

Christmas Language Arts

Baking Gingerbread

Name: _____

Would you like to bake gingerbread cookies this year? First, you should gather all the ingredients. You'll need brown sugar, molasses, one egg, vanilla, flour, baking soda, salt, cinnamon, allspice, butter, and ginger. That's a lot! Then, you'll mix the butter, brown sugar, and molasses in a bowl until it's creamy. Next, add in the egg and vanilla. After that, you'll mix flour, baking soda, and the spices separately. Once mixed, you'll add them to the wet mixture. You need to chill the cookies in the fridge. Roll out all the cookie dough and use a cookie cutter to cut out your cookies. Finally, bake at 350 degrees for 10 minutes and decorate!

What is the first step in making gingerbread?

Identify one of the steps in the middle of gingerbread-making.

What would happen without that step?

disappear

to no longer appear

Hardest Job

Ellie and Edward don't agree. Ellie thinks her job is the hardest. Edward thinks his is. Ellie spends all day at the toy shop. Edward spends all day dragging the sleigh to Santa's sleigh. Ellie says, "I have to pull a heavy sack of toys!" The only way to clear this is to ask Santa to help their argument?

climb

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What's Included

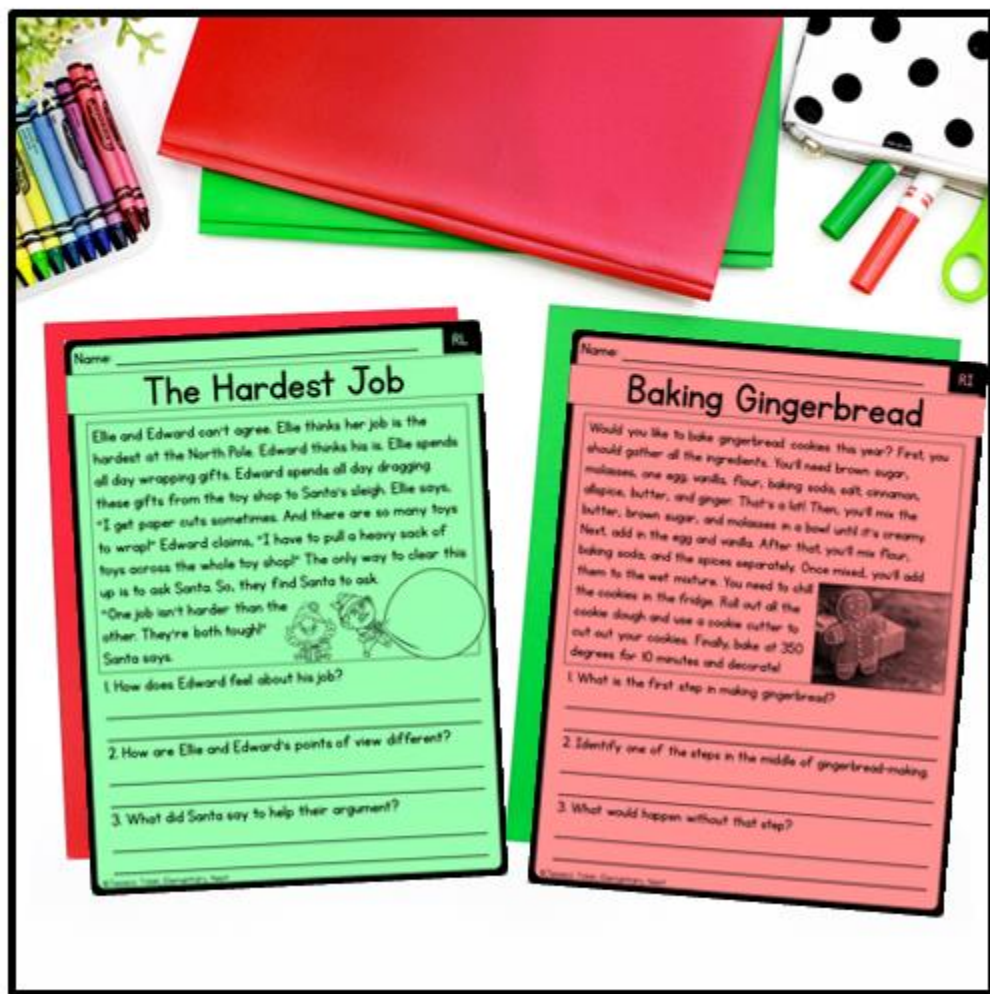
Each domain will have 3-4 activities.

The domains are:

- Reading Literature
- Reading Informational
- Writing
- Speaking and Listening
- Language
- Foundational Skills

There will be a mix of:

- partner activities
- whole group activities
- independent activities
- small group options



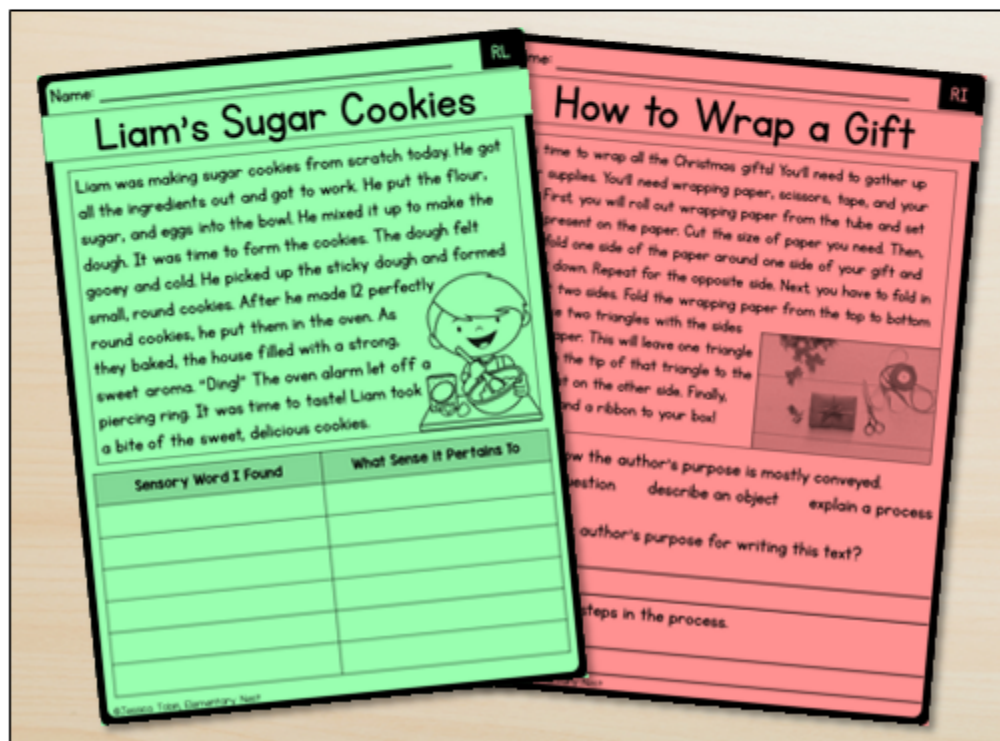
What Teachers Say

"Buy anything Jessica Tobin. I trust her work! I used this at Christmas to help supplement my unit and my center activities."

"This is a good resource to use for Christmas and interesting stories."

"My students absolutely loved this!"

"Great way to keep students learning even through the crazy holiday season."



Standards-Based

All of these activities are standards-based activities. What makes these unique is that they are themed to a holiday or a season!

| Domain | Skills Hit |
|---|--|
| Reading Literature: RL | RL.1.6/RL.2.6- Point of View RL.1.4/RL.2.4- Poetry RL.1.3/RI.2.3- Story Elements RL.1.4/RL.2.4- Sensory Words |
| Reading Informational: RI | RI.1.3/RI.2.3- Connections RI.1.1/RI.2.1- Ask and Answer Questions RI.1.5/RI.2.5- Text Features RI.1.8/RI.2.8- Author's Purpose |
| Writing: W | W.1.5&6/W.2.5&6- Editing and Publishing W.1.1/W.2.1- Opinion Vs. Fact Practice W.1.3/W.2.3- Narrative Sequencing W.1.3/W.2.3- Narrative Writing |
| Speaking & Listening: SL | SL.1.1/SL.2.1- Collaborative Conversations SL.1.4/SL.2.4- Expressing Feelings Clearly SL.1.5/SL.2.5- Visual Displays |
| Reading Foundational Skills & Language: RF, L | L.1.1.e/L.2.1.d- Verbs L.1.4.b/RF.2.3.d- Affixes L.1.1.h/2nd Review- Determiners RF.1.3.c/RF.2.3bc- Vowel Teams |

Reading Literature

Name _____ RL

The Hardest Job

Elle and Edward can't agree. Elle thinks her job is the hardest at the North Pole. Edward thinks his is. Elle spends all day wrapping gifts. Edward spends all day dragging these gifts from the toy shop to Santa's sleigh. Elle says, "I get paper cuts sometimes. And there are so many toys to wrap!" Edward claims, "I have to pull a heavy sack of toys across the whole toy shop!" The only way to clear this up is to ask Santa. So, they find Santa to ask. "One job isn't harder than the other. They're both tough!" Santa says.



1. How does Edward feel about his job?
2. How are Elle and Edward's points of view different?
3. What did Santa say to help their argument?

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Name _____ RL

The Claus' House

Fluffy and white
The snow falls down.
Covering up the very house
That's outside of North Pole town.

The children and workshop
Are very close to their house.
All the North Pole animals are near.
Even the North Pole's four reindeer.

Inside, you'll find Mr. and Mrs. Claus
Baking sugar cookies by the fireplace.
Getting ready for Santa Claus to deliver
Gifts to all the world's kids without a trace.



1. Identify the three sets of rhyming words.
2. Where can their house be found?
3. What are Mr. and Mrs. Claus doing?

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Name _____ RL

New Tradition at Dad's

Sarah and Caleb were at their dad's apartment for the weekend. Dad asked them to help them set up the Christmas tree. Sarah and Caleb were so excited to help. Dad pulled the Christmas tree out of the box from his storage closet. Dad said everyone could have an important job. Dad's job was to assemble their tree. Sarah was in charge of the ornaments. She had to put hooks on them and hang them up. Caleb's job was the beads. He needed to wrap the tree up with red beads. They all had fun with their holiday tradition.



1. What Christmas tradition did the family do?
2. Identify the main characters and setting of the story.
3. Explain Sarah's job.

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Name _____ RL

Liam's Sugar Cookies

Liam was making sugar cookies from scratch today. He got all the ingredients out and got to work. He put the flour, sugar, and eggs into the bowl. He mixed it up to make the dough. It was time to form the cookies. The dough felt gooey and cold. He picked up the sticky dough and formed small, round cookies. After he made 12 perfectly round cookies, he put them in the oven. As they baked, the house filled with a strong, sweet aroma. "Ding!" The oven alarm let off a piercing ring. It was time to taste! Liam took a bite of the sweet, delicious cookies.



| Sensory Word I Found | What Sense it Pertains to |
|----------------------|---------------------------|
| | |
| | |
| | |
| | |
| | |
| | |

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Reading Informational

Name _____ RI

Baking Gingerbread

Would you like to bake gingerbread cookies this year? First, you should gather all the ingredients. You'll need brown sugar, molasses, one egg, vanilla, flour, baking soda, salt, cinnamon, oil, butter, and ginger. That's a lot! Then, you'll mix the butter, brown sugar, and molasses in a bowl until it's creamy. Next, add in the egg and vanilla. After that, you'll mix flour, baking soda, and the spices separately. Once mixed, you'll add them to the wet mixture. You need to chill the cookies in the fridge. Roll out all the cookie dough and use a cookie cutter to cut out your cookies. Finally, bake at 350 degrees for 10 minutes and decorate!



1. What is the first step in making gingerbread?

2. Identify one of the steps in the middle of gingerbread-making.

3. What would happen without that step?

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Name _____ RI

Christmas Tree Farms

Have you seen real Christmas trees sold at stores? Have you ever wondered where they come from? Christmas trees are evergreen trees. Most of these trees grow on farms where there are thousands of other trees growing. In America, there are over 5,000 farms found in all states. They help supply the Christmas trees sold each year. There are farms that cut the trees themselves. Other farms allow people to come to the farm and cut their own Christmas tree.



1. What is a Christmas tree farm?

2. What are the two ways trees are cut?

3. What is a question you have after reading the text?

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Name _____ RI

Christmas Shopping

How Do People Christmas Shop?
Christmas is a holiday in December. For many, Christmas is a time for gift-giving. There are two main ways that people shop. They either shop online or in stores. Online shopping has gotten popular in the last few years. It helps avoid crowds. However, many people still like to shop and browse items in a real store.

Last-Minute Shopping
Black Friday is the day after Thanksgiving. It's the biggest sales day of the year. From Black Friday until Christmas Day, people shop for gifts. Many people are busy or may forget a gift, so they shop the last few days before Christmas.

Did you know?
Some of the most popular gifts to give are gift cards, tech, books, and products, candy, meals, and pajamas.



1. What are the two subheadings?

2. What can you learn from the image and caption?

3. Identify five of the most popular gifts to give.

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Name _____ RI

How to Wrap a Gift

It's time to wrap all the Christmas gifts! You'll need to gather up your supplies. You'll need wrapping paper, scissors, tape, and your gift. First, you will roll out wrapping paper from the tube and set your present on the paper. Cut the size of paper you need. Then, you'll fold one side of the paper around one side of your gift and tape it down. Repeat for the opposite side. Next, you have to fold in the last two sides. Fold the wrapping paper from the top to bottom and make two triangles with the sides of the paper. This will leave one triangle left. Tape the tip of that triangle to the box. Repeat on the other side. Finally, add bows and a ribbon to your box!



1. Identify how the author's purpose is mostly conveyed: answer a question, describe an object, explain a process.

2. What is the author's purpose for writing this text?

3. Identify two steps in the process.

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Writing

Name _____
Write a weak paragraph, trade with a partner, and improve their writing.

Strengthen Our Writing

| My Weak Paragraph | My Partner's Strong Paragraph |
|---|-------------------------------|
|  | |
|  | |
|  | |

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gingerbread cookies

snowmen

Christmas trees

snowflakes





hot cocoa





Name _____
Choose one of the Christmas sequences. Explain the events that happened.





Christmas Sequencing

| First- | Next- | Then- | Last- |
|--------|-------|-------|-------|
| | | | |
| | | | |
| | | | |
| | | | |

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Name _____
Write or dictate your story.


Narrative Brainstorm

| Event: |
|-----------------------|
| What does she see? |
| What does she hear? |
| What does she feel? |
| What does she smell? |
| What is she thinking? |

Name _____

Writing Prompt

Write a narrative about an elf's first visit to the North Pole.



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Foundational Skills & Language

Verbs

Name: _____

After creating a sentence using the verb, record your sentence here.

| |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |

build  **our** 

eat  

Affixes

Name: _____

For matching the affixed word to the definition, record the definition here.

| | |
|-----------|-------|
| unwrap | _____ |
| joyful | _____ |
| brightest | _____ |
| caroler | _____ |
| disappear | _____ |
| refill | _____ |
| careful | _____ |
| reheat | _____ |
| errily | _____ |
| lorful | _____ |

unwrap  **to make not wrapped**

 **to be filled with joy**

joyful



the most bright  **brightest**



Articles & Determiners

Name: _____

After matching the articles & determiners to the picture, write them down here.

| | |
|-----------|-------------|
| a _____ | this _____ |
| an _____ | that _____ |
| the _____ | these _____ |
| a _____ | those _____ |
| an _____ | this _____ |
| the _____ | those _____ |

a  **a** 

the  **an** 

Vowel Teams & Sneaky E

Name: _____

After filling in the missing vowel teams or silent E, rewrite the words here.

| | | |
|---|---|-------|
|  |  | _____ |
|  |  | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Speaking & Listening



Instructions Included

Each domain comes with 3-4 activities.

These activities are explained in detail with a teacher instruction page. Consider this your mini lesson guide page!

Speaking & Listening Activities

Activity 1: Collaborative Conversations (SL.1, SL.2.1)

Students will sit in a circle of four children. They will all face each other. When the teacher displays a story starter strip on the board, student 1 will tell 2 sentences about this story to start it off. Then, they will take turns adding two sentences to the story until they work their way around the circle at least one time. Repeat for three more story starter cards.



Activity 2: Expressing Feelings Clearly (SL.1.4, SL.2.4)

Students will turn and talk with people sitting near them to express their feelings about a picture card shown. They must speak their feelings clearly. Partners will be able to clearly repeat how the first partner feels about the topic to show they were listening and understood. Repeat.



Activity 3: Visual Displays (SL.1.5, SL.2.5)

Partner 1 will draw an event card and tell a short story about this event card. Partner 2 will listen and draw the story he or she sees in their mind. Then, they will share the illustration and Partner 1 will clarify if that's what he or she originally saw in his or her mind.



Instructions Included

RL Passages

Passage 1: Point of View (RL.1.6, RL.2.6)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 2: Poetry (RI.1.4, RL.2.4)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 3: Story Elements (RI.1.3, RL.2.3)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 4: Sensory Words (RI.1.4, RL.2.4)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



RI Passages

Passage 1: Connections (RI.1.3, RI.2.3)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 2: Ask and Answer Questions (RI.1.1, RI.2.1)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 3: Text Features (RI.1.5, RI.2.5)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 4: Author's Purpose (RI.1.8, RI.2.8)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Instructions Included

Writing Activities

Activity 1: Editing Practice (W1.5/6, W2.5/6)

Students will write four to five sentences about each picture. Their responsibility is to include only weak sentences. Then, they will trade their weak sentences about the picture with a partner. The partners are responsible for improving their sentences and strengthening the detail in their sentences.



Activity 2: Opinion vs. Fact Practice (W1.1, W2.1)

Students will participate in a Mix-Pair-Share activity. The teacher will draw one topic card at a time and display it on the board or read it aloud. Students will mix up around the room, pair up with a new partner, and share one fact and one opinion about each topic given. Repeat for all topics.



Activity 3: Narrative Sequencing (W1.3, W2.3)

Teacher will show sequence strips on the board one at a time. Students will Mix-Pair-Share around the room until they find a new partner and create a verbal story from the sequence picture strip. Remind them to use temporal words between each event. Then, students will choose one of the events to write about.



Activity 4: Narrative Writing (W1.3, W2.3)

Teacher will put the prompt on the board for students. Students will brainstorm on their prewriting worksheet, then they will turn that into a writing piece.



Language & RF Activities

Activity 1: Verbs (L1.1e, L2.1d)

Students will draw a verb card and read the verb aloud. Then, they will verbally create a sentence with a partner and record their sentence using this verb.



Activity 2: Affixes (L1.4b, RF2.3.d)

Students will work with a partner to match the affixed word to the definition of the word. After they make all of their matches, they will record their answers on the recording sheet.



Activity 3: Determiners (L1.1h, Review in 2nd)

Students will work with a partner to draw a strip, read the phrase, and match the picture for the articles, then they will repeat for the determiners. After that, they will record their answers on the recording sheet.



Activity 4: Vowel Teams (RF1.3.c, RF2.3.b)

Students will work with a partner to draw a card and fill in the missing vowel teams. Then, they will rewrite the entire word on their recording sheets.

