

# Christmas Language Arts

The image displays a collection of educational materials for Christmas-themed language arts activities. At the top, a red banner reads "Christmas Language Arts". Below it, various worksheets and flashcards are scattered on a white surface decorated with gingerbread cookies and candy canes.

**Babysitting Dash** worksheet features an illustration of an elf and a dog. The text reads: "Eli showed up to help in the workshop. Santa said he had an extra special gift for Eli. He asked Eli if he could help with the reindeer today. Santa had the day in the bakery today, and Eli had to feed and take care of the reindeer. Eli said, 'Absolutely! Which one do you want?' Eli shared with him that he was a reindeer." Below this, another paragraph starts: "Throughout the day, Eli helped him on three walks for breakfast and lunch. Eli's babysitting was showing him the workshop. Dasher loved working, and Eli loved seeing the reindeer in the stables."

**Families ornaments on a Christmas tree.** flashcard includes a photo of a family and the words "glue", "eat", and "hang".

**Informative Writing** worksheet has a green background and a tree illustration. It includes a "Name" field, a prompt "Write a topic sentence and fact about Christmas trees", a "Topic" field, and a "Piece of Information" field.

Other flashcards include: "lantern" with an illustration of a lantern, "elf" with an illustration of an elf, and "cookies" with an illustration of cookies. A hand is holding a yellow pencil, ready to write on the "Informative Writing" worksheet.

# 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



# 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.K.1- Ask and Answer Questions RL.K.7- Illustrations RL.K.3- Events RL.K.4- Unknown Words
Reading Informational: RI	RI.K.2- Main Topic RI.K.4- Unknown Words RI.K.1- Ask and Answer Questions RI.K.5- Parts of a Book
Writing: W	W.K.2- Informative Practice W.K.2- Informative Writing W.K.3- Narrative Practice W.K.5- Editing and Publishing
Speaking & Listening: SL	SL.K.1- Collaborative Conversations SL.K.4- Describing with Details SL.K.6- Expressing Thoughts and Feelings
Reading Foundational Skills & Language: RF, L	L.K.1.c- Plural Nouns L.K.1.e- Prepositions RF.K.2.d- CVC Words L.K.1.b- Nouns and Verbs

# Reading Literature

## Babysitting Dasher



Eli showed up to help in the workshop today. Santa said he had an extra special job for Eli. He asked Eli if he could help babysit one of the reindeer today. Santa had to spend the day in the bakery today, so he couldn't feed and take care of the reindeer.

Eli said, "Absolutely! Which one?" Santa shared with him that he would be in charge of Dasher.

Throughout the day, Eli helped Dasher. He took him on three walks and fed him breakfast and lunch. Eli's favorite part of babysitting was showing Dasher the workshop. Dasher loved seeing all the elves working, and Eli loved to see all the reindeer in the stables.

What does Santa say in this story?



Who is in the story?



What are two places that are in the story?



What are two ways that Eli helps Dasher?



What does Eli do throughout the story?



What is one question you have after reading the story?



Santa wrapped the gift under the tree.



Santa ate a cookie on the couch.



Santa gave the reindeer a little push to make it go.



Santa gave the reindeer a big hug to say thank you.



## Events



## Events



## Events



This elf's job is to construct, or build, toys for the workshop.

What do you think construct means?

What clues makes you think that?

What question could you ask to learn more about this word?



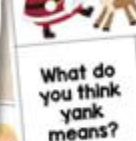
Jed felt too weak to pull the heavy sled alone, so he asked his friend to help.

What do you think weak means?

What clues makes you think that?

What question could you ask to learn more about this word?

The reindeer tried to quickly yank Santa's hat off of his head.



What do you think yank means?

What clues makes you think that?

What question could you ask to learn more about this word?

Jed ate extra hot cocoa so she could share some of it with her friend.



What do you think share means?

What clues makes you think that?

What question could you ask to learn more about this word?

# Reading Informational

Four informational text cards for students to fill out:

- Main Topic: Evergreens**  
Name: \_\_\_\_\_  
Key Detail #1: \_\_\_\_\_  
Key Detail #2: \_\_\_\_\_
- Main Topic: Reindeer**  
Name: \_\_\_\_\_  
Key Detail #1: \_\_\_\_\_  
Key Detail #2: \_\_\_\_\_
- Main Topic: Hot Cocoa**  
Name: \_\_\_\_\_  
Key Detail #1: \_\_\_\_\_  
Key Detail #2: \_\_\_\_\_
- Main Topic: Gingerbread**  
Name: \_\_\_\_\_  
Key Detail #1: \_\_\_\_\_  
Key Detail #2: \_\_\_\_\_

Four informational text cards with images and text:

- Stores are very \_\_\_\_\_ near Christmas.**  
Image: A busy street scene.  
Words: busy, empty, do
- The tree was too \_\_\_\_\_, so they put it on a cart.**  
Image: A large Christmas tree being moved.  
Words: heavy, green, bright
- Families \_\_\_\_\_ ornaments on a Christmas tree.**  
Image: A family decorating a tree.  
Words: glue, eat
- Some people \_\_\_\_\_ their cookies with icing.**  
Image: A gingerbread man.  
Words: sing, wrap, decorate

Informational text card titled "All About Gingerbread" with a paragraph and several questions:

**All About Gingerbread**

Gingerbread is a cookie that is made around the holidays. It is brown and sweet. Many people use the dough to make cookies shaped like gingerbread men or women. Other people use the dough to make houses. They will build gingerbread houses with icing and candy. To make gingerbread cookies, bakers will mix up cinnamon, molasses, eggs, sugar, ginger, and nutmeg. After they mix up the dough, they will roll it out with a rolling pin. Then, they will use cookie cutters to cut out the shape they want.

Questions:

- What is this passage about?
- What do they do after they mix up the dough?
- What shape do people often make gingerbread in?
- What ingredients do bakers need?
- What is a question you have after reading the text?
- When do most people make gingerbread?

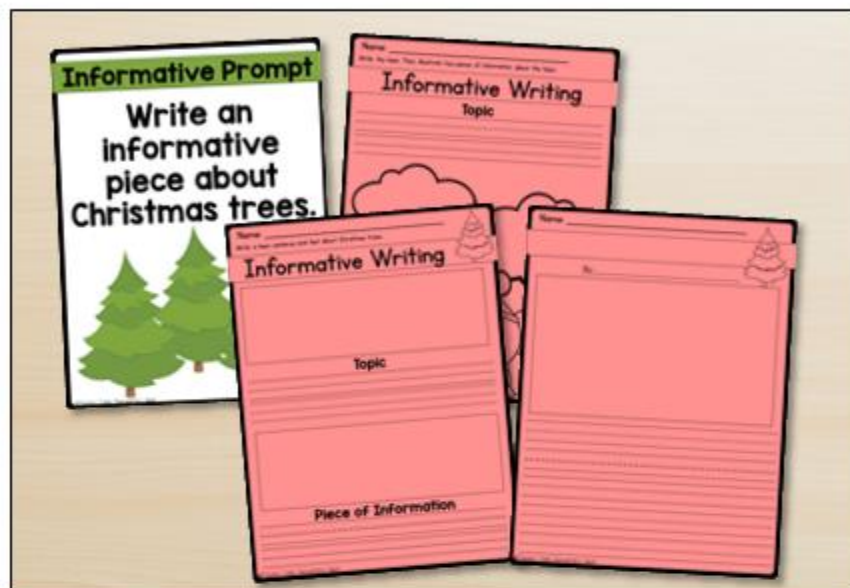
Informational text cards showing book components:

- front cover**
- title page**
- back cover**
- pictures**

Examples of book covers and pages:

- ALL ABOUT SNOW**  
Written by: Ted White  
Pictures by: Jan Flakes  
Front & Owl Publishers  
New York, NY
- Christmas Trees**  
by: Chris Claus  
Illustration: Danny Elf
- This nonfiction text will take you into the world of gingerbread.**
- Then, Mary took a home and decorated it.**

# Writing



# Foundational Skills & Language

### Singular Noun

cars

## Plural Noun

reindeer

**Cocog**

presents

card

trees

## Real Word

**hab**

pan



**jup**

bav

## set

**Noun**

**Noun:**

Verbs

oun

/erb/

**Noun**

Verb

**Noun**

Verb

un

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# 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.K.1)

Students will turn and talk with the person sitting next to them to build a story. The teacher will pull a character card and a setting card, then the students must verbally communicate to create a story together, building off of each other's ideas.



### Activity 2: Describing with Details (SL.K.4)

Students will work in groups of three to play a version of Heads Up. One player will hold up a card to their head. The other two players will have to explain the object on the card without saying the name. They will need to use descriptive words to help the first player. They cannot use hand movements or act anything out.



### Activity 3: Expressing Thoughts and Feelings (SL.K.6)

Teacher will display a topic card. Students will Mix-Pair-Share around the room to get a new partner. When they find a new partner, they will share their thoughts and/or feelings about each topic.



# Instructions Included

## RL Activities

### Activity 1: Ask and Answer Questions (RL.K.1)

Teacher and students will read a passage chorally. Teacher will read one line at a time aloud by themselves, then students will read the sentence aloud with him or her the second time. After they read the passage together twice, the teacher will draw a task card and ask a question. Students will turn and talk with a partner to answer one at a time.



### Activity 2: Illustrations (RL.K.7)

Teacher will display six picture cards at a time on the board. Then, they will read a sentence. The students will participate in a Mix-Pair-Share activity. They will mix up around the room, pair up with a new partner, and share which number picture matches the sentence. They must also explain why.



### Activity 3: Events (RL.K.3)

Teacher will display story event cards. Students will turn and talk with a nearby partner. For each card, they will create one sentence for the beginning, middle, and end event for each story card. They will explain the three pictures on the story cards as the beginning, middle, and end.



### Activity 4: Unknown Words (RL.K.4)

Students will turn and talk to answer questions with partners. The teacher will read aloud a sentence, then ask three questions about each sentence, one at a time. The students will work together to answer the questions.



## RI Activities

### Activity 1: Main Topic (RI.K.2)

Students will practice creating key details with illustrations and sentences. Each student will choose which two half sheets of paper they want to write about. Students will brainstorm two possible key details about those main topics, then illustrate and write about both. Teacher will model this activity first.



### Activity 2: Unknown Words (RI.K.4)

Teacher will display a sentence strip. He or she will read the sentence aloud to the students a few times, then the teacher will read the word options for students. They will turn and talk with a partner about what they think is the missing word and why.



### Activity 3: Ask and Answer Questions (RI.K.1)

Teacher and students will read a passage chorally. Teacher will read one sentence at a time aloud by themselves, then students will read the sentence aloud with him or her the second time. After they read the passage together twice, the teacher will draw a task card and ask a question. Students will turn and talk with a partner to answer.



### Activity 4: Parts of a Book (RI.K.5)

Students will work with a partner to match the part of the book word card to the matching example picture. They will compare their results with a nearby group.



# Instructions Included

## Language & RF Activities

### Activity 1: Plural Nouns (L.K.1c)

Students will work with a partner to sort nouns into singular or plural piles. If they are plural, the partners must circle the -s or -es that they see on the word.



### Activity 2: Prepositions (L.K.1e)

Students will participate in a Mix-Pair-Share activity. They will mix up around the room, pair up with a new partner, and share a sentence that includes a preposition that describes the image the teacher displays on the board. Repeat until all pictures are shown.



### Activity 3: CVC Words (RFK.2d)

Students will draw a CVC word card and read the word aloud. Then, they will sort the word into the correct category: real word or nonsense word.



### Activity 4: Nouns & Verbs (L.K.1b)

Students will draw a verb card and identify the noun in the picture and the verb that the noun is doing. Then, students will write the noun and verb on the card.



## Writing Activities

### Activity 1: Informative Practice (WK.2)

Students will each get a half sheet of paper with one writing line. Teacher will display a topic card. Students can pick the topic card they want, write one sentence about that topic, then add an illustration to help support their sentence.



### Activity 2: Informative Writing (WK.2)

Teacher will display the prompt on the board. Students will use their informative writing brainstorming sheet to practice their sentences. Teacher will ask students to state a fact and supply information about the topic. Then, students will transfer their brainstorming draft paper onto a piece of writing paper for their final copy.



### Activity 3: Narrative Practice (WK.3)

Students will draw a strip from their pile one at a time. They will study the picture on the strip, then think about how the character feels. They will finish the sentence that begins, "He feels" or "She feels" to practice adding reaction and feeling.



### Activity 4: Editing and Publishing (WK.5)

Students will pull a sentence strip out of a pile with a partner. They will read the sentence aloud together, then decide how to add more detail to that sentence. They will rewrite the sentence below, then trade with a nearby group to compare sentences.

