

Lesson Plan Introduction

This lesson plan is intended to be used for holiday and Christmas programs in which children of different ages can participate in varying ways. Although the main focus is the promotion of reading skills, it also enhances the students' speaking, listening, and writing skills. Both the communicative and constructivist approaches are used during teacher-to-student and student-to-student interactions.

The students will do a shared (oral) reading to allow for a more vibrant interaction with the text, as they express the embedded emotions in reading aloud to the class. The teacher will assign competent oral readers to read aloud while the rest of the class observes and follows along silently. This method helps build reading fluency and comprehension. The lesson includes class and pair discussions as well as homework to be given at the end of the class.

Two rubrics are provided as samples of scoring guide for the teacher and the students' peer evaluation. They are flexible and may be modified for specific purposes; they can also serve to merely inform the instruction of the teacher so he/she can adjust future lessons according to the current level of the students, rather than to directly impact their grade in class.

Lesson Plan

Title:	Shared Reading: A Christmas Legend
Teacher:	Feb P.
School Type:	Coed, Private International School
Grade Level:	First Year High School
Time Allotted:	60 minutes
Pre-requisite Skill(s):	Identifying story elements, summarization, paraphrasing, knowledge on legends (in addition to any other genres)

Goal

Students will be able to appreciate and retell a legend, and discuss its theme.

Specific Objectives

The students will be able to:

- Discuss the concepts of good and evil as presented in the story.
- Discuss the concept of miracles, and their role in stories.
- Summarize the story in 15 to 25 sentences.

Subject Matter

- a. Skill(s) Focus: Reading
- b. Other Topics: Concepts of good and evil, and miracles

Materials

a. Text: Colman Communications. (2000). Christmas Tales from Foreign Lands: An Untold Miracle. <http://www.discoveryeducation.com/>

b. Miscellaneous Materials: globe/map, Middle East pictures (optional, any kind)

c. Other References:

Government of Saskatchewan. [Group Discussion Rubric]. <http://education.gov.sk.ca>

Colman Communications. (2000). [Teacher's Guide]. <http://www.discoveryeducation.com>

Reason Systems, Inc. [Story Summary Rubric]. <http://www.irubric.com>

I. Motivation & Activation of Schema (12 minutes)

Write the word “miracle” on the chalkboard.

Teacher: Today, I'd like to find out if this class can come up with a uniform definition of this word or whether disagreements about it will persist. So let us brainstorm together. Tell me what comes to your mind when you hear the word miracle?

As students recite, write down their keywords on the board until enough diversity of ideas is evident.

Teacher: I want to see who among you disagree with some of your classmates' ideas.

Raise your hand only if you do NOT think that:

- all miracles are necessary and good for mankind
- miracles are no more than fantasies
- goodness is required of a person for a miracle to happen to them
- miracles cannot be explained by science

(...and so on)

Teacher: Alright. Based on your responses and your classmates' show of hands, what can you conclude about people's perception of miracles?

Student(s):

- People like the idea of seeing a miracle, but not many of us believe easily.
- We tend to define miracles based on the stories we've heard before.
- People were taught different things about miracles.

(...and so on)

Teacher: So now we know that not everyone would agree on what constitutes a miracle.

OK. How about good and evil? What makes a person "good?" What makes a person "evil?"

Student(s):

- A good person is always happy to help others.
- Good people don't step on others' shoes.
- Evil people only think about themselves and they take advantage of others.
- Someone who is bad never knows how to admit their mistakes.
- A good person corrects himself or changes for the better.
- I think good people still love you even if you've done them wrong.
- If a person is patient and honest he can be considered good.

(...and so on)

Teacher: Are people all good or all bad?

Student(s):

- Some people are good, but some are not.
- At first you may see them as bad, but later you may learn that they have a hidden goodness.
- All people have a tendency to be bad.

Teacher: Are mean people always completely bad?

Student(s):

- No. I think sometimes they're just mean because they haven't been able to develop a good relationship with those around them.
- They are not always completely bad because even the people you hate the most can be kind to others.

(...and so on)

Teacher: So why do you think some people are kinder than others? Why are there harsh humans in the world?

Student(s):

- Perhaps harsh people exist because they've seen very bad behaviors in others and so they act the same way.
- Sometimes people act out in spiteful ways because they don't like the way others have treated them.
- I think some people turn out being bad because they are not happy about their life.
- People become kinder when they have received good favors.
- Some people are kinder than others because they don't like to do to others the bad things others have done to them.

Teacher: Today, we are going to read a story together. I want you to consider what we've just talked about so that when we are done with our reading later, we can have a more in-depth discussion about the concepts of good and evil, and miracles, in relation to our text.

II. Motive Question & Pre-reading (5 minutes)

Teacher: Our story is a Christmas legend about a miracle. One of the things it features is an old woman who is very unlikable. I want you to try to determine if you think the old woman is evil. This story took place in the Middle East. Is anyone here aware of where the Middle East is?

Some students raise their hand.

Teacher: OK, can you use the globe (or map) to tell us where this region can be found?... Right. So this is where our story happened, which is not so far from Asia.

If deemed fit, share something about the Middle East to stir up the students' imagination about the story and its setting. The following is an example of some information that may be shared to them, (ideally along with *any* related pictures):

The Middle East is a land of contrasts. It is a land of deserts, but also a land of green, rolling hills and lush valleys. This continent has ultra-modern cities where people live, play, worship and work. But it also has ancient towns with cobblestone walkways, where artisans practice their ancient crafts. Middle Eastern contrasts do not end there. The region has many cultures. The Middle East is also the birthplace of the world's three main western religions – Christianity, Islam and Judaism.

(Adapted from the Teacher's Guide)

Teacher: Now that we know where our story comes from, it's time to do our reading.

Distribute copies of the reading selection.

Teacher: Please note that I will be reading aloud the Narrator's part.

Ask three other people to read aloud for the class. Each of them may be assigned to read the lines of one or more characters in the story (depending on the volume of each character's part) while the rest of the class follows along silently.

III. Shared Reading (13 minutes)

IV. Post-reading (15 minutes)

Ask the students to partner with their seatmate to whom they will share their thoughts about: 1) the unlikable woman, 2) Mustafa and his eyes, 3) miracles and their role in stories.

The following may be shown as guiding questions, but are not all mandatory as the questions themselves will depend on the unfolding of a partner's ideas.

The Woman

What do you think of the woman who took in Mustafa? Was she evil? What about her taking care of Mustafa until he was old enough to beg? Could taking care of Mustafa as a baby be classified as a good deed? What might prompt her to do so?

Mustafa

Why was the old woman afraid of Mustafa's eyes? Was she afraid of the goodness and compassion in them? Can a person really tell the character of others by looking in their eyes?

Miracles

Turn your thoughts to the miracle. Have you heard of other medical miracles? Do they truly occur? Discuss the pros and cons of believing in miracles. What miracles have you heard from other stories before? How are they the same/different from the miracle in this story? What kinds of stories may include a miracle? Are they all fiction?

Tell the students that after their discussion, some of them will be asked to relay to the class what their partner have thought and shared with them.

V. Recapitulation/Summary (12 minutes)

Teacher	Students
Start by asking the class what they shared about the unlikable woman in the story.	Will give unlimited responses
Then call someone to tell the class what his/her partner thought of Mustafa and his eyes.	
Next, choose a student or two to relay their thoughts about miracles and their role in stories.	
Lastly, accentuate the story's plot by pointing to some events and asking the class to state which story element it is. This will prepare the students to later summarize the story themselves.	

VI. Closure (3 minutes)

Teacher: Before we finish, your assignment is to summarize in 15 to 25 sentences the story that we read today. Like most of your writing assignments, I want you to write in your own words. Your summary should at least include the main characters and the following: **setting, conflict (internal and external), rising action, climax, and resolution**. Inserting other elements (such as an exposition, complication, suspense, crisis, falling action, and theme) is optional and should only be done with regard to the proper order of events.

Also, please don't forget to write in your learning log **what you liked** about today's reading selection, what **difficulties you encountered**, and what **things you want to learn more about** in the future. Lastly, just like every after group work, I will also check your evaluation of your partner's performance, so submit them tomorrow. Use the rubric for group discussion to rate your partner's **participation, active listening, and respectfulness** during your discussion with him/her.

You are now dismissed.

VII. Evaluation

Students' Summary of the Story, Peer Evaluation, Teacher's Observation

Sample Rubric for Group Discussion

	Participation	Active Listening	Respect for Others in the Group
4	<p><i>Perceptive, Insightful</i></p> <p><i>Intent/Purpose</i> - insightful comments advance and stimulate discussion; fresh perspectives given; some evidence of differing perspectives being discussed; occasionally, suggestions of proposals analyzed</p> <p><i>Assignment Focus</i> - a clear understanding of assignment evident; effective approach used to complete assignment thoroughly</p> <p><i>Social Structure</i> - work harmoniously together; members interject politely; members disagree tactfully</p> <p><i>Language</i> - precise, clear language enhances mutual understanding of discussion issues</p>	<p><i>Interested, Involved</i></p> <p><i>Ideas</i> - when necessary, members paraphrase what others have said to confirm or clarify understanding and allow for corrective feedback; probing questions asked of others</p> <p><i>Social Structure</i> - verbal and nonverbal communication of others appropriately acknowledged and built upon</p> <p><i>Nonverbal</i> - effective gestures or body language used effectively and deliberately to respond to, and sometimes shape, communication with others</p>	<p><i>Considerate, Courteous</i></p> <p><i>Ideas of Others</i> - ideas and opinions of others acknowledged and understanding is sought and valued</p> <p><i>Expression of Ideas</i> - opinions and positions of all members confidently expressed without affecting group morale or cohesiveness</p> <p><i>Differences</i> - diverse opinions expected and sought out; differences clarified and areas of common understanding pursued</p>
3	<p><i>Thoughtful, Methodical</i></p> <p><i>Intent/Purpose</i> - comments easy to follow and advance discussion; information beyond personal opinion shared, such as examples from other students, parents, teachers, magazines, books, or TV shows</p> <p><i>Assignment Focus</i> - clear understanding of assignment demonstrated; appropriate approach used to complete assignment substantially</p> <p><i>Social Structure</i> - comfortable working together, take turns, listen while others speak, offer recognition to others; most members interject politely and disagree tactfully</p> <p><i>Language</i> - appropriate, accurate language promotes understanding</p>	<p><i>Focused</i></p> <p><i>Ideas</i> - respond verbally to ideas of others; may ask for clarification or summarize comments to ensure comprehension</p> <p><i>Social Structure</i> - verbal and nonverbal communication of others occasionally acknowledged</p> <p><i>Nonverbal</i> - effective gestures and body language used for effect (e.g., smiling or nodding encouragingly, gestures for emphasis)</p>	<p><i>Aware, Tactful</i></p> <p><i>Ideas of Others</i> - interest and curiosity in ideas of others demonstrated</p> <p><i>Expression of Ideas</i> - opinions communicated without passing judgement (e.g., using "I" versus "you" messages); discussions facilitated and extended, persevering beyond initial impressions</p> <p><i>Differences</i> - differences that arise are resolved or accepted tactfully/peacefully</p>

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<p>2</p>	<p><i>On Topic, Mechanical</i></p> <p><i>Intent/Purpose</i> - comments make sense and are relevant to the discussion; personal opinions shared with some supporting information</p> <p><i>Assignment Focus</i> - mechanical understanding of assignment demonstrated; inquiry sustained until sufficient work done in students' opinion</p> <p><i>Social Structure</i> - follow basic rules in conversing with others, take turns, usually listen while others speak, sometimes offer recognition to others, usually willing to accept group decisions</p> <p><i>Language</i> - familiar language used with few embellishments; complex or unfamiliar ideas lack clarity; members speak clearly using appropriate volume</p>	<p><i>Attentive</i></p> <p><i>Ideas</i> - ideas of others acknowledged by gesture or phrase; occasionally members repeat the ideas of others to acknowledge or indicate support</p> <p><i>Social Structure</i> - verbal and nonverbal communication of others occasionally acknowledged</p> <p><i>Nonverbal</i> - effective gestures and body language used for emphasis, to show support or to get attention (e.g., students move into close proximity as group works)</p>	<p><i>Limited Regard</i></p> <p><i>Ideas of Others</i> - minimal response to ideas of others</p> <p><i>Expressions of Ideas</i> - some attention paid to the consequences of speech or actions on others; at times, taking turns or accepting suggestions from others difficult</p> <p><i>Differences</i> - differences that arise are sometimes ignored, sometimes acknowledged but usually left without resolution</p>
<p>1</p>	<p><i>Sporadic, Weak</i></p> <p><i>Intent/Purpose</i> - comments may address the assignment, however this connection or relevance is not obvious; comments may inhibit discussion or promote digression; personal opinions shared</p> <p><i>Assignment Focus</i> - limited understanding of or indifference to assignment is evident; may be unable to sustain inquiry to adequately fulfill the assignment, or lack understanding of the amount of work required adequately to address assignment</p> <p><i>Social Structure</i> - members may withdraw and/or allow the group to become disorganized or unfocused; logic and sequence of the discussion may be hard to understand; ideas are repeated; debating or arguing may occur without developing the issue</p> <p><i>Language</i> - simplistic language used; elaboration, explanation, clarification of ideas absent; some words not spoken clearly but meaning evident in context</p>	<p><i>Weak, Inconsistent</i></p> <p><i>Ideas</i> - feedback may be offered only if requested; difficulty in responding to questions may be experienced</p> <p><i>Social Structure</i> - passive involvement, or speakers often interrupted</p> <p><i>Nonverbal</i> - effective use of gestures or body language is minimal or nonexistent suggesting indifference, boredom, or lack of involvement; ineffective or annoying gestures or body language may be displayed at times</p>	<p><i>Indifferent, Unaware</i></p> <p><i>Ideas of Others</i> - contributions neither acknowledged nor response given</p> <p><i>Expression of Ideas</i> - little or no attention paid to the consequences of speech or action on others</p> <p><i>Differences</i> - differences often suppressed or ignored; sometimes give rise to arguments</p>

Teacher: Feb P.

Student: _____

Class: _____

Grade: _____

Rubric: Summarizing a Text/Story

The student will summarize the text/story read.



	Beginner 1 pts	Intermediate 2 pts	Correct 3 pts
Text Ideas	Beginner The student did not use enough of the important main ideas and supporting details from the text or gave too much information that wasn't important.	Intermediate The student summarized the text using some of the most important main ideas and supporting details.	Correct The student summarized the text using all of the most important main ideas and supporting details.
Sequence	Beginner The student did not put the main ideas and supporting details in correct order. The summary lacked organization or used inappropriate organization that confused the relationship between main ideas and their supporting details. The summary did not make sense.	Intermediate Some of the main ideas and supporting details are in the correct order. The organization made clear some of the relationships between main ideas and their supporting details. It was a little difficult to understand the student's work.	Correct The text was paraphrased in an order that made sense, making it easy to understand. The organization made clear the relationship between main ideas and their supporting details.
Length	Beginner The student wrote too much or too little and simply quoted the text.	Intermediate The student shortened the text and included most of the important ideas but went over the length limit.	Correct The student included all of the important ideas and kept to the length limit.
Mechanics	Beginner The summary included many spelling, capitalization, punctuation, and/or grammar errors.	Intermediate Some of the summary was corrected for spelling, capitalization, punctuation, and/or grammar errors.	Correct The summary was corrected or had only a few errors in spelling, capitalization, punctuation, and/or grammar errors.

Comments:

STORYTELLER: Far, far away, where desert lands are hot and dry for countless miles on end...where nomads travel from place to place on horses and camels...where artisans practice their ancient crafts - it is here, the imagination evokes stories of all manner and kind.

For here is found the essence of legend: true stories of bravery and faith!

Long, long ago people made their homes in cliffs here. And when the sun reached the horizon, at day's end, they sat inside and told legends much like the one you are about to see and hear.

No one knew where the baby Mustafa came from.

All they knew was that he was fretful and unhappy, and that things would not get better soon.

From the day the old woman took him into her home, and for years afterward, he would know no happiness.

But how could he, with such a person taking care of him?

HAG: I don't know why I feed you! You're useless! You'll never be worth anything! Look at you! Look at that horrible hump on your back!

STORYTELLER: It was true that poor little Mustafa was born a hunchback.

HAG: And stop looking at me! Never look at me with those horrible eyes of yours!

STORYTELLER: In fact, Mustafa's eyes were remarkable. And perhaps that is why the evil old woman could not look into them. For something within them, something miraculous, shone out with extraordinary brilliance.

And that the old woman could not abide.

For the most part, Mustafa was ignored in his village. And because of the old lady's warnings, he always cast his eyes downward when he hobbled among the villagers.

When was about seven, the old woman told him he must now pay for his keep.

HAG: Here, take this, worthless, ugly boy! Go beg for alms. And don't come back until the plate is full.

And one more thing, ugly boy: when you beg, you must look into the eyes of those to whom you talk. Not me! Not me! Evil, terrible boy!!!

STORYTELLER: And so that very day, Mustafa, alms plate in hand, walked to a fig tree beside the road leading to town. That would be his place to beg and to watch the clouds lazily drift by – a place where he could forget his dreadful lot in life.

It was not long before poor little Mustafa spied, far in the distance, a man riding a camel.

MUSTAFA: Alms! Alms for the poor. Master, I beg for an old woman.

MERCHANT (TO HIMSELF): Look at his eyes! What unearthly beauty is within them! (ALOUD) What is your name, boy? Where do you come from? Who is your father?

MUSTAFA: Mustafa is my name, master. I come from the nearby village. I know not who my father is.

MERCHANT: Why do you look away, my boy, and cry?

MUSTAFA: Because I am hideous and my eyes are especially so! The old woman has told me.

MERCHANT: (TO HIMSELF) Not so! Look at that! Those eyes look as if they some day will behold the Messiah! (ALOUD) This is for you, Mustafa.

MUSTAFA: Oh, thank you! Thank you, most generous master!

STORYTELLER: The man - who had made his journey for an evil purpose - now turned back toward the village, his heart changed forever by Mustafa's gaze.

That evening, Mustafa brought to the old woman more gold coins than she had ever seen!

And, as the days passed, her pile of coins grew higher, for no one could refuse to give alms to the boy once they saw his eyes.

The more money the old woman collected, the less attention she paid to Mustafa. For days on end, there would be no meals for the poor child.

He became weak and sick, until very early one morning, before sunrise, he could barely move.

HAG: Get up! Get up! Go beg for your alms! What's this? Too lazy, eh? Mmmm! If you can't earn your keep, then you can't stay!

Get out, evil child! I have more than enough money now. I have no need of that ugly, wretched child!

STORYTELLER: Mustafa was able to find a little food here and there, such as dates dropped on the road. And he found a small cave in which to sleep.

But his health worsened.

After several days in the cave, he awoke to the sounds of distant voices. He made his way to the opening and listened.

CHILD: But why must we go to Bethlehem, Father?

FATHER: Because the Emperor, Caesar Augustus, has decreed that all of us must enroll at the place of our birth. And we must all obey the great Caesar's commands, my son.

STORYTELLER: All day, Mustafa watched as crowds of people walked on the nearby road - men and women, sons, grandparents.

MUSTAFA: No one is alone. They all walk together. I am the only one who is alone!

STORYTELLER: And with that, he began to weep as he reflected upon the loneliness he had endured his entire life.

At last, unaware of the passing throngs, he slept when darkness came.

But somewhat later, Mustafa awoke. He no longer heard the passing beasts and people. He looked to the heavens, and beheld more stars than he had ever seen - each bright, each magnificent!

Thus it was that Mustafa felt warm and peaceful. No longer was there pain in his back, nor hunger in his stomach.

As the stars shone in the firmament above, the sheep slept in the fields below. And the boy, as if in a trance, walked by them. As he did, they awakened, one by one.

Still entranced, Mustafa turned to see a woman coming toward him. She rode on a donkey led by a man - surely her husband, thought Mustafa - although he did not know for certain.

And then, and then! His eyes beheld something he could not explain! A heavenly glow appeared around the woman. Her husband seemed unaware of it.

But not the sheep! All bowed as the couple passed.

Mustafa also bowed, although he knew not why.

MUSTAFA: She goes to Bethlehem. I shall go, too! I must!

STORYTELLER: He did not know why, but indeed he did go, hobbling along on his misshapen legs, pulled by some mystical force until he reached an inn, where once again he saw the woman and her husband.

And then, once again, he slept.

At sunrise, Mustafa awoke. Everything seemed awash in a heavenly glow. The woman held a newborn child - a child unlike any other!

Careful not to come too close, Mustafa slowly approached.

MARY: You need not be afraid. Come closer if you would like to see Him.

MUSTAFA: No! No, I cannot. I am sick and feeble, a wretched hunchback

MARY: Come! Let Him rest His hand on you.

STORYTELLER: Mustafa knew not how long he kneeled there. All time was lost.

MUSTAFA: I am made whole! I am made whole!

MARY: Go forth and give praise.

STORYTELLER: And so he did.

Later, that same day, two elderly shepherds were tending their flock, when they noticed someone walking from a thicket. They could see, as He walked closer, that He had just bathed. He was cleansed fresh and radiant.

OLD SHEPHERD: Who is he?

SECOND SHEPHERD: Look how handsome and strong he is! And see how the light shines on him? He must be royalty!

STORYTELLER: And as Mustafa passed them, they bowed. Thus, the untold miracle is now told to all.