



The Elf on the Shelf[®]

TEACHER RESOURCE CENTER

Fifth Grade

Introduce and then understand-- The Elf on the Shelf[®]: A Christmas Tradition

CC standards: Quote accurately from a text when explaining what the text explicitly says and when drawing inferences from the text. Describe how a narrator or speaker's point-of-view influences how events are described. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

Materials:

- The Elf on the Shelf Gift Box set (with Elf) wrapped with a bow and gift tag from "Santa"
- A white board, chalkboard, overhead projector
- Computer and printer

Lesson:

Bring a wrapped book to the class. Make sure to use glittered wrapping paper or a bow for the wrapping job and play up the idea that the book is a present from "Santa" complete with Christmas Magic from the North Pole! Then ask the students "What do you think Santa sent to us?" You can even give them a hint after a few tries that it is a book. Let them guess again to build suspense. After a few more guesses allow a student to unwrap the "Gift from Santa."

Use the cover of the box set to introduce the Authors and the illustrator and emphasize the roll of each: Authors write the words and tell the story. Illustrators draw the pictures to help tell the story. Remind children that the authors and illustrator actually "work for Santa."

Then, based on the cover of the book ask the students to volunteer some questions that they may have about the story.

Examples might be: What is the story about? Who are the main characters? Where does the story take place? What is an elf? Why does the elf sit on a shelf? What does the elf do? Who do they think is telling the story?

Lead the students to ask some thought provoking questions and help support the main idea. The teacher should list some of the best questions on the board. Gather roughly 10 questions.

Then, read the story to the students aloud.

After you read, return to the board, and as a class determine if you were able to answer any of their questions. Write the answers on the board. The students should be able to point to text that "backs up" their answers. You should quote the story where applicable. If their questions were not answered by the book, can they infer an answer to any of their questions? If so, write the inferences down (use a different color marker to remind the students that they are inferring the idea.)

Now, ask the students if they can tell you what the story is about. Lead students to the main idea: The story is about The Elf on the Shelf[®] and how he reports back to Santa each night.



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Now, look back at your questions. Do any of the questions and answers offer supporting details? Some of them should. Circle the answers that support the main idea, and then list the main idea and supporting details in outline form showing students how to construct summary paragraphs.

Example:

Main Idea: The Elf on the Shelf is about an elf that reports back and forth to Santa Claus. "I laugh with my friends and report to St. Nick."

Supporting details: You give him a name and he gets Christmas magic "The first time I come to the place you call home you quickly must give me a name of my own. Once you are finished my mission can start..."

Supporting details: he flies to Santa each night with Christmas magic "...to Santa I'll fly to the North Pole right through the dark sky."

Supporting details: he/she tell him if you have been good or been bad "I tell him if you have been good or been bad. The news of the day makes him happy or sad."

The class should then write a narrative paper summarizing the story using their main idea, quotes, inferences, and supporting details. Tell them they are writing a description of the book for the back cover. Remind them the more details they have, the better their paragraph and summary will be. Also, the students should use proper punctuation and transition words to make their summary more interesting.

Example:

The Elf on the Shelf® is narrated by one elf who reveals Santa's Biggest Secret—How Santa knows who is naughty and who is nice. A story told in first person by the elf himself, goes on to explain that it is the elf who reports back and forth to Santa each night. Finally, the story tell how a family will be able to interact with a scout elf and all the things a family needs to know to begin this tradition for themselves.

When an elf first comes to your home, you have to give the elf a name so it can get Christmas magic for flying. Ultimately, every child must decide for themselves what a good name would be for their elf. Only then can a scout elf's mission start.

Finally, now that your class understands the story and all the rules, it's time to officially adopt your classroom elf. As a class nominate and then vote on names. Once you and your class have decided on a name for your elf, incorporate technology by logging onto the website www.elfontheshelf.com to register your classroom elf's name and receive a letter from Santa that you can print out about your elf.

Leave the elf in the box with the lid open, and when the students leave the classroom, "Free the elf!" He/She now has Christmas Magic and can start watching and reporting to Santa in your classroom. You can also construct a sign or draw on the board and leave a note from the elf that says his or her name.

Activity/Follow up:

Encourage the students to visit the website: elfontheshelf.com and write an email to Santa or their elf and ask the elf (using its new name) another question they might like answered. Their questions might receive answers that would allow them to either confirm or deny other inferences they made.