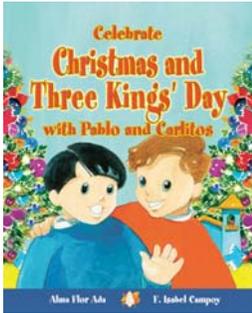


CELEBRATE CHRISTMAS AND THREE KINGS DAY

LESSON PLAN FOR GRADES K-2



Book/Text Set:

Celebrate Christmas and Three Kings Day with Pablo and Carlitos / What are Christmas and Three Kings Day?

by Alma Flor Ada and F. Isabel Campoy

Content Overview: In the fiction story, Carlitos writes a letter to the Three Kings requesting many presents. Later, he sends additional letters asking for presents for his brother Pablo instead, because his brother has been teaching him to ride a bike. Carlitos's kindness brings him a big surprise on Three Kings Day. The non-fiction section describes the similarities between Christmas and Three Kings Day and tells how these holidays are celebrated throughout the world.

Materials and Preparation

- chart paper and markers
- white paper for drawing
- construction paper
- assorted picture books about Christmas and Three Kings Day

Standards Covered

NCSS Social Studies Strands

- I. Culture: a, b, c
- II. Time, Continuity, and Change: b, c, f
- III. People, Places, and Environments: b
- IV. Individual Development and Identity: c, d, e, f, g, h
- V. Individuals, Groups, and Institutions: b

National TESOL Standards

- Goal 1: To use English to communicate in social settings. Standards 1, 2, 3
- Goal 2: To use English to achieve academically in all content areas. Standards 1, 2, 3
- Goal 3: To use English in socially and culturally appropriate ways. Standards 1, 2, 3

NCTE/IRA English Language Arts Standards: 1, 3, 4, 5, 6, 7, 9, 10, 11, 12

Vocabulary

F: manger / several / scold / letter / bunch / presents / station
camels / disappointed

NF: common / nativity / act out / recite / beneath / wise / figures
carnivals / spectacular / bought / handmade / ornament

Pacing Guide 3 days; 45-60 minute sessions, plus optional extensions

Reading and Activities

DAY 1

Explore the Topic: Christmas and Three Kings Day / Generosity

Generate a discussion about giving and receiving. Ask students to recall special gifts they have asked for and received, and also to recall gifts they may have given to someone special. Introduce the concept of generosity as the willingness to give to others.

Create a similarities matrix. On a piece of chart paper, create three columns. Label the center and right-hand columns “Christmas” and “Three Kings Day.” Down the left-hand column, write each of the following words: *dates, decorations, activities, people, animals*. Leave a couple of extra rows for other categories that may come up in discussion. Invite students to tell what they know about these two celebrations and write the information in the appropriate cells. Review the information with students and leave the chart posted.

Vocabulary Introduction

Start a vocabulary list. At the top of a piece of chart paper, write the words “Christmas” and “Three Kings Day.” Then write the vocabulary words for the fiction section in column format. Read the words aloud to students, have them repeat each word, then ask if anyone knows what any of the words mean. As students respond, add to their responses as appropriate to give a clear definition for each word.

Fiction Read-Aloud & Discussion

In this session you will read aloud only the fiction story, *Celebrate Christmas and Three Kings Day with Pablo and Carlitos*. Before reading the story, show students the cover and read the title aloud. Ask students what they can tell about these two boys just by looking at the picture and what they think the story might be about.

As you read, focus on Carlitos’s decision to take back his requests in favor of his brother, and why he does so. Discuss with students his reward for showing good character. Stop as necessary to use context to define words that students may not know.

When the story is finished, ask students to tell about the story. Ask the following questions, using the illustrations in the book whenever appropriate to help students with their responses:

Beginning	<ol style="list-style-type: none"> 1. Point to Carlitos and his letter. 2. What does Pablo help Carlitos do? 3. What is Carlitos’s surprise?
Intermediate	<ol style="list-style-type: none"> 1. What is Carlitos writing a letter about? 2. How does Pablo help Carlitos? 3. How do Carlitos’s letters to the Three Kings change?
Advanced	<ol style="list-style-type: none"> 1. Describe Carlitos’s first letter to the Three Kings. 2. What do Carlitos and Pablo talk about while Carlitos is on the bike? 3. Explain why Carlitos changes his mind about what he wants for Three Kings Day.

Review the similarities matrix and ask students if there is anything new to add to the chart.

DAY 2

Vocabulary Activity

Review the words on the vocabulary list by having students reread and define them, and by using them in sentences. Then add the vocabulary words for the non-fiction section to the list. Read the words aloud, have students repeat them, and ask students to tell what they know about the meanings of the words. Add to student responses as appropriate to define each word. Tell students they will hear these words in the next story.

Show students the cover of *Celebrate Christmas and Three Kings Day with Pablo and Carlitos* and ask them to tell about Carlitos’s letters to the Three Kings. Tell them that you are now going to read them a story that gives more information about Christmas and Three Kings Day.

Non-Fiction Read-Aloud & Discussion

Before reading, review the similarities matrix and remind students that more information can be added after the reading.

Open the book to pages 16–17 and have students read the section title with you.

Read the story, *What are Christmas and Three Kings Day?* As you read, stop as appropriate to define and discuss any words the children may not know. Point out the calendar pages on page 18 and have students count the days between Christmas and Three Kings Day. Point out that Christmas and Three Kings Day are two aspects of the same celebration. Note the use of lights in decorations and the giving of presents for both celebrations. Point out that in families where Three Kings Day is celebrated, children often wait until that day to receive their gifts.

When the read-aloud is finished, have students discuss the information by answering the following questions:

Beginning	<ol style="list-style-type: none"> 1. Point to the calendar. Find Christmas and Three Kings Day. 2. What is something people do to celebrate Christmas? 3. Name something people do to celebrate Three Kings Day.
Intermediate	<ol style="list-style-type: none"> 1. When are Christmas and Three Kings Day? 2. Name some things people do to celebrate Christmas and Three Kings Day. 3. Who are Santa Claus, Saint Nicholas, and Father Christmas?
Advanced	<ol style="list-style-type: none"> 1. What do people celebrate on Christmas and Three Kings Day? 2. Describe some activities people enjoy on Christmas and Three Kings Day. 3. Explain how Santa Claus, Saint Nicholas, Father Christmas, Baby Jesus, and the Three Kings are alike.

Review the similarities matrix and add additional information learned in this reading.

DAY 3

Vocabulary Review

Have students use the [Christmas and Three Kings Day Words worksheet](#). They will need to use the vocabulary lists made during the lessons in order to complete the worksheet.

As students finish, allow time for them to browse and read additional picture books about Christmas and Three Kings Day, or other related books. After reading, review the similarities matrix again and add any new information found during the reading.

Writing Activity

Tell students they will be writing about Carlitos and his generosity toward his brother, Pablo. Write the following prompts on the board:

First, Carlitos...

Next, Carlitos...

Then, Carlitos...

At the end, Carlitos...

I think Carlitos felt _____ because _____ .

Read the prompts to students and have them reread them with you. Discuss Carlitos's actions in the story. Then have volunteers give possible conclusions to each prompt. Get more than one response to each prompt to help students understand that there are many ways to tell the story of Carlitos.

Review the vocabulary list. Ask students what additional words they might need in their writing and add related words to the list. Write any unrelated words on the board.

Hand out six half sheets of unlined white paper to each student. Explain to students that each prompt should be written on a separate paper and that each page should have an illustration. Tell students to use the extra paper to write their own title. Let students choose whether to draw first or write first. For younger or beginning students, you may want to have the prompts copied onto paper so students will just have to write in the conclusions to the sentences.

When students have finished their work, have them arrange the pages in order and number them, then staple them into a construction paper cover and glue the title page onto the front. Have students read their booklets to each other and then share with the whole class.

Extensions

Writing

Write a letter to Santa or the Three Kings requesting gifts for someone else, such as a brother, sister, mother, or father. Explain in your letter why you feel this person deserves the gifts.

Art

Design your own wrapping paper. Make stamps out of cardboard or cut sponges. Use tempera paint to stamp designs onto tissue paper. Make patterns or designs using one shape with different colors, or a variety of shapes.

Music

Learn and sing the song, *The Twelve Days of Christmas*. Make prompt cards for the song and post them on the wall to help you remember the song, or make a songbook with each verse on a different page. Read the lyrics and listen to the music at

http://www.dltk-holidays.com/Xmas/midi/twelve_days.htm.

Mathematics

Learn about and work with three different types of triangles: equilateral, right, and isosceles. Use templates to trace three of each of the different types of triangles onto colored construction paper and create a design with the nine triangles. Share the designs and name the triangles.

Science

Learn about camels. Find out where they live, what they eat, and the unique characteristics that help them survive in their harsh environment.

Social Studies

Start or participate in a toy drive at school to donate toys to needy children. Check with your local fire station to see if they are having a toy drive you can contribute to.

Learn about how Christmas and Three Kings' Day are celebrated in other countries, especially the countries that are represented by the families of the students in the class. Do this as a whole class or work in small groups. Make a class book about favorite traditions during the Christmas season.

Technology

Learn about and sort different kinds of triangles on an interactive web site:

<http://www.crick.northants.sch.uk/assets/Flash%20Studio/cfsmaths/Triangles/triangles.swf>

Print and color some pictures of the Three Kings, also called the Three Wise Men:

http://www.dibujosparapintar.com/english_activities/dr_three_wise_men.html#

Follow directions to make a camel out of an egg carton:

<http://www.dltk-kids.com/animals/mcamel.htm>

Print out a camel and rider silhouette, then draw in and color all the details:

<http://www.dltk-kids.com/t.asp?b=m&t=http://www.dltk-kids.com/animals/image/ccamel.gif>

Creative Reading

Share this book with your students using Alma Flor Ada's Creative Reading methodology based on the principles of Transformative Education. [Suggested questions](#) to initiate the dialogue are provided for Beginning, Intermediate, and Advanced levels as well as self-assessment tools for [teachers](#) and students, in both [English](#) and [Spanish](#).

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Renee Goularte started teaching in the late 1980s. She has taught students in all elementary grades, and has worked specifically with English language learners, at-risk students, and GATE students. Renee holds a Master's Degree in Elementary Education from San José State University. In addition to teaching, she also writes and presents workshops for teachers. Renee lives in Northern California.