



# Tiny Tim's Christmas Carol

Script  
by  
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Based on the book written by Charles Dickens

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## Classroom Guide Grades 2 - 3

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## How to Use This Guide

This classroom guide for *Tiny Tim’s Christmas Carol* is designed for Texas students in Grades 2 and 3. It offers activities to help you integrate a performance of *Tiny Tim’s Christmas Carol* 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***

Tiny Tim's Christmas Carol 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!)

The play is based on a book: *A Christmas Carol* written by Charles Dickens.

- Have you read *A Christmas Carol* as a class or by yourself?
  - Based on what you read, what do you think may happen in the play?

### ***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?

- If you read *A Christmas Carol* beforehand, how was the play similar to the book?
- How was it different?

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 *Tiny Tim's Christmas Carol*, 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 Tiny Tim's Christmas Carol is Family.  
The Magik Must-Reads (Grades 2nd-3rd) are:

**Moon Rabbit - Natalie Russell**

**The Best Christmas Pageant Ever - Barbara Robinson**

**Love You Forever - Robert Munsch**

**We All Need Forgiveness - Mercer Mayer**

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 Unlikely Friendships 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 Unlikely Friendships? 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 Tiny Tim’s Christmas Carol, Tiny Tim wishes he could spend Christmas with his dad, but Mr. Scrooge won’t let him have the day off. Tiny Tim and his best friend Charlotte come up with a plan to change Mr. Scrooge’s mind and save Christmas. Think about a time you and your friend created a plan to help someone and write a story about it. Use the questions below to help write your story.

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?

TITLE: \_\_\_\_\_

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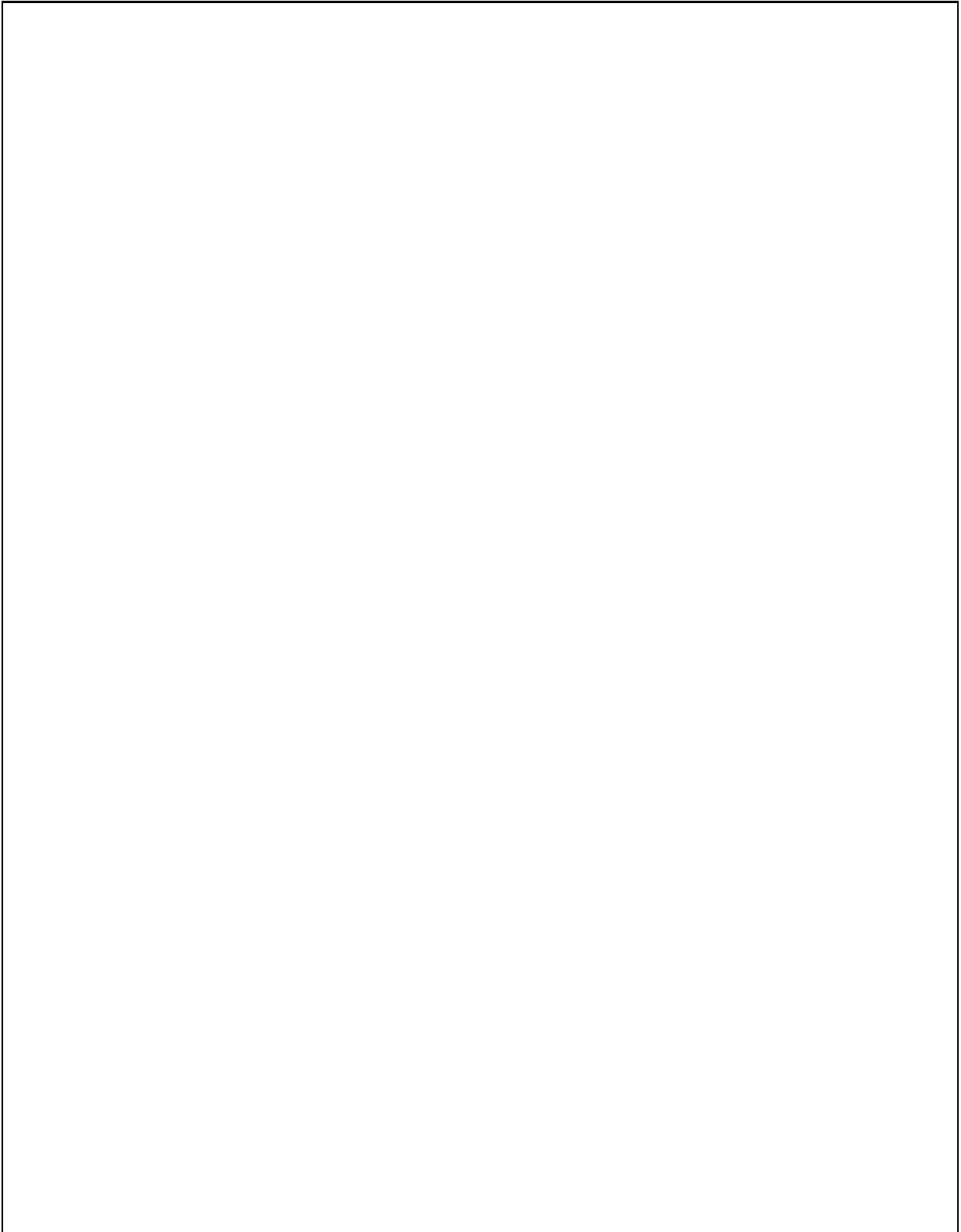
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**3: Write and Illustrate Your Own Story**

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



**4: Word Problems**

1. Ebenezer Scrooge gave Mr. Cratchit a bag of 15 coins. Now, Mr. Cratchit has 27 coins!  
How many coins did Mr. Cratchit have before Ebenezer gave him the bag of coins?
  
2. If today is December 10th, and Christmas is on the 25th, how many more days until Christmas?
  
3. There are five pieces of turkey on the table, Tiny Tim eats two pieces, and Mrs. Cratchit eats the rest. How many did she eat?
  
4. If Ebenezer has 20 pieces of coal, and finds 10 pieces in his stocking, how many does he have in total?
  
5. Twelve presents were laying under the tree. Fred gives four to his uncle. How many are left?
  
6. Mr. and Mrs. Cratchit want to buy Tiny Tim a present for Christmas. Mr. Cratchit has 16 coins and Mrs. Cratchit has 10. The present they want to buy is worth 30 coins. How many more coins do they need?
  
7. The Ghost of Christmas past spends 10 minutes with Scrooge, and the Ghost of Christmas Present spends 24 minutes with him. How much time did they spend with him in total?
  
8. The Ghost of Christmas Yet to Come teaches Ebenezer Scrooge 5 lessons. He still has 4 more to teach. How many lessons did he have to start with?

### 5: Make Your Own Snow

In Tiny Tim's A Christmas Carol, the show is taking place during winter when it's cold outside and snowing! In this experiment, students will use the supplies provided to make their very own snow.

#### Supplies Needed:

2 lb. box of baking soda

1 can shaving cream

Dish or container (to mix it all up in)

#### Step by Step Process:

Step 1- Pour all of the 2 lb. box of baking soda into a plastic container with a lid

Step 2- Add some shaving cream and knead it into the baking soda.

Step 3- Add more shaving cream, mix, and repeat, until the mixture is the consistency of snow.

Step 4- Discuss what the snow felt like and the temperature.





## **6: . Winter Celebrations Around the World**

In Tin Tim's A Christmas Carol, Charlie Tiny Tim and his friends and family are celebrating the Christmas season.

Did you know that there are many traditions all over the world that celebrate the spirit of goodwill and peace?

Many of these holidays come from spiritual beliefs, family traditions, and cultural practices.

As a class discuss what traditions and holidays they celebrate with their families during the winter season. Write them all down on a graph. Make several circle cut outs for each student and have them write down something they do during the holidays (ie, unwrap presents, make tamales, light the Menorah).

Have students tape their circle to the holiday tradition they celebrate.

Guiding questions for the activity:

- What does the word 'holiday' mean?
- What holidays do you hear about everyday?
- Do you know someone who celebrates a different holiday than you?
- How many students celebrate one holiday?
- How many celebrate two? More than two?
- Did more girls celebrate one particular holiday?
- Did more boys celebrate one particular holiday?
- What are the different things people do during the holidays?
- How many student did the same things?
- How many students did things differently?

Your class may be surprised by how many of their friends celebrate different holidays and have different family traditions. To further the activity, have students draw a picture of their family traditions and share it with the group.

## 7: Ghosts of Past, Present and Future

For this art project we will be reflecting on ourselves. We are going to create three scenes that we think are major parts of our lives, or major factors in who we are today. In the same way Scrooge is visited by the ghosts of Christmas past, present, and future and had to see how his life made him who he was, we are going to think back on the past, reflect on the present, and try to predict our future. Talk about how these moments are important. Will you change the way you are? Will you pay more attention to things around you?

### Supplies:

3 sheets of construction paper

Markers, crayons, colored pencils, etc.

A stapler (to staple your pages together when you are finished)

### Steps:

1. Draw something that you believe is important from your past
2. Draw something that has happened more recently that has impacted your life
3. Draw what you think your life will be like 20+ years from now.  
Staple each page together carefully.

## 8: Exploring Music

In Tiny Tim's A Christmas Carol, during the holidays there is a lot of festive music being played, and some people even go caroling. As an exploration exercise, play samples of several different musical pieces for your students. Encourage children to add dance/movement to their listening experience.

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 2**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.10.b.5
2	ELA 110.13.b.5
3	ELA 110.13.b.17-18
4	Math 111.14.b.3-4
5	Science 112.13.b.9
6	Soc Studies 113.13.b.10
7	Fine Arts 117.8.b.1-2, 4
8	Fine Arts 117.9.b.1-2, 4

**Grade 3**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.13.b.5
2	ELA 110.14.b.4
3	ELA 110.14.b.17-18
4	Math 111.15.b.3-4
5	Science 112.14.b.9
6	Soc Studies 113.14.b.7
7	Fine Arts 117.11.b.1-2, 4
8	Fine Arts 117.12.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
4	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
4	Math 3.OA.3, 7