Lesson 1: Reindeer

Before Reading:
- Complete anticipation guide about vocabulary.

During Reading:
- Read aloud to the students once. Have students follow along. Remind them of the purpose of reading- to figure out the meaning of unknown words.
- Highlight bold print words.
- Teach context clues. The definition of the word is after the word either through example, synonym, or definition. Review anticipation guide for each. Can do gradual release with this activity.

After Reading:
- Students work with partners to collect facts about reindeer to use in their acrostic poem.

Writing:
- Before writing: Review what an acrostic is. Tell students they will write an informational acrostic poem about reindeer using facts from their graphic organizer. Each sentence should be a complete sentence about reindeer. Use dictionaries to help come up with the start of a sentence if needed.
- During writing: Students write and highlight evidence.
- After writing: Students do culminating activity.

Culminating Activity: Craft with writing:
- Students cut out their hands and foot on brown construction paper.
- Make reindeer heads.
- Glue to red construction paper with reindeer facts on it.
<table>
<thead>
<tr>
<th>Before Reading</th>
<th>Information</th>
<th>After Reading</th>
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<td>T</td>
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<tr>
<td></td>
<td>Antlers are horns that grow on top of the head.</td>
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<tr>
<td></td>
<td>A muzzle is a forehead.</td>
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<td></td>
<td>Caribou is another name for reindeer.</td>
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<td></td>
<td>Cows are a baby reindeer.</td>
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<tr>
<td></td>
<td>Inhabit means to live in.</td>
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<td></td>
<td>Frigid means very warm.</td>
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<td></td>
<td>Herbivores are meat-eaters.</td>
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<tr>
<td></td>
<td>Lichen is a type of tree.</td>
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<td></td>
<td>Moss is a small, soft plant.</td>
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<tr>
<td></td>
<td>Hooves are a black hard covering on reindeer toes.</td>
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</table>
What’s a Reindeer?

Reindeer are actually real animals who are members of the deer family. They are also called caribou. They are shy yet curious animals. The females are called cows and have one calf per year.

A Reindeer’s Body

Reindeer have brown fur and white patches around their neck and on their back. Their body includes long legs, black hooves, and a black muzzle, or nose. The special hooves are a black hard covering on the reindeer's four toes on each foot. The hooves spread out wide to act like snowshoes. They help them "float" over snow and ice without sinking in.

Reindeers are 4-5 feet tall. They can get pretty huge, weighing anywhere from 240-700 pounds! They are the only members of the deer family in which males and females both grow antlers, which are like horns that grow on top of their head. The antlers are made of bone and fall off around October.

Reindeer Life

These mammals inhabit, or live in, the arctic and subarctic which is in the northern part of the world. The arctic is frigid, or very cold, with a frozen ground and plants like shrubs, mosses, and lichen. The subarctic is a little warmer where evergreen trees grow.

Reindeer travel in herds and run up to 50 mph, which make them hard to catch. However, they do have predators like the lynx, wolverine, and bear, but most feared are wolves. Not to mention, they are hunted by northern people.

Reindeer Diet

Reindeer are herbivores, or plant eaters, who mainly eat lichens, dry grass, and shrubs. Lichen is a type of moss, which is a small, soft plant. An adult reindeer can eat up to twelve pounds of food a day!
Lesson 2: How Santa Got His Job

Before Reading:
- Discuss that Santa had to start with some kind of job. We all go through different jobs in our life usually until we find the one that is just right.
- Students make predictions of jobs he might of had based on what we know about him (i.e., could have worked with children because he loves children, could deliver mail because he reads letters from children, etc)
- Tell students we will listen carefully for each job and list them as we read.

During Reading:
- Read aloud to the students once. Have students follow along. Remind them of the purpose of reading- to pay attention to the jobs he had.

After Reading:
- Go back and list the pros and cons of each job that Santa had. Discuss how the jobs he had lead up to him becoming Santa.
- Optional: Students complete cause and effect in partners.

Writing:
- Before writing: Tell students that in order to have jobs we usually write resumes. He look for a job we want and then work towards getting that job with an application or resume. We have to sell our self! You will persuade Santa to hire you for an Elf position he has available. Go over what it means to persuade and how putting a lot of effort into an application shows that person really wants the job and cares what the employer thinks ((Santa!!)).
- During writing: Students begin writing. Monitor their work. Remind them of periods and capital letters.
- After writing: Students glue their application to an elf body (construction paper) with their head as the elf with a hat, legs, and arms. Cut legs and arms out of long pieces of construction paper. Students can accordion style fold it then glue it on the back of the construction paper. Attach mitts, shoes, and hat with glue.
# How Santa Got His Job

## Jobs

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
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</table>
**How Santa Got His Job**

**Cause and Effect**

I can ask and answer questions what happened in a text and why.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
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<tbody>
<tr>
<td>He wanted no part of desks or an office.</td>
<td>No one believed Santa cleaned chimneys.</td>
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<tr>
<td></td>
<td>Santa liked cleaning chimneys.</td>
</tr>
<tr>
<td></td>
<td>He liked working at the post office.</td>
</tr>
<tr>
<td>No one liked Santa delivering packages at night.</td>
<td>Santa had to leave the zoo.</td>
</tr>
<tr>
<td>Santa tasted all of his cooking.</td>
<td>The first night of delivery was a little hard.</td>
</tr>
</tbody>
</table>
Elf Application

Name________________________ Age________

Birthday________________________

1. Have you ever played with toys?   YES   NO

2. What is your favorite toy?

3. Are you naughty or nice?       NAUGHTY   NICE

4. Are you a good helper at home?   YES   NO

5. Do you like Christmas music?   YES   NO

6. ________

7. Draw a picture of what you would look like as an elf:

Date________________________

Signature________________________

Fingerprint
Why do you think you would be a good elf?

___________________________________________________________________________

___________________________________________________________________________

What do you think is the most important trait to have as a elf? Why?

- Hardworking
- Trustworthy
- Responsible
- Honest
- Dependable
- Cheerful

___________________________________________________________________________

___________________________________________________________________________

Which elf job would you like to apply for? Why do you think you should get this specific job?

- **Head Elf in Charge**: Goes on sleigh with Santa and takes care of all the other elves.
- **Toy Maker**: Make toys 364 days a year.
- **Reindeer Caretaker**: Take care of Dasher, Dancer, Prancer, Vixen, Comet, Cupid, Donner, Blitzen, and Rudolf. Feed, clean, and play with them. Get them ready for Christmas Eve.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
Lesson 3

1. Read the book once without showing pictures. Tell students you want them to visualize or make a movie in their mind of what is happening so it will be very important to listen closely and carefully. Stop periodically to have the students visualize what is happening in the story.
2. After reading, go back and compare pictures to the story.
3. On day 2, have the students write a descriptive story about them saving Santa from being stuck instead of all of the other animals. They should include what they see and hear. Also, animals from the actual story and transition words.
   - Use the anchor chart if wanted for the writing piece.

Craft: Black construction paper will be the background. You will need to copy the chimney on red paper and frosted top of the chimney on white paper. His legs can be colored red and boots black. Students will glue this all to the very top of the construction paper like Santa is stuck going down and legs are pointing up to the sky. Students then staple their writing to the top of it.
Santa’s Stuck

By Rhonda Gowler Greene

I can describe the overall structure of a story.
I can show I understand what is being read by visualizing or making a movie in my mind.
Santa’s Stuck!

Anchor Chart for My Story

Write descriptively—what do you hear? What do you see? What do you say?

<table>
<thead>
<tr>
<th>Animals</th>
<th>Dialogue</th>
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</thead>
<tbody>
<tr>
<td>-Story animals-</td>
<td>-People talking-</td>
</tr>
<tr>
<td>Include one animal that helped you.</td>
<td>&quot;Oh no!&quot; I thought.</td>
</tr>
<tr>
<td>The animal can talk.</td>
<td>&quot;I will help you,&quot; I whispered.</td>
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<table>
<thead>
<tr>
<th>Onomatopoeia</th>
<th>Transition Words</th>
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<tbody>
<tr>
<td>-Sound words!-</td>
<td>-Move the story along-</td>
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<tr>
<td>Bang, boom, zoom, whoosh, jingle jangle, ding dong, zap, meow, ruff, purr, tick tock, ow!, splat, clang, beep, sizzle, crackle, creak, kerplunk, achoo</td>
<td>First, next, then last, finally, in the end, at last, all of a sudden, quickly, suddenly, in a jiffy, in a snap</td>
</tr>
</tbody>
</table>
I was snug in my bed, when all of a sudden...
Lesson 4: The Grinch

Before Reading:

- Prepare students for reading about the Grinch. Students most likely have many connections. Tell students we will be looking for traits to describe the Grinch in the beginning and in the end of the story.

During Reading:

- Read aloud to the students once. Stop before the Grinch changes his way of thinking. List on chart paper words to describe the Grinch. List words to describe his heart too. Put this on paper. Make sure students give evidence for their answer. Promote better word choice than “mean”.
- Read the rest of the story. Go back to the chart and make a new column for after he changed. List traits for himself and his heart once again.

After Reading:

- Students work to write how the Grinch was in the beginning and the end of the story including writing 3 words for his heart in each. They can fold a black or red paper hamburger style and put the beginning and the end on both sides. They will need to color and glue his picture.

Writing:

- Before writing: Review the Grinch in the beginning of the story. Tell students they will write about “How To Be a Grinch” or what it means to be a Grinch, including all the things we would do if we were a Grinch.
- During writing: Brainstorm some ideas together and do a short shared writing. Then students go to their seat to do their own.
- After writing: Students draw a picture to represent being a “Grinch”
At the beginning of the story...

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

At the end of the story...

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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Lesson 5: Imogene’s Antlers

Before Reading:
- Look at the pictures and discuss what may be Imogene’s problem and why.

During Reading:
- Read aloud to the students. Discuss what happened in the book after reading it through questioning.

After Reading:
- Students work with partners to do the reading response of the book. Come back together as a whole group to come to the understanding of what Imogene’s parents are going to need to deal with: acceptance. Imogene is obviously different now and they’ll just have to deal with it, like she dealt with the antlers.

Writing:
- Before writing: Give students various materials to “decorate” their antlers with. Feathers, sequence, glitter, etc. Tell students to write about their antlers describing them to a reader.
  - After they have written bring students to the floor to discuss showing vs. telling. Example: Telling– It is so fluffy! Showing– When I touch the sides of my antlers they are as fluffy as a fresh marshmallow. Do more examples like mad, etc. The point is for readers to paint a picture in their mind of the antlers. Students help to come up with ideas for telling vs. showing.
- After writing: Students go back to their writing and “Show” their antlers.

Culminating Activity: Craft with writing:
- Glue students’ heads on the page with the antlers.
Imogene's Antlers

What was Imogene’s problem? ________________________________

<table>
<thead>
<tr>
<th>How Imogene Feels About Her Antlers</th>
<th>How Imogene’s Family Feels About Her Antlers</th>
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What were some ways her family tried to fix her problem?

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What do you think Imogene’s family will have to learn if the story continues? Why? ________________________________

________________________________________

________________________________________

________________________________________
Show NOT Tell

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