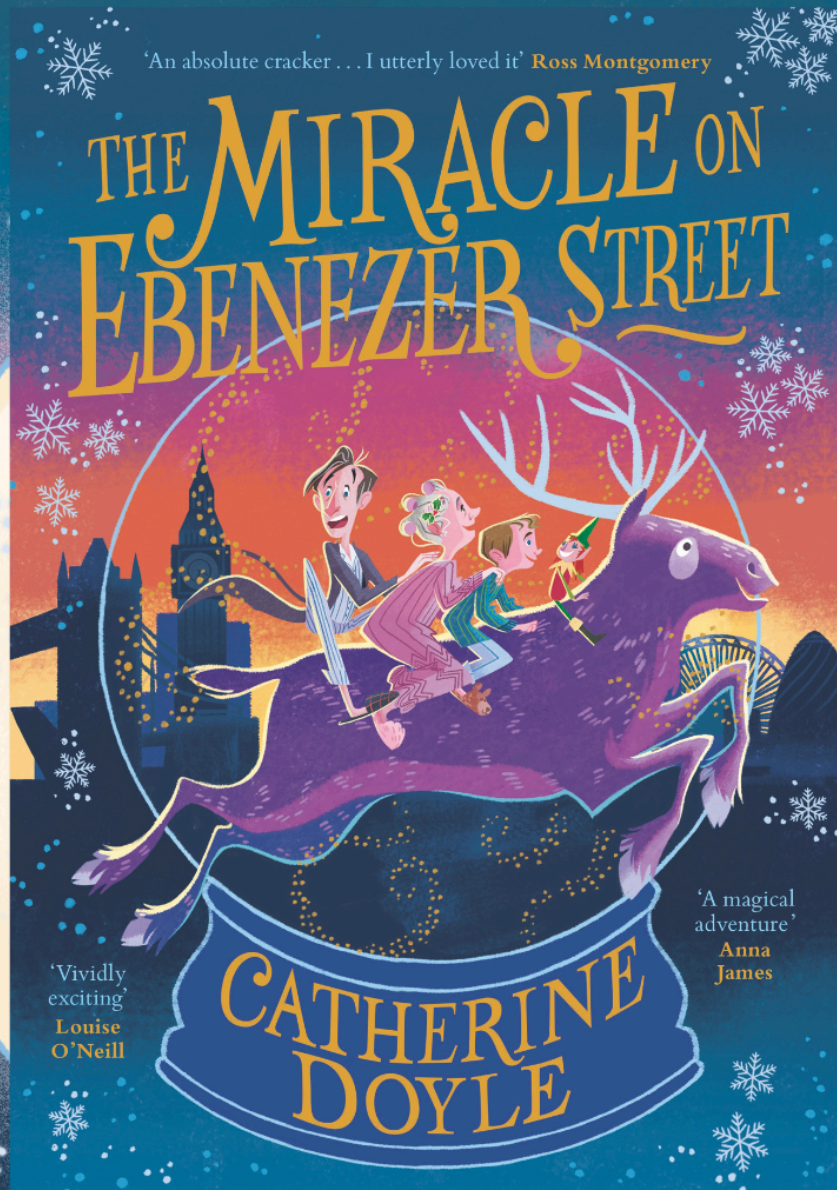


THE MIRACLE ON EBENEZER STREET



SCHEME OF WORK

PERFECT FOR:

Students aged 8+, an enchanting tale full of Christmas magic; role-play and drama; creating magical curiosities; exploring the artwork of Henri Matisse; writing reports about reindeers; performing poetry; researching how Christmas is celebrated around the world; joining George and his dad in this sparkling reimagining of Charles Dickens' much-loved classic, 'A Christmas Carol'.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Poetry; Creative Writing; Writing to Entertain and Inform
Drama, Speaking and Listening
Art & Design Technology
Music
Science
Religious Education

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WEEK 1 (CHAPTERS 1–8) A MOST UNEXPECTED VISITOR

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Predict what might happen.- Draw inferences, such as inferring characters' feelings.- Identify how language and structure contribute to meaning.- Make comparisons within and across books and films. <p>Design Technology and Art</p> <ul style="list-style-type: none">- Design and advertise a magical Christmas curiosity. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none">- Understand a character by completing a Role on the Wall activity. <p>Design Technology and Art</p> <ul style="list-style-type: none">- Explore and use the techniques employed by Henri Matisse.	<ol style="list-style-type: none">1. Before beginning, create a spider diagram of words, themes and ideas linked to 'Christmas'. Do you celebrate Christmas? Do you have any particular traditions if you do?2. Read page 2. Can you gather any clues about how George feels about his father? Why does he 'stiffen'?3. The author describes George's mother's laughter as 'undusting itself'. What does this mean? (page 11)4. George plucks the pineapple from his pizza – what does this tell us about his relationship with his father? Do you notice anything else interesting about Hugo in Chapter 2? Do you feel sorry for him? Why? Why not? (page 21)5. Read to the end of page 33. Why do you think the snow globe is glowing? What do you predict will happen next?6. Read Chapter 5. What are your first impressions of Walter Bishop? Do you think he is meant to be a funny or frightening character? Why? Have you spotted any links with the original version of this story, written by Charles Dickens?7. Read Chapter 6. What do you predict George will find inside the painting? Can you draw a picture of your ideas?8. What 'change of heart' might occur during this story? (page 58)9. On page 61, Hugo and his family share some Christmas cracker jokes. Spend some time finding some Christmas-themed jokes to tell a partner!10. Do you think it is cruel to put Hugo through such a painful experience? Yes, no, or maybe?	<p>Before reading this story, watch or read a child-friendly version of A Christmas Carol (by Charles Dickens) to become familiar with the storyline and characters. As you read this book, use a Venn diagram to compare the events, characters and themes.</p> <p>There are many strange and magical curiosities in Marley's shop. Design and draw a special object that could be sold in the shop, thinking carefully about how it will work.</p> <p>Complete a Role on the Wall activity. Draw an outline of George. On the inside of your drawing, write down everything you learn about him in these chapters. On the outside, record any questions you might like to ask him.</p> <p>Spend some time exploring 'Christmas Eve' by Henri Matisse, paying attention to the shapes and colours used. Using some of the symbols mentioned in the story (Nana's hairclip, the snow globe, etc), create your own Christmas-themed artwork in a similar style.</p>



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Understand words in context and explore similes. - Retrieve information. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with characters by writing an inner monologue. - Explore the difference between what a character says and does. <p>Poetry</p> <ul style="list-style-type: none"> - Interpret and perform a poem, using expression, actions and musical instruments to convey meaning. <p>Science</p> <ul style="list-style-type: none"> - Create a science-themed non-chronological report, describing an animal's habitat, diet and adaptations. 	<ol style="list-style-type: none"> 1. The avalanche is described as having 'a roar like a lion's'. What does this suggest? Can you think of any other similes to describe the avalanche? (page 73) 2. George's anger is 'burning like a furnace'. What is a furnace? Do you think this is an effective simile? Can you think of another simile to describe George's anger? (page 79) 3. One corner of Hugo's mouth flickers 'but only for a second'. What might he be thinking and feeling? Why only for a second? (page 97) 4. How does the author create a sense of tension and mystery at the bottom of page 99? What might the effect of the short sentences be? 5. Randolph and his brother have been 'estranged' for years. What does this mean? Can you use the word in a sentence of your own? (page 109) 6. Why do you think Nana Flo's eyes twinkle on page 115? What might she be thinking and feeling? 7. Why might it be odd that Nana says, 'FOR CHRISTMAS AND COUNTRY!?' (page 117) 8. Using the information in Chapter 15, use a Venn diagram to compare and contrast George's house with 63 Cratchit Close. 9. What do you notice about some of the text on page 130? How should this be read? 10. Clementine thinks Hugo looks like he's 'eaten a volcano'. What image does this create in your mind? What might this mean? Why might he look like this? (page 145) 	<p>What might George and Hugo be thinking in Chapter 10? Choose one of the characters and write an inner monologue to show their feelings. Now, act out the scene in pairs, taking time to pause and share your monologue. Is there a difference between what your character is saying and feeling?</p> <p>Look at the poem <i>Going Through The Old Photos</i> by Michael Rosen. Discuss what you like and dislike about it, anything that puzzles you and how it links to the story. Work in groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem.</p> <p>We learn on page 108 that reindeers are herbivores and that Randolph has attended the Academy for Reindeers in the Festive Arts. Create an amusing report, describing Randolph's diet, appearance and habitat. What training might he have had at the ARFA?</p>



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WEEK 3 (CHAPTERS 18–EPILOGUE) THE RETURN OF CHRISTMAS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Identify themes in the story.- Create character profiles.- Retrieve and summarise information from a passage and use it to inform writing. <p>Music</p> <ul style="list-style-type: none">- Use your voice and instruments with control and expression to create a soundscape.- Listen to and appreciate a range of musical compositions. <p>Poetry</p> <ul style="list-style-type: none">- Create a Christmas list poem in the style of Jackie Kay. <p>Religious Education</p> <ul style="list-style-type: none">- Research how Christmas is celebrated around the world.	<ol style="list-style-type: none">1. Summarise the events in Chapter 18 in six sentences. Now try to summarise it in three. Can you do it in one sentence?2. Explain to a partner what a Secure Stocking is and why they have been outlawed. (page 161)3. The colour has been 'leached' from George's house. What does this mean? (page 172)4. How did you feel when you finished reading page 175? Shocked? Sad? Why?5. Summarise all the ways in which the author creates a sense of fear in Chapter 23. Are there any words or phrases that are particularly effective?6. Make a list of all the things George can see, hear, smell, taste and touch in the Curious Bedroom Shop in Chapter 25.7. Summarise in one word how Hugo is feeling in the Epilogue. Why are some of his words written in capital letters? How should these be read?8. How have George and Hugo changed and developed as the story has progressed? What do you think they have learnt over the course of their adventure? Use evidence from the text to support your ideas.9. The main theme in this story is 'loss'. Do you agree? Why? Why not? Can you think of any other themes?10. Describe each of these characters in the story using one word only and explain your word choice: <i>George, Hugo, Nana Flo, Marley, Tricksie, Clementine, Randalph.</i>	<p>The characters spend lots of time flying through the air with Randalph. Listen to and enjoy 'Walking in the Air' by Howard Blake. What do you envision as you listen?</p> <p>In small groups, create a soundscape to accompany the events in chapter 20, before and after George's final wish. How can you capture the magic of Christmas before the grey mist arrives? How can you create an eerie atmosphere afterwards? Use your voices, body percussion and a range of instruments.</p> <p>Spend some time reading the poem <i>No 115 Dreams</i> by Jackie Kay. Using a similar structure, plan and write a poem about what the different houses in the story might remember. What might George's house remember before and after his mother's death?</p> <p>In the strange bedroom shop, we read about Christmas scenes around the world. Research how Christmas is celebrated around the globe and create a poster, PowerPoint presentation or piece of writing / artwork to show your findings.</p>

