

FLETCHER AND THE SNOWFLAKE CHRISTMAS

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By Julia Rawlinson, illustrated by Tiphonie Beeke
Themes: Nature, Christmas, Feelings, Friendship,
Community, Generosity

Ages: 3 - 7; Grades: PreK - 2
Running Time: 9 minutes

SUMMARY

Fletcher the fox is back in this sweet Christmas book that highlights the spirit of friendship, community, and generosity. The rabbits have moved, and as Christmas Eve arrives, Fletcher comes to the horrible realization that Santa Claus won't be able to find their new burrow. He and the other animals work all day to point Santa in the right direction. But when a winter storm comes, Fletcher fears that all their work was for nothing. However, when he awakes on Christmas morning, Fletcher is greeted by some wonderful surprises.

OBJECTIVES

- Students will make and verify predictions based on background knowledge and clues in the text.
- Students will observe and record information about how nature changes in the winter.
- Students will discuss and practice generosity.

BEFORE VIEWING ACTIVITIES

Discuss the character value of *generosity*. Explain that generosity is the quality of giving and sharing with others. Guiding questions:

- Who is someone in your life who has been generous to you? What did he/she give you?
- What kinds of things can be given? What else, beyond material things?
- When have you been generous with others? How did it make you feel?
- When are special times when people give or are generous?

Tell students that they are about to watch a movie about a fox who is particularly generous on Christmas Eve. Encourage them to make connections with Fletcher's feelings and actions.

Tell students that they are going to watch a movie about a young fox who is worried that Santa won't be able to find his friends' new home. Ask:

- What do you think the fox will do to help Santa?
- What do you think the title means? How do you think that snowflakes might be important in this story?

Then, review making predictions with the students. Remind students that they can use picture clues and the text to make predictions. Read aloud the title of the movie, **Fletcher and the Snowflake Christmas**. Then, read aloud the first page or show the beginning of the movie, then skip to the page that says: "it began to snow." Stop and ask:

- What do you think will happen next? Why do you think that?
- What in the text or pictures helped you with your prediction?

Encourage students to watch and listen to see if their predictions are correct.

AFTER VIEWING ACTIVITIES

- Were we correct about what we thought would happen when the snow began?
- Did anything happen that we didn't predict?
- What pictures or words helped us with our predictions?
- Why is this story called **Fletcher and the Snowflake Christmas**? How did the title help us with our predictions?
- What do you think will happen on Christmas day? What will Fletcher and his friends do? What do you do on Christmas day, or another important holiday?

Using children's ideas, extend the story into Christmas. Encourage students to use their own experiences to imagine things that Fletcher and his friends might do. Have students contribute ideas that you add to the story. Scribe the story on a large chart paper. When you are finished, read the whole story aloud to the students. Then, copy it onto blank paper, photocopy, and give to students to illustrate. Read the big story aloud daily as students follow in their individual books to encourage whole language development.

Organize a gift-making party and gift exchange in the classroom. Provide students with arts and crafts materials, as well as project ideas. Encourage them to make more than one gift and to give to someone that they don't know very well. As a follow up, guide children through writing thank you letters.

Create a monthly "Season Watch" observation chart. Choose a day each week that the class will go out and observe and record information about the weather, temperature, and changes in plants and animals. Provide students with crayons and a sketch of the playground, including any trees in the area. Give them time to look around and observe their surroundings. Then, have them color what the trees look like, the sky, the grass, and any other observable changes in nature, such as flowers, clouds, bright sun, precipitation, etc. Once inside, discuss their observations and complete the class chart. Continue this through spring so that students can experience and record the change of the season. (If you live in an area where the season doesn't change drastically, use pictures from magazines and newspapers to show students how the seasons change in more northern areas.)

OTHER RELATED TITLES FROM WESTON WOODS:

- The Curious Garden**, by Peter Brown
Do Unto Otters (A Book About Manners), by Laurie Keller
Fletcher and the Falling Leaves, by Julia Rawlinson, ill. by Tiphonie Beeke
Fletcher and the Springtime Blossoms, by Julia Rawlinson, ill. by Tiphonie Beeke
Great Joy, by Kate DiCamillo, ill. by Bagram Ibatoulline
Over in the Meadow, by John Langstaff, ill. by Feodor Rojankovsky
Planting a Rainbow, by Lois Ehlert
Snowflake Bentley, by Jacqueline Briggs Martin, ill. by Mary Azarian
The Snowy Day, by Ezra Jack Keats
Time of Wonder, by Robert McCloskey
Waiting for Wings, by Lois Ehlert

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