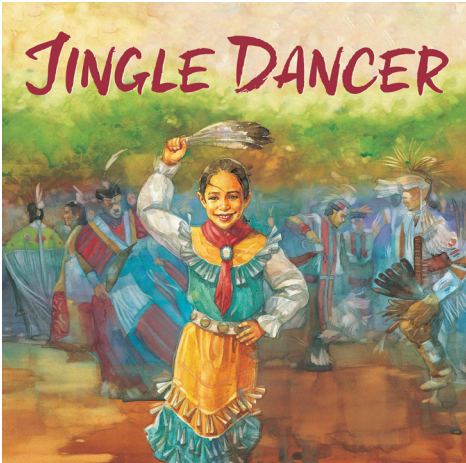
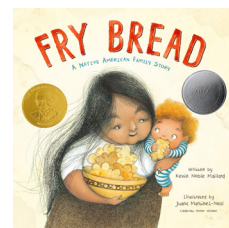
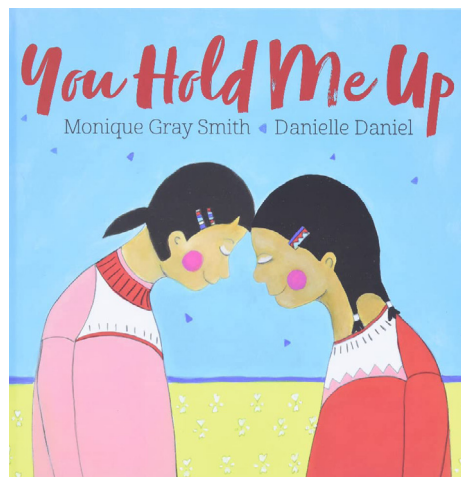
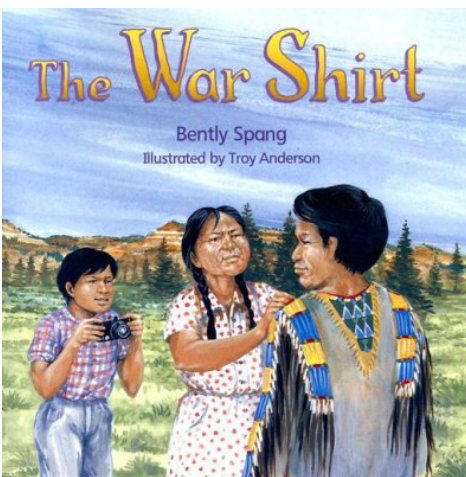
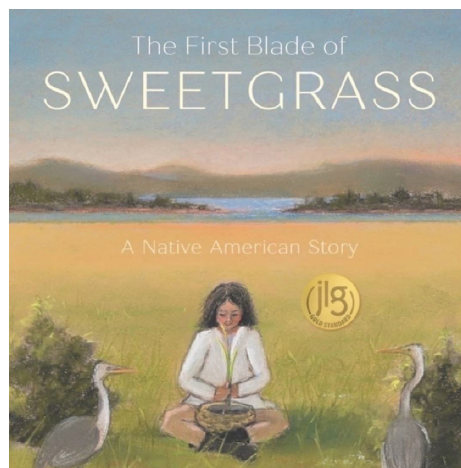
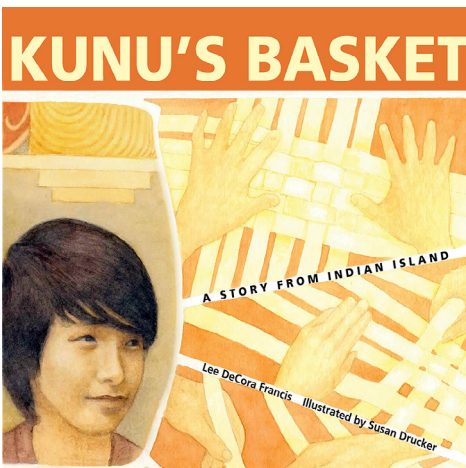


# NATIVE LITERATURE & HISTORY PROGRAM DESIGN

# KINDERGARTEN



## UNIT 1 Self Identity and Core Values



UNIT 1

Self Identity and Core Values

 [Yearlong Curriculum](#)

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Designers: Sandra Sandoval, Larissa Aguilar and Jen Flaherty

*NISN Statement on Teacher Authorship and Ownership: NISN pays teachers a stipend to design curriculum over the summer. All that NISN asks in return is permission to share the curriculum you design with other schools working to Indigenize schooling for Native American students within and outside of the network, always maintaining an indication of your authorship on curriculum documents. Likewise, any individual who is exposed to work that is generated by another affiliated individual of the NISN will indicate original source authorship. This includes the provision that no one shall use another teacher or developer’s curriculum for financial profit.*

### Core Texts:



#### Lesson 1 - Self identity and Rules \_\_\_\_\_

- ***Bowwow Powwow***  
by Nicola I. Campbell (Okanagon, First Nations)
- ***Jingle Dancer***  
by Cynthia Leitich Smith (Muscogee)
- ***Fry Bread***  
by Kevin Noble Maillard (Seminole Nation)

#### Lesson 2 - Core values and Citizenship \_\_\_\_\_

- ***Hungry Johnny***  
by Cheryl Minnema (Ojibwe)

#### Lesson 3 - Family and Place \_\_\_\_\_

- ***Kunu's Basket***  
by Lee DeCora Francis (Penobscot Indian Nation)
- ***The First blade of Sweet Grass***  
by Gabriel Frey and Suzanne Greenlaw (Wabanaki)

#### Lesson 4 - Friendship \_\_\_\_\_

- ***Swift Fox All Along***  
by Rebecca Thomas (Mi'kmaq, Mi'kmaw)
- ***You Hold Me Up***  
by Monique Gray Smith (Mi'kmaq, Mi'kmaw)

#### Lesson 5 - Family \_\_\_\_\_

- ***The War Shirt***  
by Bently Spang (Northern Cheyenne)
- ***First Laugh, Welcome Baby!***  
by Nancy Bo Flood and Rose Ann Tahe (Navajo Nation)

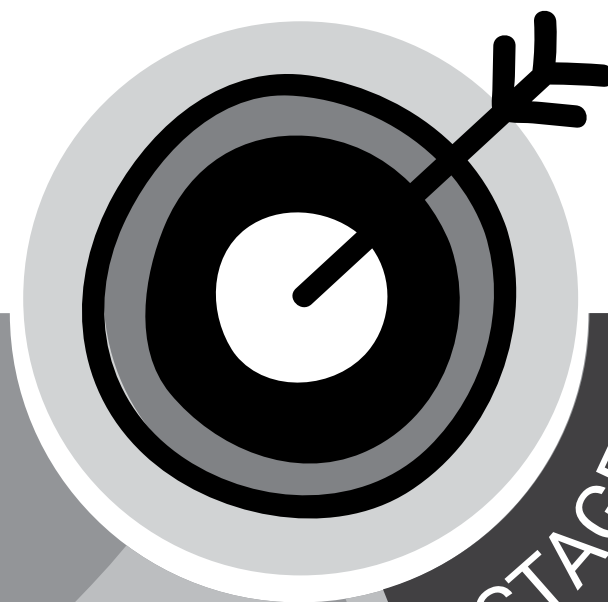
### Unit Supporting Texts:

- ***Day with Yayah*** by Nicola I. Campbell (Okanagon, First Nations)
- ***Powwow Day*** by Traci Sorell

## DESIRED RESULTS

REFERENCES

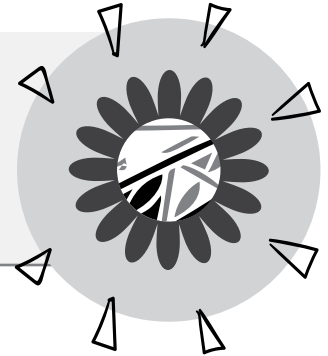
- 🎥 [Finding Big Ideas and Assessment Evidence @ NISN video](#)
- 🎥 [Building EQs and EUs @ NISN video](#)



STAGE 1

# BIG IDEAS

## Self Identity and Core Values



### Essential Questions

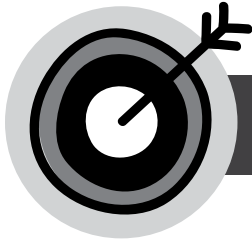
(based on yearlong Big Idea)

- Who am I and what makes me unique?
- What is my story and where do I come from?
- How can we be responsible individuals?
- How can we be responsible family members and members of a group?
- How can we show respect to self, others and nature?
- How do our traditions make us who we are? (farming, dancing, hunting, food etc.)
- What is my role within our classroom?
- How do I show respect and community to my classmates?

### Enduring Understandings

(based on yearlong Big Ideas)

- Where we come from, who we are, our culture and our language will empower us to be strong, brave leaders.
- “To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment.”  
- Ralph Waldo Emerson



## Anchor Standards

REFERENCE: [English Language Arts Anchor Standards](#)

### Reading

Literature or Informational

- [CCSS.ELA-LITERACY.RL.K.1](#): With prompting and support, ask and answer questions about key details in a text.
- [CCSS.ELA-LITERACY.RL.K.2](#): With prompting and support, retell familiar stories, including key details.
- [CCSS.ELA-LITERACY.RL.K.3](#): With prompting and support, identify characters, settings, and major events in a story.
- [CCSS.ELA-LITERACY.RL.K.4](#): Ask and answer questions about unknown words in a text.
- [CCSS.ELA-LITERACY.RL.K.5](#): Recognize common types of texts (e.g., storybooks, poems).
- [CCSS.ELA-LITERACY.RL.K.6](#): With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- [CCSS.ELA-LITERACY.RL.K.7](#): With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- [CCSS.ELA-LITERACY.RL.K.9](#): With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- [CCSS.ELA-LITERACY.RL.K.10](#): Actively engage in group reading activities with purpose and understanding.
















### Anchor Standards *(continued)*

<p><b>Writing</b></p>	<p> <b>CCSS.ELA-LITERACY.W.K.1:</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p> <b>CCSS.ELA-LITERACY.W.K.2:</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p> <b>CCSS.ELA-LITERACY.W.K.3:</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p> <b>CCSS.ELA-LITERACY.W.K.5:</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p> <b>CCSS.ELA-LITERACY.W.K.6:</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p> <b>CCSS.ELA-LITERACY.W.K.7:</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p> <b>CCSS.ELA-LITERACY.W.K.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>Speaking and Listening</b></p>	<p> <b>CCSS.ELA-LITERACY.SL.K.1:</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p> <b>CCSS.ELA-LITERACY.SL.K.1.A:</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>



### Anchor Standards *(continued)*

<p><b>Speaking and Listening</b> <i>continued</i></p>	<ul style="list-style-type: none"> <li> <b>CCSS.ELA-LITERACY.SL.K.1.B:</b> Continue a conversation through multiple exchanges.</li> <li> <b>CCSS.ELA-LITERACY.SL.K.2:</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li> <b>CCSS.ELA-LITERACY.SL.K.3:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li> <b>CCSS.ELA-LITERACY.SL.K.4:</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li> <b>CCSS.ELA-LITERACY.SL.K.5:</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li> <b>CCSS.ELA-LITERACY.SL.K.6:</b> Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul>
<p><b>Language</b></p>	<ul style="list-style-type: none"> <li> <b>CCSS.ELA-LITERACY.L.K.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li> <b>CCSS.ELA-LITERACY.L.K.1.A:</b> Print many upper- and lowercase letters.</li> <li> <b>CCSS.ELA-LITERACY.L.K.1.B:</b> Use frequently occurring nouns and verbs.</li> <li> <b>CCSS.ELA-LITERACY.L.K.1.C:</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li> <b>CCSS.ELA-LITERACY.L.K.1.D:</b> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li> <b>CCSS.ELA-LITERACY.L.K.1.E:</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li> <b>CCSS.ELA-LITERACY.L.K.1.F:</b> Produce and expand complete sentences in shared language activities.</li> </ul>





### Anchor Standards *(continued)*

#### Language *continued*

- 📖 **CCSS.ELA-LITERACY.L.K.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 📖 **CCSS.ELA-LITERACY.L.K.2.A:** Capitalize the first word in a sentence and the pronoun I
- 📖 **CCSS.ELA-LITERACY.L.K.2.B:** Recognize and name end punctuation.
- 📖 **CCSS.ELA-LITERACY.L.K.2.C:** Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- 📖 **CCSS.ELA-LITERACY.L.K.2.D:** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- 📖 **CCSS.ELA-LITERACY.L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- 📖 **CCSS.ELA-LITERACY.L.K.4.A:** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- 📖 **CCSS.ELA-LITERACY.L.K.4.B:** Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- 📖 **CCSS.ELA-LITERACY.L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings.
- 📖 **CCSS.ELA-LITERACY.L.K.5.A:** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- 📖 **CCSS.ELA-LITERACY.L.K.5.B:** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- 📖 **CCSS.ELA-LITERACY.L.K.5.C:** Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- 📖 **CCSS.ELA-LITERACY.L.K.5.D:** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- 📖 **CCSS.ELA-LITERACY.L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## ASSESSMENT EVIDENCE

### Transfer Statement:


We want our students to learn to be proud of who they are and where they come from, so that in the long-run, on their own, they will be able to speak up and defend their identity and culture.






## Performance Assessment

 [Use GRASPS](#)

*There are two other assessments created for this unit, If you wish to choose another assessment the  [slide link is provided here.](#)*

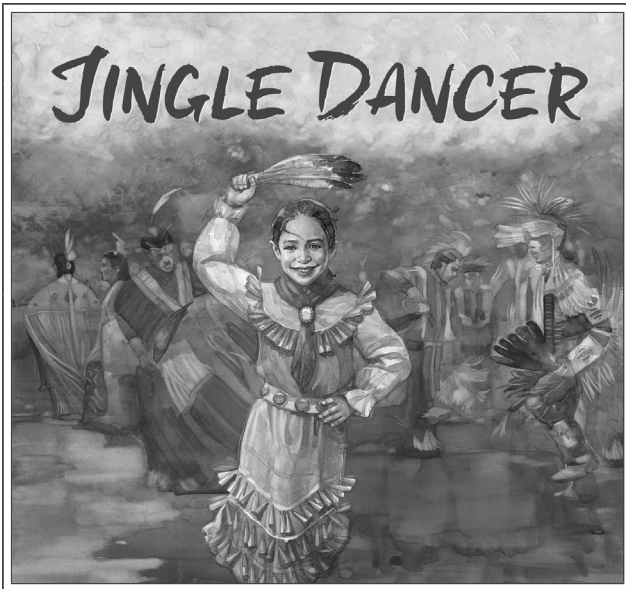
<b>Goal:</b>	Students will show how they represent their identity and community through dance, art, singing, or presentation about their family
<b>Role:</b>	Students will be the presenter showing their peers what they learned from an elder in their community.
<b>Audience:</b>	Classroom peers, parents, and/or community
<b>Scenario:</b>	Students will pick one way they want to represent themselves. Some students dance powwow, some students sing, some students are an artist, and some love to share information about their family.
<b>Product:</b>	A dance, song, drawing/painting, or presentation
<b>Standards:</b>	 <a href="#">SL.K.4</a> I can use details when I tell about people, places, and things.

# SCOPE + SEQUENCE



### LESSON 1 - Self identity and Rules

#### Core Text:



#### *Jingle Dancer*

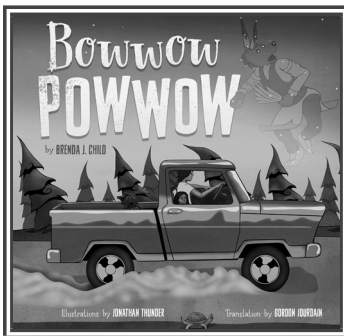
by Cynthia Leitich Smith

Genre:	Fiction
Story Origin:	Muscogee

Lexile: 650L

[Teaching Slides](#)

#### Supporting Texts:

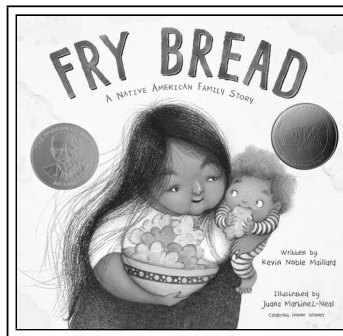


#### *Bowwow Powwow*

by Brenda Child

Genre:	Fiction
Story Origin:	Muscogee

Lexile: n/a

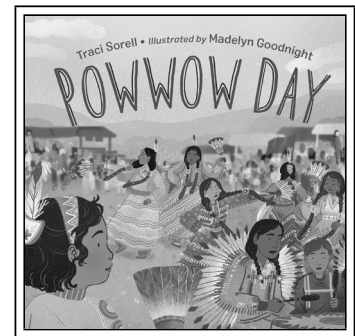


#### *Fry Bread*

by Kevin Noble Maillard

Genre:	Realistic Fiction
Story Origin:	Seminole Nation

Lexile: n/a



#### *Powwow Day*

by Traci Sorell

Genre:	Fiction
--------	---------

Lexile: n/a

## LESSON 1

### Big Ideas / Core Values:

- Self identity and Rules

### Vocabulary:

 [Vocabulary Worksheet](#)

- **Powwow** - A Native American ceremony involving feasting, singing, and dancing.
- **Traditions** - Customs or beliefs passed from generation to generation
- **Regalia** - Clothing that represents community traditions and personal taste
- **Jingles** - Cone shaped rolled snuff cone lids; 365 jingles on a dress
- **Muscogee** - Native American tribe located in Oklahoma
- **Bounce-step** - Foot movements low to the ground while dancing, kicking their heels and bouncing on their toes to the music

### Essential Questions:

*What is a powwow?*

*What does regalia mean?*

*What is a tradition?*


*Do you have traditions in your family?*

*What are they?*

*What events are important in your family each year?*



Anchor Standards:  see page 6 for descriptions

Reading: Literature	 <a href="#">RL.K.1</a>  <a href="#">RL.K.2</a>  <a href="#">RL.K.3</a>  <a href="#">RL.K.4</a>
Reading: Informational	 <a href="#">RI.K.1</a>
Writing:	 <a href="#">W.K.1</a>  <a href="#">W.K.2</a>
Speaking and Listening:	 <a href="#">SL.K.1</a>  <a href="#">SL.K.1.A</a>  <a href="#">SL.K.2</a>
Language:	 <a href="#">L.K.1</a>  <a href="#">L.K.1.A</a>

## LESSON 1

### Lesson plans:

#### DAY 1

#### Read Aloud: *Jingle Dancer*

- **Ask students:**
  - Who was the story about?
  - What was the character's problem?
  - How did she solve her problem?

#### Essential Question:

*What is a powwow?*

- **Create Anchor Chart** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
  - What do you see at a powwow?
  - What do you hear at a powwow?
  - What do you smell at a powwow?
  - What do you do at a powwow?

- **Activity:** Draw the main character in her jingle dress. Display the last page of the book as a visual for students.

-  **Movement Video: How to Powwow Dance**

#### DAY 2:

#### Read Aloud: *Bowwow Powwow*

- **Ask students:**
  - Who was the main character?
  - What is ice fishing?
  - Why did Windy Girl like to travel in uncle's truck?
  - What did Windy Girl like to do at the powwow?
  - What was Windy Girl's dream about?

#### Essential Question:

*What does regalia mean?*

- **Create Anchor Chart** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
  - What kind of stuff do you see on regalia?
  - What kind of animals do you see on regalia?
  - Why is regalia important?

- **Activity:** Draw something you like/would like to see at a powwow?

-  **Movement Video: How to Powwow Dance**

## LESSON 1

### Lesson plans:

#### DAY 3

#### Read Aloud: *Fry Bread*

- **Ask students:**
  - What is fry bread?
  - What ingredients do you use to make fry bread?
  - What shape is fry bread?
  - How do you make fry bread?

**Essential Questions:**  
*What is a tradition?*  
*Do you have traditions in your family?*  
*What are they?*

- **Create Anchor Chart** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
  - What types of traditions does your (family, community, tribe, pueblo) practice?
  - Is there something special your family does on holidays?

- **Activity:** Draw one thing you do or eat during your traditional celebrations.

- **Enrichment Activity:** Invite someone or have a teacher demonstrate to students how to make fry bread from mixing, cooking, and tasting.

#### DAY 4:

#### Read Aloud: *Bowwow Powwow*

- **Ask students:**
  - What was Jenna's problem?
  - How did she solve her problem?
  - Who did she ask for a row of jingles first? Next? Last?

**Essential Question:**  
*What events are important in your family each year?*

- **Create Anchor Chart** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
  - What event does your family/community celebrate?
  - What does your family do during these events?
  - Is there dancing like powwows?

-  **Movement Video: How to Powwow Dance**




## LESSON 1

### Lesson plans:

#### DAY 5

#### Read Aloud: *Powwow Day*

- Review Anchor Charts
-  [Watch Powwow Dance Styles](#)
- **Enrichment Activity:** Invite a powwow jingle dancer to dance, speak and answer questions from students.

### Embedded Assessment:



#### Drawing:

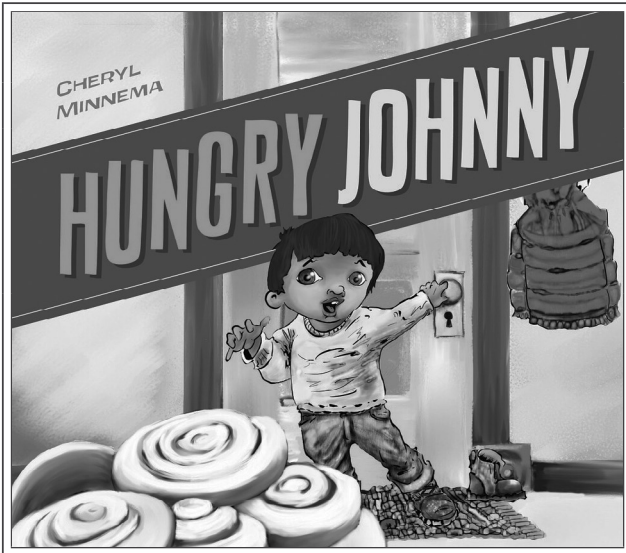
- Draw one important thing you learned from the unit.
- Ask students: What did you draw? Why?
- Teacher will dictate the student's drawing.

#### Family Extension:

- Family Extension: What is a tradition you and your family share? Be prepared to share with the class, you can use pictures, video, drawings to share your tradition.

LESSON 2 - Core values and citizenship

Core Text:



*Hungry Johnny*

by Cheryl Minnema

Genre: Fiction

Story Origin: Ojibwe

Lexile: n/a

Essential Questions:

*How can we show respect?*

*What does it mean to be a good community member?*

Big Ideas / Core Values:

- Core values and Citizenship

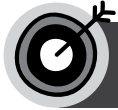
Lesson Narrative:

Johnny is playing outside when he smells food that grandma is cooking. His tummy begins to grumble so he goes inside and tries to grab something to eat but grandma tells him he has to wait. The food she is cooking is for a community feast. When they leave to attend the community feast Johnny must wait some more. Johnny learns to be patient and respectful despite his growling tummy.

Vocabulary:

- **Community** - a group of people living in the same place or having a particular characteristic in common.
- **Drag** - the action of pulling something forcefully or with difficulty.
- **Arranged** - put (things) in a neat, attractive, or required order.
- **Growled** - make a low guttural sound
- **Shooed** - make (a person or animal) go away by waving one's arms at them, saying "shoo".
- **Treasures** - a very valuable object.

## LESSON 2



Anchor Standards: see page 6 for descriptions

Reading: Literature	<a href="#">RL.K.1</a> <a href="#">RL.K.2</a> <a href="#">RL.K.3</a> <a href="#">RL.K.4</a> <a href="#">RL.K.5</a> <a href="#">RL.K.6</a> <a href="#">RL.K.7</a> <a href="#">RL.K.8</a> <a href="#">RL.K.9</a> <a href="#">RL.K.10</a>
Reading: Informational	<a href="#">RI.K.1</a> <a href="#">RI.K.2</a> <a href="#">RI.K.3</a> <a href="#">RI.K.4</a> <a href="#">RI.K.5</a> <a href="#">RI.K.6</a> <a href="#">RI.K.7</a> <a href="#">RI.K.8</a> <a href="#">RI.K.9</a> <a href="#">RI.K.10</a>
Writing:	<a href="#">W.K.1</a> <a href="#">W.K.2</a> <a href="#">W.K.3</a> <a href="#">W.K.4</a> <a href="#">W.K.5</a> <a href="#">W.K.6</a> <a href="#">W.K.7</a> <a href="#">W.K.8</a> <a href="#">W.K.9</a> <a href="#">W.K.10</a>
Speaking and Listening:	<a href="#">SL.K.1</a> <a href="#">SL.K.2</a> <a href="#">SL.K.3</a> <a href="#">SL.K.4</a> <a href="#">SL.K.5</a> <a href="#">SL.K.6</a>
Language:	<a href="#">L.K.1</a> <a href="#">L.K.2</a> <a href="#">L.K.3</a> <a href="#">L.K.4</a> <a href="#">L.K.6</a>

## Lesson plans:

### LESSON 1

- **Before reading:** Talk about the book
  - What do you think the book is going to be about based on the cover and title?
  - Who is the author?
  - Who is the illustrator?
  - What does the author and the illustrator do?

#### Essential Question:

*What does it mean to be a good community member?*

- **Origin:** Talk about the origin (Ojibwe) of the author or the book. Use a pin or marker to pinpoint the origin.
- **Read out loud: Hungry Johnny:** Response reading questions:
  - What does Johnny like to do?
  - Where is the story taking place at?
  - Who are the characters in the story?
- **Lesson activity:** Write on an anchor chart “How can we show respect?” discuss as a group.

## LESSON 2

### Lesson plans:

#### LESSON 2

#### Re-read *Hungry Johnny*

- **Response reading questions:**
  - Why did Johnny have to wait and be patient?
  - When are times that you have to be patient?
- **Lesson activity:** Start on the [📄 story element worksheet](#)

#### LESSON 3

#### Watch the read out loud video on *Hungry Johnny*

- **Vocabulary:** Use the [📄 vocabulary sheet](#) to discuss the vocabulary words

#### LESSON 4

#### Re-read *Hungry Johnny*

- **Response reading questions:**
  - What are the rules that Johnny has to follow?
  - Do you have rules you have to follow at home?
- **Lesson activity:** Complete the [📄 story element worksheet](#)

#### LESSON 5

- **Response reading questions:**
  - How can we show respect?
  - How can you show respect to your elders?
- **Lesson reflection:** Using the venn diagram and showing the relationship to rules Johnny must follow and rules students follow at home before eating.
- **Lesson activity:** Complete [📄 retelling reading worksheet](#)

## LESSON 2

### Embedded Assessment:



#### Lesson activity:

Students will write or draw a story of when they had to wait for a meal or other small memories of when they had to show respect and patience.

#### Lesson Assessment Whole Group:

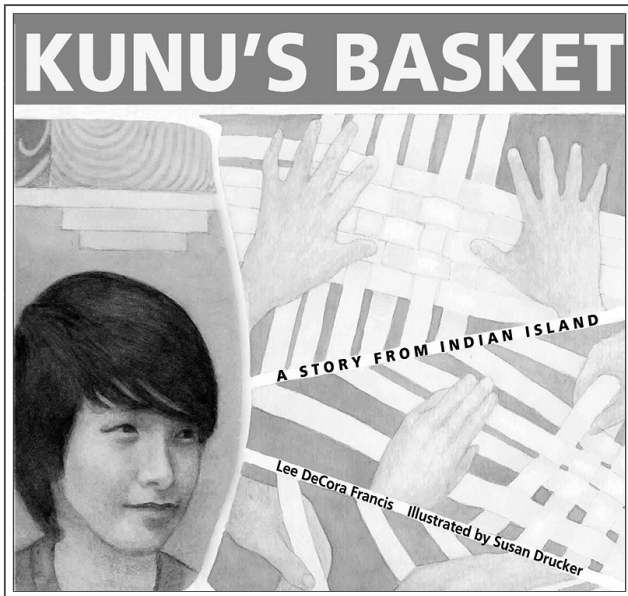
- How to show my core values and be a good citizen in my community?
- Students will trace their hand. As a class, come up with five ways to show core values and good citizenship. Write them on each finger. In the palm of the hand have students draw a self portrait of themselves.

#### Small group:

Students will write and draw their response to the following statement  
I can show respect to my elders by.....

LESSON 3 - Family and place

Core Text 1:



**Kunu's Basket**

by Lee DeCora Francis

Genre:	Fiction
Story Origin:	Penobscot Indian Nation

Lexile: n/a

[Teaching Slides](#)

Essential Questions:

*What is the importance of learning traditions?*

*How do learning traditions influence family life?*

*\*How does learning traditions create perseverance?*

Big Ideas:

- Family and Place

Lesson Narrative:

Young Kunu is learning from his grandfather (like his grandfather did from his grandfather) how to weave baskets. Kunu gets frustrated at the difficulty but with the guidance of his grandfather, perseveres and after many attempts, completes his own basket

Vocabulary:

- **Perseverance** - Maintain a purpose in spite of difficulty
- **Plunked** - To drop down heavily or suddenly
- **Pounding** - To strike repeatedly with great force
- **Echoing** - A repetition of sound
- **Base** - The bottom support of anything
- **Weaving** - To form by interlacing strips of some material
- **Woven** - To construct something
- **Replied** - To respond

## LESSON 3

### Lesson plans: *(Kunu's Basket)*

#### LESSON 1

- **Ask students about the author and illustrator and what their jobs are.**
  - Discuss the importance of the illustrations.

---

- **Read Aloud:** front to back without stopping and giving a student-friendly definition for the vocab words.

---

- Add perseverance and plunked to the word wall.

---

- **Complete a guided drawing activity that requires perseverance.**
  - Discuss the importance of not giving up, even when something is difficult.

#### LESSON 2

- Open lesson discussing the importance of not giving up, and how the guided drawing activity supported this.

---

- **Read Aloud:** giving student-friendly definitions of the vocab words. Add pounding and echoing to the word wall.
  - Complete an activity where students are pounding on their tables in succinct motions following the teacher. Refer to the story and how Kunu's grandfather was pounding the ash. Complete an activity where the students are echoing the teacher, solidifying their understanding of the new vocab words.

---

- **Refer to pages 7-10** to discuss the illustrations and how they help us know what is happening in the story.

#### LESSON 3

- **Read Aloud:** offering student-friendly definitions of the vocab words. Add base and weaving to the word wall.

---

- After the read aloud, refer to the EQ, what is the importance of learning the family traditions?

---

- **Discuss** what a family tradition is and that Kunu is learning from his grandfather how to make baskets.

---

- **Practice** interview questions in small groups to prepare for the assessment. Students will be given general questions to ask each other.

## LESSON 3

### Lesson plans: *(Kunu's Basket)*

#### LESSON 4

- **Read Aloud:** giving student-friendly definitions of the vocab words.
  - Add woven and replied to the word wall.
- **Refer to pages 15 & 16** for the illustrations that show weaving and woven.
  - Discuss the illustrators reason for having two pages to show the weaving of the ash.
- Students will listen to page 30 and draw a picture of what they hear.
- Students will be given the list of questions to interview a family member, elder, etc and be prepared to share during lesson 5.

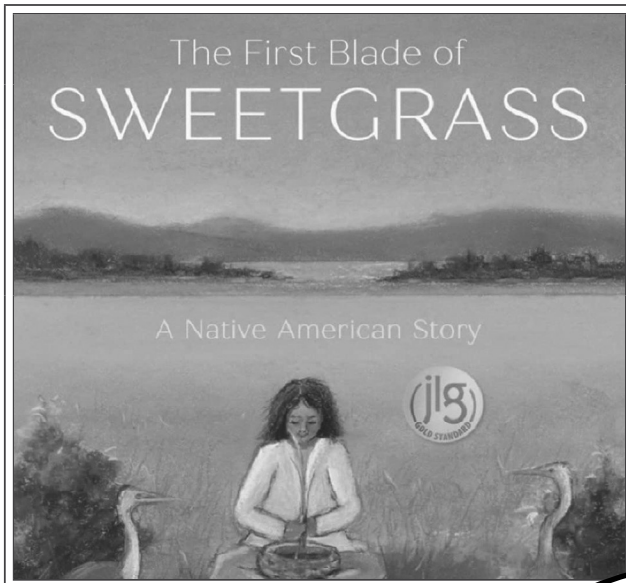
#### LESSON 5

- **Do a final Read Aloud**, giving the student-friendly definitions of all the vocab words. After the reading, as a whole group we will discuss each of the words briefly.
- In small groups, students will present the tradition that they learned about in their interview.
  - They will share with their peers as the teachers circulate, listening and checking for understanding.
- Students will then draw or write what they derived from the interview to be displayed in the classroom.
- We will conclude by discussing our EQ's and the importance of Kunu learning to make a basket, and how that relates to each of their lives.



### LESSON 3 - Family and place

#### Core Text 2:



#### *The First Blade of Sweet Grass*

by Gabriel Frey and Suzanne Greenlaw

<b>Genre:</b>	Fiction
<b>Story Origin:</b>	Wabanaki

**Lexile:** n/a

 [Teaching Slides](#)

#### Big Ideas:

- Family and Place

#### Essential Questions:

- Why is it important to listen and pay attention?*
- What is the significance of learning from our Elders?*
- How do our traditions help us identify who we are?*

#### Lesson Narrative:

Grandmother teaches her granddaughter how to identify sweetgrass and pick it for next summer's baskets. Musqon gets frustrated when she is not able to correctly identify the sweetgrass but with patience and help, she is finally able to do so. The importance of perseverance, and preservation are written about as well as reference to generations and the help of ancestors.

#### Vocabulary:

- **Crested** - The head or top of anything
- **Sweetgrass** - Any of plants used to create
- **Marsh** - A tract of low wet land
- **Generations** - A single step in natural descent
- **Tassel** - A pendent ornament with threads or small cords
- **Enveloped** - To wrap up in or as in a covering
- **Ancestors** - A person from whom one is descended
- **Eagerly** - In a way that shows keen interest, often impatient

## LESSON 3

### Lesson plans: *(The First Blade of Sweetgrass)*

#### LESSON 1

- **Do a discovery of the book:**
  - discuss the parts of the book: front cover, back cover, and spine.
  - Talk about the jobs of the author and illustrator.

---

- **Do a page by page observation of pages 1-10**, looking at the illustrations.

---

- **Using an anchor chart**, teacher writes down what we see and what we wonder, based on the illustrations.

---

- **Read Aloud pages 1-10** and discuss how our observations compare to the words in the book.

---

- Give student-friendly definitions of the vocab words **crested**, **sweetgrass**, **marsh**, and **generations**. Add them to our word wall.

---

- Talk about our EQ and the importance of listening.

#### LESSON 2

- Briefly discuss the parts of the book, the author and illustrator and what their jobs are.

---

- **Read pages 1-18 aloud.**

---

- **Do a page by page discovery of the illustrations from pages 19-26.**
  - Using the same T chart, add our observations of the illustrations.

---

- **Read aloud pages 19-26**, giving a student-friendly definition of the vocab word **eagerly**. Add the new vocab word to our word wall.

---

- Compare what we read to our T chart.

---

- **Review all the vocab words** from the story and discuss how the author and illustrator work together to help us understand new words

## LESSON 3

### Lesson plans: *(The First Blade of Sweetgrass)*

#### LESSON 3

- Briefly discuss the parts of the book and the jobs of the author and illustrator.
- **Read to page 10 and stop.** Do a page by page discovery of pages 11-18, looking at the illustrations.
- Using the see and wonder T chart, document the observations.
- **Read pages 11-18 aloud**, giving student-friendly definitions of the vocab words tassel, enveloped, and ancestors. Add these to the word wall.
- Discuss our observations from the T chart and how they compare to the read aloud.

#### LESSON 4

- Briefly discuss the parts of the book and the jobs of the author and illustrator.
- **Review our EQ's and discuss each.** Talk about how Musqon listens and pays attention to her grandmother to learn something new.
- Incorporating our vocab words **generation**, and **ancestors**, discuss the importance of our Elders and what they teach us. Talk about how this help us with our identity, and how traditions make us who we are.

#### LESSON 5

- Briefly discuss the parts of the book, author and illustrator.
- Read Aloud without stopping, giving student-friendly definitions of the vocab words.
- Students will draw either a self portrait, a picture showing what happened in the story or write what they heard.
- **Read pages 11-18 aloud**, giving student-friendly definitions of the vocab words tassel, enveloped, and ancestors. Add these to the word wall.
- In small groups, students will share their drawings/writings



## LESSON 3

### Key Equity Term(s):

- Perseverance
- Character
- Traditions



### Anchor Standards: see page 6 for descriptions

Reading: Literature	 <a href="#">RL.K.1</a>  <a href="#">RL.K.2</a>  <a href="#">RL.K.3</a>  <a href="#">RL.K.4</a>
Reading: Informational	 <a href="#">RI.K.1</a>
Writing:	 <a href="#">W.K.1</a>  <a href="#">W.K.2</a>
Speaking and Listening:	 <a href="#">SL.K.1</a>  <a href="#">SL.K.1a</a>  <a href="#">SL.K.2</a>
Language:	 <a href="#">L.K.1</a>  <a href="#">L.K.1a</a>

## Embedded Assessment:



### Kunu's Basket:

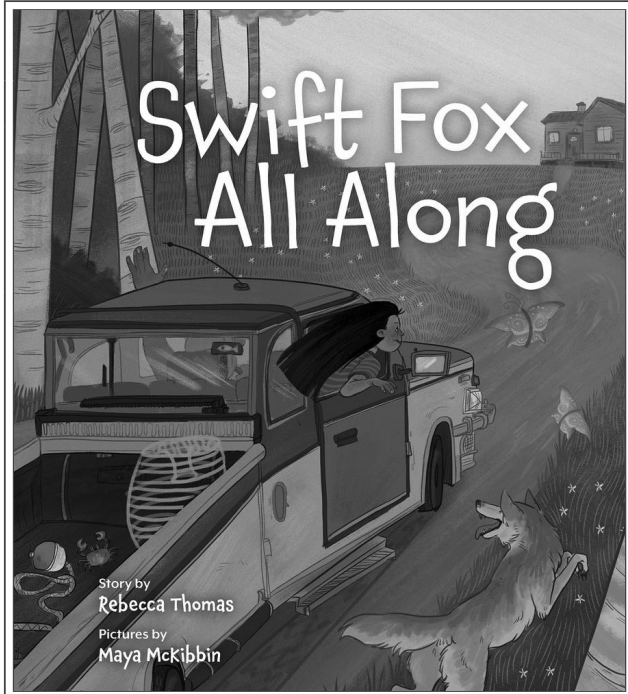
- Students will interview an elder, teacher, and/or family member and ask about their family/cultural traditions.
- Students will then draw what that tradition is and share with in small groups.
- **Teacher prep- questions:**
  1. What is a family/cultural tradition?
  2. Who showed/taught you this tradition?
  3. Was it difficult to learn?
  4. If applicable, show/share with the student (vs only talking about it).

### The First Blade of Sweetgrass:

- Students will draw either a self-portrait (helping them think about their identity), a drawing of the story or write what they learned/heard.
- In small groups, students will share their drawing or writing.

LESSON 4 - Friendship

Core Text 1:



**Swift Fox All Along**

by Rebecca Thomas

Genre:	Fiction
Story Origin:	Mi'kmaq, Mi'kmaw

Lexile: AD510L

[Teaching Slides](#)

Big Ideas:

- Friendship

Essential Questions:

*How can you let someone know you want to be friends?*

Lesson Narrative:

Swift Fox is used to going with her father but this time they are not going for ice cream, they are going to visit her relatives. She starts to get butterflies when her father tells her that today she will learn how to be Mi'kmaq;she doesn't understand.

## LESSON 4

### Lesson plans: *(Swift Fox All Along)*

#### LESSON 1

- **Before reading - Talk about the book:**
  - What do you think the book is going to be about based on the cover and title?
  - Who is the author?
  - Who is the illustrator?
  - What does the author and the illustrator do?

---

- **Origin: Mi'kmaq, Mi'kmaw(Author):** Talk about the origin of the author or the book. Use a pin or marker to pinpoint the origin.

---

- **Read out loud:** Response reading questions:
  - Where is the story taking place at?
  - How do you think the characters in the story feel?
  - What does it mean to have a belly full of butterflies?
  - When have you had a belly full of butterflies? How did you calm them down?

#### LESSON 2

- **Prior to reading:** Write question on an anchor chart “How can we get along with new Friends?” Ask students the question and Write responses down.

---

- **Read Aloud:** Reading Response Questions:
  - What does “the butterflies in her belly get bigger” mean? How is Swift Fox feeling?

---

- **Lesson activity:** Start on the [📄 story element worksheet](#)

#### LESSON 3

- **📺 You Hold me Up :** Watch the read out loud video.

---

- **Vocabulary:** Use the [📄 vocabulary sheet](#) to discuss the vocabulary words

## LESSON 4

### Lesson plans: *(Swift Fox All Along)*

#### LESSON 4

- **Read Aloud** - Reading Response Questions:
  - When you are asked to try something new , how do you feel?
  - When you meet new people, how do you feel?
- **Lesson activity:** Start on the [story element worksheet](#)

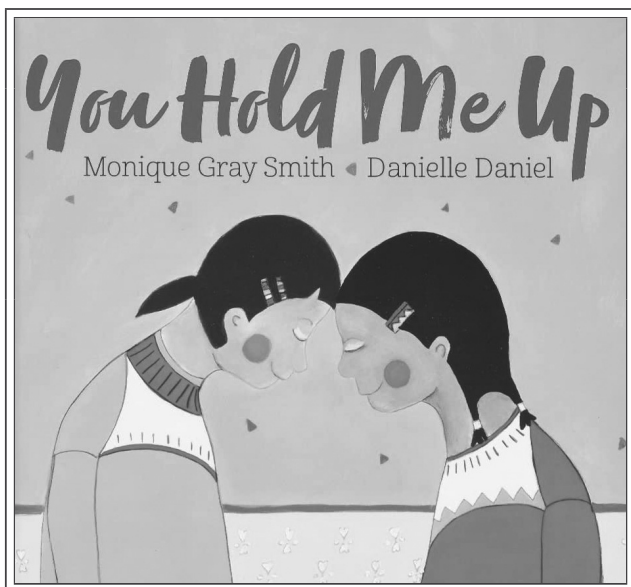
#### LESSON 5

#### Summarize Swift Fox All Along With the class

- **Reading Response Questions:**
  - When you are asked to do something you do not know how to do, who can you ask to help you?
- **Lesson activity:** Complete [retelling reading worksheet](#)

LESSON 4 - Friendship

Core Text 2:



***You Hold Me Up***

by Monique Gray Smith

<b>Genre:</b>	Fiction
<b>Story Origin:</b>	Mi'kmaq, Mi'kmaw

**Lexile:** 140L

Big Ideas:

- Friendship

Essential Questions:

*How can you let someone know you want to be friends?*

Lesson Narrative:

Shows and encourages children to love and support each other. You hold me up shows the importance of the connection children make with their friends, family, and classmates and encourages respect between peers. .



## LESSON 4

### Lesson plans: *(You Hold me Up)*

#### LESSON 1

- **Before reading - Talk about the book:**
  - Talk about the book;
  - What do you think the book is going to be about based on the cover and title?
  - Who is the author?
  - Who is the illustrator?
  - What does the author and the illustrator do?

---

- **Origin: Mi'kmaq, Mi'kmaw(Author):** Talk about the origin of the author or the book. Use a pin or marker to pinpoint the origin.

---

- **Read out loud - Response reading questions:**
  - Where is the story taking place at?
  - How do you think the characters in the story feel?
  - What does it mean to have a belly full of butterflies?
  - When have you had a belly full of butterflies? How did you calm them down?

#### LESSON 2

- **Prior to reading:** Write question on an anchor chart "How can we get along with new Friends?" Ask students the question and Write responses down.


---

- **Read Swift Fox All Along - Reading Response Questions:**
  - What does "the butterflies in her belly get bigger" mean? How is Swift Fox feeling?

---

- **Lesson activity:**
  - Start on the [story element worksheet](#)
  - Have students write or draw who and how they keep up someone.
  - Who are the people you hold up?

#### LESSON 3

-  **You Hold me Up** : Watch the read out loud video.

---

- **Vocabulary:** Use the [vocabulary sheet](#) to discuss the vocabulary words

## LESSON 4

### Lesson plans: *(You Hold me Up)*

#### LESSON 4

- **Read *You Hold me Up*** - Response reading questions:
  - How can family member, Friends, Classmates hold you up?
- **Lesson activity:**
  - Complete the [story element worksheet](#)
  - Have students make friendship bracelets with string and beads. Place all finished bracelets in a canister and let students pick out one bracelet from the canister.

#### LESSON 5

#### End of the lesson reflection

- Using the same anchor chart from *Swift Fox All Along*. Use a different color marker and ask students the question again and Write down the student's response.
  - “How can we get along with new Friends?”
- **Lesson Activity:** Complete [retelling reading worksheet](#)



### Anchor Standards: [see page 6 for descriptions](#)

Reading: Literature	<a href="#">RL.K.1</a> <a href="#">RL.K.2</a> <a href="#">RL.K.3</a> <a href="#">RL.K.4</a> <a href="#">RL.K.6</a> <a href="#">RL.K.7</a> <a href="#">RL.K.10</a>
Reading: Informational	<a href="#">RI.K.1</a> <a href="#">RI.K.2</a> <a href="#">RI.K.4</a> <a href="#">RI.K.6</a> <a href="#">RI.K.10</a>
Writing:	<a href="#">W.K.1</a> <a href="#">W.K.2</a> <a href="#">W.K.3</a> <a href="#">W.K.4</a> <a href="#">W.K.5</a> <a href="#">W.K.6</a> <a href="#">W.K.7</a> <a href="#">W.K.8</a> <a href="#">W.K.9</a> <a href="#">W.K.10</a>
Speaking and Listening:	<a href="#">SL.K.1</a> <a href="#">SL.K.2</a> <a href="#">SL.K.3</a> <a href="#">SL.K.4</a> <a href="#">SL.K.5</a> <a href="#">SL.K.6</a>
Language:	<a href="#">L.K.1</a> <a href="#">L.K.2</a> <a href="#">L.K.3</a> <a href="#">L.K.4</a> <a href="#">L.K.6</a>

## LESSON 4

### Embedded Assessment:



#### Create a Portrait :

- Students will create a portrait of what their name means to them.
- Students will become an artist , a teacher and tell us what their name means to them  
Classroom peers
- Students will think about what makes their name special to them and What does it mean to them.
- Students will draw a picture on a canvas showing what their name means to them

#### *Swift Fox All Along:*

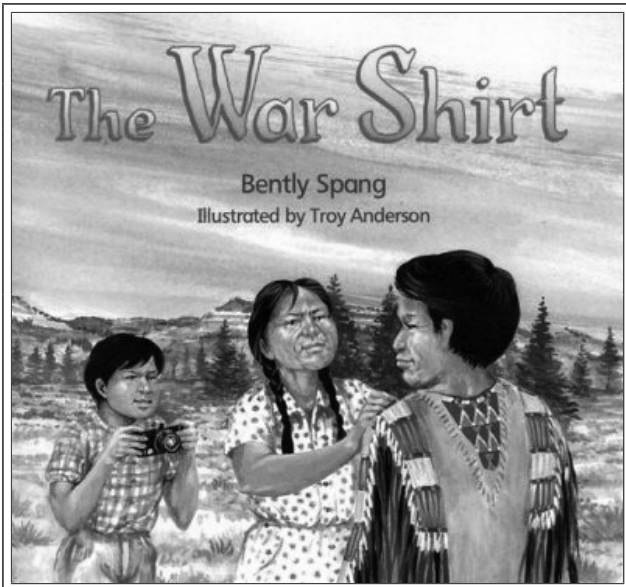
- Have students complete the  [following template](#). Take a picture of each student, print and place photo at the top of their paper.

#### *You Hold Me Up:*

- Make a  [friendship recipe book](#) or page

**LESSON 5** - Family

Core Text:



***The War Shirt***

by Bently Spang

<b>Genre:</b>	Fiction
<b>Story Origin:</b>	Northern Cheyenne

**Lexile:** 670L

 [Teaching Slides](#)

Supporting Texts:



***First Laugh, Welcome Baby!***

by Nancy Bo Flood and Rose Ann Tahe

<b>Genre:</b>	Fiction
<b>Story Origin:</b>	Navajo Nation

**Lexile:** AD500L

## LESSON 5

### Big Ideas:

- Family

### Essential Questions:

*Who am I?  
What is culture?  
How does my family teach me values and beliefs?  
How does my culture influence my identity?*

### Lesson Narrative:

The War Shirt is about a Cheyenne boy wondering about his culture and wanting to learn more values and beliefs. He decides to spend the summer at his grandparent's house and learn from them. First Laugh, Welcome Baby! Describes how a Navajo family celebrates an important event in their family and culture. Both of these books depict the importance of family and culture values and beliefs. Students will practice school and age appropriate activities relating to talents practice across all cultures: beading.












### Vocabulary:

#### **Vocabulary Worksheet**

- **Reservation** - Land set aside for Native American tribes
- **Artist** - Person good at creating art (music, painting, writing)
- **History** - Study of the past
- **Jolted** - Sudden feeling of shock
- **Scraper** - Tool with a small handle with a metal or plastic blade
- **Sinew** - Dried deer muscle
- **Slender** - skinny, thin



Anchor Standards:  see page 6 for descriptions

Reading: Literature	 <a href="#">RL.K.1</a>  <a href="#">RL.K.2</a>  <a href="#">RL.K.3</a>  <a href="#">RL.K.4</a>
Reading: Informational	 <a href="#">RI.K.1</a>
Writing:	 <a href="#">W.K.1</a>  <a href="#">W.K.2</a>
Speaking and Listening:	 <a href="#">SL.K.1</a>  <a href="#">SL.K.1.A</a>  <a href="#">SL.K.2</a>
Language:	 <a href="#">L.K.1</a>  <a href="#">L.K.1.A</a>

## LESSON 5

### Lesson plans:

#### DAY 1

#### Read Aloud: *The War Shirt*

- **Ask students:**
  - Who was the main character? Who was the story about?
  - What did Troy love to do more than anything?
  - Why did Troy want to spend time on the reservation?

#### Essential Question:

*Who am I?*

- **Create Anchor Chart** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
  - Teachers will create an anchor of themselves.
  - Tribe/community/talents/family

- **Activity:** Students will create a chart of themselves (tribe/family/talents/values)

#### DAY 2:

#### Read Aloud: *The War Shirt*

- **Ask students:**
  - What did Troy's grandparents teach him?
  - Did Troy's grandparents let him learn stuff on his own or did they guide and model for him?

#### Essential Question:

*What is culture?*

- **Create Anchor Chart** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
  - What kind of talents do people in your culture practice (powwow dancing, pottery, silversmith, artist, music)?
  - What kind of clothing does your tribe wear?
  - What kind of shoes do people in your tribe wear with their traditional clothes?

- **Activity:** Students will create animals or shapes using pony beads and string.

## LESSON 5

### Lesson plans:

#### DAY 3

#### Read Aloud: *First Laugh, Welcome Baby!*

- **Ask students:**
  - Who was the story about?
  - What was the family celebrating?
  - How did they celebrate the baby's first laugh?

**Essential Questions:**  
*What is culture?*

- **Create Anchor Chart** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
  - Do you and your family celebrate something similar to Baby's First Laugh? What do you celebrate?

- **Activity:** Draw one holiday or event that you love to celebrate with your family? What do you do to celebrate? What do you eat? Do you play games?

#### DAY 4:

#### Read Aloud: *The War Shirt*

- **Ask students:**
  - What did Troy's grandparents make with him?
  - What animal hide did the family use to make the war shirt?

**Essential Question:**  
*How does my family teach me value and beliefs?*

- **Create Anchor Chart** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
  - What values are important to my family?
  - Who teaches in your family teaches you values?

- **Activity:** Students will create animals or shapes using a fuse bead craft kit.

## LESSON 5

### Lesson plans:

#### DAY 5

#### Read Aloud: *The War Shirt*

- **Ask students:**
  - What did Troy's grandparents tell him to do at the end of the summer?
  - What did Troy create? Why?

**Essential Questions:**  
*How does my culture influence my identity?*

- **Create Anchor Chart** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
  - What kinds of jobs do you have at home?
  - What do you want to help your family with?
- **Activity:** Students will create an art piece showing something they learned from family. Students will use a variety of materials: brown paper bags, paper, paint, watercolor, pony beads, crayons, yarn, popsicle sticks, and pipecleaners.

### Embedded Assessment:

#### Art Piece:

- Students will present their art piece to the class.
- Explain why they created their piece.
- Explain what materials they used.

