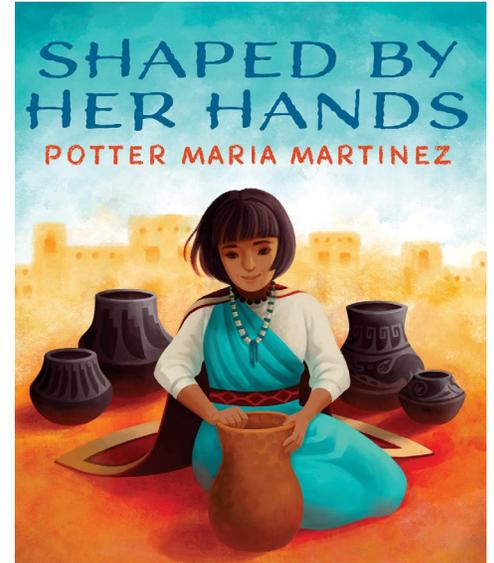
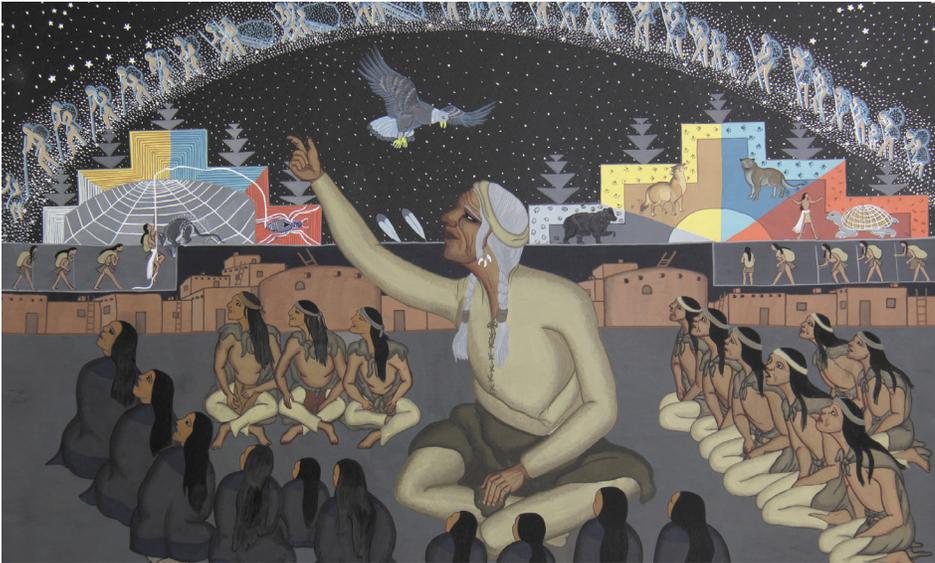


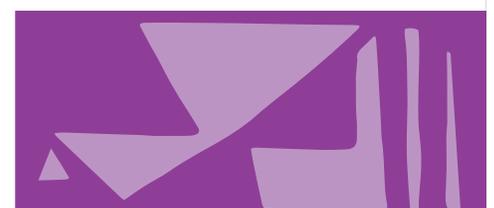
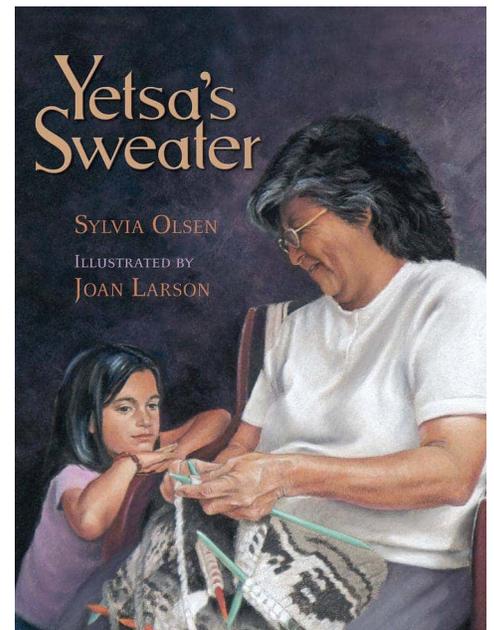
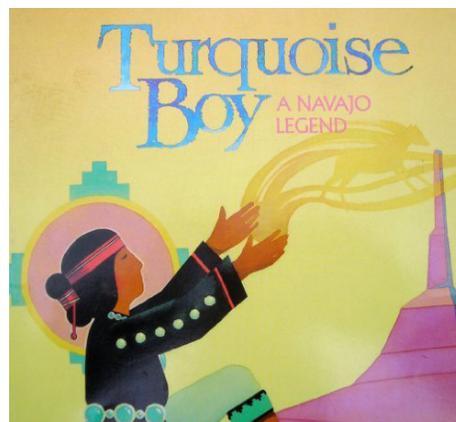
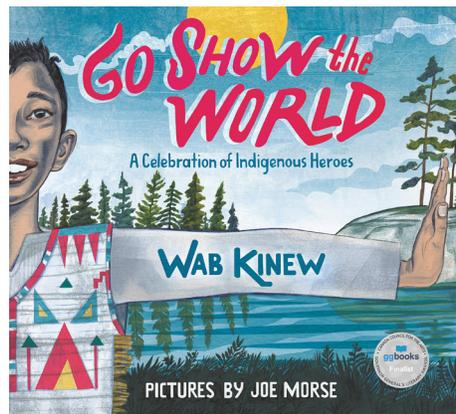
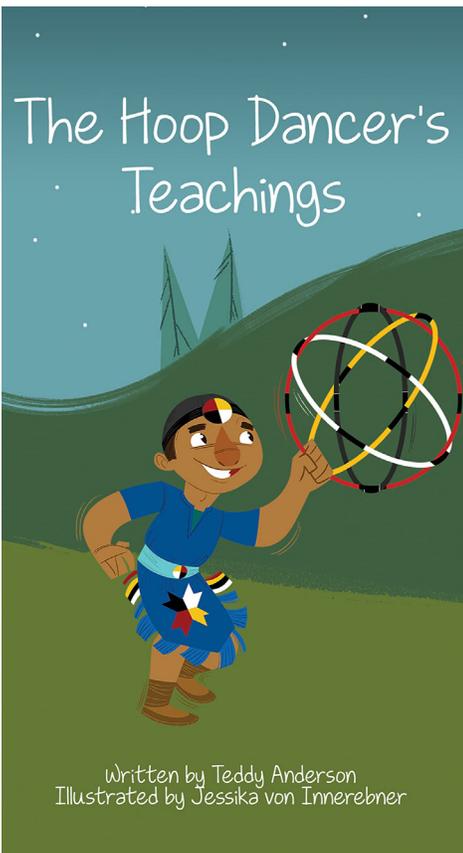
NATIVE LITERATURE & HISTORY PROGRAM DESIGN

KINDERGARTEN



UNIT 3

My Community



UNIT 4

Natural Wonders of the World (Plants)

 Yearlong Curriculum

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Designers: Sandra Sandoval, Larissa Aguilar and Jen Flaherty

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Core Texts:



Lesson 1 - My Community _____

- ***Shaped by her hands: Potter Maria Martinez***
by Barbara Gonzales (San Ildefonso Pueblo)
- ***Grandfather Story Teller***
by Pablita Velarde (Santa Clara Pueblo)

Lesson 2 - Leaders _____

- ***Go Show the World***
by Wab Kinew (Native American Heroes)
- ***The Hoop Dancer's***
by Teddy Anderson (Tlingit)

Lesson 3 - People and Jobs in Our Community _____

- ***Yetsa's Sweater***
by Sylvia Olsen (Coastal Salish)

Lesson 4 - Helping my Community _____

- ***Turquoise Boy: A Navajo Legend***
by Terri Cohlen (Navajo)

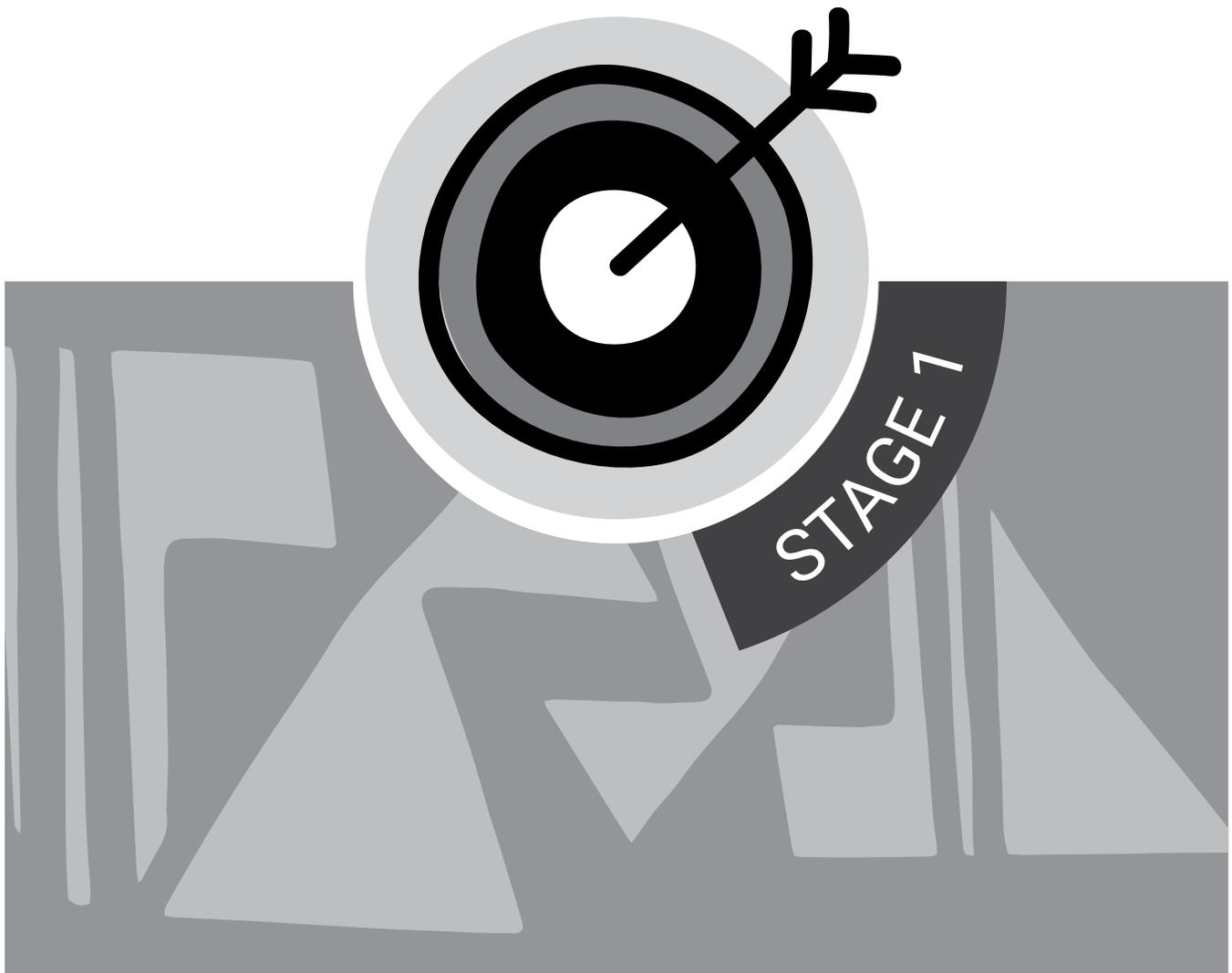
Unit Supporting Texts:

- ***At the Mountain's Base*** by Traci Sorell
- ***Grandmother's Dreamcatcher*** by Becky Ray McCain
- ***Community Helpers*** by Ruth Mattison
- ***My School Our Values*** by Kirsty Holmes
- ***Carmela Full of Wishes*** by Matt de la Pena

DESIRED RESULTS

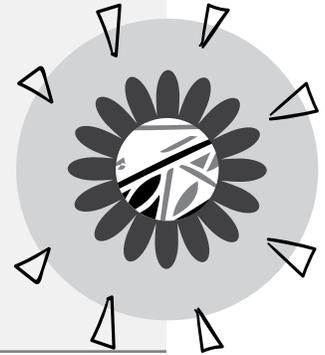
REFERENCES

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



BIG IDEAS

Students will recognize and describe how people within their community, state, and nation are both similar and different. Students will also recognize how these community members can positively influence their lives.



Essential Questions

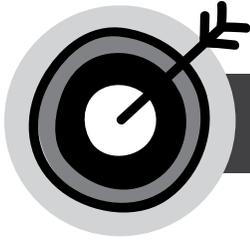
(based on yearlong Big Idea)

- How can you use language to empower yourself and your community?
- What can we learn from our community?
- What are ways in which you interact with others in your community?
- What can communities learn from natural systems to improve our common future?

Enduring Understandings

(based on yearlong Big Ideas)

- *“In every community, there is work to be done. In every nation, there are wounds to heal. In every heart, there is the power to do it.” – Marianne Williamson*
- To learn a language is to have one more window from which to look at the world



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 appreciate their communities and the individuals within the community, so that in the long-run, on their own, they will be able to convey the importance of why we honor and respect our community and its members, and understand the importance that these beliefs have on everyday life.

We want our students to understand that individuals contribute in many different ways to help their community , so that in the long-run, on their own, they will be able to continue teaching the next generation of children.





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.](#)

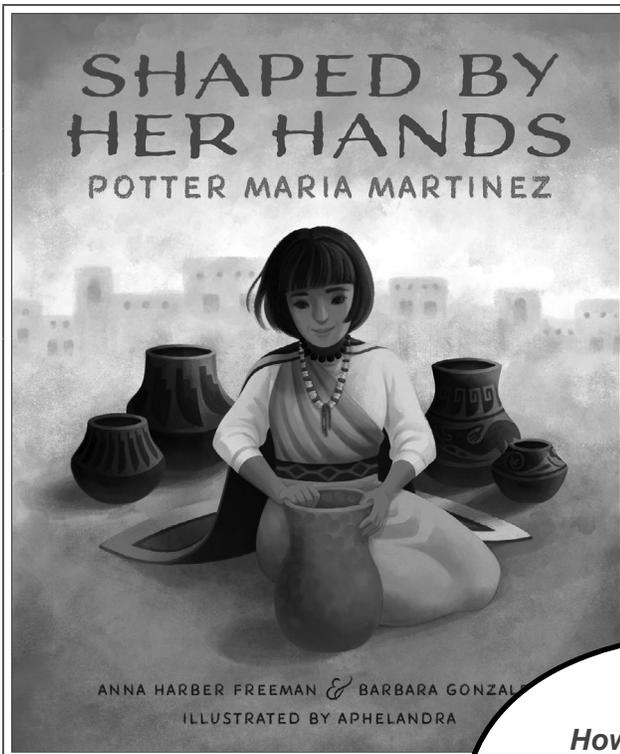
Goal:	Students will describe how the community helpers/leaders use their language and culture to help their community members.
Role:	Students will be the presenter
Audience:	Classroom peers, parents, and/or community
Scenario:	Students will go out in the community with their parents and interview a community leader. How does the leader help community members? How fluent is the community leader in your language? How and why did the community leader choose their career in leadership?
Product:	Students will invite the community leader to the classroom, introduce them, and visitors will talk to students about their role.
Standards:	<p> L.K.6 - I can use the new words I learn in different ways to show that I know what they mean.</p> <p> SL.K.4 - I can use details when I tell about people, places, and things.</p>

SCOPE + SEQUENCE



LESSON 1 - My Community

Core Text 1:



Shaped by her hands: Potter Maria Martinez

by Barbara Gonzales

Genre: Non Fiction/Biography

Story Origin: San Ildefonso Pueblo

Lexile: AD970L

 [Teaching Slides](#)

Essential Questions:

How can cultural differences impact a community?

What can you learn from your community and community members?

What can you learn from your elders?

Lesson Narrative:

Shows how Maria Martinez learned how to make pottery as a child which then inspires her to show her children and grandchildren the technique of pottery making

Vocabulary:

- **Ko'oo** - Aunt
- **Sawae** - Pottery
- **Yeya** - Mom

LESSON 1 - My Community

Lesson plans: *(Shaped by her Hands)*

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: San Ildefonso Pueblo:** Talk about the origin of the author or the book. Use a pin or marker to pinpoint the origin.
- **Essential Question:** What can you learn from your community and community members?
- **Read out loud:**
 - 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 can you learn from your community and community members?”
 - Ask students the question and Write responses down.
- **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.
- **Read Aloud:** Reading Response Questions:
 - What was Maria surrounded by?
 - What were the Tewa people in San Ildefonso making?
- **Lesson Activity:** Start on the  [story element worksheet](#)
-  **Watch the video Marie Martinez:Indian pueblo of San Ildefonso**
 - After the video ask students questions. Ex. what were they using to fire?, what was done before digging for the clay?

LESSON 1 - My Community

Lesson plans: *(Shaped by her Hands)*

LESSON 3

 [Watch the read out loud video on Shaped by Her Hands](#)

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

LESSON 4

- **Read Aloud:** Reading Response Questions:
 - Who did Maria go to for guidance and help when making pottery?
 - Who can you ask if you need help to learn something?

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

-  **Watch the video- Black pottery**
 - Ask the students to think about what is different and the same from Marie Martinez method to present time.

LESSON 5

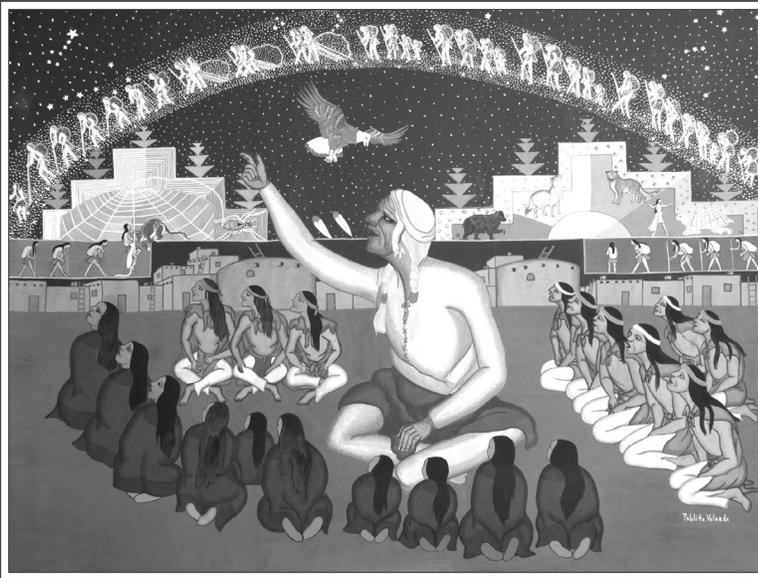
Summarize *Shaped by Her Hands*

- Reading Response Questions:
 - Why was Nicholassa glad to teach Maria to make pottery?
 - What did they store in their pots?
 - Why was it important for Maria to teach her children and grandchildren to make pottery?

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

LESSON 1 - My Community

Core Text 2:



Grandfather Story Teller

by Pablita Velarde

Genre:	Fiction/Folklore
Story Origin:	Santa Clara Pueblo

Lexile: n/a

Essential Questions:

Storytelling is an oral skill, why is storytelling important to Native American communities?

Lesson plans: *(Grandfather Story Teller)*

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: Santa Clara Pueblo:** Talk about the origin of the author or the book. Use a pin or marker to pinpoint the origin.
- **Essential Question:** Storytelling is an oral skill, why is storytelling important to Native American communities?
- **Read out loud:** (Choose any story within the book to read)

LESSON 1 - My Community

Lesson plans: *(Grandfather Story Teller)*

LESSON 2

- Write question on an anchor chart “what “oral tradition” is and whether it happens in their Culture.
 - Ask students the question and Write responses down.
- **Read Aloud:** (Choose any story within the book to read) Reading Response Question:
 - What can you learn from your elders?
- **Lesson Activity:** Students will understand the idea of oral tradition, how it is used in the Ancestral Pueblo and present-day pueblo culture, and why present Pueblo people still consider it important to their culture.
 - Have students brainstorm what they can learn orally and what they can learn in a book. Use the venn diagram to show the relationship among each group.
 -  [Venn Diagram template](#)

LESSON 3

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

LESSON 4

- **Read Aloud:** (Choose any story within the book to read) Reading Response Questions:
 - Do you think you could learn another language better by looking in a book or by hearing stories told by a native speaker.
 - If you were a parents who wanted to be sure that their children could speak their own language, what would be one way for them to practice?
- **Lesson activity:** Divide the class into groups. Have each group choose one item from the list to teach orally. They could do a demonstration, give instructions, tell a story with the idea built in, or try other ways but no written words (making arrows, making bows, making arrowheads, planting seeds, grinding corn, building a house, spinning thread, weaving cloth, sewing moccasins, weaving sandals, butchering a deer, tanning a rabbit skin, making paint for pottery, making pottery, firing pottery)

LESSON 1 - My Community

Lesson plans: *(Grandfather Story Teller)*

LESSON 5

Summarize *Grandfather Story Teller*

- Reading Response Question:
 - If you were an elders, What would you want to be sure were passed to the next generation and not lost?



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

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

LESSON 1 - My Community



Embedded Assessment:

- Students will complete the compare and contrast worksheet for both stories that they listened to.
- Students will interview a community member. Students will discuss what they have learned from the community members they interviewed.
- Students will create a poster of a person within their community that has inspired them.
- Poster will include:
 - Name of the person
 - Where are they from?
 - What skills did the student learn from them?

Pottery making activity:

Use play dough or air dry clay. Work with student on how to coil and make a small pot. After letting it dry use paints to draw on the pottery.

Grandfather Story Teller:

The Ancestral Pueblo people told stories each winter, and over time everyone in a particular group would know all the stories that their local storytellers had to offer. Is there any story that everyone in the class really knows from beginning to end? Is there any song that everyone knows from beginning to end? How did they learn it - by listening or reading?

Lesson Assessment - Whole Group:

Contact an elder or community member that works with natural elements such as clay, paints, weaving.

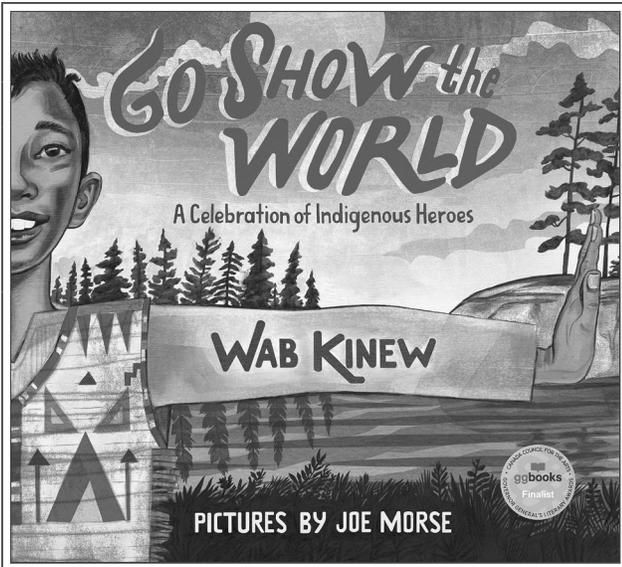
- Ask them to demonstrate their craft as well as describe the natural materials that they use.
- Ask the demonstrator if it is okay if the children can work on small pieces as well.
- Ask them to talk about the past and present of their life.

Lesson Assessment - Small group:

Have the students make a list or draw things that were taught to young Ancestral Pueblo people and are still important for students to learn today.

LESSON 2 - Leaders

Core Text 1:



Go Show the World

by Wab Kinew

Genre:	Non Fiction/Biography
Story Origin:	Native American Heroes

Lexile: AD970L

[Teaching Slides](#)

Essential Questions:

Who are our leaders?

What can we learn from our leaders?

Who are our leaders within our community?

What lessons do you learn from your

Lesson Narrative:

This book is a picture book celebrating Native American leaders and the different talents they have and are famous for. This book will help students learn what skills and personality leaders need

Vocabulary: [Vocabulary worksheet](#)

- **Heal** - To give recognition or honor to for something
- **Credit** - To make fun of in a mean way
- **Mock** - To hold the power of a monarch
- **Reign** - To hold the power of a monarch
- **Hero** - A person admired for great deeds or fine qualities
- **Independent** - Not being controlled or told by another person
- **Fierce** - Having or showing great energy or enthusiasm
- **Forgive** - Kind to those who are not kind to them
- **Brave** - Doing something even though we are scared

LESSON 2 - Leaders

Lesson plans: *(Go Show the World)*

DAY 1

- **Read Aloud:** 1st read - Picture Walk, 2nd read - Read Aloud with comprehension questions.
 - What was this book about?
 - What did these people do?

- **Essential Question:** Who are our leaders?

- **Create Anchor Chart:** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
 - Do leaders all have the same kind of job?
 - Who can be leaders? (warrior, author,)

- **Activity: Observation Chart (GLAD Strategy)**
 - Students write down or draw what they see in the pictures of past and current leaders. What do they see?
 - Teacher will go around to groups and ask students what they are drawing or writing on the posters

DAY 2

Read Out loud - *Go Show the World*

- How did these people show leadership?
- What are some examples of mean things people did or said?
- How did the leaders handle the mean things people did or said?

- **Essential Question:** What can we learn from our leaders?

- **Create Anchor Chart:** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
 - How should leaders act?
 - What types of attitudes should a leader have?

- **Activity: Graffiti Wall (GLAD Strategy)**
 - On a poster paper: Students will draw or write words that come to mind when they think or hear the word leader.
 - They will draw or write what the word means to them.
 - Students will write their name or initials next to their contribution

LESSON 2 - Leaders

Lesson plans: *(Go Show the World)*

DAY 3

Read Out loud - *Go Show the World*

- What kind of things did the leaders in the book have?

- **Essential Question:** Who are our community leaders?

- **Create Anchor Chart:** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
 - Who are our community leaders?
 - What are their jobs?

- **Activity:** Mind Map (GLAD Strategy) - Watch YouTube video and complete Mind Map by answering questions: (Teacher will dictate for students the chart on next page)
 - Which leader are we talking about?
 - What was the leader famous for?
 - What tribe is the leader from?
 - How were the leaders courageous?

DAY 4

Read Out loud - *Go Show the World*

- Did these leaders give up?
- If these leaders gave up, would we know or read about them?

- **Essential Question:** Who are our governing tribal leaders?

- **Create Anchor Chart:** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
 - What is the title of the person in charge of your tribe? (president, governor, etc.)
 - What kinds of jobs do you think your leader has?

- **Activity:** Mind Map (GLAD Strategy) - Answer questions and dictate Mind Map with students using the information from the book.
 - Which leader are we talking about?
 - What was the leader famous for?
 - What tribe is the leader from?
 - How were the leaders courageous?

LESSON 2 - Leaders

LESSON 5

Read Out loud - *Go Show the World*

- What kind of talents did these leaders have?

- **Create Anchor Chart:** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
 - What would you like to do when you grow up?
 - Do you want to do something for your community?

- **Activity:** Students will create a poster of what they want to be when they grow up. Students can draw themselves in the kind of clothes they will be wearing when they achieve their goal. With the help of parents or teachers, they will write down some words around their self-drawing describing what their job will require of them (ex: strength, patience, organization, bravery, etc.)

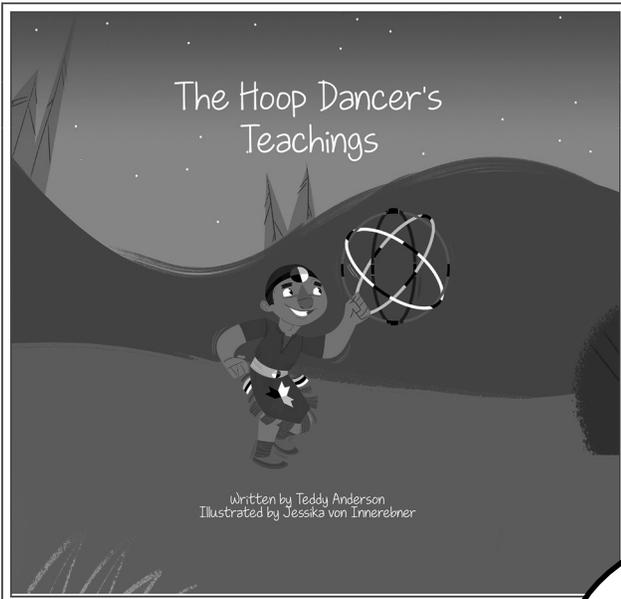


Embedded Assessment: (*Go Show the World*)

- Students will organize and vote for this week's classroom student helpers. Students who want to run will create a poster for themselves listing their best qualities.
- Classroom jobs are: line leader, teacher helper, door holder, first aid, line caboose. Each job will have the job description listed.

LESSON 2 - Leaders

Core Text 2:



The Hoop Dancer's

by Teddy Anderson

Genre: Non Fiction

Story Origin: Tlingit

Lexile: 400

[📄 Teaching Slides](#)

Essential Questions:

What does it mean to be a teacher?

How is a teacher a part of the community?

What can we learn from a teacher?

How is the Hoop Dancer a teacher?

Lesson Narrative:

Teachings is an adaptation of The Medicine Wheel: Stories of a Hoop and appeals to a younger audience. The purpose of the Hoop Dancer is to teach the people of the world how to heal, and live in balance and harmony. He gives great advice in an effort to bring people from all different backgrounds, places, and ethnicity together. He is a vital part of a community as he brings out goodness, kindness, love, etc and the message that we are all better when we come together.

Vocabulary: [📄 Vocabulary worksheet](#)

- **Teachings** - something that is taught
- **Balance** - mental steadiness or emotional stability
- **Harmony** - agreement, orderly
- **Heal** - to make healthy, whole, or sound; free from ailment
- **Equality** - the state or quality of being equal
- **Wisdom** - knowledge of what is true or right
- **Unity** - the state of being one, oneness
- **Ceremony** - the formal activities conducted on some important occasion

LESSON 2 - Leaders

Lesson plans: *(The Hoop Dancer's)*

LESSON 1

- **Page by page look-thru:** Talk about the parts of the book, author and illustrator.
 - Teacher will show the book page by page without reading.
 - Students will use the illustrations to determine what is taking place and what they see happening on every page.
- The vocab word for the day comes from the title: “**teachings.**”
 - Add **teachings** to the word wall for the week.
- **Complete a T-Chart** for what we see in the book and what we wonder after the page by page discovery.
- **Briefly discuss EQ:** What does it mean to be a teacher?
- **Role Play:** Students pair up and become experts and have to share their knowledge with a partner.

LESSON 2

- **Read Aloud:** Talk about the parts of the book, author, illustrator and how the illustrations help us understand what is taking place. Read entire book, without stopping. Read again and stop at first vocabulary words and briefly discuss. Finish book and focus on the vocab words.
- Vocabulary words - **balance** and **harmony** - add to the word wall.
- **Add to the T-chart** - see and wonder after we've read thru two times.
- **Briefly discuss EQ:** What does it mean to be a teacher?
- As a class, we will demonstrate what it looks like to be in harmony and the opposite.

LESSON 2 - Leaders

Lesson plans: *(The Hoop Dancer's)*

LESSON 3

- **Read Aloud:** Illustrations, Vocabulary, See and Wonder, T-Chart
 - Review parts of the book, author and illustrator.
 - Review two vocabulary words from previous day.
 - Read aloud without stopping. Read again and focus on the two vocab words - relate the meaning of the words to the illustrations used on the pages. How do they relate?
- Vocabulary - **heal** and **equality** - add to the word wall
- **Look for real life connections** - do students know dancers or drummers?
- **Discuss** why the Hoop Dancer could be called a teacher?
 - **Add to the T-Chart** any possible new ideas of what they see and wonder about “teachings.”
- **Briefly discuss EQ:** What can we learn from a teacher?
- Students will get to paint with watercolors and show what they know about other teachers in their lives (parents, elders, drummers) and how these people in the community help them.

LESSON 4

- **Read Aloud:** Review parts of the book, author and illustrator and the significance of illustrations.
 - Read once thru without stopping, read again and focus on 3 new vocabulary words: **wisdom, unity, ceremony** - add to the word wall.
- **Discuss:** the key details of the text and why the word “teachings” is repeated.
 - Discuss why we would need to learn from the Hoop Dancer (there is discord in the world and we want strong, healthy, united communities).
- **Briefly discuss EQ:** How is the Hoop Dancer a teacher and what is he trying to teach us?
- **Role Play:** Students role play the Hoop Dancer in groups of 4 acting out scenarios

LESSON 2 - Leaders

Lesson plans: *(The Hoop Dancer's)*

LESSON 5

- **Read Aloud:** read thru once and then on second reading, stop at all vocab words and quickly review.
- **Review word wall** and the 8 new words added throughout the week.
- **Briefly discuss EQ:** Could community mean “big family? Why do we need someone like The Hoop Dancer in our communities?



Embedded Assessment: *(The Hoop Dancer's)*

Informal Assessment

- To check for understanding, students will draw the meaning of one vocabulary word, and then write or draw how The Hoop Dancer’s Teachings help them understand his role in the community.

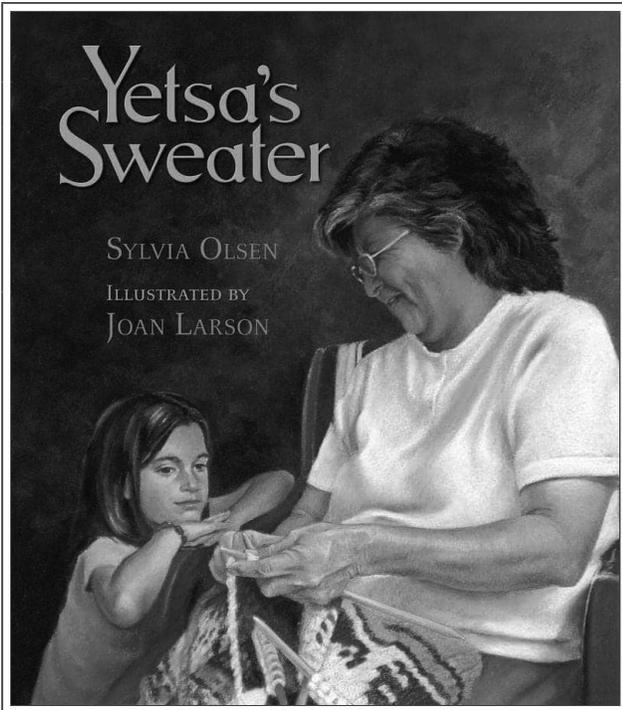


Anchor Standards: [see page 6 for descriptions](#)

Reading: Literature	RL.K.1 RL.K.2 RL.K.3
Reading: Informational	RI.K.1 RI.K.2 RI.K.6
Writing:	W.K.1 W.K.2 W.K.8
Speaking and Listening:	SL.K.1 SL.K.1.A SL.K.1.B SL.K.2 SL.K.3 SL.K.4 SL.K.6
Language:	L.K.1 L.K.1.C L.K.1.D L.K.1.F L.K.4 L.K.6

LESSON 3 - People and Jobs in Our Community

Core Text:



Yetsa's Sweater

by Sylvia Olsen

Genre:	Fiction
Story Origin:	Coastal Salish

Lexile: n/a

[Teaching Slides](#)

Big Idea:

- People and jobs in our community

Lesson Narrative:

A young girl is connected through 3 generations when it's time to make a sweater with her grandmother.

Essential Questions:

What is a community?

What do you know about the people and the places in your neighborhood?

What do people use to do their jobs?

What can we learn from our Elders that will help strengthen our community?

How can traditions bring a community together?

[Key Equity Term\(s\):](#)

- Tradition
- Culture
- Community

LESSON 3 - People and Jobs in Our Community

Vocabulary:

- **Chilly** - mildly cold
- **Salmon** - a marine and freshwater food fish
- **Knit** - to make by interlocking loops of one or more yarns by hand with needles or machine
- **Grate** - to scrape or rub with friction
- **Fleeces** - the coat of wool that covers a sheep or a similar animal
- **Wringing** - to twist forcibly
- **Swishing** - to move with, to whisk
- **Spinning** - the act of converting short lengths of fiber into continuous yarn or thread
- **Teasing** - to pull apart or separate the adhering fibers of wool
- **Carding** - the process in which fibers are manipulated into sliver form prior to spinning

Lesson plans: *(Yetsa's Sweater)*

LESSON 1

- Discuss the parts of the book and author/illustrator. Do an exploration of the book, looking at each page and talking about what we see.
- Discuss the community in the story and the significance of making sweaters.
- Define character and setting, display the T-chart .
- Add the vocab words **chilly**, **salmon**, **knit** to the word wall.

LESSON 2

- **Read Aloud without stopping:** Talk about the author, illustrator and what they do. Discuss the importance of the illustrations in the book.
- Add the vocab words **grate**, **fleeces**, and **wringing** to the word wall.

LESSON 3 - People and Jobs in Our Community

Lesson plans: *(Yetsa's Sweater)*

LESSON 3

- **Read aloud:** - discussing the parts of the book and importance of illustrations.
- Add the new vocab words **swishing**, and **spinning** to the word wall.
- Add characters to our T Chart.
- Discuss what characters are and how we find them in the texts.
- Talk about how a community benefits from the traditions.

LESSON 4

- **Read Aloud:** discussing parts of the book, and how illustrations help us figure out what is taking place.
- Add new vocab words **teasing** and **carding** to the word.
- Complete the setting T Chart.
- Do a collage/cut and paste of different characters and settings determining each.

LESSON 5

- Do a final read aloud.
- Discuss the parts of the book, author/illustrator, and characters and setting.
- An informal assessment will be given where students have to identify characters and setting and show mastery. We will conclude with an art project using cotton balls and glue to make a sweater.

LESSON 3 - People and Jobs in Our Community



Embedded Assessment:

Drawing:

- Students will draw a picture of their community and discuss places that surround where they live showing an understanding of character and setting. Students will discuss how they could help their community.

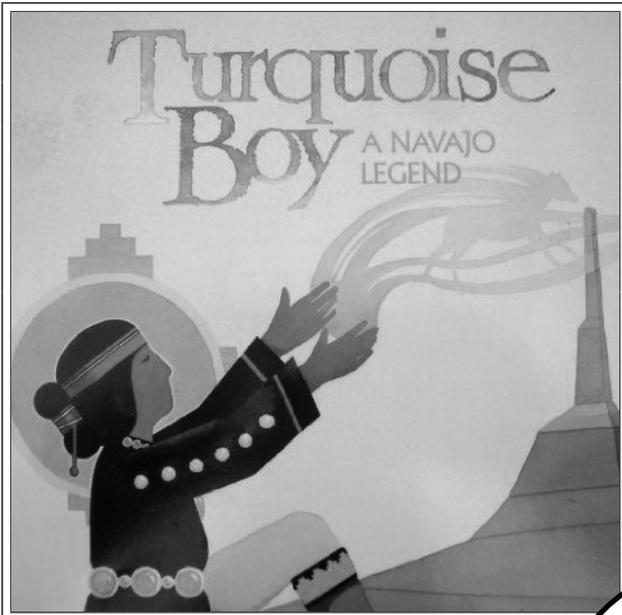


Anchor Standards: [see page 6 for descriptions](#)

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Language:	L.K.1 L.K.1.C L.K.1.D L.K.1.F L.K.4 L.K.6

LESSON 4 - Helping my community

Core Text:



Turquoise Boy: A Navajo Legend

by Terri Cohlen

Genre: Fiction/Legend

Story Origin: Navajo

Lexile: 610L

[Teaching Slides](#)

Essential Questions:

How can we help our community?

Who do you or your family go to for cultural knowledge?

What are ways in which you interact with others in your community?

Big Idea:

- Helping my community

Lesson Narrative:

Turquoise Boy is a Navajo legend about a boy who searches for something to make life easier for the Navajo people. This book and these lessons help students learn and recognize their community and the people in their communities. Communities do not only refer to family.

Vocabulary: [Vocabulary worksheet](#)

- **Holy** - blessed
- **Labor** - work
- **Worthy** - having enough worth or excellence
- **Purpose** - a reason or purpose that guides an action
- **Fiery** - on fire or like fire
- **Boulders** - big rocks
- **Mirage** - an image that looks real, but is not really there
- **Chant** - something spoken or rhythmically

LESSON 4 - Helping my community

Lesson plans: *(Turquoise Boy)*

DAY 1

Read Out loud - *Turquoise Boy*

- Who were the characters in this story?
 - Why was Turquoise Boy sad?
 - Who did Changing Woman tell him to talk about what we wanted?
-
- **Essential Question:** Who do you or your family go to for cultural knowledge?
-
- **Create Anchor Chart:** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
 - Story Map: Character and setting
 - Who was the story about?
 - Where did the story take place?
-
- **Activity:** Discuss character and setting.  [Use graphic organizer.](#)

DAY 2

Read Out loud - *Turquoise Boy*

- Which God did Turquoise Boy visit first?
 - What gift did he receive from the first God?
 - What God did Turquoise Boy visit second?
 - What gift did he receive from the second God?
-
- **Essential Question:** Who do you or your family go to for cultural knowledge?
-
- **Create Anchor Chart:** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
 - Is there a special person that your family asks for rules or instructions to do something?
 - What kinds of knowledge can be passed from generation to generation?
-
- **Activity:** Discuss Plot of the story.  [Use graphic organizer.](#)

LESSON 4 - Helping my community

Lesson plans: *(Turquoise Boy)*

DAY 3

Read Out loud - *Turquoise Boy*

- Which God did Turquoise Boy visit third?
- What gift did he receive from the third God?
- What God did Turquoise Boy visit fourth?
- What gift did he receive from the fourth God?

- **Essential Question:** What are ways in which you interact with others in your community?

- **Create Anchor Chart:** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
 - What kinds of things do you do when you visit your grandparents or aunts and uncles?

- **Activity:** Discuss the problem and solution.  [Use graphic organizer.](#)

DAY 4

Read Out loud - *Turquoise Boy*

- What happened when Turquoise Boy made it home?
- Did he help his community?

- **Essential Question:** What are ways in which you interact with others in your community?

- **Create Anchor Chart:** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
 - What kind of events do you like to attend or participate in at school?
 - What kind of events do you like to attend or participate in at home?
 - What kind of events do you like to attend or participate in your community?

- **Activity:** Students will receive a piece of white paper (quarter separated) to draw their picture. Each day they will draw their picture for each direction. Students will draw answers based on the questions: Where did Turquoise Boy travel first? What gift did he receive?

LESSON 5

Read Out loud - *Turquoise Boy*

- What gifts did Turquoise Boy receive?
- What is he supposed to do with the gifts received?

- **Essential Question:** How can we help our community?

LESSON 4 - Helping my community

Lesson plans: *(Turquoise Boy)*

LESSON 5

continued

- **Create Anchor Chart:** (Ask students questions, while they are answering, the teacher will draw quick sketches and label sketches.)
 - Is your classroom your community?
 - Is your school your community?
 - Is your home your community?
 - In what ways can we help our community?
- **Activity: Creating a timeline** - Students will cut the sections out, and glue the events in the order that happened in the story. Students will receive a final paper to draw what animal the Navajo people received after giving thanks and chanting.



Embedded Assessment:

- Students will present the timeline they created in the last activity. Students will retell the story about Turquoise Boy's journey to the God's and what kinds of gifts he received.



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