



SNOWFLAKE TIM'S BIG HOLIDAY ADVENTURE

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Classroom Guide Grades 4 - 5

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How to Use This Guide

This classroom guide for *Snowflake Tim* is designed for Texas students in Grades 4 and 5. 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 4 — Grade 5) are:

Holes by Louis Sachar

The Mysterious Benedict Society by Trenton Lee Stewart, illustrated by Carson Ellis

Flush by Carl Hiaasen

The Bad Beginning by Lemony Snicket

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 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?

3: Create Your Own Comic Book

In *Snowflake Tim's Big Holiday Adventure*, Tim goes on a huge journey to the Not-World to try and get his sister back. It's only with the help of his bravery, imagination, and storytelling abilities that he is able to do so. Using the worksheet below, plan a story about a character who uses their imagination to get themselves out of a tricky situation. Then turn your outline into a comic book to tell your story. After sharing your story with your class and your teacher, gather feedback and use it to revise your story.

CHARACTERS

Main character:

Age:

Male or female?:

Physical description:

Personality:

Character #2:

Age:

Male or female?:

Physical description:

Personality:

Other characters:

SETTING

Where:

When:

PLOT

How does your story begin?

How does your main character meet the guest?

What is the main conflict between your main character and the friend?

What is the climax of your story?

How does your story resolve? (What happens after the climax?)

4: Word Problems

- 1) There are 1,243 bloodthirsty Not-Guards watching the Happy Fun Castle. Tim is able to make 206 of them go away, but then 116 show up! How many Not-Guards does Tim have to fend off now?

- 2) There are still 1,243 bloodthirsty Not-Guards. Each Not-Guard has 2 flaming red eyeballs. How many flaming red eyeballs are there total?

- 3) Each of the 1,243 bloodthirsty Not-Guards has three glittery swords. How many glittery swords are there total?

- 4) Tim and the Not-Princess have to do the Not-Dance sixteen times before they are able to break the curse. There are four steps to the dance. How many steps did they have to go through total by the time they broke the curse?

- 5) In order to make his holiday treat, Dad needs $\frac{3}{4}$ cups of sugar for each individual treat. If Dad is making 15 treats, how many cups of sugar does he need?

- 6) Chad tells Tim that he needs to ditch Jessica twelve times a day for twelve days. How many times did Chad tell Tim to ditch Jessica total?

5: Ice Melting

In the play, Tim's last name is Snow. But what do you know about snow? Have you ever seen it before? How long does it take to go away? As a class, conduct the following experiment to learn a little more about what it takes to melt something super cold (in this case, ice).

Materials:

- Small Dixie cups (fill 5 with water and freeze overnight)
- Water (hot, cold)
- Scissors
- Sugar
- Salt
- Marker
- Clear Cups

Procedure

- 1) Create your hypothesis. Which addition do you think will cause the ice to melt the fastest? Which do you think will cause the ice to melt the slowest?
- 2) Cut the ice out of the cups (adult help may be required for this step).
- 3) Place each in its own clear cup.
- 4) With the help of an adult, pour hot water on one, cold water on another, steam on another, salt on another, and sugar on another. Leave one alone so that it can act as the control. Adult supervision is important, particularly with the steam and hot water.
- 5) Check on the ice five, ten, fifteen, and twenty minutes after everything has been added. Note which cup seems to have the fastest and slowest melting ice. Then measure more exactly how much ice is melting by marking the level at which the ice is at presently at every time interval.
- 6) After twenty minutes, come together as a class to discuss the follow-up questions.

Follow-Up Questions

- Which ice melted the fastest?
- Which ice melted the slowest?
- Why do you think the ice that melted the fastest did so?
- Why do you think the ice that melted the slowest did so?
- What else might cause ice to melt faster or slower?
- How can this information be used in everyday life?

6: Who's In Charge?

In *Snowflake Tim*, Tim meets the Not-Princess before heading off to the Happy Fun Castle. But is the Not-Princess the ruler of the land? Are there different rulers? Is the Not-Wizard actually the leader of the nation? Many countries have different types of leaders—whether they're presidents, royalty, or something else entirely! They promote what they think is important to their nation. Now's your chance to learn a little more about them!

The following are just a few types of governments:

- Monarchy
- Authoritarian
- Constitutional Monarchy
- Republic
- Democracy
- Aristocracy
- Meritocracy
- Theocracy

Before beginning the activity, use dictionaries or the internet to define the above words.

Directions

- 1) In small groups, choose one of the types of government at random (from a hat or through a randomizer). No two groups should have the exact same type of government.
- 2) In your group and on a large sheet of paper, create your own country. Give it a name and official colors and pick a name for the leader(s).
- 3) Discuss the type of government that you chose, figuring out at least 5 laws that would be passed in your country. Write them down.
- 4) What is important to your country? Education? Jobs? Fun? Write a list of the top five priorities for your nation.
- 5) Present the information on your country and its laws to the class. On the board, make sure your top five priorities are listed so that you can compare them to those of other types of governments.

Follow-Up Questions

- 1) What did some of the laws presented have in common?
- 2) What were some major differences?
- 3) Which type of government is the United States? Is it a combination of several types?
- 4) Which type of government might the Not-Princess rule?

7: Build a Snowflake

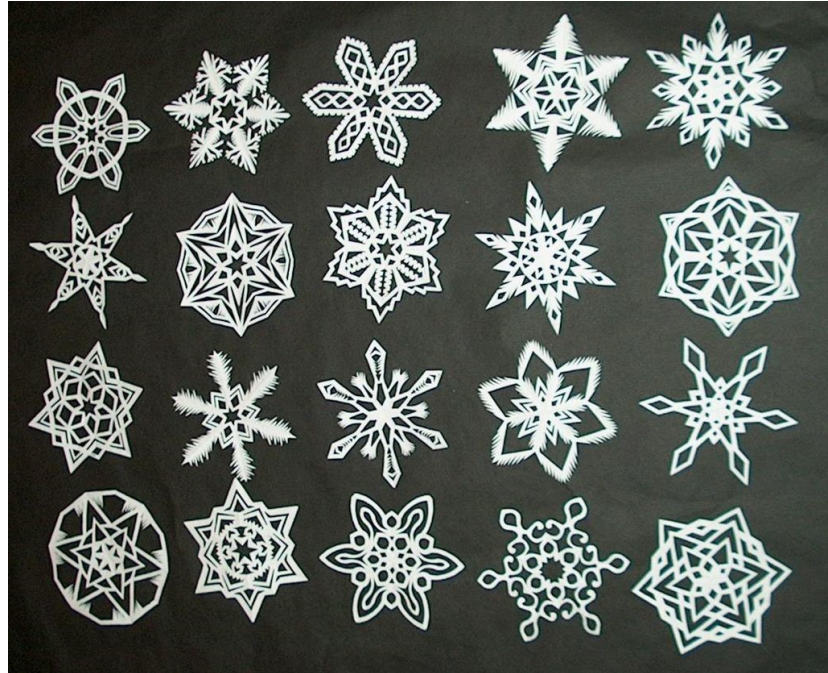
Even though Tim's last name was Snow, everyone ended up calling him Snowflake Tim instead. But why Snowflake? Tim mentions several times in the play how he's different from everyone else, and that's something he and snowflakes have in common. No two are alike! Now's your chance to create your own unique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

Materials

- Pencil
- Sheet of Scratch Paper
- Paper (Square) OR
- Tissue Paper (Square)
- Scissors
- Markers (optional)
- Glue (optional)
- Glitter (optional)

Procedure

- 1) Before you begin to cut into your paper, draw out a design of what you'd like your snowflake to look like. Remember! Since you'll be folding your paper to make the cuts, a mirror image of the cut will be on the other side of the fold.
- 2) Once you have your design, 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.
- 3) 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.
- 4) Once you are finished cutting out your snowflake, open up the paper so it's a square again.
- 5) 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! Compare your final product to the image you drew during your planning stage. Do they look similar?



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 ¼ full with dry beans or rice*
- *cardboard tubes*
- *glasses with different levels of water*

TEXAS

Grade 4

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.116.b.5
2	ELA 110.6.b.6-7
3	ELA 110.6.b.11-12
4	Math 111.6.b.3-4
5	Science 112.15.a.4.B; 112.15.b.11-4; 112.15.b.9.A; 112.15.b.10.A,C
6	Soc Studies 113.15.b.15.C; 113.15.b.17; 113.15.b.21. B,D; 113.15.b.22.B-E
7	Fine Arts 117.114.b.1-2, 4
8	Fine Arts 117.115.b.1-2, 4

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.119.b.5
2	ELA 110.7.b.6-7
3	ELA 110.7.b.11-12
4	Math 111.7.b.3
5	Science 112.16.b.1-4; 112.16.b.9.A,B,D; 112.16.b.10.B
6	Soc Studies 113.16.b.18.A; 113.16.b.20.A; 113.16.b.24-26
7	Fine Arts 117.117.b.1-2, 4
8	Fine Arts 117.118.b.1-2, 4

COMMON CORE

Grade 4

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.4.5
3	ELA W.4.3, 5
5	Math 4.OA.3

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.5.5
3	ELA W.5.3, 5
5	Math 5.OA.1-2