

=====

A Lesson on Mama's Happy Christmas by Angela Meilan

Grade Level: Grade 5

Subject Area: English Language Arts

Lesson Length: 1 hour 45 minutes

Lesson Keywords: Reading, writing, Mama's Christmas story

Lesson Description: In this lesson, we are going to focus on using our reading comprehension skills while reading "A Lesson on Mama's Happy Christmas". Students will have a vocabulary, discussion, and writing activity associated with questions regarding the story. Students will use critical thinking skills to determine the meanings and correct usage of new vocabulary, using tier 2 and tier 3 words. Answering questions about the story will assist in retaining important points of our storyline. They will recall and summarize the events that led to the conclusion of the story. They will also bring in their own personal experience in the writing discussion at the end of the lesson. This will leave room for creativity and connections.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

=====

CCSS.ELA-Literacy.RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

=====

CCSS.ELA-Literacy.RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

=====

CCSS.ELA-Literacy.RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

=====

CCSS.ELA-Literacy.RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

=====

CCSS.ELA-Literacy.RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-Literacy.RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CCSS.ELA-Literacy.RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CCSS.ELA-Literacy.RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.5.4a: Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.5.1b: Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.5.1c: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

CCSS.ELA-Literacy.W.5.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.5.9b: Apply grade 5 Reading standards to informational texts (e.g., ?Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]?).

CCSS.ELA-Literacy.L.5.1d: Recognize and correct inappropriate shifts in verb tense.

=====

Lesson Content: Book/Story/Reading Passage

Instructions: Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

Mama's Happy Christmas by

Content: It had seemed to the Johnson children that they would have a very sad Christmas. Mama had been very ill, and their father had been so anxious about Mama that he could not think of anything else. Everyone had been quiet for days. They did not want to wake Mama when she was napping. They did not even put up a Christmas tree because they didn't want to have one. Everyone felt very sad.

When Christmas Day arrived, they received great news. Mama said, I'm feeling much better today, so I am coming downstairs!

Mama looked so much better. Though she was still tired, she came downstairs and lay down on the couch. The family brought their presents out and opened them all together that morning.

I am sorry I did not get a chance to buy presents for you, said Mama.

This is the best present we could have received, said father. You are feeling better.

I am glad everyone feels well. I can tell you do because you are all smiling.

Why, I NEVER had such a happy Christmas before, said Marie. And it's just because you are well again.

But what about dinner? asked Mama.

Mrs. Jones from next door is bringing it, said Marie. She said she remembered how you had been so helpful when she had her new baby, and she was glad to be able to help you.

Mama said, OK, then I will go upstairs and take a nap and come back down at dinner time.

Marie said to everyone else, We should do something to make it a special night.

Let's put on a play, Father said.

Oh, yes! they all cried, It would be fun; we can make one up ourselves. So all day long, they were busy working on the play. First they planned the play; it would be a play about their own family. It would tell about how they moved to Chicago.

Then after dinner, when Mama was saying what a wonderful day she had, the children said, We have a surprise for you. We wrote a play, and we would like to perform it now.

Then they put on the play. Each of them played themselves, except for Felicia, who played Marie, and Marie, who played Mama. Felicia was only one year old when they moved in, so they used one of her dolls to be the baby.

Mama laughed and laughed. The play was funny because everyone was so happy. They remembered how excited everyone had been to move to Chicago. They even had Mrs. Jones come in and play her part. She was their neighbor now and had been the first person they met when they moved in.

I know this, said Mama, I feel so much better. A loving family is definitely the best medicine, and a good neighbor helps everyone feel better.

=====

Task 1: Vocabulary

Instructions: Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

Q: 1 WordPhrase: Anxious **WordPhraseTier:** 2

Question: In the story, our author says "Mama had been very ill, and their father had been so anxious about mama that he could not think of anything else." What does the word "anxious" mean in this sentence?

- A: Excited
- B: Worried
- C: Tired
- D: Relaxed

Question: Which sentence below uses the word "anxious" correctly?

- A: Jackie felt anxious about winning the game she was playing in class.
- B: Jackie feels anxious when she watches her favorite movie.
- C: Jackie felt anxious finding out her mom got sick.
- D: Jackie was anxious while buying a new shirt that she really wanted.

Q: 2 WordPhrase: Wrote **WordPhraseTier:** 2

Question: In the story, our author states "Then after dinner, when mama was saying what a good day she had, the children said, 'We have a surprise for you. We wrote a play. Here it is.' What does the word "wrote" mean in this sentence?

- A: Sang
- B: Danced
- C: Created
- D: Drew

Question: Which one of these sentences uses the word "wrote" correctly?

- A: After school, Amber wrote basketball with her friends.
- B: Amber wrote a poem for her mom on Mothers Day.
- C: Amber's grandfather wrote Amber a new bike for her birthday.
- D: Amber wrote a beautiful picture of her dog.

Q: 3 WordPhrase: Arrived **WordPhraseTier:** 3

Question: In the story, the author says "When Christmas Day arrived, they received great news. Mama said, 'I'm feeling much better today, so I am coming downstairs!' What does the word "arrived" mean in this sentence?

- A: Came
- B: Left
- C: Passed
- D: Ended

Question: Which sentence below uses the word "arrived" correctly?

- A: Tim arrived to sleep after a long day.
- B: The school Tim went to arrived at 2pm.
- C: Tim wanted to arrive the party after feeling tired.
- D: Tim and his family arrived to the party right on time.

Q: 4 WordPhrase: Received **WordPhraseTier:** 3

Question: In the story, our author says "When Christmas Day arrived, they received great news. Mama said, 'I'm feeling much better today, so I am coming downstairs!' What does the word "received" mean in this sentence?

- A: Threw away
- B: Got
- C: Forgot
- D: Smelled

Question: Which sentence below uses the word "received" correctly?

- A: Sally's grandfather received his favorite song on the radio.
- B: After using a napkin, Sally received it into the trashcan.
- C: Sally received the story in class today.
- D: For Christmas, Sally received exactly what she wanted.

=====

Task 2: Forum Discussion

Instructions: This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and two peer responses for each topic.

1 - What is wrong, Mama?

What was wrong with mama that made father feel anxious? Which sentence supports this answer?

2 - From sad to good

What happened that made everyone happy once Christmas day arrived? Is this a change in the stories mood? If so, how?

3 - The neighbor, Mrs. Jones

What did the neighbor, Mrs. Jones bring to the Johnson family? Why was Mrs. Jones glad to help the Johnson family?

4 - Surprise, Mama

How did the family decide to surprise Mama? Do they work together to make it happen?

5 - Best medicine

What does Mama say is the best medicine at the end of the story? How did Mama feel after seeing the play and happiness of their family?

=====

=====
Task 3: Writing Activity

Instructions: For your writing assignment, you are to recall and write a summary of the order of events that led to Christmas being happy and Mama feeling better. Please use direct quotes from the story to support your answer. After this, think about and expand what you want Christmas this year to be like, if you enjoy the Christmas time, and what you want for Christmas.?

=====