



Tiny Tim's Christmas Carol

Script
by
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Based on the book written by Charles Dickens

Classroom Guide Grades 4 - 5

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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 4 and 5. 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 4th and 5th) are:

Love by Matt de la Pena

When Mischief Came to Town by Katrina Nannestad

A Series of Unfortunate Events by Lemony Snicket

The Secret Garden by Frances Hodgson

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?

2: Brainstorming: Write Your Own Story

In Tiny Tim’s Christmas Carol, Tiny Tim wants his father home for Christmas, but Mr. Scrooge refuses to let anyone take the day off for Christmas. Scrooge is visited by a couple ghosts that help him realize that Christmas involves the spirit of giving and is meant to be spent surrounded by a loving family. Using the brainstorm questions below about characters, setting and plot, create a story about a character who realizes that family time is important. Once questions are completed on a separate sheet of paper write a first draft of your story.

CHARACTERS

Main character:

Age:

Male or female?:

Physical description:

Personality:

Secondary character:

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 [secondary character](#)?

What is the climax of your story?

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

3: Write Your Story

TITLE: _____

4: Word Problems

1. Bob Crachit had \$10.00. He bought a toy for Tiny Tim for \$2.30 and a pair of winter gloves for \$5.50. How much money did he have left?
2. Scrooge usually gets up at 7:35 a.m. Since he was woken up by a ghost, he got up 1 hour and 35 minutes later than usual. When did he get up?
3. Tiny Tim went to the doctor. There are 8 patients waiting. The nurse told him it will be his turn after 2 hours. How many minutes would the doctor use to see each patient?
4. Mr. Crachit drinks $\frac{2}{7}$ of a carton of milk each day. How much milk does he drink in 3 days?
5. Tiny Tim finds a poster shop in the market. The pink poster is 1 ft. 4 in. wide and the blue poster is 19 in. wide. Which one is wider?
6. Scrooge planned to interview some applicants for a position in his office. If he scheduled an hour to meet each of them, how much time did he schedule for all 6 applicants?
7. Instead of of an hour, Scrooge spent an hour to meet each applicant. How much more time did he spend meeting all the applicants?
8. During Christmas time the average temperature in Tiny Tim's town is 55 degrees. Last Wednesday, it was 50 degrees. Today it was 15 degrees cooler than last Wednesday. What was the temperature today?
9. Scrooge had \$1 million, but then he spent \$999 and then \$22,222. How much money do he have left?
10. During Christmas time Bob Crachit serves each person in the family one 6-ounce glass of eggnog each evening. If they buy eggnog by the gallon, how many whole servings of eggnog will they get out of one gallon of eggnog? (One gallon = 4 quarts, and 1 quart = 32 ounces.)

5: Magnetic Trail

Summary of Science Experiment: Magnets attract other magnetic things (such as iron, steel, or nickel) with an invisible force called magnetism. The magnetism can push or pull through some materials like paper or plastic. In this experiment you'll observe magnetism at work by creating a magnetic trail the ghost follows to show Scrooge Christmas past, present, and future.

Supplies Needed: Empty Matchbox, Paper Clips, Magnet/Magnet Wand, Paper, Marker

Step by Step Process:

Step 1- Grab a clean sheet of paper.

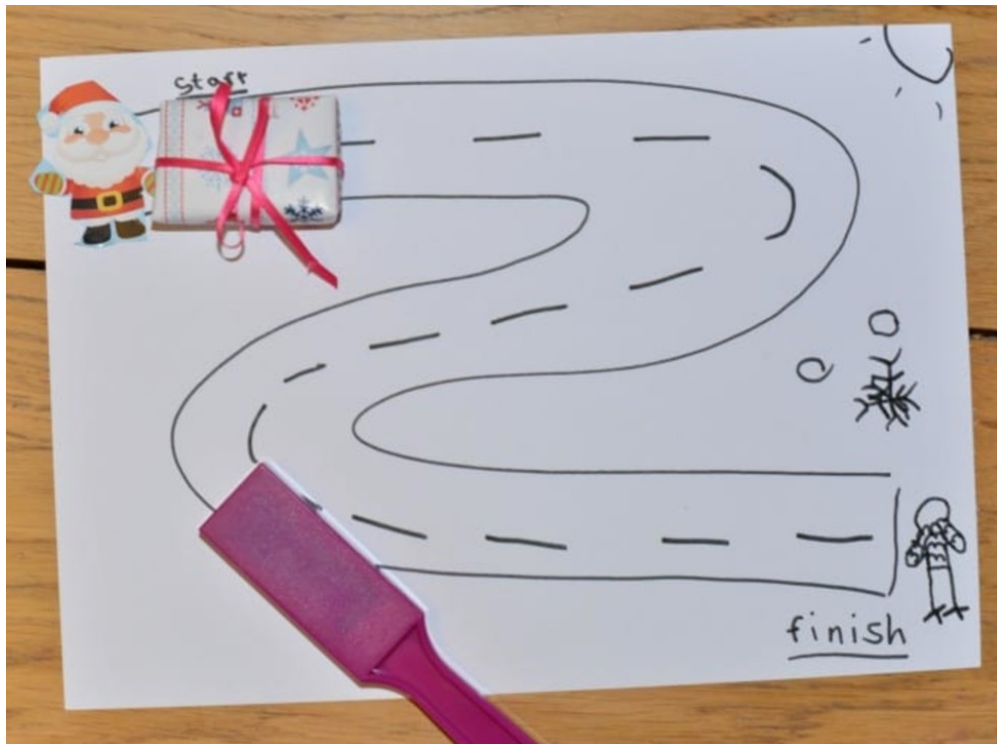
Step 2- Draw a path wide enough for the matchbox to follow. Include some photos that illustrate Christmas past, present, and future. Have a start and a finish.

Step 3- Take the empty matchbox and draw a ghost on top of it.

Step 4- Put a couple of paper clips inside the matchbox.

Step 5- Place the matchbox ghost at the start of the path you made.

Step 6- Grab your magnet and carefully guide the ghost to the finish line.



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: Stage Your Holiday

Summary of Art project: In the story, Tiny Tim's Christmas Carol the ghost takes Scrooge into the past, present, and future to look at his life from an outside perspective. What would Christmas with your family look like from the outside? Create a diagram depicting a scene that represents what your family does during the holiday season.

Supplies Needed: Cardboard Box or Shoe Box, Paint, Paintbrushes, Construction Paper, Miniature Figurines, Scissors, Glue, Magazines

Step by Step Process:

Step 1- Brainstorm. Make a list of what you should include in your diorama (Who is there? Where are you? What is around you?) and any important action you want to show.

Step 2- Grab your shoebox and turn it on its side w/ the inside of the box facing towards you.

Step 3- Create the background. Paint or glue construction paper on the inside of the box to make the walls and floor of your diorama. Let it dry thoroughly.

Step 4- Gather your miniature figurines or cut out figures from construction paper or cardboard painted to look like the people, objects, or animals in your scene.

Step 5- Work from the back to the front of your diorama and arrange your objects how you would like them to appear in your scene.

Step 6- Once you are satisfied with your placements, glue everything down. Let it dry.



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 1/4 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 117.16.b.5
2	ELA 110.15.b.2
3	ELA 110.15.b.15-16
4	Math 111.16.b.3-4
5	Science 112.15.b.10
6	Soc Studies 113.15.b.6-7
7	Fine Arts 117.14.b.1-2, 4
8	Fine Arts 117.15.b.1-2, 4

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.19.b.5
2	ELA 110.16.b.2
3	ELA 110.16.b.15-16
4	Math 111.17.b.3
5	Science 112.16.b.10
6	Soc Studies 113.16.b.6-9
7	Fine Arts 117.17.b.1-2, 4
8	Fine Arts 117.18.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
4	Math 4.OA.3

Grade 5

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