

# The Santa Thief Guided Lesson Plan

Grade: 3K-3

## Lesson at a Glance

- Connect & Prepare: Activate prior knowledge and vocabulary
- Model: Watch Read Along with strategic think-aloud pauses
- Guided Practice: Reflection on Story Sequence
- Lesson Wrap-Up (5 min): Partner share, exit ticket, and reading connection

## Learning Objectives

By the end of this lesson, students will be able to:

- Be familiar with the vocabulary in The Santa Thief, have a better understanding of life in the 1920s (setting), and be able to articulate the importance of conflict in a story.
- Use multiple strategies to brainstorm their own story ideas

## Materials Needed

- Video: "The Santa Thief" available on YouTube.
- Chart paper, whiteboard, or digital projector
- Quick Word Map worksheet (4-box format) - one per student
- Brainstorm Ideas Practice Pages (choose from 3 differentiated options)
- Pencils/markers
- Sticky notes or scratch paper for exit ticket

## New Vocabulary- Choose the words you'd like to cover

- **Skates**: Equipment to move across the ice
- **Craned**: To lean your head back
- **Chores**: Work assigned around the house
- **Spied**: To see something hard to find
- **Supper**: Evening mealtime
- **Parcels**: Letters or packages
- **Genius**: Super smart or intelligent
- **Long Johns**: One piece undergarment used to keep warm
- **Pincushion**: A place to keep sewing pins

## Connect & Prepare

### Activate Prior Knowledge & Build Curiosity

**Say:** Today we're going to be reading a very special story by author Alane Adams. The story is about a young boy named Georgie who is growing up in the 1920s.

**Turn and Talk:** What do you think might be different about Georgie's life from yours? What might we expect to see in the story? What things will we probably not see?

Allow time for discussion, then call on 1–2 pairs to share out.

**Say:** Those are great answers! You're right, there were not any computers or televisions and Georgie's family didn't have a lot of money.

### Vocabulary Instruction: Morphology Minute

Before we jump into the story let's spend some time understanding important words in the story.

#### **1. Skates**

**Base word:** *skate*

**Suffix:** **–s** = more than one

Ask:

- “How does adding –s change the word?”
- “Could we make *skating* by adding –ing?”

#### **2. Craned**

**Base word:** *crane* (as a verb: to stretch or reach your neck)

**Suffix:** **–ed** = happened in the past

Ask:

- “What does –ed tell us?”
- “Can we make *craning*?”

#### **3. Chores**

**Base word:** *chore*

**Suffix:** **–s** = more than one

Ask:

- “A chore is a job. When we add –s, how does the meaning change?”

#### **4. Spied**

**Base word:** *spy*

**Spelling change:** *y* → *i* before adding **–ed**

**Suffix:** **–ed** = happened in the past

Explain:

“When a word ends in *y*, sometimes it changes to *i* before adding –ed.”

Ask:

- “What is the base word?”
- “How did the spelling change?”

## 5. *Supper*

**Base word:** *sup* (an old word for “sip” or “eat”)

**Morpheme:** Not a common prefix/suffix word; meaning learned as a whole word.

“Some words don’t break into easy parts. We learn the whole word: *supper* = evening meal.”

## 6. *Parcels*

**Base word:** *parcel* (package)

**Suffix:** **–s** = more than one

Ask:

- “What do we add to make it plural?”
- “How many parcels could Georgie get?”

## 7. *Genius*

**Base word:** *gen–* (Latin root meaning “birth,” “produce,” or “create”)

Morphology note: In grades 2–3, treat this as a *whole word* meaning **very smart**.

Ask:

- “What does genius mean?”
- “Can you name something you are a genius at?”

## 8. *Long Johns*

Compound word

**long + johns**

Explain:

“This is a *compound word*—two words put together to make a new meaning.”

Ask:

- “What two words do you see?”
- “What do they mean when put together?”

## 9. *Pincushion*

Compound word

**pin + cushion**

Ask:

- “What is a cushion?”
- “Why would pins need a cushion?”

## Student Word-Building Activity

**“Build the Word!”**

Write on the board:

**skate + s = ?**

**spy + ed = ?**

**crane + ed = ?**

**pin + cushion = ?**

Students build words on whiteboards or paper.

#### 4. Quick Exit Ticket

Give each student one word part:

- -s
- -ed
- pin
- cushion
- long
- johns

Ask:

“Write a word you can build with your word part.”

### Model

#### Set Viewing Purpose

**Say:** Now we’re going to watch author Alane Adams read *The Santa Thief* let’s remember the following things we’ve covered today:

Display the following guiding questions on the board:

- *Georgie lives in the 1920s so things are very different*
- *Georgie’s family doesn’t have a lot of money*

**Say:** These questions will guide your thinking as we watch. Let’s begin!

#### Watch Video with Strategic Think-Aloud Pauses

*Play video: The Santa Thief Read Along*

**Pause Point 1 — Stop at 2:45 (after “If Santa wasn’t coming, what was the point of a Christmas tree?”**

**Model Thinking:** Georgie has explained to Papa that he’s been a very good boy this year, done all his chores, got good marks, and now he’s learned that Santa might not be able to bring him skates.

**Turn and Talk (or Discuss as Class):** Have students predict how they think Georgie is going to act. Is it fair? What happens when you don’t get what you want?

Invite one or two volunteers to share with the class.

**Say:** Let’s see what happens next, and if your predictions are correct.

*Resume video*

**Pause Point 2 — Stop at 5:05 (after "...go to your room and think about that.")**

**Say:** Let's stop here. Wow, Georgie's having some really big feelings. He doesn't even want to decorate the tree. What is Mama trying to teach him here?

**Turn and Talk:** Brainstorm the important lesson Mama is trying to teach.

**Say:** Christmas is a fun time to receive gifts but Mama is trying to teach Georgie that the spirit of Christmas is much more than that, and that it's important to think of family and the time you spend together.

Resume video to end.

After Viewing: Exploring the Text

**Say:** What a lovely story. What did you think of Georgie deciding to make his parents gifts? Did he learn a valuable lesson?

Books can teach us many things and one of the important lessons we learn is valuable insight into what we're thinking or feeling.

**Ask:** Does the story make you appreciate Christmas in a different way? Would you want to make someone in your family a gift?

## Lesson Wrap-Up

Celebrate Success

**Say:** You just experienced a story that made us think and feel a lot of things. We learned more about life in the 1920s and that even when times were tough, families still came together for each other.

**Turn and Talk:** have students share their favorite part of the story and what special gift they would make for a family member.

Exit Ticket

Distribute index cards, post-it notes, or scratch paper.

*Write on the board or display:*

- *One thing different about life in the 1920s is* \_\_\_\_\_.
- *My favorite part of the story today was* \_\_\_\_\_  
*because* \_\_\_\_\_.

Students complete and submit exit tickets as they transition to the next activity.