




## Month: December Week: 2 Subject: English & Language Arts

Day 1	Topic(s)	Foundation(s)
	Theme: Reindeer Adventures Number: 18 Letter: Nn Color: White Shape: Square	ELA 2.4 Demonstrate comprehension ELA 3.2 Demonstrate ability to communicate a story
Indicators	Younger Toddlers	Older Toddlers
	May look at pictures in a book and point to or name reindeer and other familiar things.	May use short words or phrases to tell what is happening in a picture or what a reindeer is doing.

### Activity: “Reindeer Picture Walk - Talk About Reindeer”

Show the nonfiction book *Reindeer* and explain that you will look at the pictures together. Slowly turn the pages, pointing to reindeer, snow, and other details, and label them with simple language (“reindeer,” “snow,” “antlers”). Pause to ask easy questions like “Where is the reindeer?” or “What is it doing?” and encourage children to point, nod, or say a word in response. Invite them to copy reindeer movements—walking, sniffing, or looking around—as you talk about what reindeer do.

Resources/Materials <ul style="list-style-type: none"> <li>• <i>Reindeer</i> nonfiction book</li> </ul>	Key Vocabulary:	Support: <div> <h2>Reindeer</h2>  <p>By Deanna Jump</p> </div>
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## Month: December Week: 2 Subject: English & Language Arts

Day 2	<b>Topic(s)</b> Theme: Reindeer Adventures Number: 18 Letter: Nn Color: White Shape: Square		<b>Foundation(s)</b> ELA 2.4 Demonstrate comprehension ELA 3.2 Demonstrate ability to communicate a story	
Indicators	<b>Younger Toddlers</b> May react to a repeated part of a story and choose between simple options when asked what might happen next.		<b>Older Toddlers</b> May share a short idea or word about what they think will happen in the story using words, gestures, or drawings.	

### Activity: “The Little Reindeer – Jingle Bell Prediction Picture”

Begin reading *The Little Reindeer* and stop at the page with the jingle bells and the question “Who could it belong to?” Shake a small bell or point to the bells in the picture and ask, “Who do you think the bells belong to?” Give each child the prediction page and invite them to scribble or draw their idea in the big box, reminding them that any idea is okay. After drawing, invite a few children to show their papers while you give simple language to match (“You think it’s a reindeer,” “You think it’s Santa”). Finish the story later in the day and briefly notice whose ideas were the same or different.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li><i>The Little Reindeer</i> storybook</li> <li>“Prediction” jingle bell worksheet page</li> </ul>	<b>Key Vocabulary:</b> bell, guess, story	<b>Support:</b> <a href="#">Read Aloud: The Little Reindeer by ...</a>
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Day 3	<table><tr><th>Topic(s)</th><th>Foundation(s)</th></tr><tr><td>Theme: Reindeer Adventures Number: 18 Letter: Nn Color: White Shape: Square</td><td>ELA 2.4 Demonstrate comprehension ELA 3.2 Demonstrate ability to communicate a story</td></tr></table>		Topic(s)	Foundation(s)	Theme: Reindeer Adventures Number: 18 Letter: Nn Color: White Shape: Square	ELA 2.4 Demonstrate comprehension ELA 3.2 Demonstrate ability to communicate a story
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### Activity: “The Little Reindeer - Ollie Character Color & Draw”

Show the cover of *The Little Reindeer* and remind children that the story is about Ollie. Ask, “Who is this?” and encourage children to say “Ollie” or “reindeer.” Give out the “Characters” worksheet page and invite children to color the big box as Ollie, adding simple features like antlers and a nose. As they color, talk about what Ollie does in the story—he rides a sled, hears bells, and meets a reindeer—and model short sentences they can repeat. Invite a few children to share their picture of Ollie with the group.

Resources/Materials <ul style="list-style-type: none"> <li><i>The Little Reindeer</i> storybook</li> </ul>	Key Vocabulary: character, Ollie, reindeer	Support:
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## Month: December Week: 2 Subject: English & Language Arts

Day 4	<b>Topic(s)</b>		<b>Foundation(s)</b>	
	Theme: Reindeer Adventures Number: 18 Letter: Nn Color: White Shape: Square		ELA 2.4 Demonstrate comprehension ELA 3.2 Demonstrate ability to communicate a story	
Indicators				
	<b>Younger Toddlers</b>		<b>Older Toddlers</b>	
	May notice and show enjoyment when a familiar story ends and recognize a favorite ending picture.		May tell one detail about what happened at the end of the story using words or gestures.	

### Activity: “The Little Reindeer - Snow Globe Ending Picture”

Reread the last pages of *The Little Reindeer* and show the part where Ollie receives a present. Talk briefly about the gift and ask, “What did Ollie get?” Give each child the “Story Details” snow globe page and invite them to color inside the globe to show the present or anything they remember from the ending. Offer simple prompts like “You can draw a house,” “You can draw the reindeer,” and describe their marks out loud to build language. When children finish, hold up a few pages and say a short sentence about each picture.

Resources/Materials <ul style="list-style-type: none"> <li><i>The Little Reindeer</i> storybook</li> </ul>	Key Vocabulary: present, globe, end	Support:
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### Activity: “Reindeer Books Review - Favorite Page Show & Tell”

Place several reindeer books on the carpet, including *The Little Reindeer* and *Reindeer*. Let toddlers look through the books and help them find a page they like. One at a time, invite children to bring their book or page to the group for a simple “show and tell.” Prompt them with questions like “What do you see?” or “Do you like the reindeer or the snow?” and give them language to repeat. Celebrate each child’s choice to build confidence and a positive connection to books.

Resources/Materials <ul style="list-style-type: none"> <li><i>The Little Reindeer</i> and <i>Reindeer</i> plus any other reindeer/winter picture books</li> </ul>	Key Vocabulary: favorite, page, book	Support:
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