



SNOWFLAKE TIM'S BIG HOLIDAY ADVENTURE

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Classroom Guide
Grade 2— Grade 3

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How to Use This Guide

This classroom guide for *Snowflake Tim* is designed for Texas students in Grades 2 and 3. It offers activities to help you integrate a performance of *Snowflake Tim* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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1: Discussion Questions

Before the Performance

Snowflake Tim is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc.)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Snowflake Tim* how would your production be different than the play you saw by Magik?

2: Magik Must-Reads

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for *Snowflake Tim* is Adventure is Out There.

The Magik Must-Reads (Grade 2 — Grade 3) are:

Peter and the Starcatchers by Dave Barry and Ridley Pearson

Rikki-Tikki-Tavi by Rudyard Kipling

Mercy Watson to the Rescue by Kate DiCamillo, illustrated by Chris Van Dusen

Jumanji by Chris Van Allsburg

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

Theme

How did the theme of Adventure is Out There show up in each book? Explain.

Setting

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?

How were the settings similar to each other? How were they different?

How were the settings related to the theme of Adventure is Out There? Explain.

Characters

Who were the main characters of each book?

Did any characters show up in more than one book?

Were the characters of one book similar another book's characters in any other ways?

Plot

What did the main characters of the books want most?

Did anyone or anything stand between the main characters and their goals?

Did the main characters get what they wanted? How?

How were the plots of the books similar? How were they different?

4: Word Problems

- 1) Chad has 16 friends. That's 10 more friends than Tim thinks he has. How many friends does Tim think he has?
- 2) Jessica has asked Tim for a story twelve times so far today. If she asks him for a story twenty times total during the day, how many more times does she need to ask him for a story?
- 3) The Not-Princess and Tim hit the balloon six times before it falls to the ground. They then hit the balloon four times before it falls again. Finally, they hit the balloon five times before they break the curse. How many times did they hit the balloon total before the curse was broken?
- 4) There are 1,243 Not-Guards. If six of them go off to find food, how many Not-Guards are left?
- 5) Tim is granted ten wishes. Once it becomes clear that is too many wishes, he is granted only one wish instead. How many wishes did Tim lose out on?
- 6) Dad needs six and a half cups of flour to make one batch of his holiday treat. If he wants to make two batches, how many cups of flour does he need?

5: Jack Frost

Though it is never said to be snowing in *Snowflake Tim*, it is generally colder around the holiday season. In fact, even in places that are warmer in the winter it will occasionally frost outside. But what is frost? And why does it occur? Let's find out!

Materials

- Two clean and empty tin cans
- Crushed ice
- Water
- Salt



Procedure

- 1) Create your hypothesis. What do you think is going to happen in the experiment?
- 2) Fill both tin cans about half full with ice.
- 3) Next add some salt and water to one can, adding only water to the other can.
- 4) Watch both cans. Record your observations. Then, as a class, discuss the following questions.

Follow-Up Questions

- 1) Why do you think the frost appeared on the can?
- 2) Did frost appear only on one can or on both? If both, which did frost appear on first?
- 3) Which can reached a level below its freezing point first?
- 4) As a class, discuss what freezing point means. What are some of the factors that helped the can to reach a freezing point?

6: Snowflake Tim’s Big HOLIDAY Adventure

Holidays are a big part of everyone’s culture, including Tim Snow! In fact, the word holiday is part of the title of the play! As a class, discuss holidays and what they represent to different cultures.

What part do holidays play in our culture?

- Name as many holidays as you can think of that play a part in our culture.
- Are some holidays considered more important than others?
- Why do you think so? How can you tell?
- Why do you think we celebrate holidays?
- What would life be like without holidays?

Think about the holidays you celebrate with your family.

- Which holidays are most important?
- How can you tell?
- What is your favorite holiday?
- How do you celebrate it?
- Do you make special food?
- Do you dress differently from other days?
- Do you give or receive gifts?
- Do you stay home from school?

As a class, discuss the holidays celebrated by Americans in general and your family in particular.

- What holidays do you celebrate in common?
- Which are different?
- Listening to your classmates, did you learn about a holiday you didn’t know about before the discussion?

What holiday is the family in Snowflake Tim’s Big Holiday Adventure getting ready to celebrate?

- How can you tell?
- Do you celebrate the same holiday?
- If so, how are your holiday traditions similar to the family’s traditions?
- How are they different?

As a class, choose a culture other than your own. Research how people of that culture celebrate holidays.

- Do holidays play a part in that culture?
- Which holidays are considered most important?
- Does that culture celebrate any of the same holidays your culture celebrates?
- If so, does it celebrate those holidays in the same way or differently?
- Based on the holidays celebrated, which cultures would you most like to be a part of? Why?

7: Build a Snowflake

Even though Tim’s last name was Snow, everyone ended up calling him Snowflake Tim instead. But why Snowflake? Tim mentions several times in the play how he’s different from everyone else, and that’s something he and snowflakes have in common. No two are alike! Now’s your chance to create your own unique snowflake!

Materials

- Paper (Square) OR
- Tissue Paper (Square)
- Scissors
- Markers (optional)
- Glue (optional)
- Glitter (optional)



Procedure

- 1) Start by taking your square piece of paper or tissue paper and folding it in half. From there fold in half again so it makes another square. Then fold that square across so you have a triangle.
- 2) Once you have your triangle, you can get to work on cutting out your snowflake design. Cut however you want, but remember that when you unfold your snowflake, the design will be mirrored on each side. You don’t just have to cut on the inside of the snowflake either! You can cut on the edges too.
- 3) Once you are finished cutting out your snowflake, open up the paper so it’s a square again.
- 4) Ta-da! You have your snowflake. From there you can draw patterns or pictures onto it, add glitter, or make it your own in some other fun and creative way!



8: Exploring Music

In the play *Snowflake Tim*, music is used to set the mood (background music), to tell the story, and during transitions (movement from one scene to another).

As an exploration exercise, play samples of several different musical pieces for your students. Encourage children to add dance/movement to their listening experience. Make sure students have room to move around. Point out different tempos and rhythms to encourage change in dance/movement. Help students find the beat of a piece by clapping, marching in place, snapping your fingers, etc.

Using a variety of musical instruments or everyday objects*, lead students through a discussion of musical qualities:

- Demonstrate musical qualities
- loud vs. soft sounds
- high-pitched notes vs. low-pitched notes
- fast rhythms vs. slow rhythms
- Ask students to emulate your examples using instruments, their voices, or their bodies (e.g., clapping their hands, snapping their fingers, clicking their tongues)
- Ask students to sort instruments
- sort single-pitch instruments from low-pitched to high-pitched
- sort single-pitch instruments separately from multi-pitch instruments
- Create a simple rhythmic pattern
- ask students to repeat it
- ask students to create and repeat their own simple rhythmic patterns
- Create a simple melody
- ask students to repeat it
- ask students to create and play their own simple melodies
- As a class, create a composition with a mood (happy, creepy, sneaky, etc)

**Including:*

- *cardboard oatmeal can (with lid)*
- *rubber band*
- *chopsticks*
- *metal spoons*
- *plastic bucket*
- *plastic storage bin*
- *pots and pans*
- *pot/pan lids*
- *wooden spoon*
- *plastic cup with lid, filled 1/4 full with dry beans or rice*
- *cardboard tubes*
- *glasses with different levels of water*

TEXAS

Grade 2

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.110.b.5
2	ELA 110.4.b.7
3	ELA 110.4.b.11-12
4	Math 111.4.b.3-4
5	Science 112.13.a.4.C; 112.13.b. 1-4; 112.13.b.9.A; 112.13.b.10.B
6	Soc Studies 113.13.b.2A-C; 113.13.b.18.A-E; 113.13.b.19 A-B; 113.13.b.20A-B
7	Fine Arts 117.108.b.1-2, 4
8	Fine Arts 117.109.b.1-2, 4

Grade 3

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.113.b.5
2	ELA 110.5.b.7
3	ELA 110.5.b.11-12
4	Math 111.5.b.3-4
5	Science 112.14.a.4.C; 112.14.b.1-4; 112.14.b.9.A; 112.14.b.10.A-C
6	Soc Studies 113.14.b.5.C-D; 113.14.b.17 A-F; 113.14.b.18. A-C
7	Fine Arts 117.111.b.1-2, 4
8	Fine Arts 117.112.b.1-2, 4

COMMON CORE

Grade 2

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.2.1, 5-6
3	ELA W.2.3
5	Math 2.OA.1

Grade 3

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.3.1, 5-6
3	ELA W.3.3
5	Math 3.OA.3, 7