At The Manger: World Nativity Traditions Lesson Plans

Pre-K - 4 Grades

The University of Dayton Libraries

Victoria Pinciotti, Middle School Education Major

(Plans may be customized for individual use)

Candidate Name	
Target Date	
School	University of Dayton
Grade	Kindergarten
Subject	
Topic	Students generate their own ideas of the world and the diversity of the human experience to interpret the significant experience of the traditional nativity scene.
Lesson Title	Identifying figures in a traditional Nativity Scene
1. Connections	
Learning Goal	Students should come away from this lesson being able to identify key figures in the traditional Nativity scene.
Assessment of Prior Learning:	Ask students what they know about the birth story of Christ.
2. Learning Objective(s)	
Learning Objective(s)	Given class read aloud, shared book talks, and a constructive handout, the students will be able to identify some key figures in the general nativity scene.
Standards	**OH- Ohio Academic Content Standards** **Subject:** Social Studies **Standard:** *History*- Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world. **Grade:** Kindergarten **Area:** Daily Life **Grade Level Indicator:** 3: Demonstrate understanding of one's own personal life

	history (e.g., birth, toddler and preschool). **Area:** Heritage **Grade Level Indicator:** 5: Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States.
IEP Goal/ Objective(s)	It is important to include the students on IEP's by giving them handouts and directing their thinking more closely with focused questions.
3. Student Grouping	Students will be working in a large group when generating ideas on what they know before the read aloud and will stay in this large group setting for the read aloud. By doing this, everyone in the class has a shared experience and is able to better understand the birth story.
4. Methods/ Instructional Strategies	Research has shown that the most effective read-alouds are those where children are actively involved in asking, answering and generating their own questions and making predictions rather than passively listening. (http://www.readingrockets.org/article/16287/) This website has a great resource to use while doing read alouds. Students are engaged with asking questions and generating their own ideas. It is important for these students to be able to do this while reading because they eventually will be able to do it without being prompted.
5. Instructional Modifications/ Differentiated Instruction	If the story you are reading has words, you could copy the words for them to follow along with while reading so they can also start learning the words used and be able to identify words they do not know. If the story you are reading does not have words, it might be helpful to share different pictures and have the students try to put them in order of the book.
6. Activities	Motivational Activity (5 min) 1. Ask students what they know about the Nativity story already. Write their answers on a place where they can see the words while you are reading. Q: What are some people that stick out in your mind? Q: Are there animals involved? What kind? Q: Look for these as we read through this Nativity Story. Activities (15 min) 2. Read through one of the traditional Nativity stories (*see attachment- List of Nativity Books from Horne Book). 3. Ask students to identify anything they learned? Q: Is there anything we can add to this list? (Hopefully students will be adding key items like: Mary, Joseph, Baby Jesus, the animals, Sheppard, the star, the wise men, the gifts, the stable, the surroundings and colors). 4. Hand out the worksheet where students can create their own 3-D nativity scene from the handout. (* see attachment- printable-nativity scene (K))

	Wrap up (5 min) 5. Go around to each student and have them explain to you who each character is and why they chose to include them in their nativity. You can even have students do this with one another in the class.
7. Resources & Materials (including technology)	- Read aloud book - Chart paper or board - Student packets of nativity scene - Coloring and cutting supplies
8. Assessment/ Evaluation	Throughout the reading, you should be asking questions like; Who is that? What does that mean? The students will be more engaged and will get more out of the lesson this way. The evaluation in this lesson will be that the students will be able to accurately identify the people in their nativity scene.

Candidate Name	
Target Date	
School	University of Dayton
Grade	1
Subject	
Topic	Taking the traditional Nativity story and relating it to personal birth story.
Lesson Title	Creating own Nativity scene
9. Connections	
Learning Goal	Students should come away from this lesson being able to accurately identify their own key figures in their personal Nativity scene.
Assessment of Prior Learning:	Ask students to identify the key figures in the Nativity scene discussed before. Q: Do any of these figures play a role in your life?
10. Learning Objective(s)	
Learning Objective(s)	Given the class discussions, student handout, and research questioning ideas, the students will be able to generate their own questions to ask their parents and come back with tangible evidence of their birth story to share in chronological order.

Standards	**OH- Ohio Academic Content Standards** **Subject:** Social Studies **Standard:** *History*- Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world. **Grade:** Grade One **Area:** Chronology **Grade Level Indicator:** 2: Place events from one's own life in chronological order.
IEP Goal/Objective(s)	It is important to include the students on IEP's by giving them a handout or outline of dates they have to fill in and use when interviewing their parents at home and can place the events and identify them better.
11. Student Grouping	Students will be working in a large group for class discussion when identifying the figures of the Nativity scene, and will be working in small groups to generate questions to ask their parents at home.
12. Methods/ Instructional Strategies	When interviewing their parents at home it is important to have 5-10 questions written out as a class to ask. This way, students see the importance of having questions prepared and being able to work with families at home to record the answers.
13. Instructional Modifications/ Differentiated Instruction	You can have students who have difficulty writing down the answers to record them so they can easily play back the answers and be able to decode it that way.
14. Activities	Motivational Activity (5 min) 1. Hold a class interview including questions that they might not know the answer to. This way, they can see that sometimes there is not always an answer to the questions they will ask their parents. Activities (15 min) 2. Hand out the classmate interview worksheet and have students' pair up. 3. Have them record the answers on the worksheet. 4. Come back together and have students share what they learned about interviewing. 5. Q: Would you be able to answer some of these questions last year? Two years ago? Three years ago? These questions were the grade level that you are all at right now. 6. Have students brainstorm questions they want answered about their birth as a baby. 7. Write all of these questions on the board and combine some that can be combined. 8. Ask students to record these questions in their notebooks and provide enough

	space for the answers. 9. Tonight they should interview their parents on their birth story and have the questions answered. Wrap- Up (5 min) 10. Conduct a read aloud of a nativity story with a twist. (*There are books on the List of Nativity Books from Horne Book doc. That includes these stories).
15. Resources & Materials (including technology)	- Read aloud book - Chart paper or board - Student interview handout - Notebook paper for students to record interview questions
16. Assessment/ Evaluation	Throughout this lesson, you should be asking questions about the student's birth story and what they want to learn about it. The evaluation in this lesson will be that students should be able to accurately give one question they want answered tonight for homework.

Candidate Name	
Target Date	
School	University of Dayton
Grade	2
Subject	
Topic	Taking the traditional Nativity story and relating it to personal birth story and being able to construct their own Nativity from their birth story.
Lesson Title	Creating own Nativity scene of birth story
17. Connections	
Learning Goal	Students should come away from this lesson being able to accurately construct a personal Nativity scene that is personal to them and their birth story.
Assessment of Prior Learning:	Have student's share what they learned from the interviews done at home. Q: what did you learn that you never knew before?
18. Learning Objective(s)	

Learning Objective(s)	Given the class discussions, student handout, and research questioning ideas, the students will be able to generate their own questions to ask their parents and come back with tangible evidence of their birth story to share in chronological order.
Standards	**OH- Ohio Academic Content Standards** **Subject:** Social Studies **Standard:** *People in Societies*- Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings. **Grade:** Grade Two **Area:** Cultures **Grade Level Indicator:** 1: Describe the cultural practices and products of people on different continents. **OH- Ohio Academic Content Standards** **Subject:** English Language Arts **Standard:** *Research***-** Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings. **Grade:** Grade Two **Grade Level Indicator:** 5: Sort relevant information about the topic into categories with teacher assistance. **Grade Level Indicator:** 6: Report important findings to others.
IEP Goal/Objective(s)	It is important to include the students on IEP's by giving them a list of what should be included in their personal nativity scene. These should include (mom, dad, place to sleep, clothing, animals, and surroundings).
19. Student Grouping	Students will be working individually because it is their personal Nativity story they must create.
20. Methods/	Project- based learning is extremely important for students to use when relating

Instructional Strategies	topics to real life experiences. It is also important to provide students with a specific focus, which in this lesson is creating their own Nativity scene. There is an important real world connection and can be shared among age groups and ethnicities.
21. Instructional Modifications/ Differentiated Instruction	You can use pictures or figures already drawn for those students who do not feel comfortable drawing it themselves. By doing this, you eliminate embarrassment of students who might not be able to convey what they want in their scene.
22. Activities	Motivational Activity (5 min) 1. Show the pictures and images from the Roesh Library (digital.udayton.edu) of the different Nativity scenes throughout the Library. 2. Identify what is similar and what is different about them from one another and from the traditional Nativity story. Activities (25 min) 3. On the board, break down the elements of the Nativity scenes into categories (People, animals, gifts, shelter, locations, weather, presents, emotions, time period ect.) This should give students a better idea of what the need to include in their scene. 4. Go over a rubric of what you want to be included whether it includes labeling, color, effect, inclusion of topics, and detail. Make sure students know what they need to include before starting to draw their scene. 5. Hand out the pieces of paper to draw their scene on. 6. If some students seem to be getting stuck, have other students share their ideas and thoughts on their scene. Wrap- Up (5 min) 7. Show the images of the Nativity scenes again to the class. Q: Do you see any connections between these Nativities and the ones you are creating for yourself? 8. HW: Finish their Nativity scenes and start thinking about what details they included and why did they include them.
23. Resources & Materials (including technology)	- Coloring paper for students to draw scenes on - Coloring and cutting supplies - Chart Paper or Board
24. Assessment/ Evaluation	Throughout this lesson students should be generating ideas of their own personal story and being able to share and sort scene topics, report on other student's findings and point out similarities and differences between the other countries scenes and their own. By evaluating these answers, you will be able to identify how much time needs to be spent on going over the countries and why their interpretation of the birth story is important.

Candidate Name	
Target Date	
School	University of Dayton
Grade	3
Subject	
Topic	Taking the student's Nativity scene and the Traditional Nativity scene and relating it to the 7 continents and their interpretation of the story.
Lesson Title	Compare and Contrast Nativity Stories of : Students, countries, and other students in the class.
25. Connections	
Learning Goal	Students should come away from this lesson being able to accurately make connections between Nativity scenes of other countries and other student's nativity scenes.
Assessment of Prior Learning:	Ask students to identify what they like about their Nativity story: Q: What was one aspect of your nativity story that you really like? Ask students to identify a Nativity from another country: Q: What aspect of these Nativities (Images from Roesch Library collection) are different or the same as your Nativity? As the traditional Nativity?
26. Learning Objective(s)	
Learning Objective(s)	Given the class discussions, student Nativity scenes, read aloud and handouts, the students will be able to accurately compare and contrast the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world: - 7 Continent Nativity scenes - Their own personal Nativity scene - Traditional Nativity scene - Other Student's in the classes Nativity scenes Including at least 5 examples total.
Standards	**OH- Ohio Academic Content Standards** **Subject:** Social Studies **Standard:** *People in Societies*- Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact

	of their commonality and diversity within local, national, regional and global settings. **Grade:** Grade Three **Area:** Cultures **Grade Level Indicator:** 2: Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world.
IEP Goal/Objective(s)	It is important to include the students on IEP's by giving them prompting questions throughout the lesson and keeping a close eye on their connections they make and ask them to explain further if needed.
27. Student Grouping	Students will be working individually and as a group to generate ideas and connections. You should also group students heterogeneously and by ability, by having them work with a partner, they will be able to use reciprocal teaching in this lesson.
28. Methods/ Instructional Strategies	Project- based learning is extremely important for students to use when relating topics to real life experiences. It is also important to provide students with a specific focus, which in this lesson is creating their own Nativity scene. There is an important real world connection and can be shared among age groups and ethnicities. By connecting their personal nativities with ones seen around the world it makes them aware of the bigger picture and other cultures. By having them then connect their own Nativity scenes with other ones in the classroom of other classmates it makes them more aware of other views on the birth story and learn about what makes people different and the same.
29. Instructional Modifications/ Differentiated Instruction	For visual learners you should have a lot of examples in trade books and picture books for them to use. By doing this, they are able to get an idea about what to include. For linguistic you should also have a bulleted list of what should be included. These include a rubric type list like (mother, father, surroundings, clothing ect.). By doing this, you give students a track to follow in the classroom and they are able to follow along on their own.
30. Activities	Motivational Activity (5 min) 1. Show the different outlines of the 7 continents (*See attachment- Continent handout) Activities (25 min) 1. Share and read aloud a Nativity story for each country. (*You can also break students up into groups and have them read through the stories together) 2. While they are reading, they should fill out the worksheet by including their observations. This should run like a visual discovery. - A visual discovery is a TCI application and can be further read about here:

	http://www.teachtci.com/pdf/webinar_handouts/Visual_Discovery_Elementary.pdf - Must arrange room so pictures can be seen - Powerful images should be used to represent key concepts - Key and careful questions should be asked to lead the discovery - Students should be challenged to read about the images when they apply what they learned - Students should interact with the images to demonstrate what they have learned. 3. Students should have a generated list of what they have taken from the read-aloud books and what is included in these books. 4. It is important at this part of the lesson to go over what you will want to be included in their birth story. These can be (clothes, location ect.) 4. Ask students to then number off 1-how ever many students are in each group and have all the 1s share, the 2s share, 3s share and 4s share together. What should happen is someone in the class should teach each country to their group. This is called a "jigsaw" activity and can be read about here: http://www.jigsaw.org/steps.htm 5. Once all the students have filled out the hand out with pictures, information and comparisons, they should go back to their original groups and fill out a comparison chart (*see attachment). "Now take your Natvity scene and pick a country to compare it to, out of the 7, and fill out this worksheet. 6. "Now on the other side, do the same with a partner in the class." (Compare what is the same, what is different and what is the same?" Wrap- Up (5 min) 7. Share some of the similarities with the class Q: Do you see any connections between these Nativities and the ones you are creating for yourself? What is one new thing you learned about another country by doing this activity? What is one new thing you learned about another student in this class by doing this activity?
31. Resources & Materials (including technology)	- Coloring paper for students to draw scenes on - Coloring and cutting supplies - Chart Paper or Board - Read aloud books and all the handouts!
32. Assessment/ Evaluation	Throughout this lesson students should be generating ideas of their own personal story and being able to share and sort scene topics, report on other student's findings and point out similarities and differences between the other countries scenes and their own. By evaluating these answers, you will be able to identify how much time needs to be spent on going over the countries and why their interpretation of the birth story is important.

This lesson is built upon the Third Grade Lesson and meant to follow it.

Candidate Name	
Target Date	
School	University of Dayton
Grade	4
Subject	US History
Topic	
Lesson Title	Writer's Workshop on their Birth Story.
33. Connections	
Learning Goal	From what you have learned, how is your birth story different than anyone elses?
Assessment of Prior Learning:	
Prior & Future Learning Standards Connections	**OH- Ohio Academic Content Standards** **Subject:** English Language Arts **Standard: Reading Applications: Literary Text** Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding. **Grade:** Grade Three **Grade Level Indicator:** 1: Recognize and describe similarities and differences of plot across literary works. **Grade Level Indicator:** 2: Use concrete details from the text to describe characters and setting. **Grade Level Indicator:** 3: Retell the plot sequence. **Grade Level Indicator:** 4: Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction. **Grade Level Indicator:** 5: Explain how an author's choice of words appeals to the

	senses. **Grade Level Indicator:** 6: Identify stated and implied themes. **Grade Level Indicator:** 7: Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language). **Grade:** Grade Five **Grade Level Indicator:** 1: Explain how a character's thoughts, words and actions reveal his or her motivations. **Grade Level Indicator:** 2: Explain the influence of setting on the selection. **Grade Level Indicator:** 3: Identify the main incidents of a plot sequence and explain how they influence future action. **Grade Level Indicator:** 4: Identify the speaker and explain how point of view affects the text. **Grade Level Indicator:** 5: Summarize stated and implied themes. **Grade Level Indicator:** 6: Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction. **Grade Level Indicator:** 7: Interpret how an author's choice of words appeals to the senses and suggests mood. **Grade Level Indicator:** 8: Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification.
34. Learning Objective(s)	
Learning Objective(s)	Given read aloud books, student examples, shared examples, the personal nativity scenes and parent interviews, students should be able to compose a birth story of their own by using literary text examples.
Standards	**OH- Ohio Academic Content Standards** **Subject:** English Language Arts **Standard: Reading Applications: Literary Text** Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding. **Grade:** Grade Four **Grade Level Indicator:** 1: Describe the thoughts, words and interactions of characters.

	Grade Level Indicator: 2: Identify the influence of setting on the selection. **Grade Level Indicator:** 3: Identify the main incidents of a plot sequence, identifying the major conflict and its resolution. **Grade Level Indicator:** 4: Identify the speaker and recognize the difference between first- and third-person narration. **Grade Level Indicator:** 5: Determine the theme and whether it is implied or stated directly. **Grade Level Indicator:** 6: Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction. **Grade Level Indicator:** 7: Explain how an author's choice of words appeals to the senses and suggests mood. **Grade Level Indicator:** 8: Identify figurative language in literary works, including idioms, similes and metaphors.
IEP Goal/Objective(s)	It is important to include the students on IEP's by giving them prompting questions throughout the lesson and keeping a close eye on their connections they make and ask them to explain further if needed. Students might also be able to use a scribe to write as they talk through their story for the rough draft.
35. Student Grouping	Students will be working individually for this activity. They should be able to compose a written work of their own birth story
36. Methods/ Instructional Strategies	Project- based learning is extremely important for students to use when relating topics to real life experiences. It is also important to provide students with a specific focus, which in this lesson is creating their own Nativity scene. There is an important real world connection and can be shared among age groups and ethnicities. By connecting their personal nativities with ones seen around the world it makes them aware of the bigger picture and other cultures. By having them then connect their own Nativity scenes with other ones in the classroom of other classmates it makes them more aware of other views on the birth story and learn about what makes people different and the same.
37. Instructional Modifications/ Differentiated Instruction	Interpersonal and Intrapersonal learners benefit from this lesson because they get to use the ideas of research, novelist, and entrepreneur, and an investigator. Visual and spatial get to draw pictures and navigate through the images drawn. Verbal students get to share their stories with others, while bodily and kinesthetic get to use their hands in creating their scene and story. All types of learners are reached in this lesson.
38. Activities	Preview Assignment (5 min) 1. Share some of the key ideas that are from the student's birth stories. Ask, "what is something new you learned about from interviewing about your birth story?" Activities (25 min) 2. Have students generate sentences together about themselves in the first person and record them on chart paper. 3. Tell students when writing an autobiography, it is important to include good

	sentences that they can expand upon. Have them highlight two or three sentences about their birth story that they can write into full paragraphs. By doing this you are helping them develop their story without even knowing it. 4. Have students write for the entire period. You as the teacher can pop in every few minutes or so with some "*things to remember*" they should be writing in first person, including examples from the interviews, and most importantly, they should be including compare and contrast examples from other student's and other countries and an explanation of their scene/story. * Extended Activities: - Have students compose a book: 1. Their picture of their nativity scene 2. Dedication page 3. Explanation of each image in their story 4. Their Birth Story. Place the covers and all the pages for the book in sheet protectors. You can also photocopy the pages onto cardstock before putting them into the sheet protectors. Put the pages in the correct order and bind them together through the holes of the sheet protectors using any of the following: yarn, string, ribbon, o-rings, plastic cord ties, or pipe cleaners. The tops of the sheet protectors may be sealed using transparent tape. 5. Have students go around and share their Birth stories with classmates. Closing Activity (10 min) Fill out the Bio Cube activity on http://www.readwritethink.org/files/resources/interactives/bio_cube/
39. Resources & Materials (including technology)	- Loose leaf paper - Plastic cover sheets - Chart paper - Binder rings - Highlighters
40. Assessment/ Evaluation	Taken from Read write think.org Throughout this lesson, you may use the Assessment Guide Handout to document observations of students in each of the five areas found in the lesson objectives: family participation, collaborative work, independent work, writing sentences, and reading aloud. There is also space to record other notes and observations. Some questions to ask when using the Assessment Guide include: Family Participation–How much did the family participate in this project? Did they send in appropriate photographs and complete the work that needed to be done at home? Was the work done when requested? Collaborative Work–How did the student collaborate with his or her peers? Did he or she make appropriate suggestions? How did he or she accept suggestions about

	his or her own work? Independent Work–How did the student work independently during the project? Did he or she follow directions? How well did he or she stay on task when working independently? Writing Sentences–How did the student do at composing and writing sentences for the autobiography? Are the sentences on topic with the photographs? Are the sentences grammatically correct? What resources did he or she use to spell and write words (asking a peer, asking a teacher, the word wall, the dictionary, or using phonetic spelling)? Reading Aloud–How did the student do when reading the autobiography aloud? Could he or she read it independently or was assistance needed? How was the fluency of reading aloud?

Supplemental lesson plan- focusing on the aspect of symbolism and art.

Candidate Name	
Target Date	
School	University of Dayton
Grade	Any grade level can achieve success in this lesson plan because it focuses on ability level of the child and how much effort they put forth.
Subject	
Topic	Create a cubical nativity scene with an emphasis on art and symbolism.
Lesson Title	Cubical Nativity Scene
41. Connections	
Learning Goal	Students should come away from this lesson being able to accurately construct and identify certain aspects of the Nativity scene, focusing on art and symbolism.
Assessment of Prior Learning:	Ask students to identify the characters involved in a Nativity scene and from here you can see if you need to add any characters, symbols or figures to benefit the activity.
42. Learning Objective(s)	
Learning	Given the class discussions, cube construction and class read-alouds, students will be able to accurately construct a pyramid nativity scene including characters from

Objective(s)	the birth story and be able to retell who is involved and what they symbolize.
Standards	**OH- Ohio Academic Content Standards** **Subject:** Social Studies **Standard:** *People in Societies*- Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings. **Grade:** Grade Three **Area:** Cultures **Grade Level Indicator:** 2: Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world.
IEP Goal/Objective(s)	It is important to include the students on IEP's by giving them prompting questions throughout the lesson and keeping a close eye on their connections they make and ask them to explain further if needed.
43. Student Grouping	Students will be working individually and as a group to generate ideas and connections. You should also group students heterogeneously and by ability, by having them work with a partner, they will be able to use reciprocal teaching in this lesson.
44. Methods/ Instructional Strategies	Project- based learning is extremely important for students to use when relating topics to real life experiences. It is also important to provide students with a specific focus, which in this lesson is creating their own Nativity scene. There is an important real world connection and can be shared among age groups and ethnicities. By connecting their personal nativities with ones seen around the world it makes them aware of the bigger picture and other cultures. By having them then connect their own Nativity scenes with other ones in the classroom of other classmates it makes them more aware of other views on the birth story and learn about what makes people different and the same.
45. Instructional Modifications/ Differentiated Instruction	For visual learners you should have a lot of examples in trade books and picture books for them to use. By doing this, they are able to get an idea about what to include. For linguistic you should also have a bulleted list of what should be included. By doing this, you give students a track to follow in the classroom and they are able to follow along on their own.
46. Activities	Motivational Activity (5 min) 1. Have students write down as many characters, symbols or items included in the nativity scene. Once this is finished you can add, or subtract topics as you please.

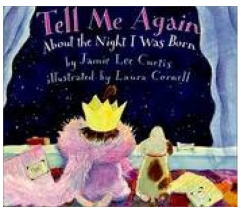
	Activities (25 min) 1. Hand out Folding Character Cube handout and go through what should be included on all sides. Students should have a cube handout (p.2) for every character they will include in the pyramid. 2. The goal is to have the bottom layer be 5 cubes (manger, Joseph, Mary, Jesus and a saying. The second layer should be 3 cubes of the three kings. The next layer should be two blocks of a saying/ "quote" and the Angel, and the final layer should be the star.) These are all traditional artistic pieces that can be included and can be researched through the read alouds. Wrap- Up (5 min) 7. Share some of the pyramids with the class Q: Do you see any connections between these Nativities and the ones you are creating for yourself? What is one new thing you learned about another country by doing this activity? What is one new thing you learned about another student in this class by doing this activity?
47. Resources & Materials (including technology)	- Coloring paper for students to draw scenes on - Coloring and cutting supplies - Chart Paper or Board - Read aloud books and all the handouts!
48. Assessment/ Evaluation	Throughout this lesson students should be generating ideas of their own personal story and being able to share and sort scene topics, report on other student's findings and point out similarities and differences between the other countries scenes and their own. By evaluating these answers, you will be able to identify how much time needs to be spent on going over the countries and why their interpretation of the birth story is important.

Candidate Name	
Target Date	
School	University of Dayton
Grade	Kindergarten
Subject	
Topic	Students generate their own ideas of the world and the diversity of the human experience to interpret the significant experience of the traditional nativity scene.
Lesson Title	Identifying figures in a traditional Nativity Scene
1. Connections	
Learning Goal	Students should come away from this lesson being able to identify key figures in the traditional Nativity scene.
Assessment of Prior Learning:	Ask students what they know about the birth story of Christ.
2. Learning Objective(s)	
Learning Objective(s)	Given class read aloud, shared book talks, and a constructive handout, the students will be able to identify some key figures in the general nativity scene.
Standards	**OH- Ohio Academic Content Standards** **Subject:** Social Studies **Standard:** *History*- Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world. **Grade:** Kindergarten **Area:** Daily Life **Grade Level Indicator:** 3: Demonstrate understanding of one's own personal life

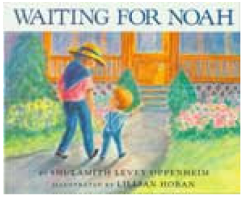
Candidate Name	
Target Date	
School	University of Dayton
Grade	Kindergarten
Subject	
Topic	Students generate their own ideas of the world and the diversity of the human experience to interpret the significant experience of the traditional nativity scene.
Lesson Title	Identifying figures in a traditional Nativity Scene
1. Connections	
Learning Goal	Students should come away from this lesson being able to identify key figures in the traditional Nativity scene.
Assessment of Prior Learning:	Ask students what they know about the birth story of Christ.
2. Learning Objective(s)	
Learning Objective(s)	Given class read aloud, shared book talks, and a constructive handout, the students will be able to identify some key figures in the general nativity scene.
Standards	**OH- Ohio Academic Content Standards** **Subject:** Social Studies **Standard:** *History*- Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world. **Grade:** Kindergarten **Area:** Daily Life **Grade Level Indicator:** 3: Demonstrate understanding of one's own personal life

Birth Stories/ Books to use in this curriculum

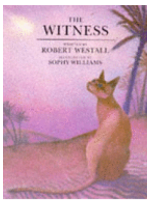
These books and annotated bibliographies are taken from Horne Book.



Curtis, Jamie Lee and Cornell, Laura ***Tell Me Again about the Night I Was Born***
32 pp. HarperCollins/Cotler ISBN 0-06-024528-X PE ISBN 0-06-024529-8
(2) PS series. In a refrain that begins every sentence, the young narrator asks her adoptive parents to 'tell me again' the story of her birth and introduction into the family she is now a part of. The entertaining, idiosyncratic ramble, which begins with a phone call in the middle of the night, contains details that young children will appreciate. The humorous cartoon-style pictures are a perfect visual counterpart to the text.
Preschool; Adoption; Babies



Oppenheim, Shulamith Levey and Hoban, Lillian ***Waiting for Noah***
32 pp. ISBN 0-06-024633-2 PE ISBN 0-06-024634-0
(2) K-3 series. A grandmother recounts to her grandson the oft-told tale of how she spent a wintry day waiting for news of his birth. The illustrations for this simple story are filled with warmth and affection.
Picture Books; Birthdays



Westall, Robert and Williams, Sophy ***The Witness***
32 pp. Dutton ISBN 0-525-45331-8
(2) K-3 series. A pampered golden cat, worshiped as a goddess in Egypt, is stolen and brought to Bethlehem to be sold as a rat-killer. Escaping, she finds sanctuary in a stable. Happy and warm in her refuge, the cat bears two golden kittens and observes, in surprise, great and beautiful winged creatures surrounding a newborn Child. A beautiful, unusual Nativity story, accompanied by glowing illustrations.
Religious Holidays; Cats; Nativity; Lost; Birth; Egypt; Christmas

Anastasio, Dina and Paterson, Bettina ***Joy to the World!: The Story of Christmas***
32 pp. LE ISBN 0-448-40479-6 PE ISBN 0-448-40480-X
(3) K-3 series. Well-designed pages filled with torn-paper collage match the simplicity of the retelling of the story of the birth of Jesus. The musical score for 'Joy to the World' appears on the final page. This gentle text and straightforward visual presentation will make the age-old story comprehensible to modern children.
Religious Holidays; Jesus Christ; Nativity; Bible; Songs

On this handout, you should be able to compare and contrast the similarities and differences between your Nativity Scene/ Birth Story and one of the Picture books you read in class.

Things to consider:

- What are the characters wearing?
- Where are they located?
- What was the sequence of events that took place?

Nativity Scene 1	Similarities	Nativity Scene 2

Name_____

Country Visual Discovery from Picture Books

What do you see in these picture books that can be compared or contrasted with your personal nativity scene and the traditional nativity scene?

Picture Book Author and Title What Country is represented?	What symbols are used in this birth story?	Compare Personal/ Traditional birth story	Contrast Personal/ Traditional birth story

From: *The United States: Making a New Nation*. Reflections Series, Harcourt School Publishers, 2007.pp322-338

List of Nativity Books from Horne Book

Collington, Peter ***A Small Miracle***
32 pp. Knopf (Random House Children's Books) 2002. ISBN 0-679-88725-3
(1) K-3 1997. In a wordless fantasy that unfolds almost cinematically, an old woman foils a thief, lovingly reassembles the Nativity scene he scattered, and collapses in the snow. The diminutive Nativity figures then come to life, carry her home, and energetically transform her bare caravan into a warm and cozy place. This most original Christmas book is a welcome reissue.
Picture Books; Religion--Nativity; Holidays--Christmas

Bierhorst, John ***Spirit Child: A Story of the Nativity***
32 pp. North-South/SeaStar 2001. ISBN 1-58717-087-6 PE ISBN 1-58717-088-4
(2) K-3 Illustrated by Barbara Cooney. 1984, Morrow. This is a welcome reissue of a story composed by a Spanish missionary with the assistance of Aztec poets. The familiar story, translated from the Aztec, soars with fresh, flamboyantly reverent images and is illustrated with Cooney's sumptuous paintings. Also available in Spanish.
Religious Holidays; Religion--Nativity; Native Americans--North America--Aztec; Mexico; Holidays--Christmas

Nazoa, Aquiles ***A Small Nativity***
40 pp. Groundwood (House of Anansi Press) 2007. ISBN 978-0-88899-839-2
(2) K-3 Illustrated by Ana Palmero Cáceras. Nazoa's unadorned retelling offers a homely approach to the familiar tale. Cáceres illustrates the humble text with devotional pictures inspired by medieval illuminated manuscripts. Her richly colored art successfully combines traditional symbols of Christianity with images of Latin American flora and fauna. This import may be small in size, but its respectful reach across cultures and centuries is wide-ranging.
Religious Holidays; Books in translation; Religion--Nativity; Latin America

Westall, Robert and Williams, Sophy ***The Witness***
32 pp. Dutton ISBN 0-525-45331-8
(2) K-3 series. A pampered golden cat, worshiped as a goddess in Egypt, is stolen and brought to Bethlehem to be sold as a rat-killer. Escaping, she finds sanctuary in a stable. Happy and warm in her refuge, the cat bears two golden kittens and observes, in surprise, great and beautiful winged creatures surrounding a newborn Child. A beautiful, unusual Nativity story, accompanied by glowing illustrations.
Religious Holidays; Cats; Nativity; Lost; Birth; Egypt; Christmas

---

Bierhorst, John ***Spirit Child***
32 pp. North-South/SeaStar 2001. ISBN 1-58717-089-2 PE ISBN 1-58717-090-6
(3) K-3 Illustrated by Barbara CooneyAn English translation of the Aztec version of the birth of Jesus Christ told in 1583.

Foreign Languages; Religion--Nativity; Native Americans--North America--Aztec; Mexico; Holidays--Christmas; Books in translation; Foreign languages--Spanish language

Horn, Sandra Ann ***Babushka***
32 pp. Barefoot 2002. ISBN 1-84148-353-2
(3) K-3 Illustrated by Sophie Fatus. After she dreams that a baby is born in a cold, dirty stable, Babushka sets off, intent on tidying up and bearing gifts for the Christ child, but she can't resist giving them to those in need along the way. Horn's writing is as gentle and precise as Fatus's remarkable acrylic illustrations, in which even minor details are graceful.
Folktales/Myths/and Legends; Russia; Religion--Nativity; Holidays--Christmas

Wangerin, Walter, Jr. and Ladwig, Tim ***Probity Jones and the Fear Not Angel***
32 pp. Augsburg ISBN 0-8066-2992-4
(3) K-3 series. An African-American girl contracts a fever after her coat is stolen and cannot play the Fear Not Angel in the Christmas pageant. A real angel visits her and takes her flying to a wondrous Nativity scene, enacted by her family, above which she shines bright as the Christmas star. Expressive paintings illustrate the story, a blend of realism and magic.
Picture Books; Christmas; Angels; African Americans; Nativity

---