

**Lesson Title:** The Timeless Little Christmas Story

**Unit:** Language Arts

**Grade Level:**7<sup>th</sup>

**Estimated time requirement:** Approximately 9 class periods, 45 minutes long

**Summary (25-50 words):** The Timeless Little Christmas Story is a unit of reading comprehension activities to use when reading the classic, *A Christmas Carol* by Charles Dickens. Some lessons are designed to be used while reading and some are to be used after reading the novella. A variety of technology is used throughout the lesson segments.

**Objectives:**

Using classic and contemporary works, students draw inferences, analyze characters and other elements of plot, find similarities and differences across texts, and compare text events with his/her own experiences. Students produce communications and projects using available technology.

**Content Standards: Texas State Standards (TEKS)**

**§126.12. Technology Applications (Computer Literacy), Grades 6-8**

**(4) Information acquisition.** The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to: **(A)** use strategies to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software;

**(7) Solving problems.** The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to: **(E)** create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats, and **(G)** integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge.

**(10) Communication.** The student formats digital information for appropriate and effective communication. The student is expected to: **(A)** use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports.

**(11) Communication.** The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to: **(A)** publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video; and **(B)** design and create interdisciplinary multimedia presentations for defined audiences including audio, video, text, and graphics.

## §110.23. English Language Arts and Reading, Grade 7

**(8) Reading/variety of texts.** The student reads widely for different purposes in varied sources. The student is expected to: **(A)** read classic and contemporary works.

**(10) Reading/comprehension.** The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to: **(H)** draw inferences such as conclusions or generalizations and support them with text evidence and experience; **(I)** find similarities and differences across texts such as in treatment, scope, or organization; and **(L)** represent text information in different ways such as in outline, timeline, or graphic organizer.

**(11) Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to: **(A)** offer observations, make connections, react, speculate, interpret, and raise questions in response to texts; and **(D)** connect, compare, and contrast ideas, themes, and issues across text.

**(12) Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to: **(F)** analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo; and **(G)** recognize and analyze story plot, setting, and problem resolution.

**(13) Reading/inquiry/research.** The student inquires and conducts research using a variety of sources. The student is expected to: **(C)** use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions; and **(D)** interpret and use graphic sources of information such as maps, graphs, timelines or tables to address research questions.

**(14) Reading/culture.** The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to: **(A)** compare text events with his/her own and other readers' experiences; and **(B)** determine distinctive and common characteristics of cultures through wide reading.

**(15) Writing/purposes.** The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to: **(A)** write to express, discover, record, develop, reflect on ideas, and to problem solve.

**(16) Writing/penmanship/capitalization/punctuation/spelling.** The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly. The student is expected to: **(B)** capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation.

**(20) Writing/inquiry/research.** The student uses writing as a tool for learning and research. The student is expected to: **(E)** present information in various forms using available technology.

**(24) Viewing/representing/production.** The student produces visual images, messages, and meanings that communicate with others. The student is expected to: **(A)** select, organize, or produce visuals to complement and extend meanings; and **(B)** produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.

**Assessment:**

- Rubrics and grading suggestions are listed on individual lesson segments.

**Materials:**

- See individual lesson segments

**Resources:**

- See individual lesson segments

**Prior Knowledge/Skills:** While modifications are listed for each lesson segment, these lessons are designed for students who are reading on grade level or about 7<sup>th</sup> grade level.

**Procedures:**

- See individual lesson segments

**Modifications:**

- See individual lesson segments

**Technology Infusion:**

- Document Camera
- Digital video & camera
- Computer with word processing; Internet access; PowerPoint
- Printer
- Projector

**Cultural Connections:**

- See Lesson Segment #3 Technocelebrations: Christmas Past, Christmas Present, and Christmas Yet to Come

**Family Connection:**

- See Lesson Segment #3 Technocelebrations: Christmas Past, Christmas Present, and Christmas Yet to Come