



#1810 THE SNOWMAN

WESTON WOODS STUDIOS, 1982
Grade level: Ps–3
26 mins.



DESCRIPTION

A young boy builds a snowman, and during the night, it comes to life. Their adventures begin in the boy's home and continue with a visit to Santa Claus. When the boy wakes up the next morning to a sunny day, the snowman is gone. Based on Raymond Briggs' classic story. NOTE: Beginning differs from Briggs' book.

ACADEMIC STANDARDS

Subject Area: Language Arts–Viewing

- Standard: Uses viewing skills and strategies to understand and interpret visual media
 - ◆ Benchmark: Knows different features (e.g., facial expressions, body language, gesture, clothing, actions, relationships, dialogue) that affect a viewer's perceptions of characters in visual media (e.g., qualities that identify a hero or a villain) (See INSTRUCTIONAL GOALS 3.)

Subject Area: Language Arts–Reading

- Standard: Uses reading skills and strategies to understand and interpret a variety of literary texts
 - ◆ Benchmark: Knows the defining characteristics of a variety of literary forms and genres (e.g., fairy tales, folk tales, fiction, nonfiction, myths, poems, fables, fantasies, historical fiction, biographies, autobiographies, chapter books) (See INSTRUCTIONAL GOALS 5.)
 - ◆ Benchmark: Understands inferred and recurring themes in literary works (e.g., bravery, loyalty, friendship, good v. evil; historical, cultural, and social themes) (See INSTRUCTIONAL GOALS 1.)

Subject Area: Health

- Standard: Knows how to maintain mental and emotional health
 - ◆ Benchmark: Identifies and shares feelings in appropriate ways (See INSTRUCTIONAL GOALS 2.)

Subject Area: Science–Earth & Space Science

- Standard: Understands atmospheric processes and the water cycle
 - ◆ Benchmark: Knows that short-term weather conditions (e.g., temperature, rain, snow) can change daily, and weather patterns change over the seasons (See INSTRUCTIONAL GOALS 4.)

INSTRUCTIONAL GOALS

1. To illustrate a loving friendship.
2. To promote an awareness of feelings.
3. To show how a story can be told without words.
4. To stimulate a discussion of winter and winter holidays.
5. To introduce the concept of fantasy.

VOCABULARY

- | | |
|----------------|--------------------|
| 1. boots | 8. northern lights |
| 2. coal | 9. ocean |
| 3. false teeth | 10. perfume |
| 4. forest | 11. Santa Claus |
| 5. hat | 12. scarf |
| 6. motorcycle | 13. snow |
| 7. music box | 14. snowman |

BEFORE SHOWING

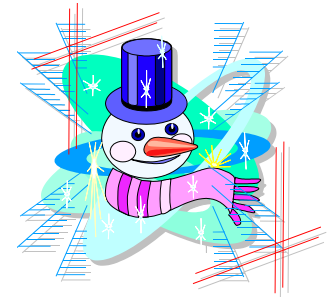
1. Read the book *The Snowman* by Raymond Briggs. Discuss how a story can be told without words. Describe fantasy as a literary form.
2. Discuss the season of winter. Describe various winter activities and experiences with snow.

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Pause the video at the display of northern lights. Identify the northern lights and explain that this is a real phenomenon. Predict where the snowman and boy may be going.

AFTER SHOWING

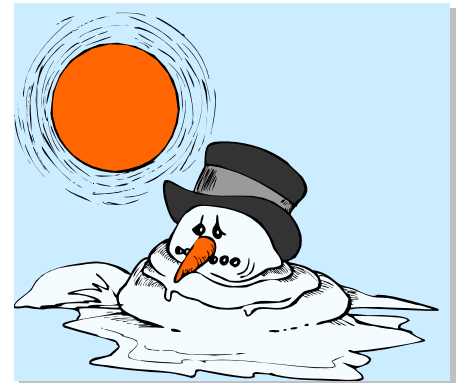
Discussion Items and Questions



1. Describe how the boy made the snowman and what he used for physical features and clothing.
2. Did the boy have a loving relationship with his parents? How was this demonstrated?
3. When did the snowman come to life? How did the boy feel about this? What was the cat's reaction to the snowman?
4. Review all the things the snowman did in the boy's house. Identify the emotions expressed with each experience.
5. Why did the boy and the snowman leave the boy's parents' room?
6. Identify all of the animals that the boy and the snowman saw on the motorcycle ride.
7. List the things that might have caused the snowman to melt. Describe what the snowman did to feel better after the motorcycle ride.
8. What caused the snowman to want to fly away with the boy?
9. Where did the boy and the snowman fly? What did they see on their way there? What did they find at the end of their trip north?
10. What did Santa Claus give the boy?
11. Discuss why the snowman decided it was time to go home. How were the boy and the snowman feeling on the return flight? How did you know?
12. What happened to the snowman while the boy slept? How did the boy feel? What did the boy offer the melted snowman?

Applications and Activities

1. Make a snowman with white construction paper or cotton. Decorate it with assorted art materials, including fabric scraps, yarn, crayons, etc. Tell or write a story about it.
2. Compare and contrast different kinds of loving relationships. Consider love between:
 - a. Parent and child.
 - b. Husband and wife.
 - c. Sisters and brothers.
 - d. Friends.
 - e. A pet and its owner.
3. List different feelings that the boy demonstrated in the video. Attempt to express these different emotions using only facial expressions and body language.
4. Practice writing dialogue. Watch the video again, pausing to write what each character might be saying. Compare responses.
5. Act out scenes from the video. Try it with and without dialogue. Discuss which is more effective.



6. Brainstorm a list of other inanimate objects that might come to life in a fantasy. Choose one object and write a story about what happens when it comes to life.
7. Discuss winter holiday celebrations and traditions. Research how children in other countries celebrate winter holidays.
8. Read other books about snow.
 - a. *Snowflake* by Paul Gallico.
 - b. *Snow* by Uri Shuleritz.
 - c. *Snowflakes* by Joan Sugarman.
 - d. *Snowballs* by Lois Ehlert.
 - e. *The Mitten* by Jan Brett.



SUMMARY

This moving, wordless story involves a boy and a very special snowman that he builds one winter morning. That same winter night, as the boy looks out his bedroom window, the snowman begins to move. The boy runs outdoors and returns indoors with his new snowy friend. The boy and the snowman have a variety of adventures as the snowman is introduced to objects found in the home. Eventually, the snowman leads the boy outside. They take a short trip on a motorcycle. Then the snowman and the boy take flight and find themselves in a land faraway where a group of snow people are celebrating. Here the boy is introduced to Santa and his reindeer. Santa presents the boy with the gift of a scarf. Finally, the boy and the snowman return home where the snowman melts while the boy sleeps. When the boy discovers the melted snowman, he kneels beside it and offers it the scarf from Santa.

CMP RELATED RESOURCES

- [Snowballs and Sandcastles #2524](#)

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **THE SNOWMAN HOME SITE**

<http://www.thesnowman.co.uk/home.htm>

This official homepage for *The Snowman* includes a story synopsis, biography of the author, an online game, and coloring pages. It also includes related events and a shop. Site loads very slowly.



- **HOLIDAYS AROUND THE WORLD**

<http://teacher.scholastic.com/scholasticnews/indepth/holidays/index.asp>

This site explores the history of and similarities between the world's major holidays. Also includes a section on holiday symbols, a holiday greeting exchange, and a quiz.



- **KIDS' TURN CENTRAL–WINTER PLAYGROUND**

This site has winter games, science activities, coloring pages, and snowmen and snowflake activities.

<http://www.kidsturncentral.com/winter/winterpg.htm>