

# The Wild Christmas Reindeer

by Jan Brett

A Book Companion for language  
expansion, literacy learning and LOTS  
of communicating!



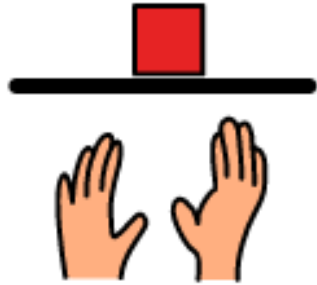
*Pro Tip! Some of these activities can be done independently, but they are not really meant for that! We want partners talking to the students, modeling language and AAC, as you work cooperatively with your student. Our main goal is teaching communication in familiar worksheet-based activities!*



# Flash Card and Visual Supports:

Cut out each word and picture set. Fold on the center line. Laminate so that you have the text on the front and the picture on the back.

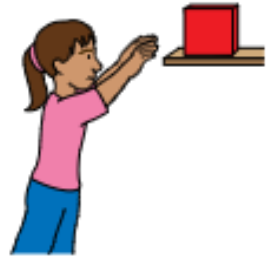
want



who



get



reindeer



open



girl



# How can we use our word cards?

## Introduce

Introduce the words you are targeting by showing the word, reading the word and flipping the card to show the visual symbol.

## Read

Encourage the student to the text. If they need help, flip to show the symbol. For students using AAC boards/book, show the symbol on their communication board/device.

## Support

Use as visual supports while you are reading the story or completing the activities if students need prompts for following directions or naming items.

## Say

Use as an AAC tool for students to label pictures during the activity or during story reading.

## Make

Make a sentence by arranging the word cards to describe!! "He is happy."

in



out



# Vocabulary



Santa



reindeer



Teeka



train



fight



yell



forest



North Pole



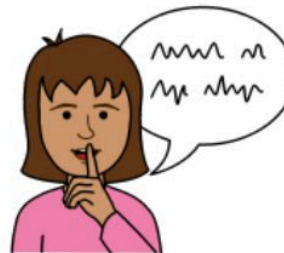
fly



hug



brush



quiet



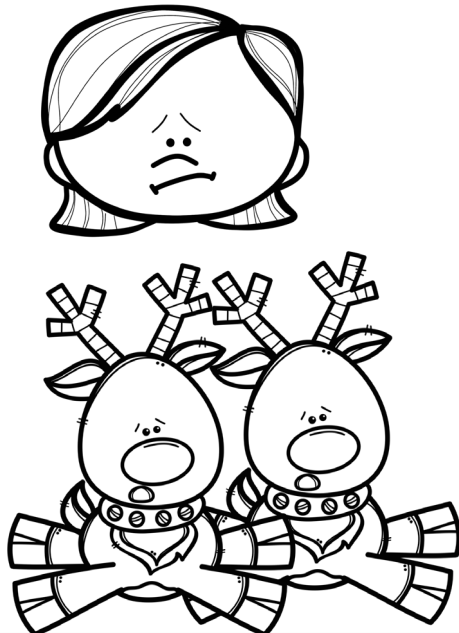
*Look for these words in the story.  
Use your voice, AAC or  
communication symbols to say  
them!*

**Sequencing:** Cut out the pictures and sequence the events from the story. Practice using words like "girl", "snow" and "reindeer"

**First**



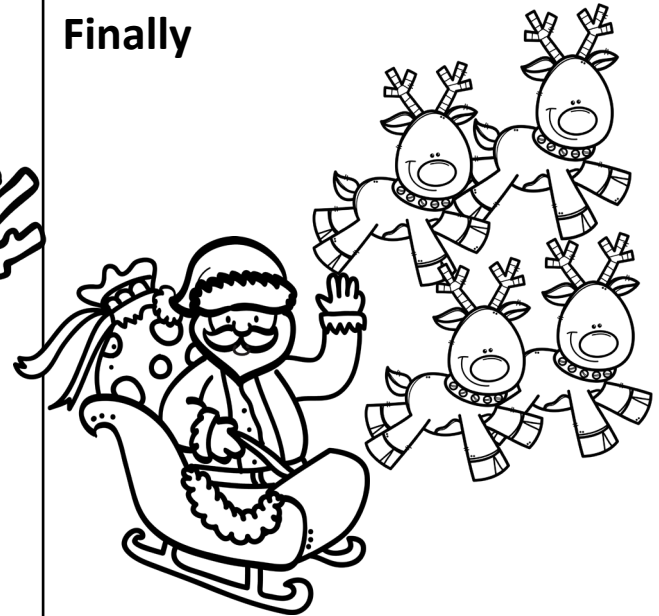
**Next**



**Then**



**Finally**





# Story Questions: Level 1

## 1. Where does the story take place?

**Communication Partners:** We recommend Level 1 for students listening to a question read aloud by a partner and choosing an answer from a field of 3 pictures or symbols. Answers can be given verbally, by pointing, or using AAC!

**North Pole**



**Forest**



**Beach**



## 2. What animal was Teeka trying to find?

**Polar Bear**



**Reindeer**



**Penguin**



3. How does Teeka feel at the end of the story?



angry



sad



happy



# Story Questions: Level 2

## Communication

**Partners:** Symbolated text is not recommended for use in literacy learning. We recommend using Level 2 as a listening comprehension task. The symbols will support understanding of the spoken word!



1. Where does the story take place?



North Pole



forest



beach



2. What animal was Teeka trying to find?



polar bear



reindeer



penguin



3. Who needs Teeka's help with the reindeer?



Mom



friend



Santa



4. How does Teeka feel at the end of the story?



happy



angry



sad

# Story Questions: Level 3

**Communication Partners:** We recommend using Level 3 for literacy learning and students who are reading to learn. There are no symbols present on this level!

1. Where does the story take place?

1. What animal is Teeka trying to find in the forest?

2. Who needs Teeka's help with the reindeer?

3. How does Teeka feel at the end of the story?

# Sort It Out!

**Farm Animals**



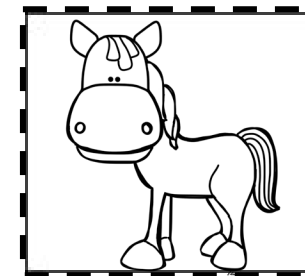
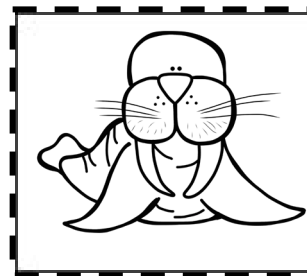
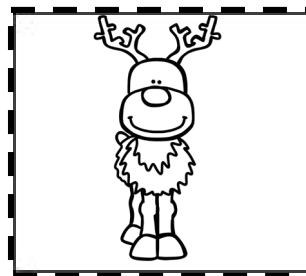
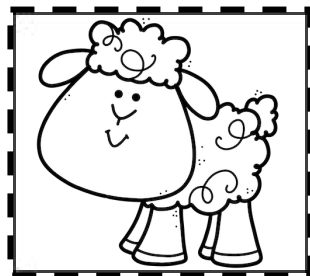
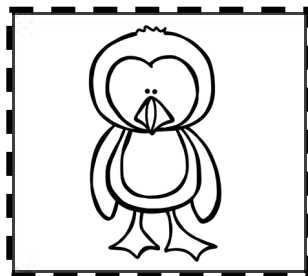
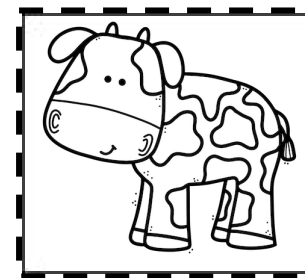
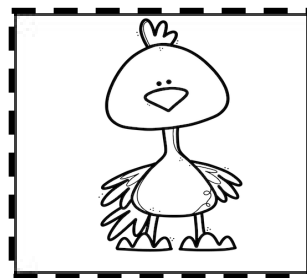
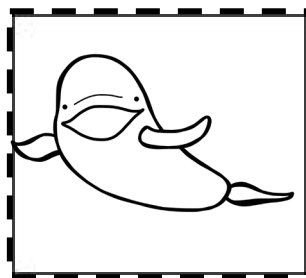
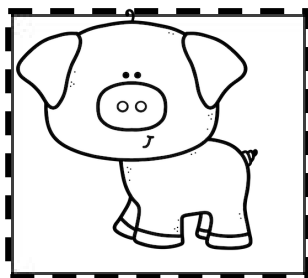
**Arctic Animals**



# Sort It Out!

*Cut out the items and place them in their category on the previous page.*

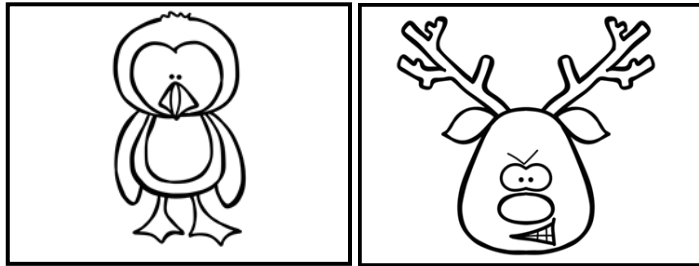
**Communication Pro Tip** Adult partners, point these symbols out on the students AAC device, board or book! Wait to see if your student will try it too!



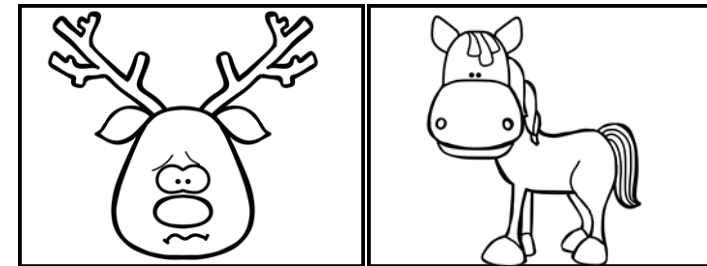
# Let's play with words!

Read the sentence and circle the picture to match the meaning

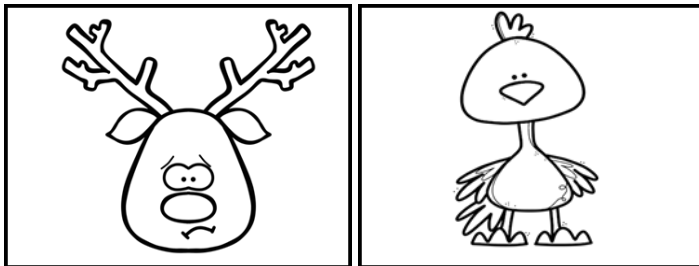
The reindeer is mad.



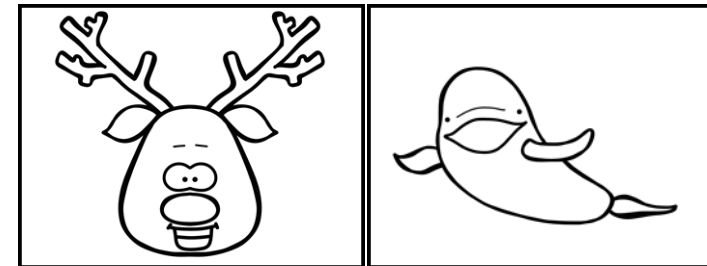
The reindeer is scared.



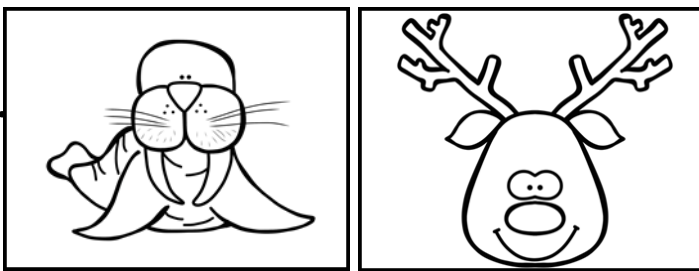
The reindeer is sad.



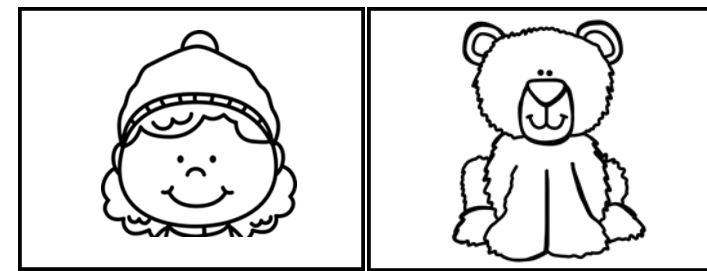
The reindeer is excited.



The reindeer is happy.



The girl is happy.



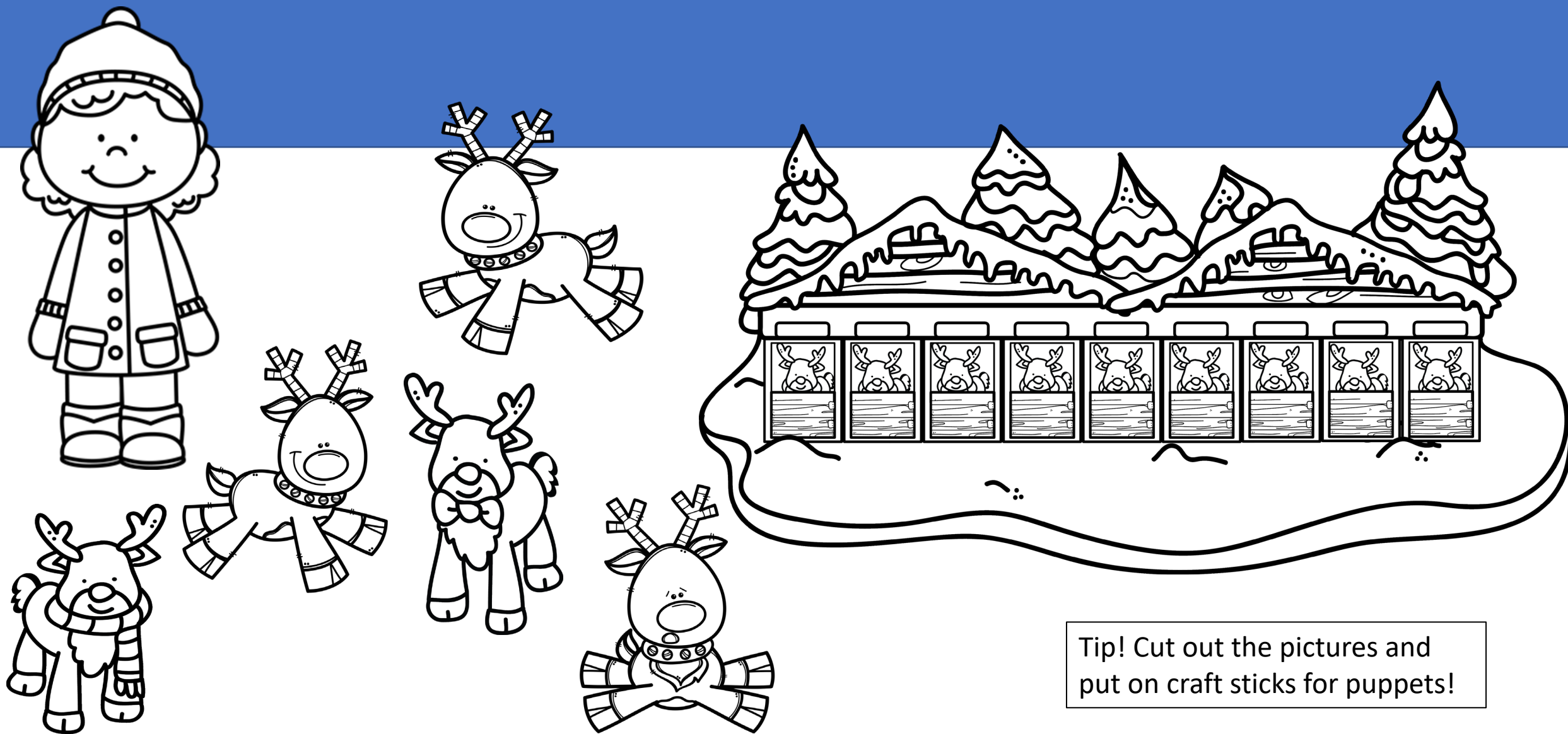


1. Color the tree green.
2. Color the reindeer brown.
3. Color the girl's hat red.
4. Color the bathtub blue.

# Let's Color!



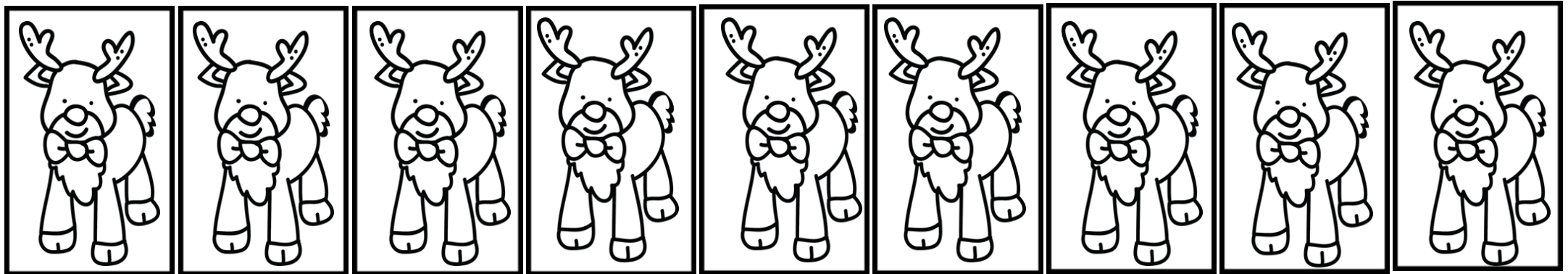
Story Retell: retell the story using the pictures. Practice using the words “want” and “get”



Tip! Cut out the pictures and put on craft sticks for puppets!

# Night, Night Reindeer!

Put the reindeer in the barn on the next page: Color and cut out the reindeer on this page. Cut 3 edges of the stall doors (top, one side and bottom so you can “open” the door. Practice using the word “open” while you play. Make a sentence while you play using the symbol strip at the top!





open



the



gate



Goodnight



reindeer!



# AAC Partner Guides

Print these communication boards and place them on tables or beside the book. Practice pointing to the symbols as you say these words to your student, modeling the target vocabulary!

*You'll see ideas for how to use the main core word targets at the top of each page. At the bottom of the page, there are ideas how to use the other core words while you are reading and talking about the story. These are for the ADULT to point to. Don't force the student to touch the symbols while you are talking, but give them opportunities to do so by pausing after you speak, waiting for them or asking, "What do you think?" or "Did you want to say anything?"*




**Core Word Target, “Want”** : Teeka wants to make Santa proud. She “wants” the reindeer to follow her directions. They do not “want” to because she’s being bossy! When she is nice to them, they “want” to help her!

 I	 is	 want	 not	 All Word Lists
 you	 can	 like	 more	 Personal
 it	 do	 go	 a	 Little Words
 he	 have	 stop	 and	 Descriptions
 People	 help	 Actions	 the	 Word Forms


**Core Word Expansion:** Teeka tells the reindeer to “STOP” throughout the story. She loudly tells them to “GO” as well. They do “not” like her loud voice, especially Tundra. Point to these symbols as you talk about the story. Let’s find more **Actions** on the next pages...

**Core Word Target, “Get”:** The reindeer “get” silly. They “get” upset at her. Finally, they “get” in a tangled mess because they are not listening. She needs to “get” them to listen.

 People Actions	 Hygiene Actions	 Sports Actions	 Home Actions	 All Word Lists
 come	 eat	 drink	 play	 Little Words
 feel	 put	 will	 get	 need
 try	 happen	 tell	 give	 look
 see	 ask	 say	 know	 Word Forms

























**Core Word Expansion:** The reindeer “feel” upset at Teeka because of what she “says” to them. She “puts” them in the wrong order and wrong stalls. She “tries” to “put” on their harnesses. When she stops being bossy and “asks” them to help her, they “feel” better and “try” to listen. They “need” to listen. What will “happen” next?

Core Word Target “Open”: Teeka had to “open” the barn to get the reindeer inside.

 am	 let	 think	 take	 find
 read	 talk	 listen	 watch	 call
 write	 walk	 run	 ride	 make
 open	 close	 love	 show	 wear
 use	 fix	 stay	 turn	 wait

**Core Word Expansion:** Teeka needs to “fix” the problem. She gave all the reindeer a hug, talked softly and brushed them gently to “show” them “love.” The next day they “listened” and “stayed” where she put them. They practiced “turning” left and right. When they were ready, they “showed” Santa everything they had learned. Hurray, Teeka!

Core Word Target “Who”: “Who” was asking for Teeka’s help? “Who” got stuck together?

 what	 who	 where		
 why	 how	 which	 when	 she
 we	 my	 tell	 need	 take
 know	 think	 come	 see	 let
 try	 put	 say	 feel	





Children, Reindeer  
Emotions, Arctic and  
Farm animals



Snow girl



<https://www.teacherspayteachers.com/Store/Artifex>

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If you enjoyed our Wild Christmas  
Reindeer Activity Set, check out our  
DTA Schools Annual Membership for  
all the Activities, Resources, and  
Training Materials!

