



Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

Summary

It's the busiest day of the year for five of Santa's most helpful elves. Getting ready for Christmas Eve means the elves have to polish Santa's sleigh, sort Santa's mail, make toys, wrap presents, and much more! Even though the elves have a lot to do, they find time to have fun, eat cookies, and even play in the snow.

Link to What You Know

- What do you know about Santa and his elves?
- What do you do to get ready for Christmas / the holidays?

Important Words to Know and Understand

Draws Near – To come closer



Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

Why Readers Make Inferences While Reading

When readers make inferences they behave like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text.

Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."

For example, if an author writes; "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.



Make Inferences While Reading

- ✓ Look for clues that tell you how a character might be feeling or what they might be thinking
- ✓ Study the pictures. What do you notice about the characters, setting, and events?

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 1 and 2 – This page shows the elves getting ready for their busiest day of the year. Make an inference about the day. What day do you think they are getting ready for? What makes you think so?

Pages 5 and 6 – Look at the elves working on this page. What can you infer about the elves? Tell how the picture supports your inference.

Pages 11 and 12 – Look at the pictures on these pages. What can you infer about the season during which this book takes place? Tell why your inference makes sense.

Pages 15 and 16 – Make an inference about the word on this page. What do you think the author means when she wrote “made with great care”?

Pages 21 and 22 – This page shows the elves celebrating at the end of their busy day. Make an inference about the party. Who threw the party for the elves? What makes you think so?



Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

Time to Reflect

Think – What types of inferences did you make while reading *Five Busy Elves*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the extra information you learned while making inferences in *Five Busy Elves*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Five Busy Elves*. (Remember to include examples from the book!)



Your Turn to Practice Making Inferences

with Five Busy Elves

Pages 1 and 2:

This page shows the elves getting ready for their busiest day of the year. Make an inference about the day. What day do you think they are getting ready for?

What makes you think so?

Pages 5 and 6:

Look at the elves working on this page. What can you infer about the elves?

Tell how the picture supports your inference.

Pages 11 and 12:

Look at the pictures on these pages. What can you infer about the season during which this book takes place?



Name: _____

Your Turn to Practice Making Inferences with Five Busy Elves

Tell why your inference makes sense.

Pages 15 and 16:

Make an inference about the word on this page. What do you think the author means when she wrote "made with great care"?

Pages 21 and 22:

This page shows the elves celebrating at the end of their busy day. Make an inference about the party. Who threw the party for the elves?

What makes you think so?



Name: _____

Answer Key for Making Inferences with Five Busy Elves

Pages 1 and 2:

This page shows the elves getting ready for their busiest day of the year. Make an inference about the day. What day do you think they are getting ready for?

Answers will vary. Sample answers include: I can infer that the elves are getting ready for Christmas Eve / December 24th.

What makes you think so?

Answers will vary. Sample answers include: I think this because there is a calendar with December 24th circled. Also, I know that Santa and his elves are the busiest on Christmas Eve.

Pages 5 and 6:

Look at the elves working on this page. What can you infer about the elves?

Answers will vary. Sample answers include: I can infer that the elves are hard workers. I can also infer that one of the elves is having trouble doing his job with the tree.

Tell how the picture supports your inference.

Answers will vary. Sample answers include: They are all working to decorate and the picture shows an elf who is frowning and tangled up in lights.

Pages 11 and 12:

Look at the pictures on these pages. What can you infer about the season during which this book takes place?

Answers will vary. Sample answers include: I can infer that it is winter because it is snowing.



Answer Key for Making Inferences with Five Busy Elves

Tell why your inference makes sense.

Answers will vary. Sample answers include: My inference makes sense because I know that it snows in the winter.

Pages 15 and 16:

Make an inference about the word on this page. What do you think the author means when she wrote "made with great care"?

Answers will vary. Sample answers include: I can infer that the words "make with great care" mean that the elves spent a lot of time making the presents and that they were careful to do a good job.

Pages 21 and 22:

This page shows the elves celebrating at the end of their busy day. Make an inference about the party. Who threw the party for the elves?

Answers will vary. Sample answers include: I can infer that Mrs. Claus and the little mouse threw the party.

What makes you think so?

Answers will vary. Sample answers include: I know that Mrs. Claus bakes the cookies. Also, the picture that shows the elves helping Mrs. Claus (pages 7 and 8) also shows a little mouse helping. So I can infer that the mouse helped Mrs. Claus throw the party.



Five Busy Elves: Making Inferences

Make an inference about the elves. Do they like their job at the North Pole? How do you know?

I can talk about the characters and setting and can tell about what happens in the stories I read.

CCSS: RL.1.3

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Making Inferences

Title: _____

What the Text Says Name a clue in the text or pictures.	What I Know What do you know about the clue?	What I Can Infer Emotions, Thoughts, Cause, Setting

Draw a picture to illustrate your inference:

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Common Core State Standards Correlation

Five Busy Elves Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *Five Busy Elves* correlate with the following English Language Arts Common Core State Standards for first grade.

Making Inferences Lesson Plan and Resources

Reading: Literature

RL.1.1 – Ask and answer questions about key details in a text.

RL.1.3 – Describe characters, setting, and major events in a story, using key details.

RL.1.7 – Use illustrations and details in a story to describe its characters, setting or events.

RL.1.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading: Foundational Skills

RF.1.1 – Demonstrate understanding of the organization of basic features of print.

RF.1.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Writing

W.1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.1.1b – Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

Language

L.1.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (eg, *because*).