

**TEACHERS' GUIDE**

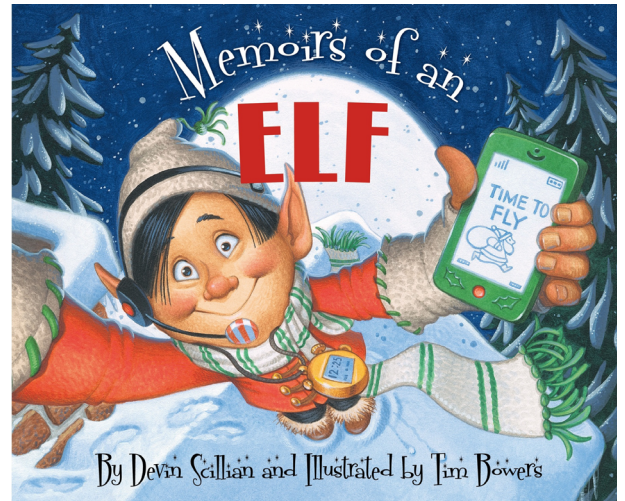
# ***Memoirs of an Elf***

**SUGGESTED GRADE LEVEL: 1<sup>st</sup> - 3<sup>rd</sup>**



### SYNOPSIS

It's Christmas Eve and Spark Elf has the very important job of keeping Santa Claus on schedule as he travels the globe in 24 hours delivering presents. Small in stature with pointy ears and stopwatch in hand, Spark lets Santa know it's time to go. He programs the GPS while the other elves secure the toy bag and check the Nice list. Little known fact: We don't even bring the Naughty list with us. Six hours into the trip Santa, sleigh and crew begin to fall behind--so many cuddly doggies to pet and extra cookies to eat. The jolly group makes up time in Brazil and soon find themselves back at the North Pole. Their work is done. But wait, there's something left in the bag--but it isn't a present at all--it's a family dog! Well known fact: Santa gives things away. He does not take things! Momma Claus comes to the rescue with a plan to get the dog back to his family. Can Santa return the family's beloved pooch in time to keep their Christmas merry?



### THEMES IN THE STORY

- Teamwork
- Family
- Love



Written by: Devin Scillian

Illustrated by: Tim Bowers

Published by: Sleeping Bear Press

Read by: Sutton Foster

Suggested grade level: 1<sup>st</sup> - 3<sup>rd</sup>

## ELA COMMON CORE STANDARD

**Reading Literature:** Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Standards listed below are for 2<sup>nd</sup> grade but can be adapted to 1<sup>st</sup> or 3<sup>rd</sup> grade standards.

## BEFORE VIEWING

**Standards:** *CCSS.SL.2.1* - Participate in collaborative conversations with classmates and teacher/teacher's aid/parent volunteers in small and larger groups.

**Objective:** Tap knowledge and build background to prepare for reading the story.

**Procedure:** Build background by discussing the following points with students:

- What is a memoir? *Explain to students if they are unsure. (A memoir is a collection of memories written by the person themselves.)*
- What do you know about elves? *Turn and talk to a partner.*
- Would you want to be an elf? *Thumbs up, thumbs down.*
- Do you think an elf's job is easy or hard? *Explain.*

## DURING VIEWING

**Reading Focus:** Key Details

**Standards:** *CCSS.RL.2.1* - Ask and answer questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

**Objective:** Students will listen to the story and answer questions.

**Procedure:** Stop story at relevant parts to ask questions or pose prompts:

- What important job do the elves have?
- How long do they have to deliver all the toys?
- Where is their first destination?
- What does Santa always stop to do that makes the elves worry about falling behind schedule?
- Why does the elf want you to leave ginger snaps for Santa?
- What does Santa bet his elves when he is serious about something?



## DURING VIEWING – CONTINUED

- What do Santa, the elves, and the reindeer do at the last house of the night?
- When they arrive at the North Pole, a problem arises. Explain.
- How would you solve this problem?
- How do Santa and the elves solve the problem?
- What does Santa mean when he says, “No Tugboat, no Christmas?”
- How does the setting change throughout the story?
- Who are the characters?
- Who is telling the story?

## AFTER VIEWING

**Reading Focus:** Story Elements/Key Details

**Standards:** *CCSS.RL.2.1* - Ask and answer questions using *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

**Objective:** Students will identify key details within the story, in order to show understanding of story elements.

**Materials:**

- Chart paper or SMART Board
- **Story Map** graphic organizer (*page 9*)
- Pencil

**Procedure:**

1. Discuss the meaning of the following story elements with the students: *Characters, Setting, Events, Problem, Solution*.
2. Have a discussion summarizing the story and focus on some of those important questions that were asked previously during viewing. This will be helpful for completing the **Story Map**, since students will not have the text in front of them.
3. Allow students to work in small groups or pairs to complete each section of the **Story Map**.
4. After, the teacher should fill in the **Story Map** on chart paper or SMART Board with answers shared by the students..

**Independent Practice/Follow-Up:** Have students complete a **Story Map** on their own using another story that the class has already read, allowing them to go back into the story to find the details.

## READING RESPONSE

**Standards:** *CCSS.RL.2.3* - Describe how characters in a story respond to major events and challenges.

**Objective:** Students will answer the prompt using at least two details from the story to support the response.

**Materials:**

- Pencil
- Paper

**Reading Prompt:** Do you think Spark was good at his job? Provide specific details from the text to support your opinion.

## WRITING – OPINION

**Standards:** *CCSS.W.2.1* - Write opinion pieces in which students introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

**Objective:** Students will write opinion pieces, using grade appropriate sentence structure and spelling, about their favorite things during the winter holiday season.

**Materials:**

- Chart paper or SMART Board
- **Holiday Favorites** graphic organizer (*page 10*)
- Pencils

**Procedure:**

1. The teacher will create a *Santa's Favorites* web on chart paper or SMART Board.
2. As a class, fill in the web and discuss what Santa's favorites were in the story.
3. The teacher can replay parts of the story, if needed, to help pick out some of Santa's favorites.
4. Students will then be given time to fill in their own **Holiday Favorites** graphic organizer, with their own personal favorites/opinions.
5. Students can share ideas with a partner or the whole class.
6. The teacher will conference with students and check their graphic organizers.

## WRITING – CONTINUED

### Follow-Up Lesson:

1. The teacher will demonstrate how to write an introduction sentence for “Santa’s Favorites.”
2. The *Santa’s Favorites* web from previous lesson should be visible to students.
3. The teacher will show students how to take an idea from the web and turn it into a complete sentence, which will be a key detail.
4. As a class, the students and teacher will take other ideas from the web and turn them into key details sentences. The teacher will write the sentences on the chart paper or SMART Board.
5. *Independent work:* Have the students write their introduction sentence and use their **Holiday Favorites** graphic organizer to begin writing their detail sentences.

## MATH – TELLING TIME TO THE NEAREST FIVE MINUTES

**Objective:** Students will tell and write time to the nearest five minutes using examples from the story.

**Materials:**

- Clock manipulatives or clock on SMART Board
- Blank Clocks worksheet (*page 11*)
- Pencils

**Video:** Search for videos about telling time for children and/or learning how to read clocks.

**Procedure:**

1. The teacher will review telling time to the nearest five minutes by showing a video.
2. Teacher will provide a few examples of drawing hands on the clock.
3. As a class, students will practice drawing hands on their **Blank Clocks** worksheets using times from the story and will check answers together. Example: 9:45, 10:45, 11:45, midnight.
4. *Independent Practice:* The teacher will give the students a few other times to practice on their own. Check for understanding afterwards.

## SOCIAL STUDIES – HOLIDAYS AROUND THE WORLD

**Materials:**

- Chart paper or SMART Board
- Venn Diagram worksheet (*page 12*)
- Markers and/or crayons
- Construction paper
- Pencils

**Videos:** Research and find videos about different winter holidays around the world.

**Procedure:**

1. Tap into prior knowledge by asking students what they know about the different holidays celebrated around the world.
2. Play the videos about various holidays around the world.
3. After watching the videos, make a poster for each holiday and list their characteristics.

**Option One:** Allow students to work with a partner to complete a **Venn Diagram**, where they can compare and contrast two different holidays celebrated around the world.

**Option Two:** Allow students to create a holiday card for one of the holidays they learned about.

## **ART – ELFIE SELFIE**

**Objective:** Students will use the *Elfie Selfie* worksheet and create their own elfie selfie.

**Materials:**

- *Elfie Selfie* worksheet (*page 13*)

**Procedure:** The teacher and students can be creative and use whatever materials they desire to make their art unique!



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

Date: \_\_\_\_\_

# STORY MAP

## SETTING

Where?

When?

## CHARACTERS

## PROBLEM:

## EVENTS:

## SOLUTION:

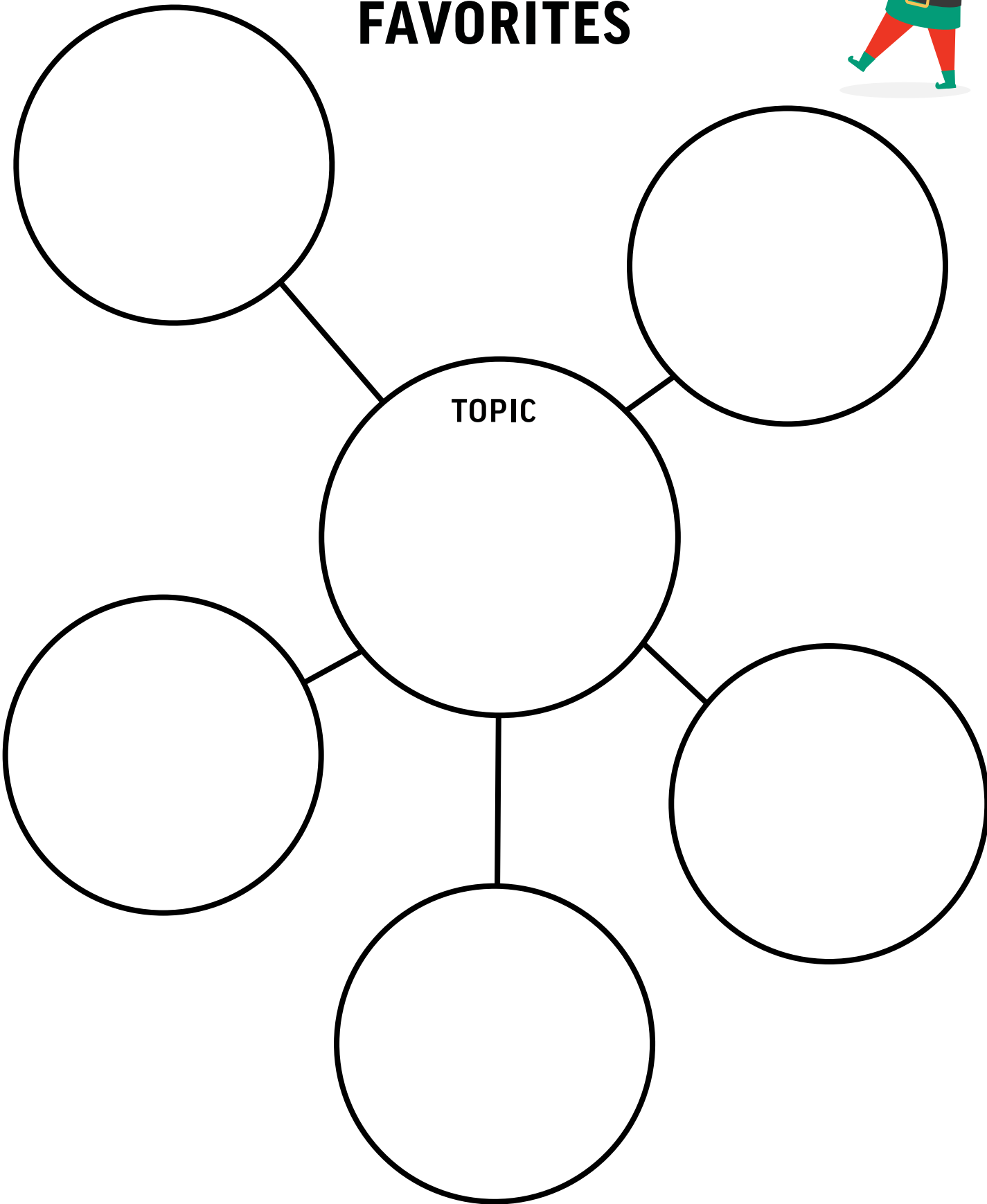


Name: \_\_\_\_\_

Date: \_\_\_\_\_



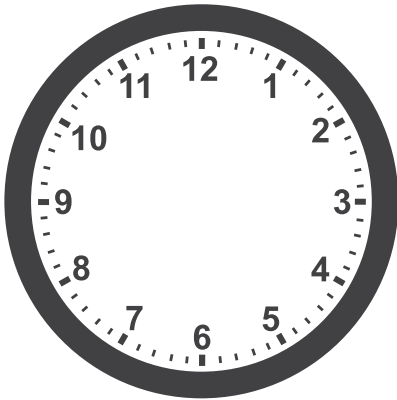
# HOLIDAY FAVORITES



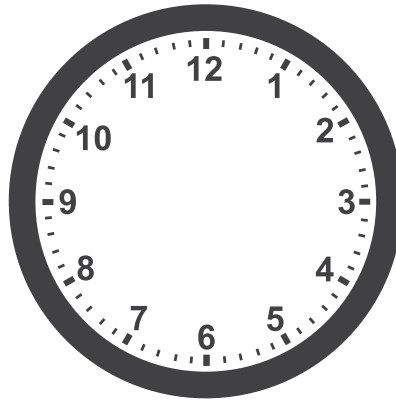
Name: \_\_\_\_\_

Date: \_\_\_\_\_

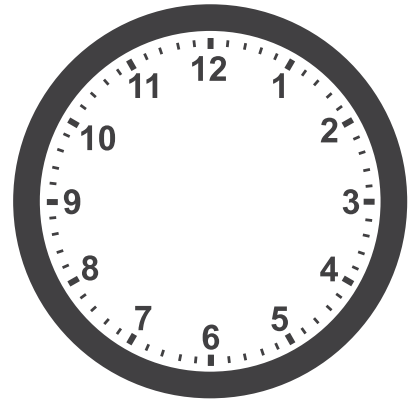
# BLANK CLOCKS



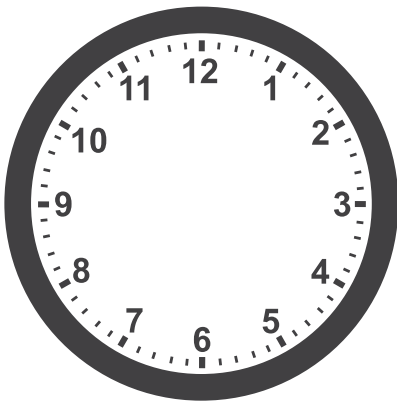
:



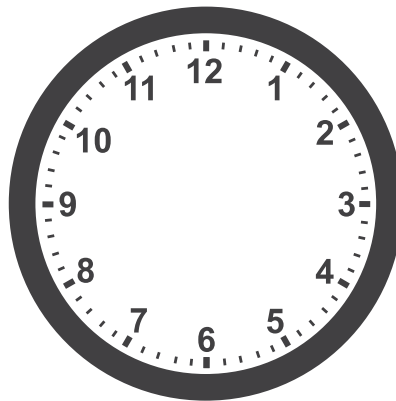
:



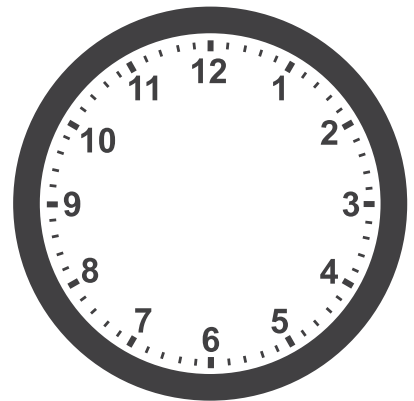
:



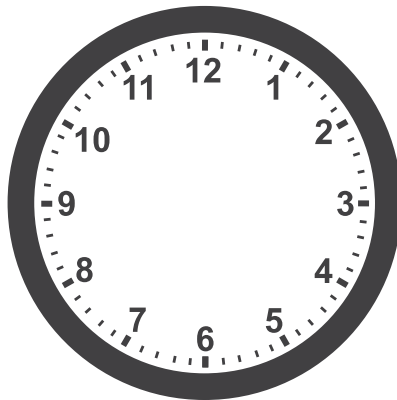
:



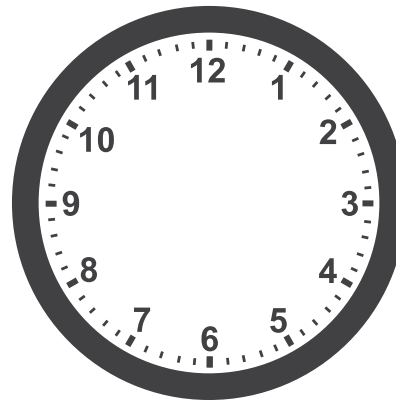
:



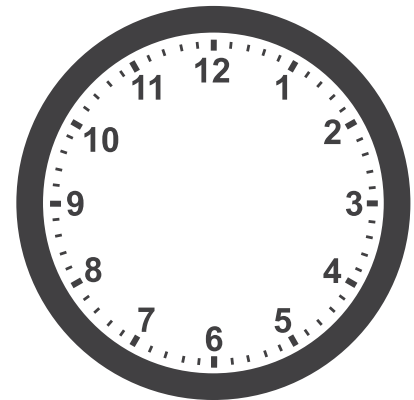
:



:



:

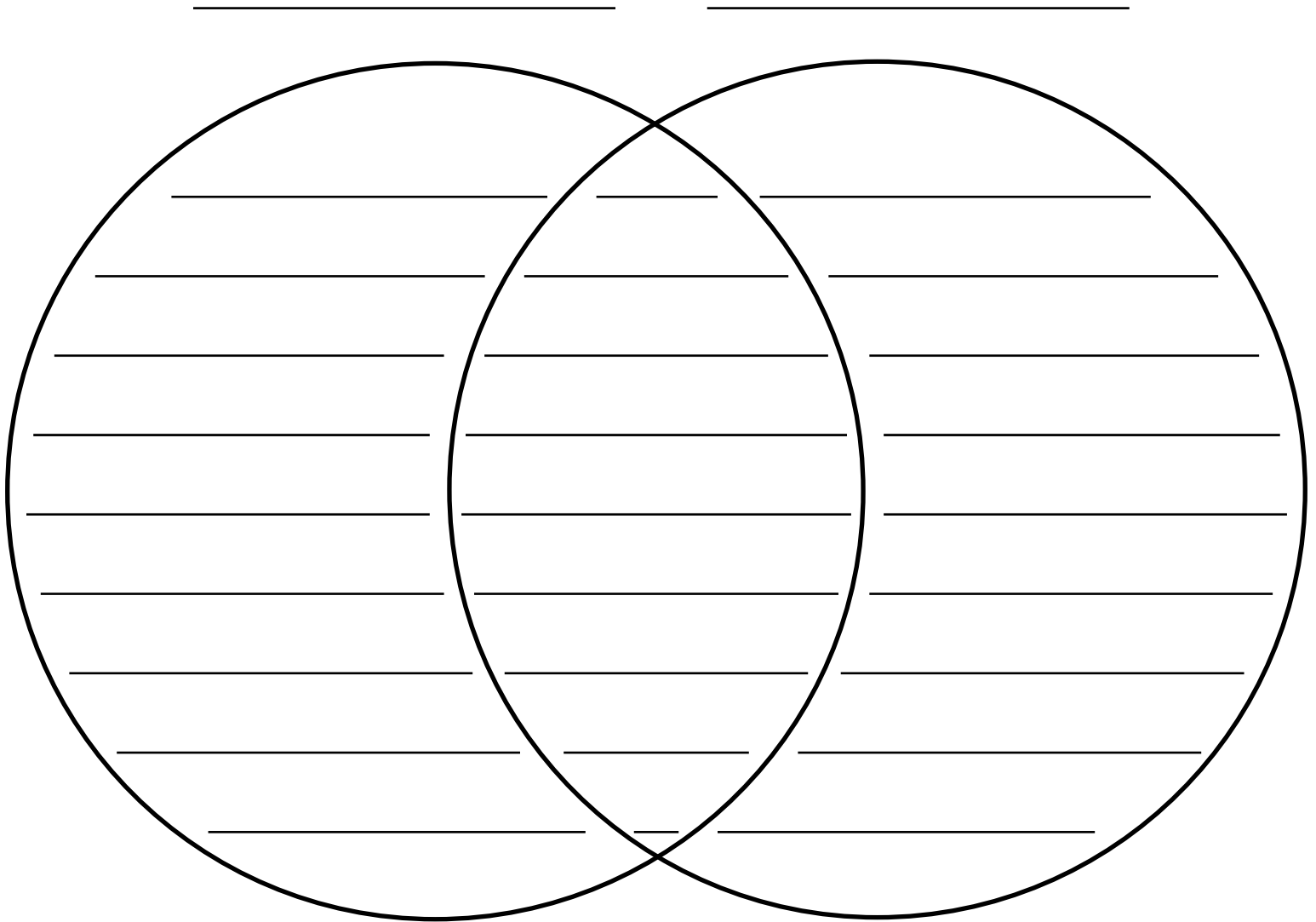


:

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

Date: \_\_\_\_\_

# Venn Diagram



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

Date: \_\_\_\_\_

# ELFIE SELFIE



## **ABOUT THIS GUIDE**

The purpose of this guide is to enhance the ELA curriculum by providing quality children's literature to engage students in listening to expressive read alouds.

Suggested story related activities are aligned with ELA Common Core Standards.