

# WE SAVE YOU TIME & ENERGY WITH WEEKLY LESSON PLANS AND ACTIVITIES FOR READING & GRAMMAR

**EACH  
MONTH  
HAS 4  
WEEKS  
OF  
PLANS**



WHO'S THAT KNOCKING				
	READING	COMPREHENSION	VOCAB	GRAMMAR
<b>M</b>	Before reading, use the question cards to open the discussion. What do you know about Jan Brett? Will this be fiction or nonfiction? What do you notice about the illustrations? What are your predictions? As you are reading for the first time, stop for discussion.	Good Readers Are Detectives: Today we are focusing on how readers look for text clues to help them infer. We can make inferences about the characters' personalities through the text in the book. Students will make inferences about Kyri using the flap-up in their spirals.	Focus Word: mad Student definition word, in a sentence illustration a brains antonym the	Introduce Prepositions to the class. Discuss how prepositions are used to add
<b>T</b>	Reread the story. We will continue looking at the text as reading detectives today. Today we are going to pay very close attention to the details in the illustrations. What do you notice about the illustrations? What do the illustrations tell us that the text does not?	Good Readers Are Detectives: Today we are paying attention to the clues the illustrator gives us in the pictures. Jan Brett tells a lot about her story through the pictures. Students will answer the question: How do Kyri and the boy look different by the end of the book?	Focus word: mad Student definition word, in a sentence illustration a brains antonym the	
<b>W</b>	Good Readers Are Detectives: We will use evidence from the text in our answers. Students will use text evidence from the book to describe the trolls.  To assist students in describing and discussing the trolls, use the Tricky Trolls anchor chart.	Letter to the Trolls: now that students have described the trolls using evidence from the book, students will write a letter to the trolls to connect to the characters.	Focus word: murder Vocabulary Spiral Copy Students will participate in vocabulary	

WHO'S THAT KNOCKING				
	READING	COMPREHENSION	VOCAB	GRAMMAR
<b>T</b>	Students use the nonfiction reader to read information about polar bears.	Polar Bear Directed Drawing: Students draw and color their polar bear. Afterwards, students use what they learned about polar bears to write about the animal. You can add white glitter to the polar bear's fur, cotton balls to make the snow, and blue glitter to make snowflakes. It gives it a fun effect!	Focus Word: thunderous  Troll with 3 Flaps: Students write three vocabulary words on the flaps and write them in sentences underneath.	Polar Bear Prepositions: Students put their booklet together. Then, students write sentences about polar bears (real or make believe) and include prepositions from the list to the side. Students highlight the prepositions that they used.
<b>H</b>	As a class, use the NF reader to locate facts about polar bears for the anchor chart.		Students put vocabulary words into new sentences and illustrate	
<b>F</b>	Good Readers Use Evidence from the text in their answers. Students will read the passages and use evidence from the text to answer their questions. Students highlight in the text where they found their answers.	Comprehension Check	Focus Word: adventure  Students define the word, write it in a sentence, illustrate it, and brainstorm an antonym for the word.  Vocabulary Quiz	Preposition Assessment  Summarize the Story in Complete Sentences: Students summarize our text for the book by writing complete sentences. Afterwards, students highlight the prepositions in their sentences. Students make a polar bear to go with their writing.

**EVERYTHING YOU  
NEED FOR  
COMPREHENSION,  
GRAMMAR, & VOCAB**

# ALL CONTENT IS ALIGNED TO THE STANDARDS (COMMON CORE & TEKS)

## the CC STANDARDS DECEMBER

DECEMBER	How to Catch Santa by Jean Reagan	Asking Questions Comparing and Contrasting	RL2.1, RI2.9, RL3.1, RI3.9	Transitional Words	W2.3, L2.2B, L3.6
	Night Tree by Eve Bunting	Main Idea Textual Evidence	RL2.1, RI2.2, RL3.1, RI3.2	Contractions	L2.2C
	The Legend of the Poinsettia by Tomie dePaola	Cause and Effect Textual Evidence	RL2.1, RL2.2, RL2.3, RL3.1, RL3.2, RL3.3	Verb Tenses	L1.1CE, L2.1D, L3.1E
	Who's That Knocking on Christmas Eve by Jan Brett	Textual Evidence	RL2.1, RL3.1	Prepositions	L1.1I, L2.1F, L3.1I

\*nonfiction readers in each unit hit on nonfiction standards as well\*

## the TEKS DECEMBER

DECEMBER	How to Catch Santa by Jean Reagan	Asking Questions Comparing and Contrasting	2.3BC Fig 2.19C Figure 3.19C, 3.2BC	Transitional Words	2.21Avii 3.22Aviii
	Night Tree by Eve Bunting	Main Idea Textual Evidence	2.3B, 2.14A 3.2B	Contractions	2.22Cii, 2.2F, 2.23E, 3.1D, 3.23Ci, 3.24F
	The Legend of the Poinsettia by Tomie dePaola	Cause and Effect Textual Evidence	2.3B, 2.6A 3.5A, 3.8B	Verb Tenses	2.21Ai, 2.21B, 3.22Aii
	Who's That Knocking on Christmas Eve by Jan Brett	Textual Evidence	2.3BC 3.2BC	Prepositions	2.21Av 3.22Av

\*nonfiction readers in each unit hit on nonfiction standards as well\*

KNOW EXACTLY WHAT SKILLS AND STANDARDS WILL BE TARGETED EACH WEEK!

# EVERYTHING YOU NEED TO DEEPEN COMPREHENSION IN YOUR CLASSROOM

ENGAGING WAYS FOR  
STUDENTS TO RESPOND  
TO THE TEXT

## COMPREHENSION

Look for text clues to help you infer.

It was quiet again, but the delicious smells wafted around the hut. Kyri got to thinking. *Is the sausage salty enough?* She took a piece for herself and gave one to the boy.

What can you infer about Kyri's personality?

Use evidence from the text in your answers.

Then when they were through stuffing themselves, they tumbled about, pinching each other, stamping on one another's toes, and tweaking their long snouts, which is how trolls have fun.

How would you describe the trolls?

Pay attention to the clues the illustrator gives you in the pictures.

Look at the pictures on pg. 14 and 15. Compare these pictures to the pictures of Kyri and the boy on the last page.

How do Kyri and the boy look different at the end of the book? Why do you think that is?

ne is very particular. she wants to make sure others are happy!

Rude; disrespectful; obnoxious  
They are not stressed anymore. They are joyful now!

Name: \_\_\_\_\_ (Who's That Knocking?)

**COMPREHENSION CHECK**

Directions: Circle the correct answer or answer in a complete sentence.

- What element of Jon Brett's books help you make predictions?
  - speech bubbles
  - illustrations on the side of the page
  - bold words
  - sentences
- Toward the beginning of the book, how do the illustrations let you know that Kyri is nervous about the trolls?
  - she isn't nervous, she is laughing
  - she is hugging her dad
  - she is crying
  - she is looking out the window with a worried look
- At first the trolls try to trick Kyri by knocking politely.
  - True
  - False
- How do the trolls get into the house?
  - Kyri lets them in.
  - coming down the chimney
  - breaking through the trap door
  - all of these are right
- Kyri and the boy are surprised when the trolls get in the house and sit down to politely eat the dinner.
  - True
  - False

Name: \_\_\_\_\_ (Polar Bears)

**Polar Bears**

Directions: Read the passage and answer the questions.

Polar bears are very powerful and large animals. Male polar bears grow to about ten feet and females grow to about seven feet. Many people are surprised to find out that polar bears actually have black skin under their fur. They also have a thick layer of fat called blubber that keeps them warm in the freezing temperatures. Polar bears can swim up to six miles an hour, but they can get up to speeds of twenty-five miles per hour when running on land. Polar bears main prey is a seal. The polar bear can hunt the seal by swimming or lying at the edge of the ice waiting for the seal to come up for air. It is said that a polar bear can smell a seal up to a mile away! The polar bears don't have any predators out in the wild except humans. They also are harmed by pollution, especially oil spills.

- What color skin do polar bears have?
  - black
  - white
  - red
  - blue
- The writer of this passage was trying to do what?
  - give you information
  - make you laugh
  - make you cry
  - scare you
- How do polar bears move the fastest?
  - swimming
  - sliding on their bellies
  - running
  - climbing
- The polar bear's great sense of smell helps him hunt. True or False?
  - True
  - False
- What are two ways that a polar bear hunts?
  - swimming
  - sliding on their bellies
  - running
  - climbing

Name: \_\_\_\_\_ (Ice Adventure)

**Ice Adventure**

Directions: Read the passage and answer the questions.

Alice marched through the snow to the creek. She was so excited that she slipped and fell. The girls passed the creek enough to catch their breath. True to their word, they slid out on to the ice first. The girls were famous ice skaters as they slid across the ice for two seconds when they girls slipped. Ashley fell through the breaking ice. The two other girls grabbed Ashley's hand. Then it was a mad dash out. Ashley could change out of her sopping wet clothes. By the time the girls got back to their house, they were all shivering.

Directions: Read the passage and answer the questions.

1. What color skin do polar bears have?
 

- black
- white
- red
- blue

2. The writer of this passage was trying to do what?
 

- give you information
- make you laugh
- make you cry
- scare you

3. How do polar bears move the fastest?
 

- swimming
- sliding on their bellies
- running
- climbing

4. The polar bear's great sense of smell helps him hunt. True or False?
 

- True
- False

5. What are two ways that a polar bear hunts?
 

- swimming
- sliding on their bellies
- running
- climbing

## Anchor Charts



Tricky Trolls: Students use character traits to describe the trolls in the book. There are two different response cards to choose from for the chart.

INTERACTIVE  
ANCHOR CHARTS  
FOR MINI-LESSONS

# EVERY WEEK STUDENTS MAKE A NONFICTION CONNECTION WITH THE NONFICTION READER

ORIGINAL NONFICTION  
READERS TO PEEK  
STUDENTS' INTERESTS

## NONFICTION READER

**White Bears?**  
Polar bears are the most recognizable of the several different kinds of bears because their color...

**Sharp Senses**  
Polar bears have sharp senses that allow them to survive in the harsh Arctic. Their good noses that help them to smell the sea. They can smell a seal through the ice. Their snout also helps them to get to their prey. They have broken the ice...

**Dinner Time?**

**Bear Cubs**  
Baby polar bears are called cubs. They usually born between December and February. They are about the size of a guinea pig when they are born but grow to relatively 8 pounds before spring. Polar bears usually have 1-3 cubs at one time. The cubs stay in the den with their mother bear during the winter and drink their mother's milk. The milk gives them all the nutrients that they need to survive the harsh winter. They are a little bit older, cubs cannot swim. Freezing cold water. They need more fat. Two years old, cubs can live on their own. Mother bear has taught them how to stay and away from danger.

**Fun Facts**  
Polar bears hibernate during the winter. They have a layer of blubber underneath their skin that helps to keep them warm. If they need a good bath they will roll around in the snow. Polar bears close their nostrils when they go on a deep dive. Polar bears are classified as "vulnerable."  
•Polar bears have black skin underneath their fur.  
•Adult polar bears do not have any natural predators.  
•Their paws are built for life on the snow, ice, and water.

**Strong Swimmers**  
The polar bears' feet have thick padding that allow them to walk on the freezing ice. Polar bears have had to adapt to less ice in the Arctic with more swimming. It is a really good thing that they can swim for hours, even days at a time! Swimming is a polar bear's specialty. Although he looks like a land mammal, he is considered an aquatic animal based on how much time he spends in the water. They can spend up to 3 minutes under water without coming up for air. A polar bear's wide front paws are slightly webbed to help them swim. His back paws are used to steer him.

**Strong Swimmers**  
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**Polar BEARS**

There are two versions of the nonfiction readers included (One slightly harder than the other). Choose the one that suits your students best OR use both in order to differentiate.

## Anchor Charts

### Polar Bears

<b>Babies</b> Polar bear cubs are born in the winter. They are about the size of a guinea pig when they are born but grow to relatively 8 pounds before spring.	<b>Winter</b> Polar bears hibernate during the winter. They have a layer of blubber underneath their skin that helps to keep them warm.	<b>To get clean</b> Polar bears roll around in the snow to get clean.	<b>Protection</b> Polar bears do not have any natural predators.
<b>Food</b> Polar bears eat seals and walrus blubber.	<b>SENSES</b> Polar bears have sharp senses that allow them to survive in the harsh Arctic.	<b>Swimming</b> Polar bears are strong swimmers. They can swim for hours, even days at a time.	<b>SKIN/fur</b> Polar bears have black skin underneath their fur.
<b>Live:</b> Polar bears live in the Arctic.	<b>Predators:</b> Polar bears do not have any natural predators.		
<b>Paws:</b> Their paws are slightly webbed.			

Step into SECOND GRADE

Polar Bears: Use this chart with the nonfiction reader and writing activity. Write facts and information about polar bears. This chart can assist students in their writing.

# INTERACTIVE ANCHOR CHARTS FOR MINI-LESSONS

# HIGHLY ENGAGING ACTIVITIES FOR RESPONDING TO THE TEXT THROUGH CREATING AND WRITING

## Draw & Respond



**Polar Bear Directed Drawing:** Students use the nonfiction reader to read information about polar bears. Then, students draw and color their polar bear. Afterwards, students use what they learned about polar bears to write about the animal. You can add white glitter to the polar bear's fur, cotton balls to make the snow, and blue glitter to make snowflakes. It gives it a fun effect!

## STUDENTS DRAW AND RESPOND TO THE TEXT

## Read & Respond



**Polar Bear Craft:** Students make a polar bear out of construction paper to display with their summary of the book.

# STUDENTS CREATE AND RESPOND TO THE TEXT

# ASSESS AND MONITOR COMPREHENSION WITH PASSAGES & ASSESSMENTS

Name: \_\_\_\_\_ {Fiction Passage}

## Ice Adventure



Directions: Read the passage and answer the questions.

Kelly, Ashley, and Katie marched to their favorite spot in the woods - the creek. "The creek is finally frozen!" squealed Ashley. "The edge of the ice is just long enough to stand on!" Ashley decided to slide out onto the ice. Ashley loved pretending that they were farmers around on the ice.

Ashley wasn't on the ice for two minutes when she heard a very loud crack! Splash! Ashley fell into the ice. "Ashley!" Katie screamed. The trolls ran to her hand and pulled her to solid ground. Ashley ran out of the woods so that Ashley could change out of her wet and freezing cold clothes. By the time she got to her house, Ashley was almost the color of a blueberry.

1. What does the word **tradition** mean?  
a. a custom b. a rule
2. "Splash" is an example of an onomatopoeia.  
a. hit b. buzz
3. When Katie screamed, you know that she was  
a. scared b. happy
4. When Ashley fell into the creek, the trolls helped her.  
True or False
5. Why was Ashley the color of a blueberry?

## WEEKLY COMPREHENSION ASSESSMENT

Name: \_\_\_\_\_

## polar Bears



Directions: Read the passage and answer the questions.

Polar bears are very powerful and large. Male polar bears grow to about ten feet and females grow to about eight feet. Many people are surprised to find out that polar bears have black skin under their fur. They also have a layer of blubber that keeps them warm in the freezing cold. Polar bears can swim up to six miles an hour, but they can also run at speeds of twenty-five miles per hour when they are on land.

Polar bears' main prey is a seal. The polar bear will stalk the seal by swimming or lying at the edge of the ice. When the seal comes up for air, it is said that a polar bear can jump a mile away! The polar bears don't have any natural predators except humans. They also are harmed by global warming.

1. What color of skin do polar bears have?  
a. black b. white
2. The writer of this passage was trying to do what?  
a. give you information b. make you feel sad
3. How do polar bears move the fastest?  
a. swimming b. sliding on their belly
4. The polar bear's great sense of sight helps it find its prey.  
True or False
5. What are two ways that a polar bear hunts for its prey?

Name: \_\_\_\_\_ {Who's That Knocking?}

## COMPREHENSION CHECK

●●● Directions: Circle the correct answer or answer in a complete sentence.

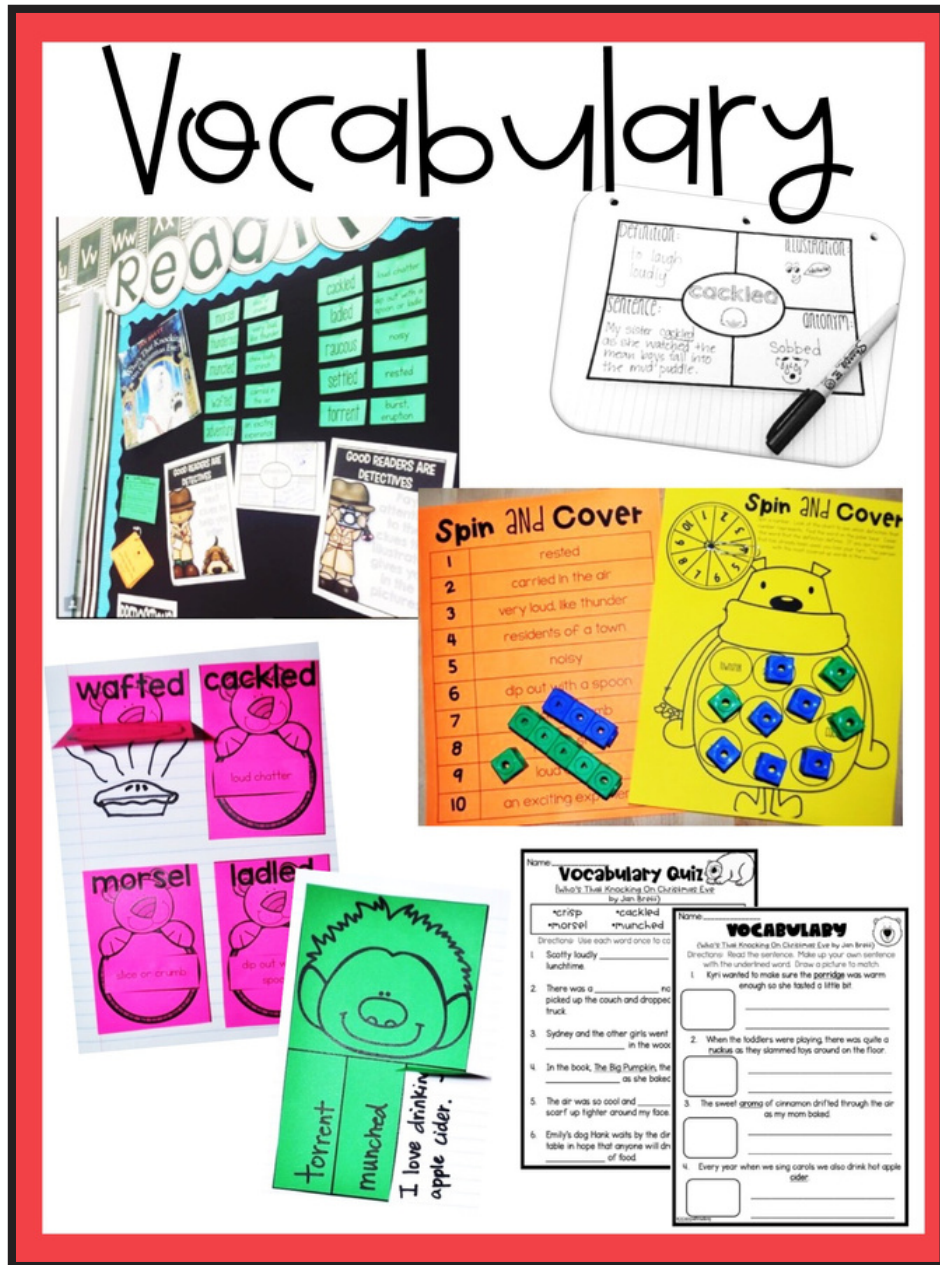
1. What element of Jan Brett books help you make predictions?  
a. speech bubbles  
b. illustrations on the side of the page  
c. bold words  
d. similes
2. Toward the beginning of the book, how do the illustrations let you know that Kyri is nervous about the trolls?  
a. she isn't nervous, she is laughing  
b. she is hugging her dad  
c. she is crying  
d. she is looking out the window with a worried look
3. At first the trolls try to trick Kyri by knocking politely.  
a. True  
b. False
4. How do the trolls get into the house?  
a. Kyri lets them in  
b. coming down the chimney  
c. breaking through the trap door  
d. all of these are correct
5. Kyri and the boy are surprised when the trolls get in the house and sit down to politely eat the dinner.  
a. True  
b. False

Rooted in Reading

FICTION AND  
NONFICTION  
READING PASSAGES

# ENHANCE YOUR VOCABULARY

INSTRUCTION IN THE CLASSROOM



WEEKLY VOCABULARY CARDS, PRINTABLES, AND ACTIVITIES

## Spin and Cover

Rooted in Reading

1	rested
2	carried in the air
3	very loud, like thunder
4	residents of a town
5	noisy
6	dip out with a spoon
7	slice or crumb
8	pile of snow
9	loud chatter
10	an exciting experience

ALLOW STUDENTS TO ANALYZE AND WORK WITH WORDS

# WEEKLY LESSON PLANS & ACTIVITIES FOR GRAMMAR

GRAMMAR ACTIVITIES VARY FROM WEEK TO WEEK AND ARE EASY TO PREP

## Grammar

**Polar Bear Prepositions:**  
Students put their booklet together. Then, students write sentences about polar bears (real or make believe) and include prepositions from the list to the side. Students highlight the prepositions that they used.

**Preposition Assessment**

Summarize the Story in Complete Sentences:  
Students summarize our text for the book by writing complete sentences. Afterwards, students highlight the prepositions in their sentences. Students make a polar bear to go with their writing.

**PREPOSITIONS!**  
HIGHLIGHT THE PREPOSITIONAL PHRASE

1. The polar bear trudged through the forest.	
2. We paddled the boat under the bridge.	
3. Have you rolled down the hill?	
4. My dog sleeps near my bed.	
5. We watched the train go around the lake.	
6. The bird's nest was on the roof.	
7. The books were below the toys.	
8. Where are we going after school?	
9. We will play tag during recess.	
10. He walked right past his desk.	

**POLAR BEAR prepositions**  
by: Mrs. Lemons

the polar bear dove into the water during the day to catch some food. It swam between the rocks and past the other animals. Finally, he found his lunch!

Who's that knocking on Christmas Eve?

Name: \_\_\_\_\_

## DAILY DEEP DIVE

Each day students will dig deep with one sentence from the book. Students will have a task to complete in their journals in response to the sentence. For the first few weeks you may want to do this together as a class. This is a great warm-up to grammar!

**MENTOR SENTENCE**

Who invents new toys at your workshop?

On Monday, glue each of the strips into a spiral, leaving space to write in between each prompt. Students will complete a task each day as a response to the mentor sentence from the book.

Who invents new toys at your workshop?  
How to Catch Santa

**MONDAY**  
Answer the question from the book with your opinion.

**TUESDAY**  
Highlight the nouns yellow. Highlight the verbs blue. Highlight the adjective pink.

**DAILY DEEP DIVE**  
How to Catch Santa

**MENTOR SENTENCE**

Who invents new toys at your workshop?

**EXPLAIN IT!**  
Answer the question from the book with your opinion.

**LOOK AT IT!**  
Highlight the nouns yellow. Highlight the verbs blue. Highlight the adjective pink. Now, write your own words:  
NOUN: \_\_\_\_\_ VERB: \_\_\_\_\_  
PROPER NOUN: \_\_\_\_\_

**DAILY DEEP DIVE**  
How to Catch Santa

**FIX IT UP!**  
Edit the sentence for errors.  
who invents new toys at you're workshop.

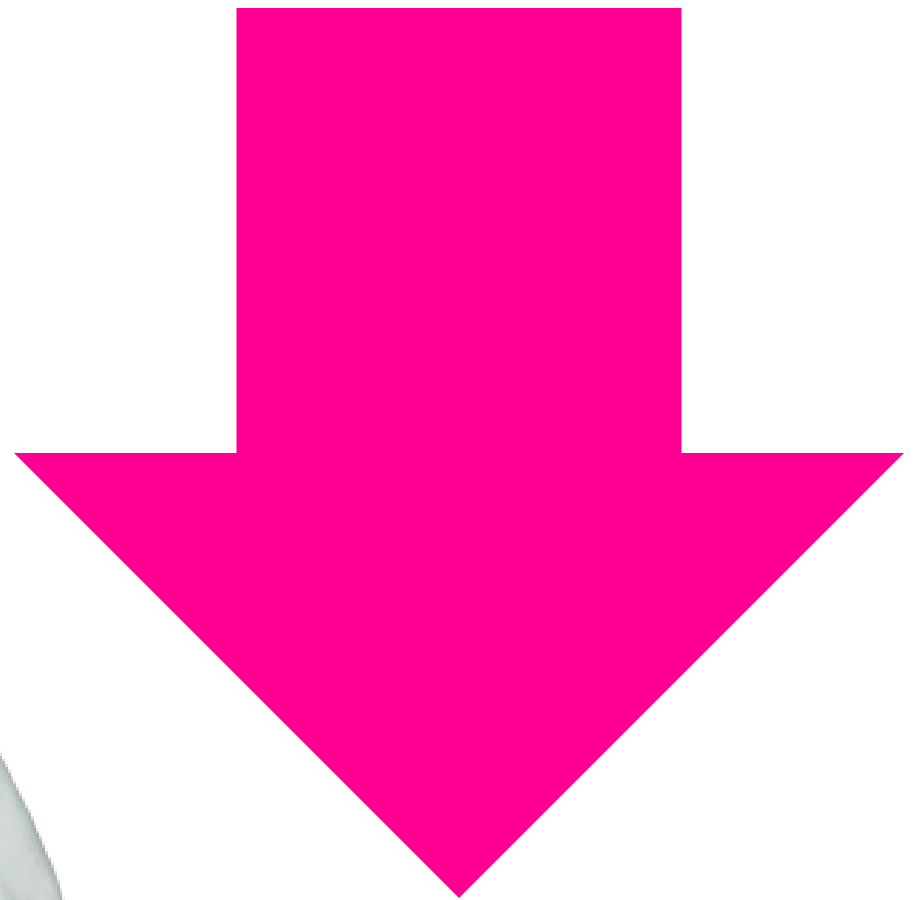
**DEFINE IT!**  
What does the word invent mean?

THE DAILY DEEP DIVE FOCUSES ON ONE SENTENCE FROM THE MENTOR TEXT



DO YOU WANT TO KNOW  
WHAT OTHER BOOKS AND  
ACTIVITIES ARE

**INCLUDED?**



KEEP  
SCROLLING TO  
SEE!

# HOW TO CATCH SANTA

## COMPREHENSION

**MAKING CONNECTIONS**

- Turkey & ham
- Decoration
- The Night Before Christmas
- Music
- Game

**SKING QUESTIONS**

- What is a question I would ask Santa?
- What would I give Santa?
- Why would a volleyball net help catch Santa?
- Have I ever made a big mess with glitter?

**excited and nervous**

Hanukkah is celebrated for eight days in December. Families light the menorah.

**Show (Nonfiction Passage)**

**Hot Chocolate (Fiction Passage)**

**COMPREHENSION CHECK**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## NONFICTION READER

**Hanukkah Christmas**

**christmas**

**Hanukkah**

**A Couple Winter CELEBRATIONS**

**Hanukkah**

**Hanukkah**

There are two versions of the nonfiction readers included (One slightly harder than the other). Choose the one that suits your students best OR use both in order to differentiate.

## Anchor Charts

**Questions for SANTA**

**QUESTIONS FOR SANTA**

**SANTA CLAUSE**

QUESTION • QUESTION •

QUESTION • QUESTION •

QUESTION • QUESTION •

## Read & Respond

**HOW TO CATCH SANTA**

**HOW TO CATCH SANTA**

**HOW TO CATCH SANTA**

**HOW TO CATCH SANTA**

Each student needs one of these.

## Grammar

**PARTS OF A FRIENDLY LETTER**

**HOW TO MAKE PEANUT BUTTER AND JELLY SANDWICHES**

**HOW TO MAKE SMORES**

**HOW TO BRUSH YOUR TEETH**

**HOW TO FIND A PROUD BUTTERFLY AND A SNOWFLAKE**

## Vocabulary

**HOW TO CATCH SANTA**

**Spin and Cover**

**Spin and Cover**

**whinnying**

**gentle**

**worry**

**Vocabulary Quiz**

**VOCABULARY**

# NIGHT TREE

## COMPREHENSION

**Contrasting**  
The Family's Luke Forest Tradition

We buy a tree the day after Thanksgiving. We decorate it and watch The Grinch

That idea Lots of People decorate a Christmas tree!

Some People Use fake trees

People use lights to decorate

They love and respect this tradition. I know this because they put a lot of effort into it!

**Evergreen Trees**

**The Project**

**COMPREHENSION CHECK**

1. Where does the family go for their Christmas tree?  
a. way out in the country  
b. Luke's Forest of the edge of town  
c. grocery store  
d. tree farm

2. What do the boy and the tree have in common?  
a. they are both hungry  
b. they have both grown from last year  
c. they don't like noise  
d. nothing

3. The family decorates the tree with ornaments that they bought on the way out of town.  
a. True  
b. False

4. How can you tell that Nina is bored by her family?  
a. They hold hands.  
b. Her brother carries her books for her.  
c. They sing her song every 4 of a Christmas song.  
d. All of the above

5. The animals don't bother the Good ornaments on the tree at all because they are small humans.  
a. True  
b. False

**Evergreen Trees**

The trees that many Americans decorate and place in their living rooms for the month of December are known as Evergreen trees. Evergreen trees stay green all year long! Another way they are different from most trees is that they have needles instead of leaves. Evergreen trees are important to animals because they provide shelter and food all year long. Did you know the largest tree in the world is an evergreen tree called a pine tree? It is located in the Redwood Forest of California.

There are whole farms dedicated to raising these beautiful trees. Oregon, a state located on the West Coast of the United States, grows the most Christmas trees of any state. The evergreen trees flower as actually a pine cone! The seeds it located inside the pine cones. Animals use pine cones for food, and people use pine cones for crafts and decorations.

1. Where is the tallest tree in the world located?  
a. California  
b. Oregon  
c. Texas  
d. Florida

2. What do evergreen trees have instead of leaves?  
a. needles  
b. branches  
c. grass  
d. bark

3. Where is Oregon?  
a. East Coast  
b. West Coast  
c. Midwest  
d. South

4. Evergreen trees seeds are inside the pine cones.  
a. True  
b. False

5. What are two things humans use pine cones for?  
a. food and decorations  
b. food and shelter  
c. food and toys  
d. food and clothing

## NONFICTION READER

**Differences** It is important to remember that not everyone celebrates Christmas or Christmas trees in their houses. If your friend celebrates different holidays, you make sure to ask them about their traditions. Our world is a mix of different cultures and traditions.

**Fir Tree Farms** Have you ever seen a Farm dedicated to only growing trees? It is quite beautiful. There are many farms that specialize in growing different types of trees.

**Photo Gallery** Although trees used to be mostly decorated with edible food, now people usually decorate trees with plastic, felt or glass ornaments because they can be used from year to year.

**Decorating** People love to decorate their Christmas trees. They use all kinds of ornaments, lights, and garlands to make their trees look beautiful.

**Choosing out a Tree** Have you ever picked out a Christmas tree? Douglas Firs are the most popular Christmas tree. They hold onto their needles for a long time. People like them because they are easy to care for and they stay green all year long.

**Artificial Trees** Some people use artificial or "fake" trees. The reason might be that they are easier to care for. Or they may just not like the mess that the needles cause when they fall off the tree. They may think it's more convenient to get a tree that can be used year after year or is pre-lit, what are your thoughts? The

**Evergreen Trees**

**The History** The tradition of using evergreen trees at Christmas time originated in Germany. This became popular in the second half of the 19th century. There is a story about a famous man named Martin Luther. It is said that he loved seeing the stars in the sky when walking through the woods so he tried to recreate it at home with candles on his tree. This is believed to be the first time trees were lit. Back then people used to only use edible items to decorate their trees. That means they used things that could be eaten by animals, people, and birds.

**The History** The tradition of using evergreen trees at Christmas time originated in Germany. This became popular in the second half of the 19th century. There is a story about a famous man named Martin Luther. It is said that he loved seeing the stars in the sky when walking through the woods so he tried to recreate it at home with candles on his tree. This is believed to be the first time trees were lit. Back then people used to only use edible items to decorate their trees. That means they used things that could be eaten by animals, people, and birds.

There are two versions of the nonfiction readers included (One slightly harder than the other). Choose the one that suits your students best OR use both in order to differentiate.

## Anchor Charts

**LET'S COMPARE TRADITIONS**

**LUKE'S FOREST TRADITIONS**

- The Family Feels the Animals
- They put apples on the tree
- They find their tree on Christmas Eve
- The Family Feels a Lot of Animals
- They put on a popcorn chain
- They decorate the tree
- The Family Sings a Lot of Christmas Songs
- They put up lights on the tree
- They sing at the church
- We put lights on our tree

**SIMILARITIES**

  - drink hot chocolate
  - Cuddle up
  - spend time with family
  - sing carols
  - family traditions

**OUR FAMILY'S TRADITIONS**

  - We use ornaments to decorate
  - We put ornaments under our tree
  - We stay at home for Thanksgiving
  - We stay at home for Christmas
  - We put pictures under our tree

**LET'S COMPARE TRADITIONS**

**LUKE'S FOREST TRADITIONS**

**OUR FAMILY'S TRADITIONS**

**SIMILARITIES**

## Draw & Respond

**DIRECTED DRAWING with OIL PASTELS**

**NIGHT TREE**

Step into SECOND GRADE

Draw the trees. Draw the ground.

Draw the trees in the background. Use

**NIGHT TREE**

Name: \_\_\_\_\_

**NIGHT TREE**

Name: \_\_\_\_\_

**NIGHT TREE**

Name: \_\_\_\_\_

**NIGHT TREE**

Name: \_\_\_\_\_

## Vocabulary

**What is the story mostly about? What do you think support?**

**Spin and Cover**

1. bundle  
2. gather  
3. admire  
4. bundle  
5. gather  
6. admire

**Vocabulary Quiz**

1. The people that I admire most are brave and kind-hearted people.

2. When we go to the zoo, my family likes to walk at the interesting exhibits for hours.

3. The people that I admire most are brave and kind-hearted people.

4. Jack is hoping that his family will get to go on vacation for the holidays.

## Grammar

**MAKE A CONTRACTION!**

she's he'll  
she is he will  
won't you'll don't  
will not you will do not  
I'll that's who's  
I will that is who is

**CONTRACTION Christmas Trees**

do not she will I am  
don't she'll would have I'm  
would've I'm

**my CHRISTMAS contractions**

I can't wait for Christmas to be here because I will open tons of presents.

**CONTRACTIONS**

1. You are not standing in line.    a. you're  
2. I have not seen the movie.    b. hasn't  
3. Please do not go outside.    c. don't  
4. We will not eat pizza today.    d. won't  
5. She is my favorite teacher.    e. she's  
6. That is my book on the table.    f. that's  
7. He will be home after school.    g. he'll  
8. It has not rained all year.    h. hasn't

**Replace the words!**

1. We have brought apples and tangerines with strings on them.    7. \_\_\_\_\_

2. The deer does not come back.    8. \_\_\_\_\_

3. "I am shy, too," Nina tells him.    9. \_\_\_\_\_

4. "That is not a Christmas song, silly," I hear.    10. \_\_\_\_\_

5. \_\_\_\_\_    11. \_\_\_\_\_

6. \_\_\_\_\_    12. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

