:

We love the color of the leaves,	A
They do a little dance in the air.	B
Twisting, and whirling in the breeze	A
Flying around without a care.	B

Create a poem using AABB or ABAB rhyme schemes about Autumn.

KAS: WS.3.a

Summer in the City

Peter goes on an adventure during the summer around the city. Students will create a tableaux of a city using their bodies. A tableaux is a French word meaning frozen picture. Practice creating frozen pictures of things such as people, animals, and common social settings, as well as becoming frozen pictures of things without a heartbeat such as a tree, a house, etc. Instruct the students to using various levels when creating their city; students will be on different planes such as high, medium and low. Challenge students to create a Tableaux with all three levels.

KAS: TH:Cr3.1.2. TH:Cr3.1.3.

What to know – before the show!

Reason for the Four Seasons

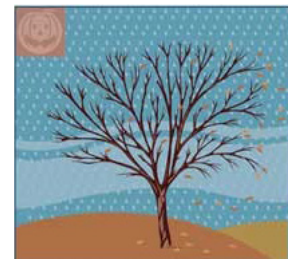
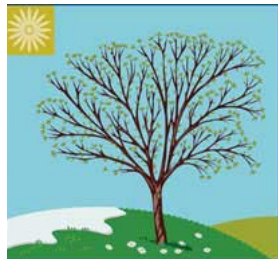
Written for the KidsKnowIt Network by Debora Dyess

Seasons are as old as the earth. We tell time by them, plan our calendar around them, and look forward to the changes they bring. But where do seasons come from? Does everyone have seasons? How do they vary in different parts of the world?

Seasons are created by two very important events – the rotation of the Earth that gives us day and night, and the rotation of the Earth around the sun that gives us our year. Because the sun never changes, only the movement of the Earth creates changes in light and darkness, and in temperature.

The orbit of the Earth around the sun is elliptical (a squashed circle), and the planet does not sit straight up and down. It sits at a tilt. As the Earth moves in its path around our star, there are times a certain part of the planet is closer to the sun. If the axis (the imaginary straight line around which the Earth rotates to make day and night) is pointing toward the sun, that hemisphere can expect summer. If the axis is pointed away from the sun on the Earth's yearly trip, that half of the planet will see winter.

Because of this, the Northern Hemisphere of the planet has summer while the Southern Hemisphere experiences winter. It seems as strange for kids in Australia to imagine a white Christmas as it is for kids in New York to think of splashing in the pool in December. That is how it works, though, when the two hemispheres of the Earth are opposite in seasons!



Because seasons are based on the rotation of the planet around the sun, the seasons change at the same time every year, even though the two halves of the planet experience opposite seasons!

Seasons change on or around the 21st of four months: June, September, December and March. In the Northern Hemisphere, December begins winter, March brings on spring, June means summer is beginning and September gives autumn weather. In the Southern hemisphere, the opposite is true. December starts summer, March is the beginning of fall, June starts the winter season and September brings spring.

Some regions do not experience seasons the same way as others, but all parts of the Earth have seasonal changes. For the Polar Regions (the areas at the top and bottom of the Earth) and the temperate zones (the area around the middle), seasons change the amount of daylight and darkness they experience more than the temperature.

At the poles, it stays cold, even in summer, but the daylight seems to never end. The poles will go months without darkness while they are pointed at the sun. During the winter, when they are far from the sun for months at a time, darkness rules, and no sunlight is seen.

In the temperate zones, it stays warm during the winter. But the days are long during the summer and shorter during the winter. That is important for plants and animals, which need the seasonal changes to grow and develop correctly, even though the temperature change is small.

Seasons are important all over the Earth, and each part of the planet experiences some type of change as their pole tips toward the sun for three months out of the year. Seasons make our lives more interesting and give us ways to mark the passing of time.

How to grow – after the show!

Snowy Day Story Circle

Peter has many adventures throughout the play *The Snowy Day and other stories by Ezra Jack Keats*. As a class, work together to tell a story about an adventure they might take on a snowy day. Have the class sit in a circle. Each student is only allowed to say one word at a time to contribute to the story. Encourage students to pay close attention to subject-verb agreement, time, setting, and the characters that are introduced to help the story flow and make sense. Once the story has a complete beginning, middle, and end, pick another season and tell a new story. If one word at a time is too challenging, students can say a whole sentence at a time to help move the story along.

Social Studies 2.20, RI 4.2, W. 4. 1

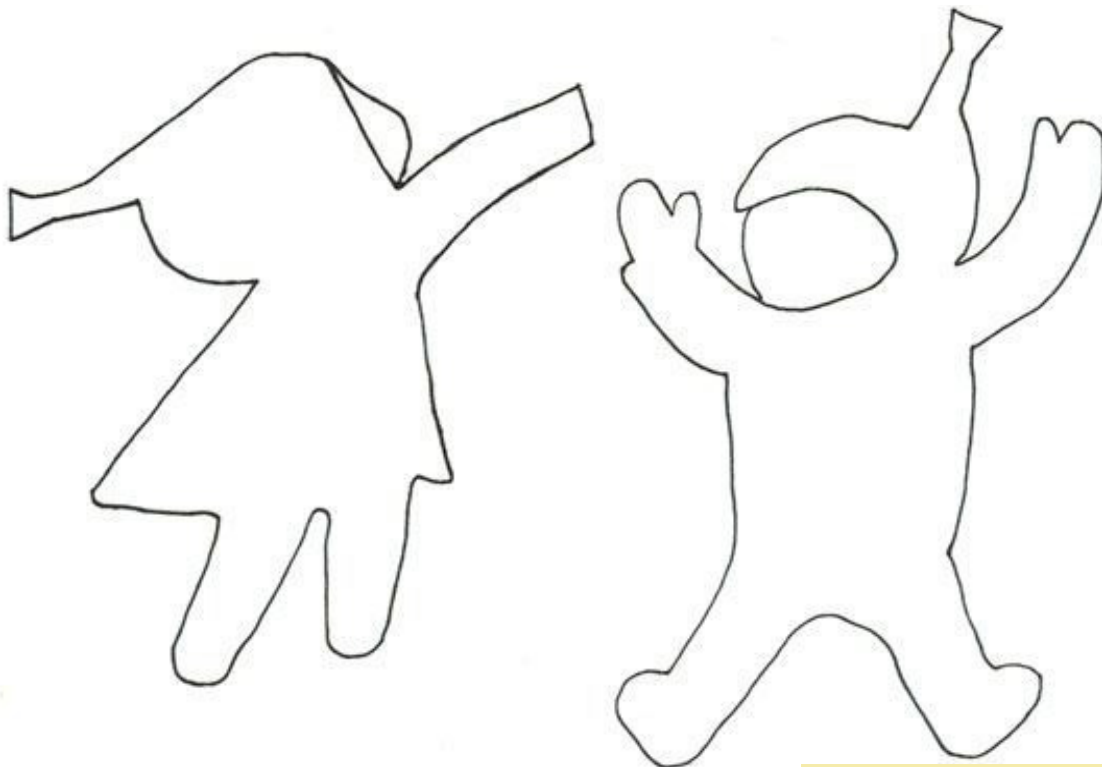
Letters to Loved Ones

The play *The Snowy Day and other stories by Ezra Jack Keats* is a collection of four different books by Ezra Jack Keats. In *A Letter to Amy*, Peter writes a letter to his friend Amy inviting her to his birthday party. Have your students write a letter to someone special in their lives like a parent, grandparent, friend, neighbor, teacher, etc. Encourage your students to share something fun or important happening in their lives in their letter. When they're done, have them address their letter and provide them with stamps to send their letters off into the world.

Social Studies 2.20, RI 4.2, W. 4. 1

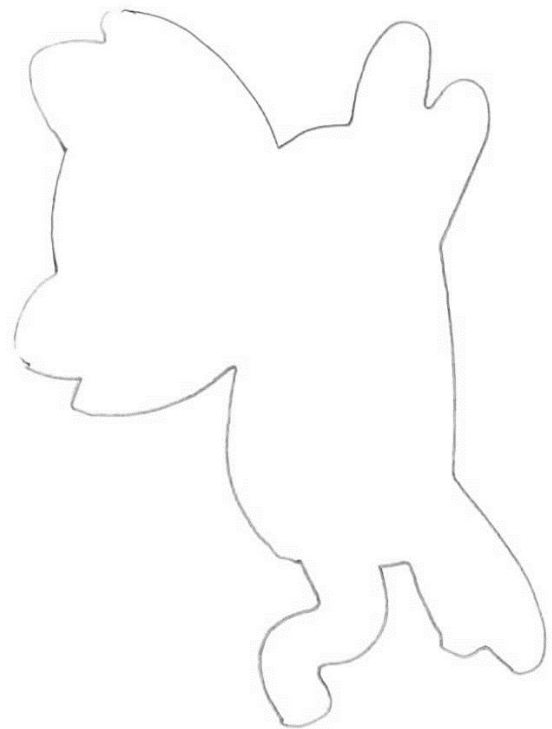
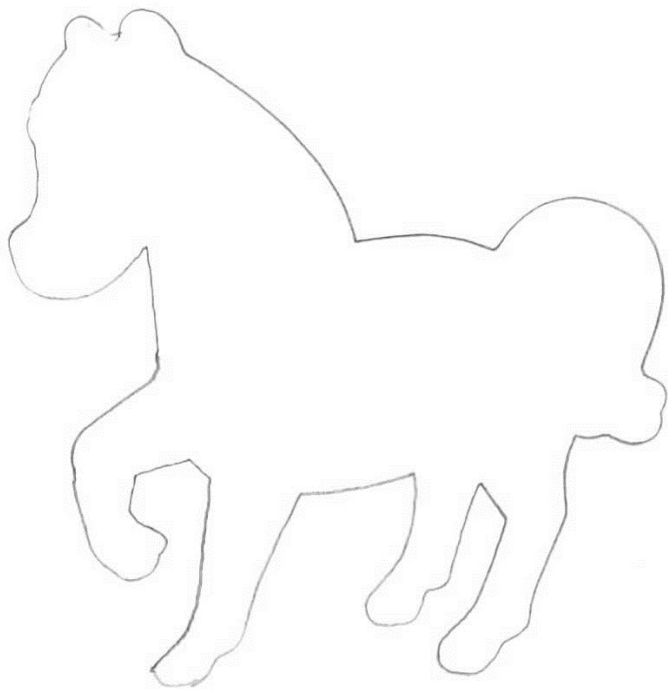
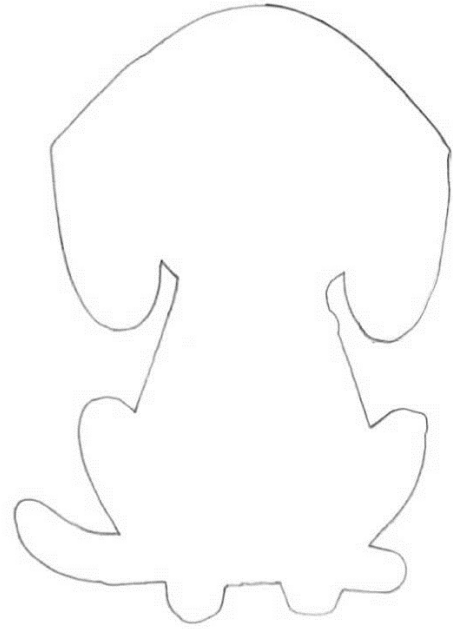
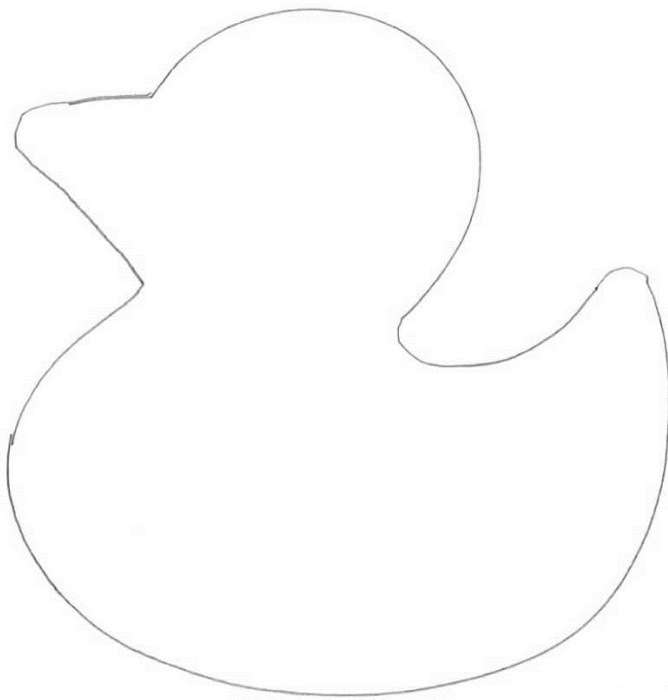
Playing with Shadows

In LCT's production of *The Snowy Day and other stories by Ezra Jack Keats*, shadow puppets are used to help tell the story of Peter and his friends. Below are a few images your students can color then cut and attach to dowel rods or popsicle sticks. Put students into groups and have them put on their own shadow puppet adventures.



Social Studies 2.20, RI 4.2, W. 4. 1

How to grow - after the show!



How to grow – after the show!

What to Read Next

Regards to the Man in the Moon by Ezra Jack Keats

When the other kids make fun of Louie and call his father “the junkman,” his dad explains that the so-called junk he loves “can take you right out of his world” with a little imagination. So Louie builds the spaceship Imagination I and blasts off into his own space odyssey.

John Henry by Ezra Jack Keats

John Henry was born with a hammer in his hand. He was taller and stronger than anyone around. When men started talking about laying railroad tracks across the prairies and deserts, and right through the mountains, John Henry knew he and his hammer had to be a part of it. And drive those spikes he did! Then came the day when a challenge was announced: Who could dig a tunnel through a mountain faster - John Henry and his hammer? Or a steam drill?

Jennie's Hat by Ezra Jack Keats

Jennie's favorite aunt is sending her a new hat, and Jennie is sure it will be beautiful. But when the box arrives, the hat inside is very plain. She had imagined a wonderful hat with big colorful flowers and even tries to make her own hat from a straw basket! Jennie is almost ready to give up on her dream when she receives a fanciful surprise from some very special friends. Ezra Jack Keats' timelessly charming illustrations will leave readers wishing for a dream hat of their own.

Ellington Was Not a Street by Ntozake Shange, Kadir Nelson

In a reflective tribute to the African-American community of old, noted poet Ntozake Shange recalls her childhood home and the close-knit group of innovators that often gathered there. These men of vision lived at a time when the color of their skin dictated where they could live, what schools they could attend, and even where they could sit on a bus or in a movie theater. Their lives and their works inspire us to this day, and serve as a guide to how we approach the challenges of tomorrow.

LCT teaches in YOUR school!

Would you like to see some of these play guide activities modeled in your classroom?

Book a workshop for your class with one of LCT's teaching artists! In our pre-show workshops, our teaching artists will engage students in acting skills and themes from the play through drama activities. In our post-show workshops, students will extend their play-going experience by strengthening their personal connection to the play and deepening their understanding of the themes and characters.



Call us at 859-254-4546 x 226 to book a pre or post-show workshop for your class!

To learn more about Lexington Children's Theatre and our programming for your school visit:
www.lctonstage.org/for-educators/in-school-experiences/