



SNOWFLAKE TIM'S BIG HOLIDAY ADVENTURE

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Classroom Guide Kindergarten - Grade 1

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How to Use This Guide

This classroom guide for *Snowflake Tim* is designed for Texas students in Kindergarten and Grade 1. 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 (Kindergarten - Grade 1) are:

Harold and the Purple Crayon by Crockett Johnson

Cloudy With a Chance of Meatballs written by Judi Barrett, illustrated by Ronald Barrett

Roxaboxen written by Alice McLerran, illustrated by Barbara Cooney

Where the Wild Things Are by Maurice Sendak

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: Write and Illustrate Your Own Story

In *Snowflake Tim*, a brother needs to use his imagination to save his sister. Tim’s journey isn’t easy, but with each task he completes he gets one step closer to saving Jessica from the Happy Fun Castle. As a class, make a picture book about a character who has some trouble helping someone else. Have everyone draw one picture from the story you create. When you are done, put the pictures together to make your very own book.

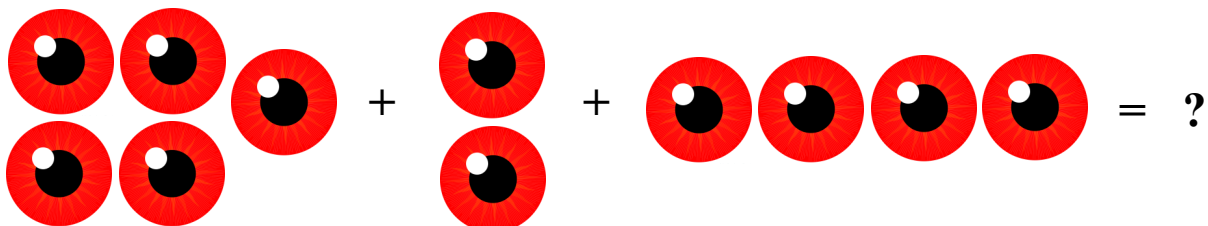
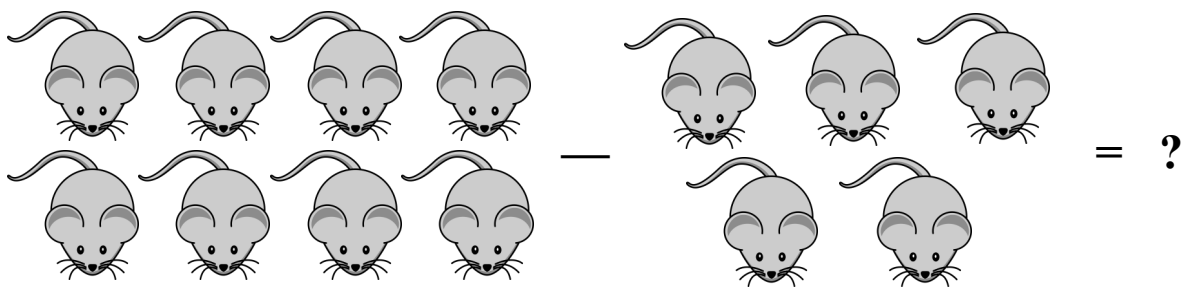
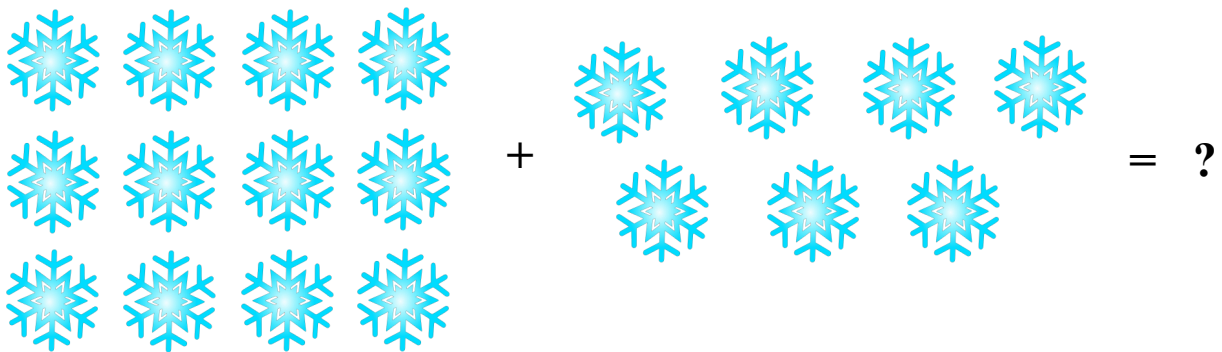
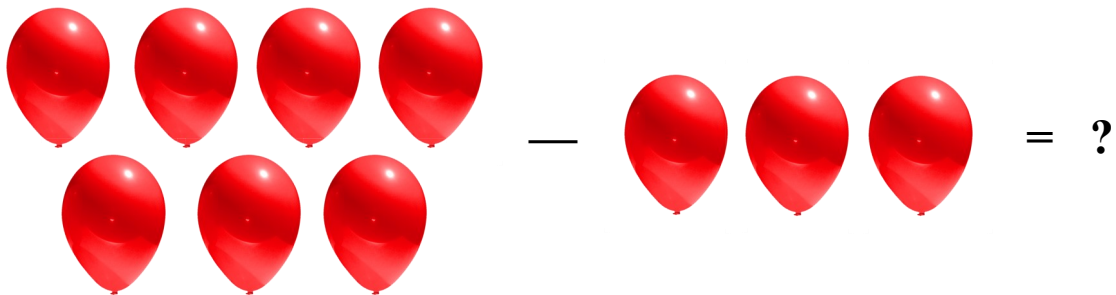
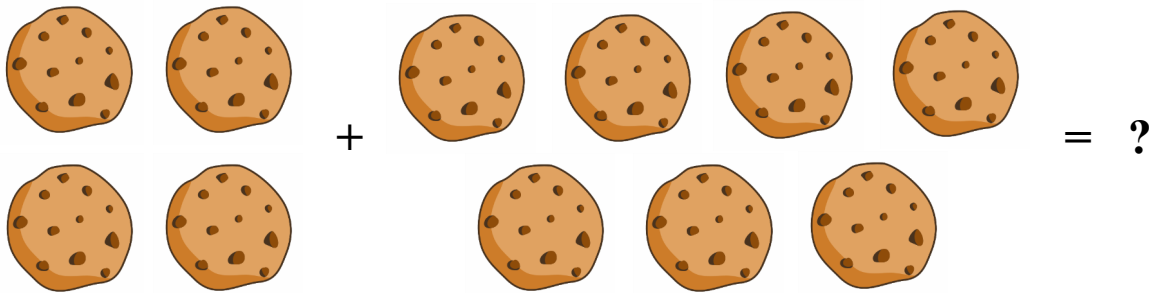
Answer these questions as you write your story:

- Who is your main character?
- Who are your other characters (if any)?
- What does your main character want?
- What is keeping your main character from what he or she wants?
- How does your main character tackle the problem?
- How does your story end?
- Did your main character learn anything?

In the space below, draw a picture to illustrate your story.



4: Picture Problems



5: What Happened to the Snow?

In the play, Tim’s last name is Snow. But what do you know about snow? Have you ever seen it before? Does it sink or float? Or when submerged in water does something else happen? As a class, conduct the following experiment to learn a little more about what it takes to melt something super cold.

Materials:

- Snow (crushed ice is fine!)
- 2 Bowls
- 2 Jars of Water (warm and cold)
- Food coloring (optional)

Procedure

- 1) Predict what you think will happen! Will the snow sink or float? Or will something else happen? What will happen after the snow has been added?
- 2) Fill both jars with the same amount of water, using cold water in one and warm in the other.
- 3) Then, add the snow to each bowl. Watch carefully! What happens next will happen very quickly.
- 4) If you missed it, repeat the experiment! What happens to the snow? Once you think you know, discuss the following questions as a class.



Follow-Up Questions

- What happened to the snow? (Where did it go?)
- Did it sink? Did it float? If so, why do you think it did so?
- What would happen if you put the snow in a different liquid, like oil?
- What is density? Why is it relevant to this experiment?

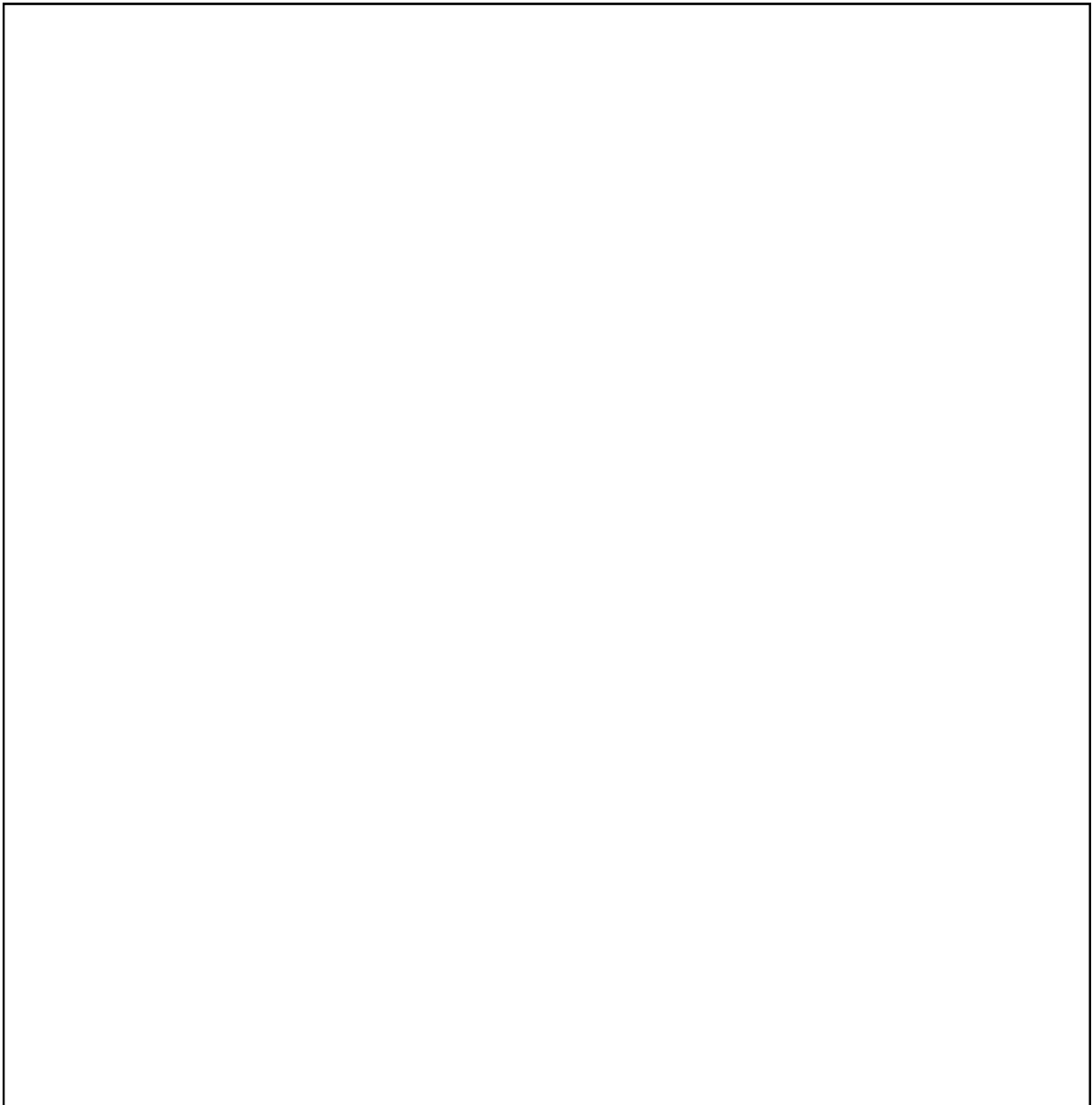


This activity is borrowed from lemonlimeadventures.com

6: Make a Map

Help Tim to find his way to his sister! Use your skills to draw a simple map of Not-World, leading Tim from Not Princess Petunia to the Happy Fun Castle. Be sure to include the following:

- The Twisty Turny Road
- The River of Dreams
- The Farmhouse of Destiny
- The Gas Station of Sandwiches
- A Compass Rose
- Map Key



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

- Strips of Paper or Cardstock
- Glue
- Markers, Crayons, or Colored Pencils
- Paint (optional)
- Glitter (optional)
- Stickers (optional)
- Stamps (optional)



Procedure

1. Glue three strips of paper or cardstock together at their center.
2. Once the glue seems set, get to work on decorating! Paint, draw, stamp, or color your snowflake however you'd like! Just remember that all snowflakes are **symmetrical**.
3. Once you are finished decorating your snowflake with fun colors, you can add some glitter for an additional bit of sparkle.
4. Ta-da! You have your snowflake.



This activity is borrowed from fun-a-day.com.

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

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.104.b.5
2	ELA 110.2.b.5
3	ELA 110.2.b.10-11
4	Math 111.2.b.1-3
5	Science 112.11.a.4.A-B; 112.11.b.2.B-E;
6	Soc Studies 113.11.b.6.A-C; 113.11.b.14.A-B; 113.11.b.15.A-B
7	Fine Arts 117.102.b.1-2
8	Fine Arts 117.103.b.1-2, 4

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.107.b.5
2	ELA 110.3.b.6
3	ELA 110.3.b.12
4	Math 111.3.b.1-3
5	Science 112.12.a.4.A-B; 112.12.b.1.A-B; 112.12.b.2.A-E;
6	Soc Studies 113.12.b.17.A-C; 113.12.b.18.A-B; 113.12.b.19.A-B
7	Fine Arts 117.105.b.1-2
8	Fine Arts 117.106.b.1-2, 4

COMMON CORE

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.K.1
3	ELA W.K.3
4	Math K.OA.1-2

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.1.1
3	ELA W.1.3
4	Math 1.OA.1-2, 5, 7-8