

## Making a Christmas card

### Topic

Christmas

### Aims

All learners will:

- practise saying and writing Christmas vocabulary
- use the form 'What's number...?' 'It's a/an...'
- develop motor skills by making a Christmas card.

Some learners will:

- write a personal message in a Christmas card.

### Age group and level

Aged 5–8 A1+

### Time

85 minutes over two lessons

### Materials

Presentation or Christmas flashcards (see links)

A4 red or white card folded in half – one per learner and one for demonstration

Coloured pencils or felt tips to share

Snowman image, scissors and glue sticks (if using)

### Introduction

This is a differentiated lesson where learners all learn some Christmas vocabulary and practise using a simple question and answer. The learners should be at the early stages of reading and writing. More able learners will have the opportunity to use their reading and writing skills. The first lesson involves drilling and practising the vocabulary. The second lesson involves making a Christmas card and singing a Christmas carol.

### Procedure

**Lesson one (45 minutes)**

<b>1. Warmer (5 minutes)</b>	<ul style="list-style-type: none"> <li>• Write 1–10 on the board randomly.</li> <li>• Nominate learners, point at a number and ask 'What's this?'</li> </ul>
<b>2. Drill (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Either display <b>slide 2</b> or select five Christmas flashcards (see links) to attach to the board. Write numbers next to each card.</li> <li>• Elicit or tell learners what is on each picture. Ask learners 'What's number 1?', 'What's number 2?', etc.</li> <li>• Prompt learners to respond with 'It's (a)...'</li> </ul> <p><b>Answers:</b> 1. A tree; 2. A snowman; 3. Santa; 4. An elf; 5. A star; 6. A present; 7. A snowflake.</p> <ul style="list-style-type: none"> <li>• Drill the question and answer. Ask 'What's number 1?' Learners chorally reply 'It's a tree'.</li> <li>• Divide class into two halves. Tell one half they are teachers and the other half they are students.</li> <li>• Prompt 'teachers' to ask the next question, 'What's number 2?' Prompt students to answer 'It's a snowman'.</li> <li>• Continue until three questions have been asked and answered.</li> <li>• Tell class that they are now going to swap, so that the half of the class that are teachers become students and vice versa.</li> <li>• Prompt the teachers to say 'What's number 5?' and the students to answer 'It's a star'. Repeat until all questions have been asked.</li> </ul> <p><b>Note:</b> Use the article <i>a/an</i> from the first elicitation, so that learners can notice the lack of article with <i>Santa</i> and the use of <i>an</i> with <i>elf</i>. Don't explain this, only drill it.</p>
<b>3. Writing and spelling practice (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Display <b>slide 3</b>. If using the flashcards, write the words under the images. Add the article (<i>a/an</i>) where needed.</li> <li>• Ask learners to copy the pictures and words into their notebook.</li> <li>• Monitor and support.</li> </ul>
<b>4. Pair work (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Put learners into pairs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Assign one learner in each pair to be teacher. Tell the teacher they must repeat the previous activity and ask three questions while pointing at the image in their notebook. Nominate a few learners to tell you the question before they start.</li> <li>• The 'teachers' ask questions, and their partner will answer. When they've finished, they should put both hands on their shoulders.</li> <li>• Monitor and support with the questions and answers.</li> <li>• When most pairs have finished, ask learners to swap roles.</li> </ul> <p><b>Tip:</b> Asking young learners to repeat an activity with a new interaction pattern can keep interest and build confidence with using the language.</p>
<b>5. Reading game (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Display <b>slide 4</b> or turn two of the picture flashcards over.</li> <li>• Ask learners as a group 'What's no 1?' They will use a mixture of reading and memory skills to answer. Ask learners to name all seven items.</li> <li>• Display <b>slide 5</b> or turn two more of the picture flashcards over. Repeat the activity.</li> <li>• Display <b>slide 6</b> or turn all the picture cards over. Again, ask the class to name each item.</li> </ul> <p><b>Note:</b> If some learners struggle with reading, allow them to keep their notebooks open. This will encourage them to start recognising the words. Some learners will only use memorisation to get the answer, but this will help build their confidence.</p>
<b>Lesson two (40 minutes)</b>	
<b>6. Review (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Use either the slides or presentation to review the vocabulary.</li> </ul>
<b>7. Craft: Christmas card (20 minutes)</b>	<p><b>Note:</b> You can use the LearnEnglish snowman image or ask learners to draw their images, depending on time and your learners' abilities.</p> <ul style="list-style-type: none"> <li>• Give each learner a folded piece of card. Make sure they all have the fold to the left. Check by asking them to open their card.</li> <li>• Ask them to draw two writing lines on the front of the card. You may want to prepare this for some learners.</li> <li>• Either display <b>slide 7</b> or draw the lines on the board and write 'Merry Christmas' between them. Ask learners to copy this. Monitor and support throughout.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ask learners to draw three Christmas items below the words (as shown on slide 7).</li> <li>• Ask learners to open up their cards. Ask them to draw three writing lines. They write 'from' between the first and second lines.</li> <li>• They write their names between the second and third lines.</li> <li>• Quick finishers can show each other their cards.</li> <li>• Tell learners to give the card to a friend or family member.</li> </ul> <p><b>Differentiation:</b> Stronger learners can write the names next to the items on the front of the card. They can also add a message inside, such as 'To Mum and Dad'. Weaker learners can use the snowman image and draw a smiley face inside.</p>
<b>8. Song (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Write on the board: We wish you a Merry Christmas, (X3) And a Happy New Year. Slowly sing the carol while pointing at each word on the board. Indicate that you're singing the first line three times. After singing once, encourage the group to repeat each line after you.</li> </ul> <p><b>Note:</b> Stronger learners will be reading the words; weaker learners will enjoy the tune.</p>
<b>Useful links and resources</b>	<ul style="list-style-type: none"> <li>• Christmas flashcards: <a href="https://learnenglishkids.britishcouncil.org/en/flashcards/christmas-flashcards">https://learnenglishkids.britishcouncil.org/en/flashcards/christmas-flashcards</a></li> <li>• Snowman Christmas card: <a href="https://learnenglishkids.britishcouncil.org/print-make/crafts/snowman">https://learnenglishkids.britishcouncil.org/print-make/crafts/snowman</a></li> <li>• We wish you a Merry Christmas for reference: <a href="https://youtu.be/g-OF7KGyDis?si=Fhv4OR4-DoPy8zKi">https://youtu.be/g-OF7KGyDis?si=Fhv4OR4-DoPy8zKi</a></li> <li>• A complete list of all 'Christmas' content on LearnEnglish Kids: <a href="https://learnenglishkids.britishcouncil.org/en/category/topics/christmas">https://learnenglishkids.britishcouncil.org/en/category/topics/christmas</a></li> <li>• Article about revising vocabulary: <a href="https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/articles/revising-lexis-quality-or-quantity">https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/articles/revising-lexis-quality-or-quantity</a></li> </ul>

### Contributed by

Suzanne Mordue