

**“Rudolph the Red-Nosed Reindeer”**  
Featuring Songs from the Television Classic  
**Curriculum Guide for grades K-3**



*A teacher's guide for the study of literary and theatrical elements with emphasis on the thematic topic of holidays and celebrations.*

\***DRAMA**

## **Differences Make Me Special**

Rudolph, the Red-Nosed Reindeer had a very shiny nose, a red nose that actually was able to light up! Wow, what a reindeer, unlike any other.

**Kentucky: Arts and Humanities > Drama/Theatre**

**Elements of Drama, Production and Performance (2.22-2.26) Grades K-3**

**Academic Expectations**

2.22 Students create works of art and make presentations to convey a point of view.

2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

**Ohio: Arts > Drama/Theatre Standards > Connections, Relationships and Applications**

**Benchmark(s) Grades K-3**

B. Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.

**Objective**

Students will:

- Understand how individual differences make for one being special and unique.

**Assessment**

Students will be able to:

- Create and perform innovative skits to illustrate the benefits and challenges of being different, special and unique.

Sample selected response items to gauge student understanding:

1. What does it mean to be special?  
*Answer: Individual student response. Emphasis on being able to do something no one else can do, or having a talent or ability that no one else has, etc.*
2. Describe a person who you know and consider to be special and unique.  
*Answer: Individual student response. Emphasis a person's unique ability, behavior, gift or skill.*
3. Everyone is special and unique. Do you agree or disagree?

*Answer: Individual student responses/reasoning for why or why not.*

### **Vocabulary**

- Different/Differences
- Unique/Uniqueness
- Acceptance
- Tolerance

### **Materials**

- Visual representing *Rudolph, the Red-Nosed Reindeer*
- Paper, poster board
- Markers, crayons

### **Activity**

#### **Special Effects: Magic to the Eye**

##### **Teacher will:**

1. Instruct the students in a game of musical chairs. First round, students are challenged to make sure everyone is seated as chairs are removed. In a second round, as chairs are removed, students must leave the group. Debrief and ask students how it felt to leave the group and not participate in the game vs. being included.
2. Introduce a visual of *Rudolph, the Red-Nosed Reindeer* to prompt students' prior knowledge regarding this holiday figure and tale. Have students share what they know about the character.

Question prompts:

- Who was Rudolph?
- What is known about this character?
- What happened to Rudolph? What problem did he have?
- Why do you think he was left out?
- Why did the other reindeer treat him badly?
- How was Rudolph different?

Continue questions leading to how Rudolph used his differences to help others.

3. Have each student think about what makes them special and unique (unlike anyone else), and then create a visual that demonstrates his/her uniqueness. Post students' visuals for whole class viewing.
4. Debrief the activity and discuss how Rudolph's unique nose made him a hero, although the other reindeer thought him odd and different at first. (This led to Rudolph being excluded from the other reindeer activity.)
5. Separate the students into small groups, and have them share their thoughts about what makes each of them special. Have the students also discuss if their being special and unique has caused them to ever be left out of a group activity. If so, how did that make them feel?
6. Instruct the students that their task is to create a skit about what how it feels to be left out of a group. Each student team/small group will act out the skit for classmates.

7. Debrief with students how this activity made them feel.
8. Facilitate discussion by asking students if the dramatic presentations, their skits, helped them to better understand their feelings and those of their classmates.
9. Facilitate discussion on how dramatic plays and productions help people to better understand people, emotions, behaviors, etc.

## \*Music

# Holiday Songs

Oh, the bells and songs of winter holidays! How they do make for festive times and long term memories as we sing them year, after year, after year.

### Kentucky: Arts and Humanities>Music Standards

#### Elements of Music (1.14, 2.22-2.26) Grades K-3

##### Academic Expectations

- 1.14 Students make sense of ideas and communicate ideas with music.
- 2.23 Students analyze their own and others' artistic products and performances using accepted standards.
- 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

### Ohio: Arts> Music Standards>Creative Expressions and communications

#### Benchmark(s) Grades K-3

B. Read, write, improvise and compose melodies and accompaniments.

### Ohio: Arts> Music Standards> Historical, Cultural and Social Contexts

#### Benchmark(s) Grades K-3

- A. Identify and demonstrate basic music forms.
- B. Identify and respond to music of historical and cultural origins.

## Objective

Students will:

- Recognize stanzas with rhyming endings from traditional holiday songs.

## Assessment

Students will be able to:

- Compose an original, holiday related rhyming stanza.

Sample selected response items to gauge student understanding:

1. What is rhyme?  
*Answer: Two or more words that are alike in sound.*
2. Which of the following is a pair of rhyming words?
  - a. Bear/Pear
  - b. Meat/Mouse
  - c. Shoe/Sock*Answer: a. Bear/Pear*
3. Lyrics are words of a song. True or False?  
*Answer: True (words meant to be sung)*

## **Vocabulary**

- Rhyme
- Cadence
- Stanza
- Rhythm
- Lyrics
- Composer

## **Materials**

- Audios of the following songs: *Rudolph, the Red Nosed Reindeer, Up on the House Top, Have a Holly, Jolly Christmas, Rockin' Around the Christmas Tree, Santa Claus is Coming to Town.*

## **Activity**

### **Oh, Those Holiday Songs!**

#### **Teacher will:**

1. Introduce segments of traditional holiday songs through the game of "Name that Tune." Students will listen to a brief segment of a song and try to guess its title.

*Note: Consider **fair use practice** in the viewing of audiovisual works and playing of sound recordings.*

- *Performance must be presented by teachers or students only for a specific class*
  - *Performance must occur in the course of face-to-face teaching activities directly related to the curriculum*
  - *Performance must take place in a classroom in a nonprofit educational institution*
  - *Performance must be of a legally required copy of the work*
2. Debrief the activity and emphasize that the selection of songs are called "traditional holiday songs." Explanation of the term "traditional" may be required.
  3. Replay the song segments for students to listen to and identify rhyming words in the lyrics and stanzas.
  4. Replay the song segments again and have students conduct a physical movement upon hearing rhyming words (e.g., upon hearing, "You better watch out, you better not pout," students will clap their hands, stamp their feet, or snap their fingers, etc.)
  5. Facilitate discussion on why composers use rhyming words. Ask students what are the benefits of the use of rhyming words (e.g., rhyming word assist with memorization of what is heard).
  6. Select a song with input of student preference that also has multiple stanzas for further examination of its lyrics.
  7. Challenge students with the task to create a new stanza for the song with the inclusion of rhyming words. Have students share their work. Add the new stanzas to the traditional song for a class sing along.
  8. Inform students that their task, upon viewing of the Children's Theatre Production of *Rudolph, the Red-Nosed Reindeer*, will be to listen for the use of rhyming words in the songs used throughout the play.

