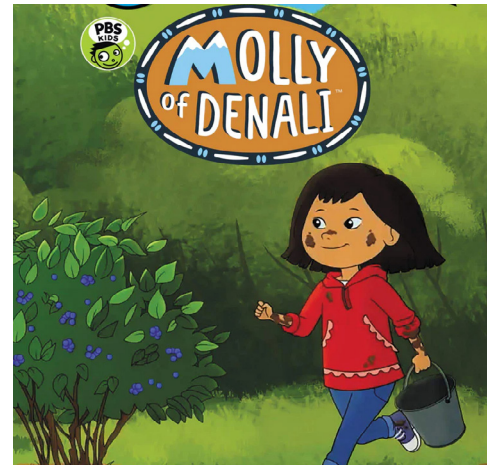
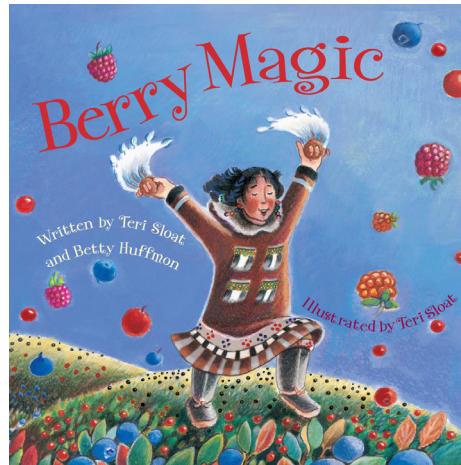
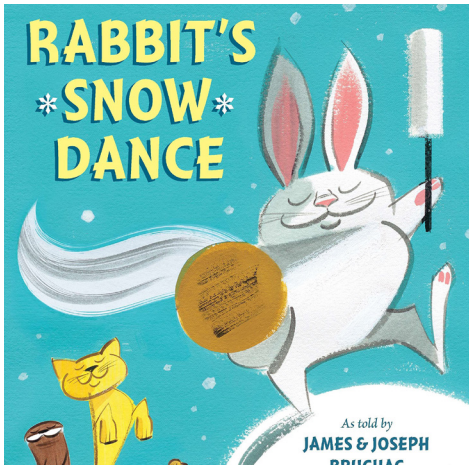


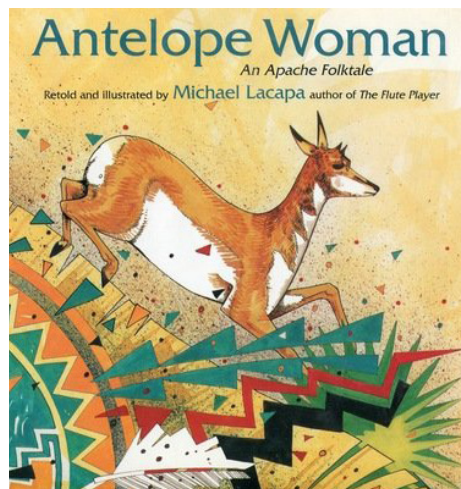
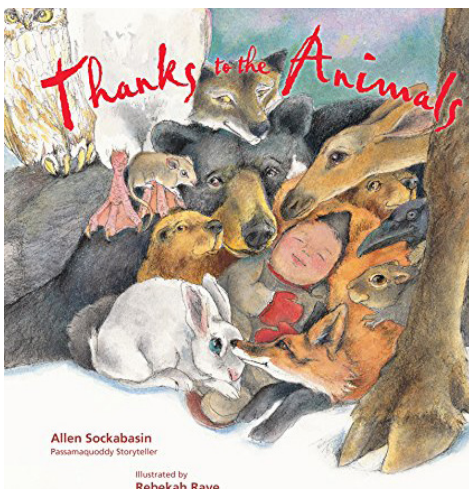
NATIVE LITERATURE & HISTORY PROGRAM DESIGN

KINDERGARTEN



UNIT 2

Wonders of Nature



UNIT 2

Wonders of Nature

 [Yearlong Curriculum](#)

CONTENTS

STAGE 1: Desired Results

Big Ideas / Essential Questions / Enduring Understandings	5
Anchor Standards	6

STAGE 2: Assessment Evidence

Transfer Statement	10
Performance Assessment: GRASPS	11

STAGE 3: Scope and Sequence 1 lesson = 5 days

Lesson 1 - Animal lessons and patterns	13
Lesson 2 - Growing up in Nature	20
Lesson 3 - Wonders of animals	30
Lesson 4 - Mother Nature and all Living Things	34



Designers: Sandra Sandoval, Larissa Aguilar and Jen Flaherty

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Core Texts:



Lesson 1 - Animal lessons and patterns _____

- ***Rabbit's Snow Dance***
by James Bruchac and Joseph Bruchac (Iroquois)
- ***Native American Animal Stories***
by Joseph Bruchac (Choctaw)

Lesson 2 - Growing up in Nature _____

- ***Molly of Denali: Berry Itchy Day***
by Teri Sloat (Alaskan)
- ***Berry Magic***
by Teri Sloat (Alaskan)
- ***Birdsong***
by Julie Flett (Cree)

Lesson 3 - Wonders of animals _____

- ***The Great Race of the Birds and Animals***
by Paul Goble (Passamaquoddy)

Lesson 4 - Mother Nature and all Living Things _____

- ***Thanks to the Animals***
by Allen J. Sockabasin (Northern Cheyenne)
- ***Antelope Woman: An Apache Folktale***
by Michael Lacapa (Apache)

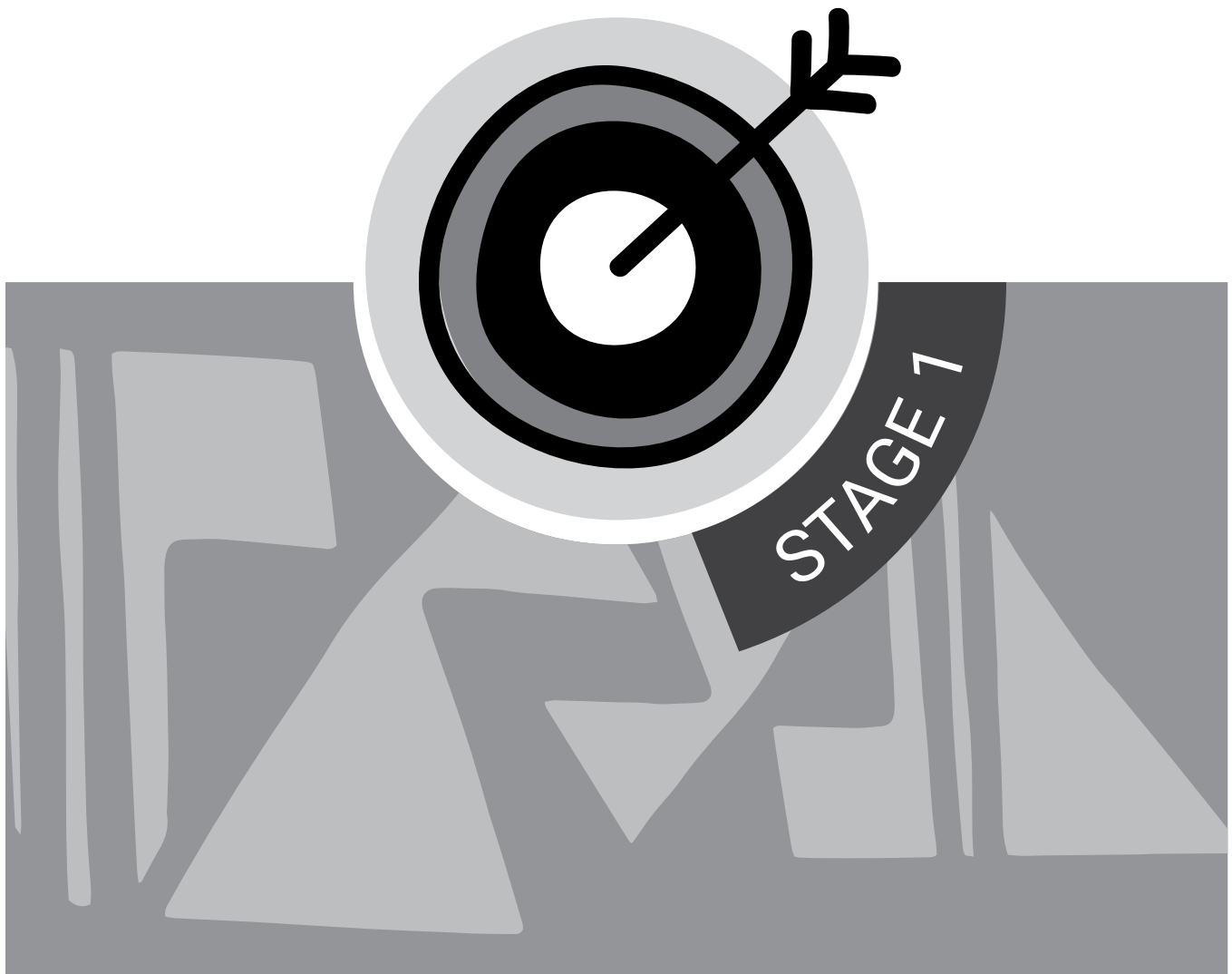
Unit Supporting Texts:

- ***We All Play*** by Julie Flett
- ***Sweetest Kulu*** by Celina Kalluk
- ***Little Loksi*** by Trey Hays

DESIRED RESULTS

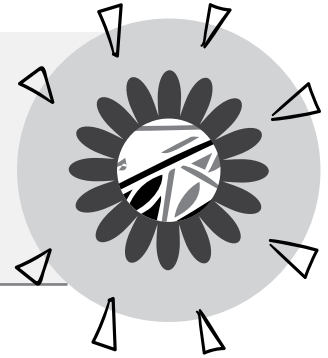
REFERENCES

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



BIG IDEAS

- Weather and Animal patterns
- Animals and the environment interact and affect one another



Essential Questions

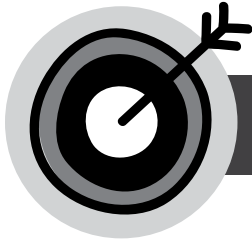
(based on yearlong Big Idea)

- Are there animals that can improve our way of life?
- What can humans do to help protect the animals?
- Why is it our responsibility as humans to protect the animals?
- What are the patterns we see with animals and weather?

Enduring Understandings

(based on yearlong Big Ideas)

- *“Honor the sacred. Honor the earth, our mother. Honor the elders. Honor all with whom we share the earth: four-leggeds, two-leggeds, winged ones, swimmers, crawlers, plant, and rock people. Walk in balance and beauty.”* – Native American Elder
- *“We return to you, O earth, the things which you have given us willingly and most graciously; with our hearts, hands and minds, in the best way we know how.”*— Taj Mahal



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>Writing</p>	<p> CCSS.ELA-LITERACY.W.K.1: 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> CCSS.ELA-LITERACY.W.K.2: 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> CCSS.ELA-LITERACY.W.K.3: 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> CCSS.ELA-LITERACY.W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p> CCSS.ELA-LITERACY.W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p> CCSS.ELA-LITERACY.W.K.7: 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> CCSS.ELA-LITERACY.W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Speaking and Listening</p>	<p> CCSS.ELA-LITERACY.SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p> CCSS.ELA-LITERACY.SL.K.1.A: 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>Speaking and Listening <i>continued</i></p>	<ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.SL.K.1.B: Continue a conversation through multiple exchanges. 📖 CCSS.ELA-LITERACY.SL.K.2: 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. 📖 CCSS.ELA-LITERACY.SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 📖 CCSS.ELA-LITERACY.SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 📖 CCSS.ELA-LITERACY.SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. 📖 CCSS.ELA-LITERACY.SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.
<p>Language</p>	<ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 📖 CCSS.ELA-LITERACY.L.K.1.A: Print many upper- and lowercase letters. 📖 CCSS.ELA-LITERACY.L.K.1.B: Use frequently occurring nouns and verbs. 📖 CCSS.ELA-LITERACY.L.K.1.C: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). 📖 CCSS.ELA-LITERACY.L.K.1.D: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). 📖 CCSS.ELA-LITERACY.L.K.1.E: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). 📖 CCSS.ELA-LITERACY.L.K.1.F: Produce and expand complete sentences in shared language activities.



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.](#)

Goal: Students will become an expert on one animal and present five important facts about the animal.

Role: Students will be an animal expert on one of the animals they draw. There will be five animals (brown bear, eagle, salmon, turtle, and bumblebee), students will be assigned an animal using the wheel of names.

Audience: Classroom peers, parents, and/or community

Scenario: Students will work together with their animal group, each student will pick one fact about the animal and search for information on that fact.

Product: Students will present as a group, but each student will need to vocally share the information they found fascinating to them and why.

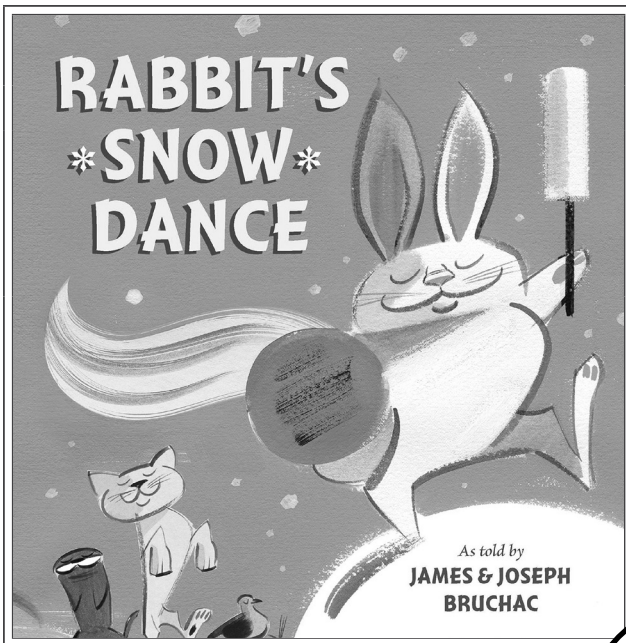
Standards:  [L.K.5](#): I can tell how words are used in real-life.

SCOPE + SEQUENCE



LESSON 1 - Animal lessons and patterns

Core Text 1:



Rabbit's Snow Dance

by James Bruchac and Joseph Bruchac

Genre: Fiction/Folklore

Story Origin: Iroquois

Lexile: 560L

[Teaching Slides](#)

Essential Questions:

What is the importance of being patient?

How can listening to others help us?

How do the seasons affect all living things?

Big Ideas:

- Respect
- Community
- Patience

Lesson Narrative:

Rabbit isn't patient and wants the snow to fall so that he can read the tops of the trees. Despite his friends not being ready for winter, he dances to bring the snow anyways. Alas, the snow falls yet selfish rabbit finds himself at the top of a tree. When the snow melts, he falls and loses his tail, giving reason for why rabbit has no tail. The story teaches a lesson on being patient, selfless, and listening to others.

Vocabulary:

- **Patience** - Ability to suppress annoyance or irritation
- **Snowshoes** - Item attached to the foot so wearer doesn't sink in the snow
- **Impatient** - Not able to wait or accepting delay
- **Complained** - To express not being happy
- **Pleased** - To act to the satisfaction of
- **Shelter** - A place or home that offers protection
- **Satisfied** - Being content, or not wanting more

LESSON 1

Lesson plans: *(Rabbit's Snow Dance)*

LESSON 1

- **Talk about the parts of the book, and jobs of the author and illustrator.**
- **Read Aloud:** Without stopping. Give a student-friendly definition for the vocab words.
- Remind students as they listen that they are listening to retell what they have heard and what happened in the story.
- Add **patience** and **snowshoes** to the word wall.
- Discuss the seasons and watch Seasons Song - YouTube
- Students will draw a picture to show what season they like the best.

LESSON 2

- Briefly discuss the parts of the book, and the jobs of the author and illustrator.
- **Read Aloud:** emphasize the importance of listening to hear what is taking place in the story.
- Give student-friendly definitions of the vocab words, add **impatient** and **complained** to the word wall.
- **Re-read page 3 aloud.** In small groups, ask each group
 - Who was wishing it would snow?
 - What season does rabbit wish it were?
 - When does rabbit want snow?
- Discuss as a whole group what being impatient means and demonstrate being impatient.
 - Have students draw a quick sketch that shows being impatient.
- **Refer the EQ and why being patient could help us.**

LESSON 1

Lesson plans: *(Rabbit's Snow Dance)*

LESSON 3

- Briefly discuss the author and illustrator and their jobs. Talk about the parts of the book.

- Briefly talk about the 3 questions we answered in lesson 2, and what the vocab word **impatient** means.

- **Read Aloud:** giving student-friendly definitions of the vocab words.
 - Add **pleased** to our word wall.

- Talk about the word complained that was introduced in Lesson 2. Discuss the word **pleased**.

- In pairs, students will demonstrate knowledge of complained and pleased by acting them out, altering between both.

- **EQ:** referring to the story, in a whole group, discuss what might have happened if rabbit had listened to his friends.

LESSON 4

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

- **Read Aloud:** giving student-friendly definitions of the vocab words.
 - Add **shelter** and **satisfied** to our word wall.

- **Discuss:** why the animals wouldn't want the seasons to change.
 - How would the change in season affect them?

- **Discuss:** how listening to our friends (or others) could help us in our decision making

LESSON 5

- Briefly talk about the author, illustrator and parts of the book.

- **Read Aloud:** without stopping, giving student-friendly definitions of all new vocab words.

- For the assessment, students will be given these 3 questions and they will write/draw what they know from the story.
 - Why did rabbit want the snow to fall?
 - How did rabbit get the snow to fall?
 - How did rabbit lose his tail?

- Students will share in small groups what they wrote or drew.

LESSON 1 - Animal lessons and patterns

Core Text 2:

NATIVE AMERICAN *ANIMAL STORIES*

Told by *Joseph Bruchac*



Native American Animal Stories

by Joseph Bruchac

Genre:	Fiction/Folklore
Story Origin:	Choctaw

Lexile: n/a

[Teaching Slides](#)

Essential Questions:

What is a lesson we can learn from animals?

How do the actions of nature affect our lives?

How do animals improve our way of life?

Big Ideas / Core Values:

- Respect
- Community
- Patience

Lesson Narrative:

The chosen story from the book is about how poison was taken from vines of the Choctaw people. The vines no longer wanted to hurt the people so it offered its poison to “the chiefs of the small people of the swamps - the bees, wasps and snakes.” These small creatures found purpose with the poison to protect their homes and nests. They agreed they would give notice to anyone encroaching their homes and nests before poisoning. The waters were now safe for the Choctaw people without the poisoned vine, and those who didn’t heed the warning of the small creatures, would be poisoned.

Vocabulary:

- **Shallow** - Not deep
- **Bayous** - A marshy inlet
- **Vine** - Any plant having a long, slender stem that trails or creeps on the ground or climbs
- **Council** - An assembly of persons to discuss topics
- **Defend** - To guard against injury or assault
- **Foolish** - Showing a lack of sense
- **Heed** - To give careful attention to

LESSON 1 - Animal lessons and patterns

Lesson plans: *(Native American Animal Stories)*

LESSON 1

- Discuss the different parts of the book, and the jobs of the author and illustrator.

- **Read Aloud:** Without stopping. Give a student-friendly definition for the vocab words.

- In small groups, students will draw/write what they think we can learn from the story.

- Students will share aloud their thoughts and we will discuss how the vine helped the people.

- Add **shallow** and **bayou** to the word wall.

LESSON 2

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

- **Using a T chart**, discuss the title of the story, *How Poison Came into the World*. Write what we know and what we wonder about the title.

- **Read Aloud:** Without stopping, giving student-friendly definitions of the vocab words.
 - Add **vine** and **council** to our word wall.

- In small groups, we will discuss council and where they have heard this apply to their lives (Tribal Council).

- Students will draw/understand what they know a council to be.

- Discuss the parts of the book, and author and illustrator jobs.

- Review Lesson 2 and our discussion about council, and how it relates to us.

- Read **Aloud We All Play**, giving student-friendly definitions of all new words.

- Students will draw/write showing how they know we are like animals using the action words from the book.

- Students will share with the whole group.

LESSON 1 - Animal lessons and patterns

Lesson plans: *(Native American Animal Stories)*

LESSON 3/4

- **Read Aloud *How Poison Came into the World*:** Give student-friendly definitions of the vocab words.
- Add **defend**, **foolish**, and **heed** to our word wall.
- **Discuss** the significance of the vine giving away its poison and how the animals were willing to accept it so that the vine could help the people.
- Emphasize the importance of how the animals are willing to warn people of their “poison” and that mutual respect comes from these warnings.
- Students will create scenarios where they understand how we all can work together to help each other out.

LESSON 5

- Read Aloud both stories. Briefly discuss our vocab words.
- Students will be given magazines and find the similarities between themselves and animals. They will make a collage and share it with the class.

LESSON 1 - Animal lessons and patterns

Embedded Assessments:



Rabbit's Snow Dance:

- After a Read Aloud, students will show they can retell parts the story through writing or drawing. They are given 3 questions to choose from and they will answer one.
- Students will share with the whole group.
- To wrap up our lesson, we will discuss how the seasons affect us and what we rely on during the seasons, just as the animals do.

Native American Animal Stories:

- Students will be given magazines and create a collage of pictures that depict how we are like animals. They will present them to the class in a whole group.
- Students will show understanding that we are like animals and share many qualities with them.

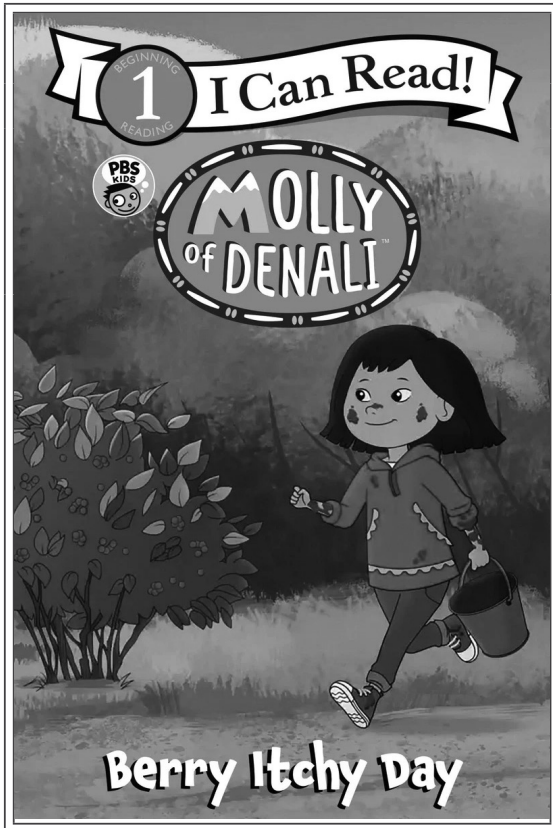


Anchor Standards: [see page 6 for descriptions](#)

Reading: Literature	RL.K.1 RL.K.2 RL.K.3 RL.K.4
Reading: Informational	RI.K.1
Writing:	W.K.1 W.K.2
Speaking and Listening:	SL.K.1 SL.K.1.a SL.K.2
Language:	L.K.1 L.K.1.a

LESSON 2 - Growing up in Nature

Core Text 1:



Molly of Denali: Berry Itchy Day

by Teri Sloat

Genre:	Fiction
Story Origin:	Alaskan

Lexile: n/a

[Teaching Slides](#)

Essential Questions:

How do changing environmental conditions affect ecosystems and plants?

Lesson Narrative:

Molly and her family are going on an outing to pick berries at their favorite place, but Molly forgot to pack something important that may cut their trip short

LESSON 2 - Growing up in Nature

Lesson plans: *(Molly of Denali)*

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: Alaskan:** Talk about the origin of the author or the book. Use a pin or marker to pinpoint the origin.
- **Essential Question:** How do changing environmental conditions affect ecosystems and plants?
- **Read:** Molly of Denali- Berry Itchy Day
 - Where is the story taking place at?
 - How do the characters in the story look?

LESSON 2

- Write the question on an anchor chart “How do changing environmental conditions affect ecosystems and plants?”
 - Ask students the question and Write responses down.
- **Read *Molly of Denali- Berry Itchy Day*.** Reading Response questions:
 - What mistake did Molly make before they went on the trip? What happened as a result of this mistake?
 - Why did the fire keep mosquitoes away?
- **Read Aloud:** Without stopping, giving student-friendly definitions of the vocab words.
 - Add **vine** and **council** to our word wall.
- **Lesson Activity:** Start on the [👉 story element worksheet](#)

LESSON 2

Lesson plans: *(Molly of Denali)*

LESSON 3

 [Watch the read out loud video](#)

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

LESSON 4

Re-read *Molly of Denali*

- **Response reading questions:**
 - What ingredients did Molly and her mom use in the recipe? What steps did Molly and her mom take to make the recipe?
 - What berries do you think Molly and her family like to eat?

- **Lesson activity:** Complete the  [story element worksheet](#)

LESSON 5

 [Watch the episode of Molly of Denali](#)

- **Response reading questions:**
 - What kind of bugs do you see when you go picking berries or other vegetation?

- **Lesson activity:** Complete  [retelling reading worksheet](#)

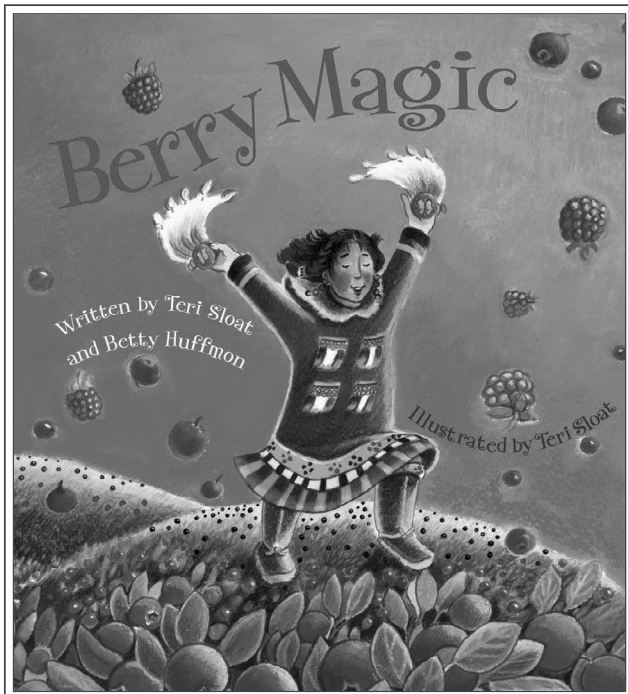
Embedded Assessment:

Plant any kind of fruit or vegetable in the classroom.
Have students draw and/or write in their reading response notebook, what they would make with what they are growing in the classroom.



LESSON 2 - Growing up in Nature

Core Text 2:



Berry Magic

by Teri Sloat

Genre:	Fiction
Story Origin:	Alaskan

Lexile: AD660L

Essential Questions:

*What kinds of things can you
find growing in nature?*

Lesson Narrative:

Anana watches the elder ladies complain about hard and tasteless crowberries as they pick for their Fall Festival. Anana decides to use her magic to help her community. Anana sings as she turns four dolls into little girls that create fields of juicy berries. The next morning the ladies fill their baskets with the berries for the Fall Festival.

LESSON 2 - Growing up in Nature

Lesson plans: *(Berry Magic)*

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: Alaskan:** Talk about the origin of the author or the book. Use a pin or marker to pinpoint the origin.
- **Essential Question:** What kinds of things can you find growing in nature?
- **Read out loud: *Berry Magic*.** Reading Response questions:
 - Where is the story taking place at?
 - How do you think the characters in the story feel?

LESSON 2

- Write question on an anchor chart “What kinds of things can you find growing in nature?”
 - Ask students the question and Write responses down
- **Read out loud: *Berry Magic*.** Reading Response questions:
 - What types of wild berries can you find within your community?
- **Lesson activity:** Start on the [👉 story element worksheet](#)

LESSON 3

 [Watch the read out loud video on Berry Magic](#)

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

LESSON 2 - Growing up in Nature

Lesson plans: *(Berry Magic)*

LESSON 4

- **Read *Berry Magic*.** Reading Response Questions:
 - Why did the old ladies not like crowberries? If they didn't like the berries, why did they pick them?
 - What colors were each of the dolls?
 - What kind of fabric was used to make each doll

- **Lesson activity:** Complete the [👉 story element worksheet](#)

LESSON 5

- **Summarize *Berry Magic* with the class.** Reading Response Questions:
 - Why did Anana make the dolls?
 - What were the dolls names? Describe their appearance and their personalities.
 - How did the dolls that Anana made help her community?

- **Lesson activity:** Complete [👉 retelling reading worksheet](#)

Embedded Assessment:

Make some dolls with the class.

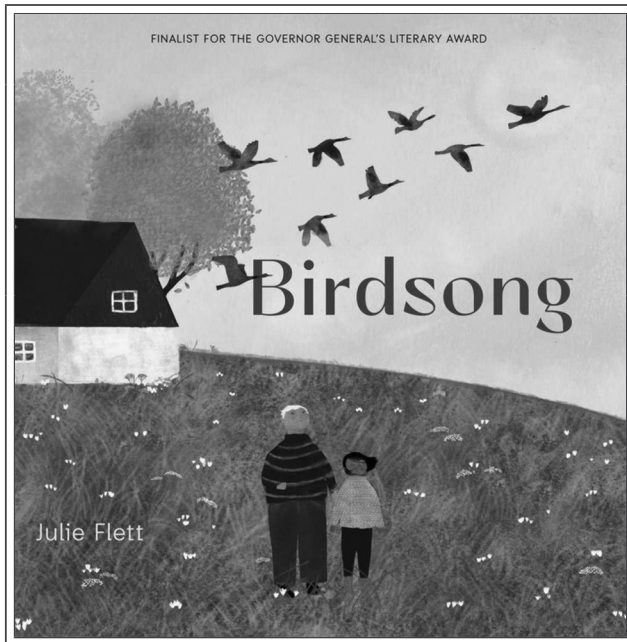
Use the attached template to make dolls or find different ways to make berry dolls.

[👉 Website on how to make dolls](#)



LESSON 2 - Growing up in Nature

Core Text 3:



Birdsong

by Julie Flett

Genre:	Fiction
Story Origin:	Cree

Lexile: 560L

Essential Questions:

How can the things growing in nature help your community?

Lesson Narrative:

Katherena and her mom move to a small town. Katerena is feeling out of place. She befriends an elderly lady that lives next door that inspires her and shows her loving friendship that will change her perspective on life.

LESSON 2 - Growing up in Nature

Lesson plans: (*Birdsong*)

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: Cree.** Talk about the origin of the author or the book. Use a pin or marker to pinpoint the origin.


- **Essential Question:** How can the things growing in nature help your community?

- **Re-read *Birdsong*:**
 - Where is the story taking place at?
 - How do you think the characters in the story feel?

LESSON 2

- Write question on an anchor chart “How can the things growing in nature help your community?”
 - Ask students the question and Write responses down.

- **Read *Birdsong* - Reading Response Questions:**
 - Why was Katerina sad?
 - Where was Katerina and her mom living at first and where were they moving to?
 - Who is Ojo?

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

LESSON 3


 [Watch the read out loud video on *Birdsong*](#)

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


LESSON 2 - Growing up in Nature

Lesson plans: *(Birdsong)*

LESSON 4

- **Read *Birdsong*** - Reading Response Questions:
 - What does Agnes do to inspire Katerina to do again?
 - What does Agnes like to do? What about Katerina?
 - Is there a craft or hobby you like to do?
- **Lesson activity:** Complete the  [story element worksheet](#)

LESSON 5

- **Summarize *Birdsong* with class** - Reading Response Questions:
 - What kind of soup does Katerina and her mom make?
 - What did the Katerina do for Agnis that would make her feel happy?
 - What does Agnes mean when she says she is creaky too?
- **Lesson activity:** Complete  [retelling reading worksheet](#)

Embedded Assessment:

Katerina loved to draw things in Nature, especially birds. Take the students outside and look for birds that they can draw. Have them sit quietly and observe the birds.


**Teachers take pictures of the birds and upon return research the birds that were seen.



Lesson Assessment - Whole Group:

Contact an elder or a community member to talk about what they did when they were the students age . Ask them to come to talk to the children about picking or any crafts that they learned from a family member. Ask them to demonstrate their craft to the children.

Lesson Assessment - Small group:

- Talk to the children about seasons. Complete the seasons worksheet.
-  [Seasons worksheet](#)
- Make a dish with berries with berries that grow within your community. Ex. Berry Jam, Berry Ice cream, fruit salad with berries

LESSON 2 - Growing up in Nature

Unit informal assessment:

 [Use GRASPS](#)

GOAL: Students will research on an animal that is indigenous to their community.

ROLE: Students will become a biologist and research on an animal that is indigenous to their community. They will research the animals' habitat, living habits and 3 interesting facts.

AUDIENCE: Classroom peers, school and community members.

SENERIO: Students will research an animal indigenous to their community. They will complete a research paper packet which includes an I am poem. They will create a costume that portrays the animal and present it to the audience.

PRODUCT: Students will complete

- A research paper
- A Poem "I am..", and a powerpoint

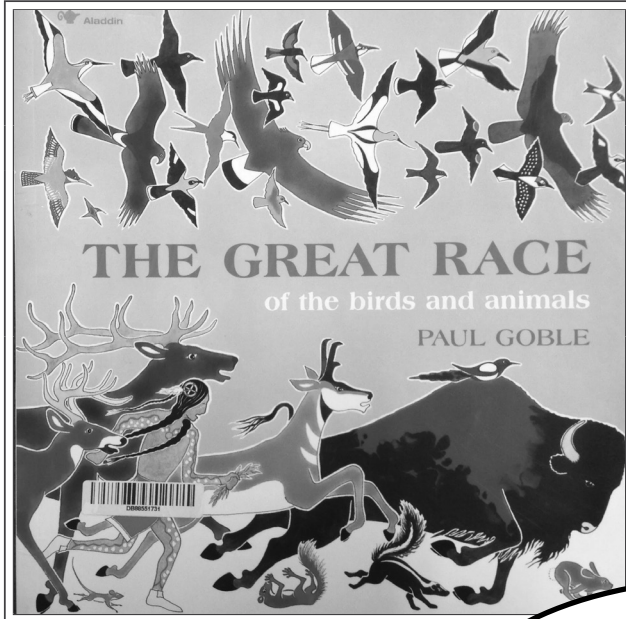


Anchor Standards: see page 6 for descriptions

Reading: Literature	RL.K.1 RL.K.3 RL.K.4 RL.K.6 RL.K.9 RL.K.10
Reading: Informational	RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.5 RI.K.6 RI.K.7 RI.K.8 RI.K.9 RI.K.10
Writing:	W.K.1 W.K.2 W.K.3 W.K.4 W.K.5 W.K.6 W.K.7 W.K.8 W.K.9 W.K.10
Speaking and Listening:	SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6
Language:	L.K.1 L.K.2 L.K.3 L.K.4 L.K.6

LESSON 3 - Wonders of animals

Core Text 1:



The Great Race of the Birds and Animals

by Paul Goble

Genre:	Fiction Folklore
Story Origin:	Sioux and Cheyenne

Lexile: 590L

[Teaching Slides](#)

Essential Questions:

How are some animals alike and different?

What animals do you know about? What are they like?

How do animal bodies help them?

How do animals help each other?

How do people work with animals?

Vocabulary:

- **Terrible** - Extremely bad
- **Great Plains** - Big chunk of land in the Central United States over 10 states (Montana, N. & S. Dakota, Nebraska, Kansas, Wyoming, Colorado, Oklahoma, Texas, & New Mexico)
- **Magpie** - Bold, noisy birds (song bird)
- **Buffalo** - Largest land mammal in North America and Europe
- **Panting** - To breathe quickly
- **Frightened** - To make afraid
- **Wise** - Having knowledge or information
- **Relative** - Person connected through ancestry or marriage. (family)

LESSON 3 - Wonders of animals

Lesson plans:

DAY 1

- **Read Aloud *The Great Race of the Birds and Animals* - Ask students:**
 - What did the buffalo eat a long time ago?
 - Why did they decide to have a race?

- **Essential Question:** How are some animals alike and different?

- **Create Anchor Chart:** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
 - What kind of animals have 4 legs?
 - What kind of animals have 2 legs?
 - What kind of animals have fur? Skin? Feathers? scales?

- **Activity:** Draw one animal you would like to study this week and think of some questions you want answers to. Teachers will help dictate the student's questions.

DAY 2

- **Read Aloud *The Great Race of the Birds and Animals* - Ask students:**
 - Who were in teams?
 - What happens if the 4-legged win?
 - What happens if the 2-legged win?

- **Essential Question:** What animals do you know about? What are they like?

- **Create Anchor Chart:** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
 - What animals do you already know about?
 - What does the animal eat? Drink?
 - Where does the animal live?

- **Activity:** Students will complete a five senses chart. Students will describe what their animal looks like, sounds like, feels like, smells like, and maybe they have tasted the animal or would like to find out what they taste like someday?

LESSON 3 - Wonders of animals

Lesson plans:

DAY 3

- **Read Aloud *The Great Race of the Birds and Animals* - Ask students:**
 - What was starting to happen to the animals in the race?
 - Were the animals and humans getting tired?

- **Essential Question:** How do animal bodies help them?

- **Create Anchor Chart:** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
 - How do the quills of a porcupine help them?
 - How do turtle shells help turtles?
 - How do eagle claws help them?

- **Activity:** Pick one animal, draw it, and tell about what the animal has that helps it protect itself, or helps the animal in some way. Teacher can dictate the student's responses.

DAY 4

- **Read Aloud *The Great Race of the Birds and Animals* - Ask students:**
 - What kind of animal is a magpie?
 - Who was sitting on buffalo's back?

- **Essential Question:** How do animals help each other?

- **Create Anchor Chart:** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
 - Have you ever seen animals help each other?
 - How can animals help each other?
 - Read the story *The Lion and the Mouse* or play a YouTube video to show an example of an animal helping another animal.

- **Activity:** Drawing - Draw Buffalo with Magpie on his back.

LESSON 3 - Wonders of animals

Lesson plans:

DAY 5

- **Read Aloud *The Great Race of the Birds and Animals* - Ask students:**
 - Who won the race?
- **Essential Question:** How do people work with animals?
- **Create Anchor Chart:** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
 - What are some ways people work with animals?
 - Have you seen animals help people? How?
- **Activity:** Review the story, focus on the sequence. Discuss using the words first, then, next, and last. Use a pocket chart and have students practice placing pictures in order. Students can practice retelling the story to their peers.

Embedded Assessment:

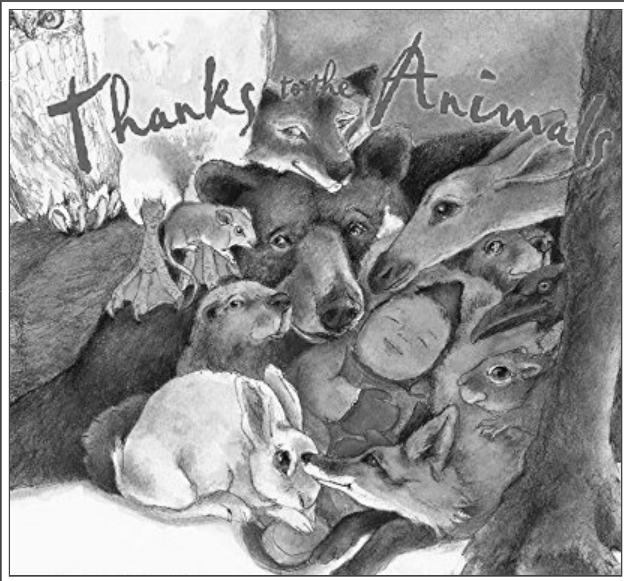
Story sequencing:

- Students will receive 4 pictures from the story and place them in sequential order.
- What happened first? Then, what happened? What happened next? What happened last?



LESSON 4 - Mother Nature and all Living Things

Core Text 1:



Thanks to the Animals

by Allen J. Sockabasin

Genre: Fiction

Story Origin: Passamaquoddy

Lexile: 700L

Big Ideas:

- Trust and Compassion

Essential Questions:

How can we show appreciation to all living things?

Lesson Narrative:

Zoo Sap and his family are moving from their summer home on the coast to their winter home in the deep woods. The family does not notice that Zoo Sap tumbles out of the sled. Zoo Sap is crying when the animals come to protect him from the harsh weather until his father returns to get him.

LESSON 4 - Mother Nature and all Living Things

Lesson plans: *(Thanks to the Animals)*

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: Passamaquoddy:** 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:
 - What is the scene of the story?
 - How does the family prepare to move?
- **Lesson activity:** Write on an anchor chart “How can we show appreciation to all living things?” discuss as a group.

LESSON 2

- **Read out loud** - Response reading questions:
 - What happened to Zoo Sap?
 - Name all the animals that covered Zoo Sap.
- **Lesson activity:** Start on the [👉 story element worksheet](#)

LESSON 3

- [🎥 Watch the read out loud video on Thanks To The Animals](#)
- **Vocabulary:** Use the [👉 vocabulary sheet](#) to discuss the vocabulary words

LESSON 4 - Mother Nature and all Living Things

Lesson plans: *(Thanks To The Animals)*

LESSON 4

- **Read *Thanks To The Animals*** - Response reading questions:
 - How did the animals protect Zoo Sap?
 - What animal was on top of all the animals?
- **Lesson activity:**
 - Complete the [story element worksheet](#)

LESSON 5

Summarize Thanks To The Animals with the class.

- Response reading question:
 - What did the family do after they found Zoo Sap?
- **Lesson Activity:** Complete [retelling reading worksheet](#)

Embedded Assessment:

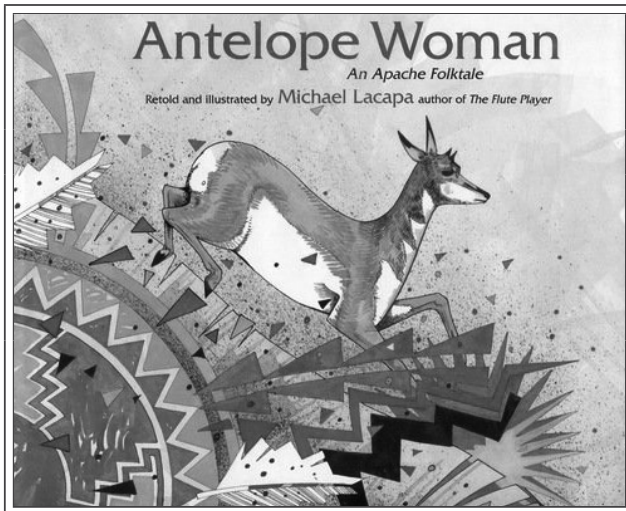


Lesson reflection:

- How do we respect all things great and small?
- Give students a ball of clay. Have students sculpt an animal out of the clay. Ask the question to the students
- How would you respect the animals you just sculpted. Write responses on a chart and display with the clay animals.

LESSON 4 - Mother Nature and all Living Things

Core Text 2:



Antelope Woman: An Apache Folktale

by Michael Lacapa

Genre: Fiction

Story Origin: Apache

Lexile: n/a

Big Ideas:

- Respect

Essential Questions:

How can we respect mother nature and living things?

Lesson Narrative:

An Apache woman follows the mysterious young man who has come to teach her people to respect “all things great and small.”

LESSON 4 - Mother Nature and all Living Things

Lesson plans: *(Antelope Women)*

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: Apache:** Talk about the origin of the author or the book. Use a pin or marker to pinpoint the origin.

- **Essential Question: How can we respect mother nature and living things?**

- **Read out loud** - Response reading questions:
 - Describe the young women.

- **Lesson activity:** Write on an anchor chart “ How can we respect mother nature and living things?” Discuss as a group.

LESSON 2

- **Read out loud** - Response reading questions:
 - What did the young women do in the morning?
 - Who came to the village?.

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

LESSON 3

- [📺 Watch the read out loud video on Antelope Women](#)

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

LESSON 4 - Mother Nature and all Living Things

Lesson plans: *(Antelope Women)*

LESSON 4

- **Read Aloud** - Response reading questions:
 - Why did the young man come to the village?
 - What did the young man teach the villagers?
- **Lesson activity:**
 - Complete the [story element worksheet](#)

LESSON 5

Summarize Thanks To The Animals with the class.

- Response reading question:
 - What does it mean to respect all things great and small?
 - How many hoops did they jump through?
 - What happened to them after they jumped through the hoops?
- **Lesson Activity:** Complete [retelling reading worksheet](#)



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

Reading: Literature	RL.K.1 RL.K.3 RL.K.4 RL.K.6 RL.K.9 RL.K.10
Reading: Informational	RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.5 RI.K.6 RI.K.7 RI.K.8 RI.K.9 RI.K.10
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Language:	L.K.1 L.K.2 L.K.3 L.K.4 L.K.6

LESSON 4 - Mother Nature and all Living Things

Embedded Assessment:



Lesson reflection: How do we respect all things great and small?

- Give students a ball of clay. Have students sculpt an animal out of the clay. Ask the question to the students
- How would you respect the animals you just sculpted. Write responses on a chart and display with the clay animals.