

Lesson 5: Christmas

Getting Started

? Big Ideas

- How were families in the past dependent on the natural resources in their environment?



Facts and Definitions

- Exclamatory sentences show strong emotion or excitement.
- Interrogative sentences ask a question.
- Declarative sentences make a statement.
- Imperative sentences give a command.



Skills

- Interact with the text before, during, and after reading by asking questions. (LA)
- Identify and discuss similarities and differences in events, characters, and concepts across selections and support them by referencing the text. (LA)
- Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking. (LA)
- Compose a draft of preliminary plans that conveys major ideas and maintains focus on a topic. (LA)
- Compose two or more paragraphs with topic sentences, supporting details, and a logical sequence.



Materials

- ✓ *Little House in the Big Woods* by Laura Ingalls Wilder
- ✓ ingredients for your child's favorite Christmas or holiday dish
- ✓ journal

Introduction

Tell your child that today's chapter is called "Christmas." Ask your child to predict what might happen in this chapter based on its title.

Reading and Questions

Before your child begins reading the chapter, ask him to write down three questions he has about Christmas during the pioneer days. As he reads, see if his questions are answered. If not, help him research online or in reference books to answer his questions.

1. How does the author describe the snow?

- Your child may include some of these details — the cabin was almost buried by the snow, there were huge drifts of snow against the house, the wall of snow in front of the door was as high as Laura's head, and the snow was described as "glittering," and it "sparkled."

2. What did Pa make Ma for Christmas?

- A beautiful wooden shelf.

3. Have you ever gotten a gift that someone made for you? If so, why was it a special gift?

- Answers will vary.

4. Why did Prince growl at Aunt Eliza?

- He was trying to protect her from a panther.

5. What does it mean that "children should be seen and not heard"? Do you think this is true? Why or why not?

- Answers will vary.

6. What resources were used for the different gifts given?

- Answers may include the wood for the shelf, berries for the red color on the doll's face, apples, and cloves.

Activities

Activity 1: Life in the Woods vs. Life Today

On the "Life in the Big Woods vs. Life Today" page, your child can record one thing that he learned about how life in the woods was different than his own life today.

Activity 2: Types of Sentences

Review the different types of sentences with your child: imperative, exclamatory, interrogative, and declarative.

- Exclamatory sentences show strong emotion or excitement and ends in an exclamation point. (I love this!)
- Interrogative sentences ask a question and end in a question mark. (Did you drink milk for lunch?)
- Declarative sentences make a statement and end in a period. (The boy ran away from his older sister.)
- Imperative sentences give a command. They usually end in a period but can end in an exclamation point. (Go close the door.)

Ask your child to give you an example of each type of sentence orally. Provide further examples of sentences that he is confused about. To finish this activity, he will use the "Types of Sentences" page to write two examples of each type of sentence related to the chapter he read today.

Activity 3: Christmas at My House

For this writing activity, tell your child to pretend that he has been asked to write for a book about Christmas in different homes. Let him write three short paragraphs in his journal about Christmas at his home. (If your family does not celebrate Christmas, let your child write about a different important holiday.) Encourage him to use at least one example of each of the types of sentences from Activity 2.

Tell your child that each paragraph will have a main idea and some supporting ideas. For example, for the paragraph about food on Christmas, the supporting ideas might be examples or descriptions of different foods and when or how they are served. Tell your child that transitional words and phrases like "for example," "another," and "also" help one supporting idea flow smoothly to another.

Select one of the following options. This assignment should be focused on ideas and types of sentences. Your child will not edit his writing or do a final draft.

Option 1

Three paragraphs will use the following main ideas:

- Paragraph 1 – Christmas traditions

- Paragraph 2 – Food on Christmas
- Paragraph 3 – Gifts on Christmas

For this option, give your child the graphic organizer page "Christmas at My House" (Option 1) to record his ideas for his three paragraphs. Then he can write the paragraphs in his journal.

Option 2

For this option, your child will decide the main idea for each paragraph related to Christmas at his house. He can record the main idea of each paragraph and surrounding details on the paragraph organizer "Christmas at My House" (Option 2). Then he can write the paragraphs in his journal.

Activity 4: A Christmas Food

Let your child select one of his favorite foods that your family eats during the Christmas season. Help him locate the ingredients and follow a recipe to make the dish. If your family does not celebrate Christmas, your child can select a food eaten on a holiday that is celebrated in your home.

Wrapping Up

Ask your child to give you examples of declarative, interrogative, imperative, and exclamatory sentences. Then ask how the gifts Laura's family members shared on Christmas reflect the environment in which they lived.

Life Application

Discuss the Christmas gifts that were given in the book. Ask your child how the family's gifts were different from the gifts people receive today. Discuss the fact that some of the most special gifts are those that are made by someone else. Ask your child why a handmade gift is special.

Let your child create a homemade gift for a family member or friend. He should think about what type of gift he wants to make and for whom. Some ideas for gifts might include a painting, painted pottery, sewing/knitting something, woodwork, garden art, or any kind of craft.

Encourage your child to include a card with the gift that tells the recipient why he decided to make the gift for him or her.



Christmas at My House



Directions: Use this graphic organizer to plan for your three paragraphs about Christmas.

Main Idea: *Christmas Traditions*

Topic Sentence: _____

Detail 1: _____

Detail 2: _____

Detail 3: _____

Concluding Sentence: _____

Main Idea: *Food on Christmas*

Topic Sentence: _____

Detail 1: _____

Detail 2: _____

Detail 3: _____

Concluding Sentence: _____

Main Idea: *Gifts on Christmas*

Topic Sentence: _____

Detail 1: _____

Detail 2: _____

Detail 3: _____

Concluding Sentence: _____



Christmas at My House



Directions: Use this graphic organizer to plan for your three paragraphs about Christmas.

Main Idea: _____

Topic Sentence: _____

Detail 1: _____

Detail 2: _____

Detail 3: _____

Concluding Sentence: _____

Main Idea: _____

Topic Sentence: _____

Detail 1: _____

Detail 2: _____

Detail 3: _____

Concluding Sentence: _____

Main Idea: _____

Topic Sentence: _____

Detail 1: _____

Detail 2: _____

Detail 3: _____

Concluding Sentence: _____