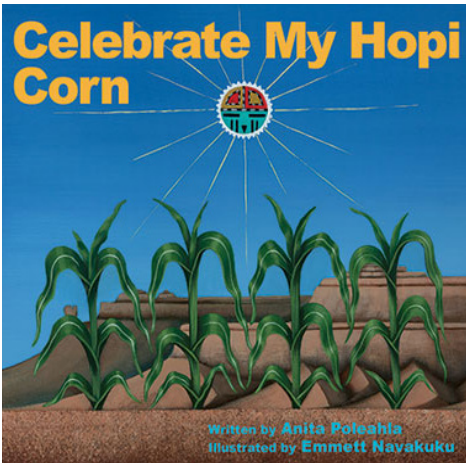
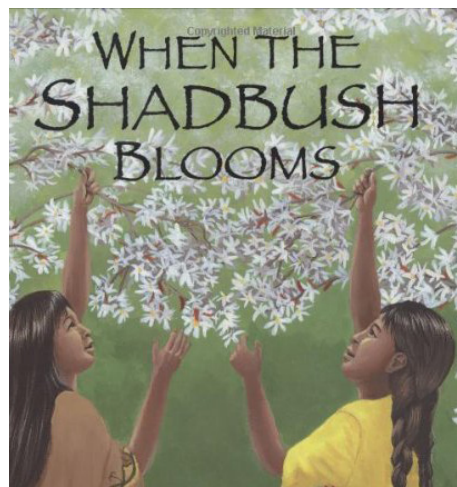
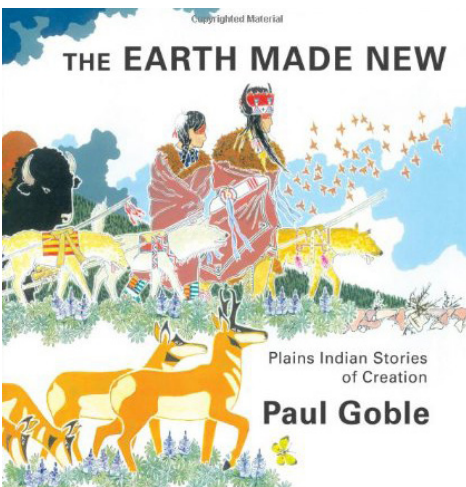
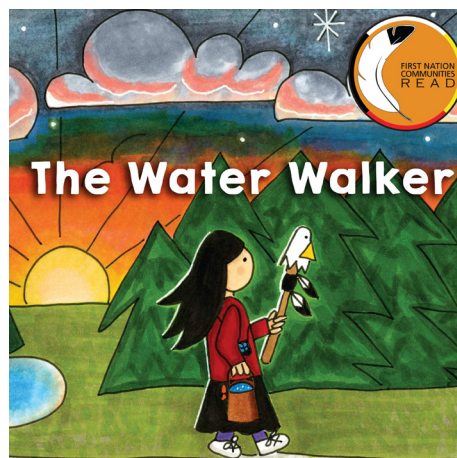
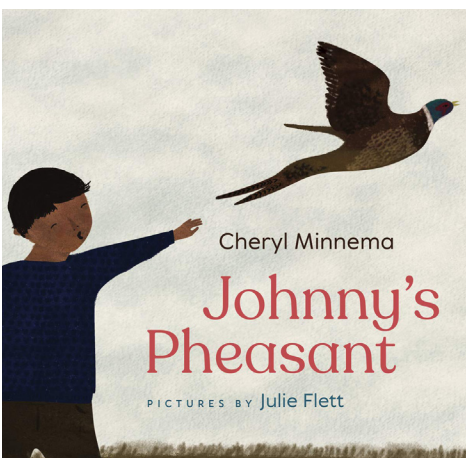


NATIVE LITERATURE & HISTORY PROGRAM DESIGN

KINDERGARTEN



UNIT 4 Natural Wonders of the World (Plants)



UNIT 4

Natural Wonders of the World (Plants)

 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 - Planting _____

- ***Celebrate My Hopi Corn***
by Anita Poleahla (Hopi)

Lesson 2 - Mother Nature _____

- ***Watch Over Our Water***
by Lisa Bullard (Inspired by Indigenous led movements)
- ***We Are Water Protectors***
by Carole Lindstrom (Standing Sioux Tribe/Ojibwe Tribe)

Lesson 3 - Respecting Nature _____

- ***Johnny's Pheasant***
by Cheryl Minnema (Ojibwe)
- ***Nibi Emosaawdang/The Water Walker***
by Joanne Robertson (Ojibwe)
- ***Giving Thanks: A Native American Good Morning Message***
by Chief Jake Swamp (Mohawk)

Lesson 4 - Past and Present _____

- ***When The Shadbush Blooms***
by Carla Messinger, with Susan Katz (Lenni Lenape)
- ***The Earth Made New - Plains Indian Stories of Creation***
by Paul Goble (Plains Indian)

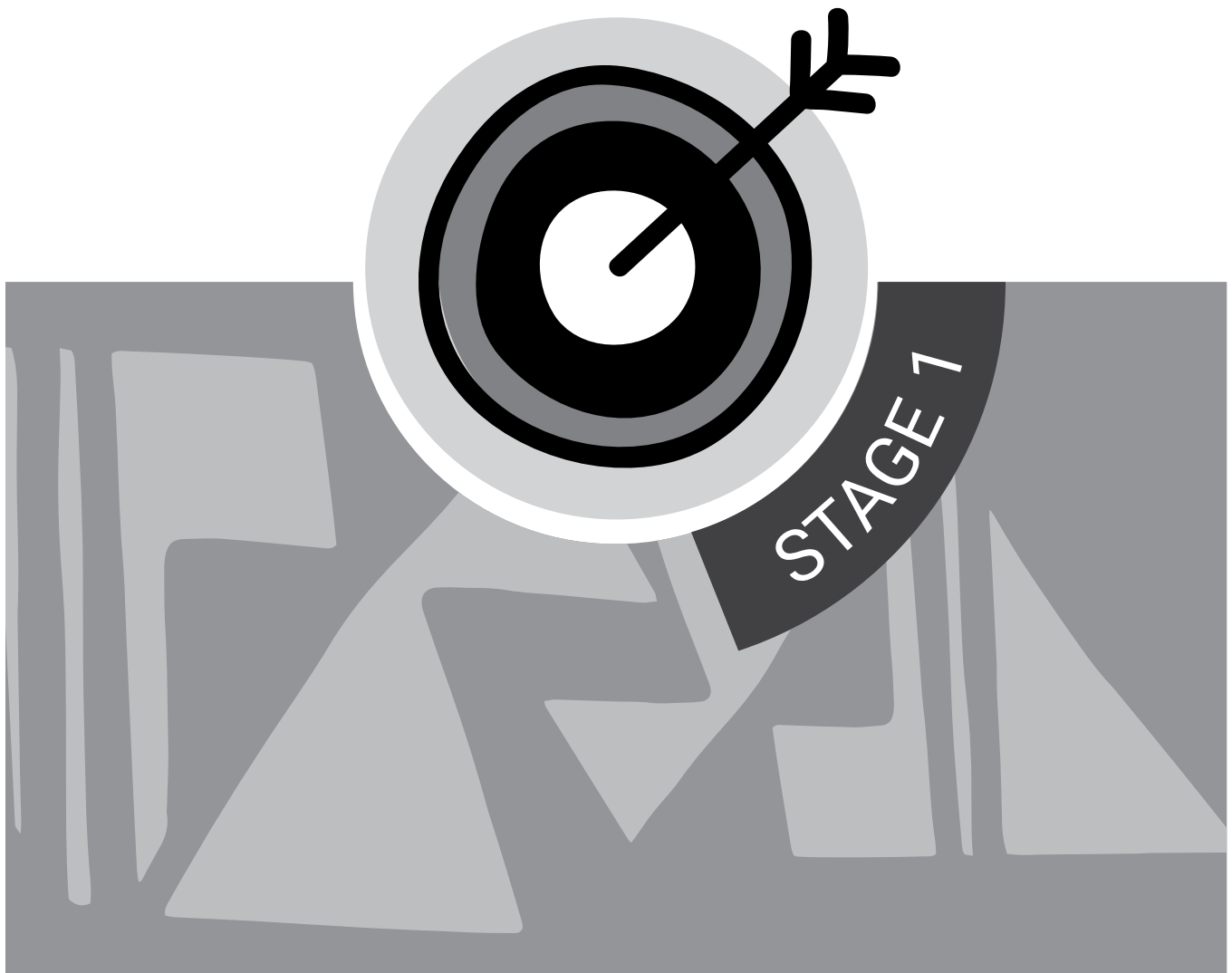
Unit Supporting Texts:

- ***When Clay Sings*** by Byrd Baylor
- ***The Water Lady*** by Alice B. McGinty
- ***Wild Berries*** by Julie Flett and Earl N. Cook

DESIRED RESULTS

REFERENCES

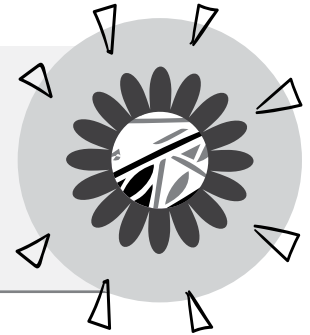
- 🎥 [Finding Big Ideas and Assessment Evidence @ NISN video](#)
- 🎥 [Building EQs and EUs @ NISN video](#)



BIG IDEAS

In what ways has our community changed over time?

What does nature teach us about diversity?



Essential Questions

(based on yearlong Big Idea)

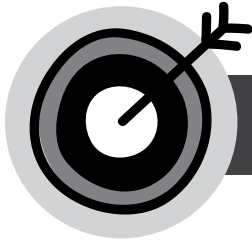
- What is already happening in our community to preserve culture and natural resources?
- Why is your community unique and special?
- What can people do to make a positive impact within their community?
- How can we protect the Natural Wonders of the World?
- How are we all connected?
- How have the needs of people been affected by oppression and/or privilege?

Enduring Understandings

(based on yearlong Big Ideas)

“The earth is not just our environment. We are the earth and the earth is us. We have always been one with the earth.”
— Thich Nhat Hanh





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 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.](#)

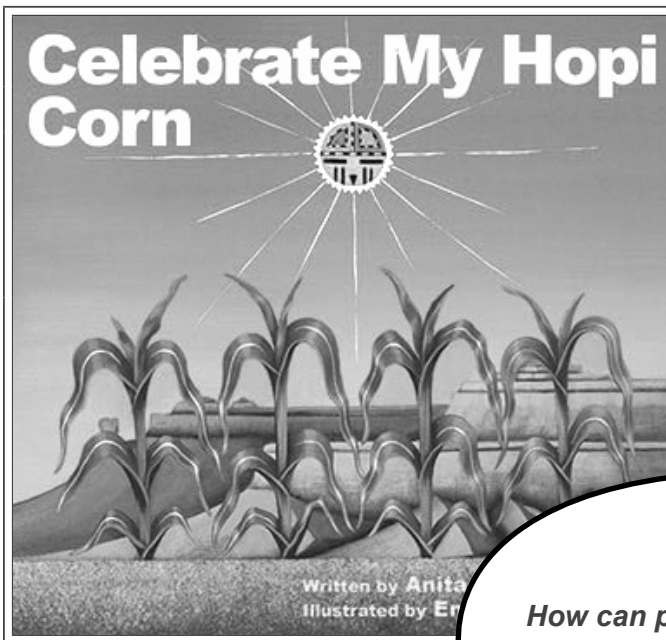
Goal:	Students will visit one place in their community that is helping Mother Earth and her resources.
Role:	Students will be the presenter
Audience:	Classmates, parents, and/or community members
Scenario:	Students find one place in their community that is helping to protect or keep Mother Earth. If there are none in the community, what would the student want their community to help with?
Product:	Presentation about one protector of the Earth or a plan to start a service.
Standards:	 W.K.8 - I can use what I know and have read about to answer questions.

SCOPE + SEQUENCE



Lesson 1 - Planting

Core Text:



Celebrate My Hopi Corn

by Anita Poleahla

Genre: Nonfiction

Story Origin: Hopi

Lexile: n/a

Essential Questions:

How can planting help my community and family?

What are the different types of gardening used in our community?

Where does food come from?

Lesson Narrative:

The story of how corn is planted, cultivated, harvested, and prepared for use in Hopi homes and the importance corn plays a role in Hopi culture.

Vocabulary: [📄 worksheet](#)

- **Planting**
- **arrives**
- **Silken**
- **Kernels**
- **Identity**

LESSON 1 - Planting

Lesson plans: *(Celebrate My Hopi Corn)*

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

- **Essential Question:** How can planting help my community and family?

- **Read out loud**

LESSON 2

- Write the question on an anchor chart “What are the different types of gardening used in our community?”
 - 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 are the different colored ears of hopi corn?
 - How is Hopi corn planted?

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

LESSON 3

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

LESSON 1 - Planting

Lesson plans: *(Celebrate My Hopi Corn)*

LESSON 4

- **Re-read:** Reading Response Questions:
 - How is corn used for food?
 - What can corn be used for?
- **Lesson activity:** Complete the [story element worksheet](#)

LESSON 5

Summarize *Celebrate My Hopi Corn*

- Reading Response Questions:
 - Where does food come from?
 - Does your family plant corn and how is it different from the story? If your family doesn't plant, how would you want to plant corn?
- **Lesson Activity:** Complete [retelling reading worksheet](#)



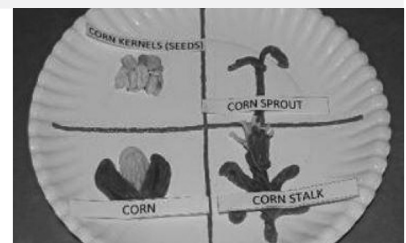
Embedded Assessment:

Whole Group:

- Plant corn in or outside of your classroom and observe documenting the changes happening.
- Make a list of ways corn can be used.

Small group:

- Students will create a step by step on the growth cycle of corn.
- Students will create a step by step on growing corn: planting, growth, harvesting and usage.



LESSON 1 - Planting

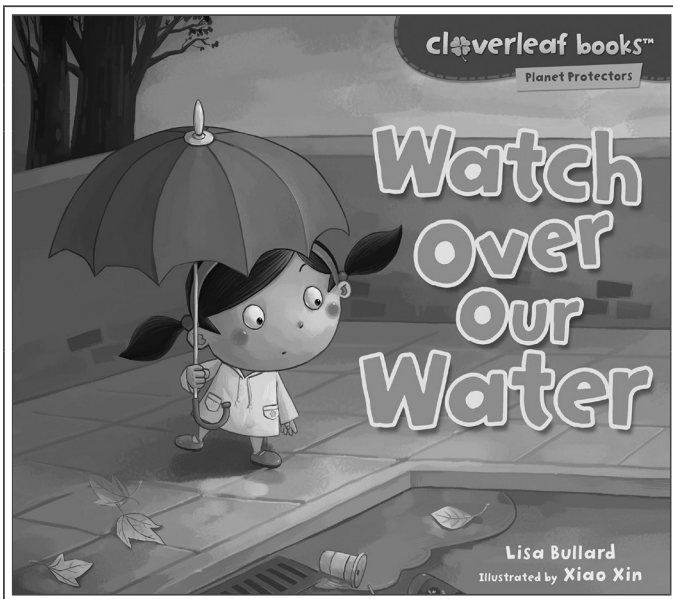


Anchor Standards: [see page 6 for descriptions](#)

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

Lesson 2 - Mother Nature

Core Texts:

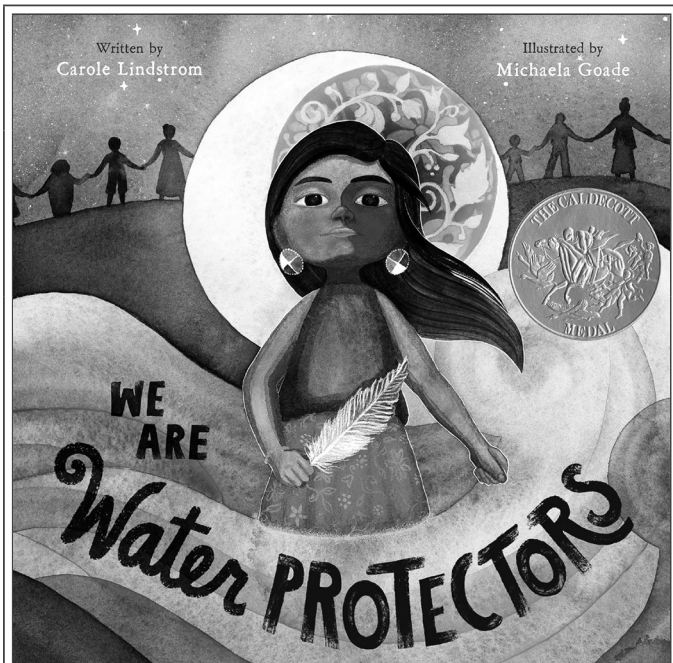


Watch Over Our Water

by Lisa Bullard

Genre:	Nonfiction
Story Origin:	Inspired by the many Indigenous led movements across North America

Lexile: 540



We Are Water Protectors

by Carole Lindstrom

Genre:	Fiction
Story Origin:	Standing Sioux/Ojibwe

Lexile: n/a

[📄 Teaching Slides](#)

LESSON 2 - Mother Nature

Vocabulary: [worksheet](#)

- **Nourish** - To supply with food needed for life and growth
- **Sacred** - Deserving to be respected and honored
- **Destroy** - To ruin the natural existence
- **Poison** - Something destructive or harmful
- **Foretold** - Predict
- **Courage** - Making good choices while facing fear or obstacles
- **Rally** - To come together
- **Ancestors** - Person in family from long ago

Essential Questions:

- What do you use water for?*
- Why does water need protection?*
- How does oil or chemicals get into our rivers or ocean?*
- How is oil and chemicals harmful?*
- How is everything on Earth related?*
- What can we do to make sure our water is safe?*
- How can we take care of Mother Nature?*



Anchor Standards: see page 6 for descriptions

Reading: Literature	 RL.K.1  RL.K.2  RL.K.3  RL.K.4  RL.K.6  RL.K.7
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 2 - Mother Nature

Lesson plans:

DAY 1

Watch Over Our Water (Ch. 1)

- Is there more land or water covering Earth?
- What is our body mainly made of?
- What three things do plants, animals, and people need to live?
- What other things do we use water for?

- **Essential Question:** What do you use water for?

- **Create anchor chart** of the types of water in the world:
 - What kind of water is fast moving and wide? Rivers
 - What kind of body of water is surrounded by land on all sides? Lakes
 - What kind of water covers more than half of Earth? Oceans
 - What is a body of water, smaller than a lake? Ponds
 - What kind of body of water is narrow and moves slower than a river? streams

- **Water Art:** Students will create a collage by cutting out water pictures from a magazine, place an outline of a body over it, and adding their face.


DAY 2

Watch Over Our Water (Ch. 2)

- Can we drink ocean water? Why?
- Where do we get our drinking water?
- How can we conserve (save) water?

- **Essential Question:** Why does water need protection?

- **Create Anchor Chart:** How can we save water? (Repeat question)

- **Writing:** How can we protect the _____? (ocean, streams, lakes, river, and drinking water)
 - Students will spin the  **wheel of water**, they will write/draw about ways they can protect one of the waters listed.

- **Compare or contrast:**
 - Ocean and lakes
 - How are the lakes and ocean different?
 - How are they the same?

LESSON 2 - Mother Nature

Lesson plans:

DAY 3

We Are Water Protectors

- When the book talks about black snake, what are they talking about?
- What do we use oil for?
- What happens if oil leaks into the ocean? The animals?

- **Essential Questions:** How does oil or chemicals get into our rivers or ocean? How is oil and chemicals harmful?

- **Create Anchor Chart:**

- What kinds of pollution do we have on Earth? (air, water, & land)
- Discuss each type of pollution.

-  [Watch Water Pollution for Kids](#)

- **Home-Family Connection:**

- Is there a song or prayer someone in your family knows?
- Can you learn it?

DAY 4

We Are Water Protectors

- Why should people fight to keep the Earth clean for the animals?
- Why do people, animals, and plants need each other?
- What are some people doing to protect our water?

- **Essential Question:** How is everything on Earth related?

- **Create Anchor Chart:**

- Why do people need animals?
- Why do people and animals need plants?
- What 3 things do people, animals and plants need?

- **Activity:** Draw the animal your tribe uses during ceremonies.

- What does your family do with the rest of the animal?

LESSON 2 - Mother Nature

Lesson plans:

DAY 5

Watch Over Our Water (Ch. 3)

- What should you do when your pets use the restroom?
- How can we keep the waters clean?
- What can happen to us if we drink dirty water?

- **Essential Questions: What can we do to make sure our water is safe?**

- **Create Anchor Chart:**

- Repeat questions from the read aloud.

- **Art:**

- Create a poster showing one way we can keep our water safe.
- Students will post their posters throughout the school.



Embedded Assessment:

We Are Water Protectors:

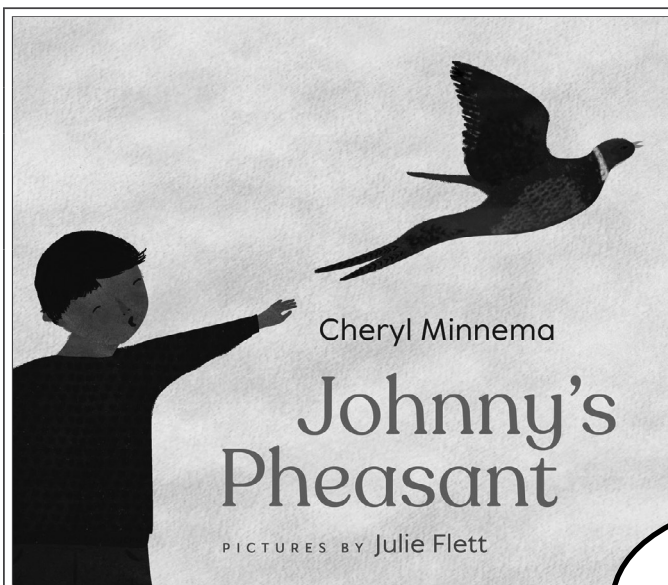
- Interview - How does the child respond to the questions and discussion about the anchor chart? What do they say, do, and contribute?

Lesson 3 - Respecting Nature (non-living and living)

Lesson Questions:

- As you wake up in the morning, what are some of the first thoughts you have?
- What are some things that you are thankful for? Where do these things come from and how do you receive them?
- What do you appreciate about earth and the environment?
- What are some things that keep the environment healthy? That damage it?
- Who is responsible for helping make the environment healthy? How can this be done?

Core Text 1:



Johnny's Pheasant

by Cheryl Minnema

Genre: Fiction

Story Origin: Ojibwe/Cree

Lexile: n/a

[Teaching Slides](#)

Essential Question:

What is already happening in our community to preserve culture and natural resources?

LESSON 3 - Respecting Nature

Lesson Narrative:

Johnny and grandma find a pheasant laying out in a field. Johnny knows that it is okay but grandma thinks it is dead. Johnny convinces grandma to take it home; she agrees as she said she could use its feathers for crafts. Johnny starts making a place for the pheasant when it starts to fly around the house and making its way outside but before leaving the pheasant leaves a gift. er when we come together.

Vocabulary: [worksheet](#)

- Feathery
- Nudged
- Bolted
- Swooped
- Swayed
- Perched
- Sprang

Lesson plans: *(Johnny's Pheasant)*

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

- **Essential Question:** What is already happening in our community to preserve culture and natural resources?

- **Read out loud:** 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 do you appreciate about earth and the environment?"
 - Ask students the question and write responses down.

- **Read Aloud:** Reading Response Questions:
 - Where was Johnny and Grandma coming from?
 - Why was the pheasant out in the field?

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

LESSON 3 - Respecting Nature

Lesson plans: *(Johnny's Pheasant)*

LESSON 3



Watch the read aloud on *Johnny's Pheasant*

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

LESSON 4

- **Read Aloud:** Reading Response Questions:
 - What kind of craft do you think grandma does that she uses feathers?
 - What can you do with feathers?

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

- **Making a story mobile:** Students will draw the characters, scene and pheasant. Use string to tie the drawings to a stick or hanger. Hang in the classroom to display during lesson.

LESSON 5

Summarize *Johnny's Pheasant*

- Reading Response Questions:
 - What did the pheasant leave for Johnny and Grandma?
 - Why did grandma say “ Pheasants belong in the wild”
 - Why and how should we respect animals in the wild

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



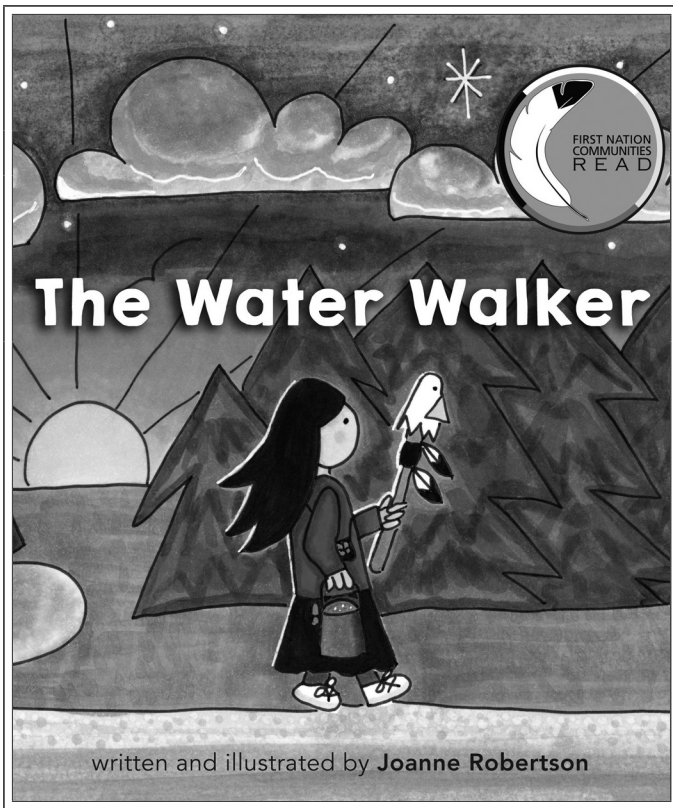
Embedded Assessment: *(Johnny's Pheasant)*

Nature Walk:

- Take the students on a nature walk and draw 5 things they see during their walk that they can help their community. Upon return gather in a circle and discuss their draws asking students, How is _____ helping our community?

LESSON 3 - Respecting Nature

Core Text 2:



Nibi Emosaawdang/The Water Walker

by Joanne Robertson

Genre: Nonfiction

Story Origin: Navajo

Lexile: 730L

[Teaching Slides](#)

Lesson Narrative:

Nokomis walks to raise awareness of our need to protect water for future generations and for all life on the planet. Based on a true story.

Essential Questions:

What can people do to make a positive impact within their community?

LESSON 3 - Respecting Nature

Lesson plans: *(The Water Walker)*

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: Anishinaabeg/Ojibwe:** Talk about the origin of the author or the book.
 - Use a pin or marker to pinpoint the origin.
- **Essential Question:** What can people do to make a positive impact within their community?
- **Read out loud**

LESSON 2

- Write the question on an anchor chart “What are some things that keep the environment healthy? That damage it?”
 - Ask students the question and write responses down.
- **Read Aloud:** Reading Response Questions:
 - What does Nokomis do before she starts her day?
 - How were people disrespecting and wasting water?
- **Lesson Activity:** Start on the [👉 story element worksheet](#)

LESSON 3

 [Watch the read out loud on Nibi Emosaawdang/The Water Walker](#)

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

LESSON 3 - Respecting Nature

Lesson plans: *(The Water Walker)*

LESSON 4

- **Re-read:** Reading Response Questions:
 - How did Nokomis and the water walkers respect water?
 - How many sneakers and knees did Nokomis go through while walking for Nibi?
- **Lesson activity:** Complete the [story element worksheet](#)

LESSON 5

Summarize *The Water Walker*

- Reading Response Questions:
 - What does it mean “ Without Nibi there is no life”
 - What can you/we do to protect and conserve water?
- **Lesson Activity:** Complete [retelling reading worksheet](#)



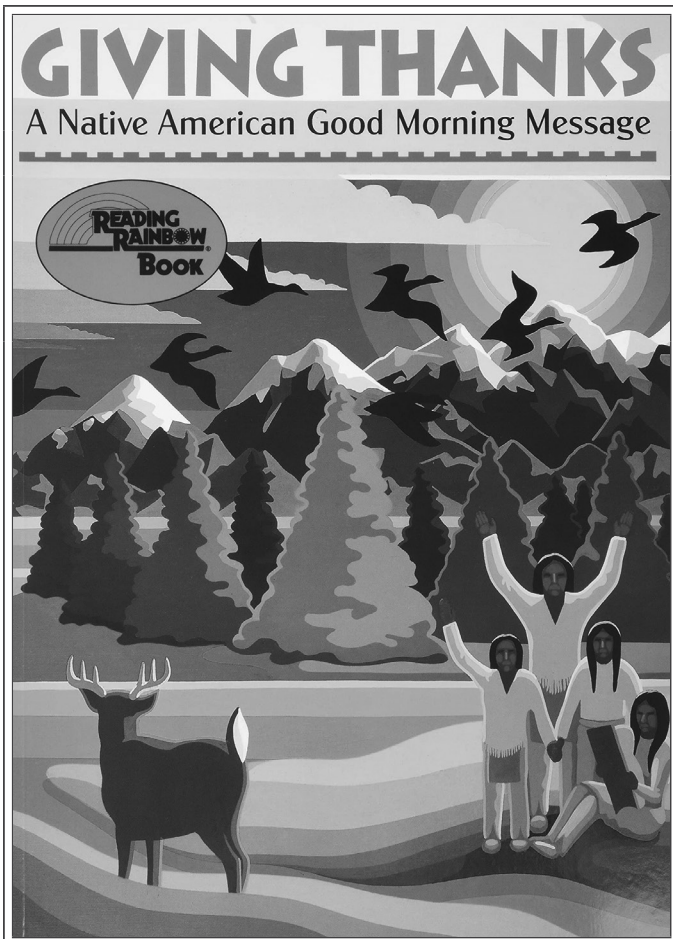
Embedded Assessment: *(The Water Walker)*

Gather in a circle:

- Ask the question “How can we protect the Natural Wonders of the World?”
- Give examples if needed (planting a tree, recycling, cleaning outside)
- Choose one from the responses to do.
- Talk about the steps that need to be taken and propose to your school community.

LESSON 3 - Respecting Nature

Core Text 3:



Giving Thanks: A Native American Good Morning Message

by Chief Jake Swamp

Genre:	Fiction
Story Origin:	Mohawk

Lexile: AD520L

[Teaching Slides](#)

Lesson Narrative:

Is a message of gratitude that is shared among Native American communities.

Essential Questions:

How are we all connected?

LESSON 3 - Respecting Nature

Lesson plans: *(Giving Thanks)*

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

- **Essential Question:** How are we all connected?

- **Read out loud**

LESSON 2

- Write the questions on an anchor chart “What are some things that you are thankful for? Where do these things come from and how do you receive them?”
 - Ask students the question and write responses down.
- **Read Aloud:** Reading Response Questions:
 - As you wake up in the morning, what are some of the first thoughts you have?

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

LESSON 3

 [Watch the read out loud on Giving Thanks](#)

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

LESSON 4


- **Re-read:** Reading Response Questions:
 - Why should we thank the plants? Why should we thank the animals?
- **Lesson activity:** Complete the [👉 story element worksheet](#)

LESSON 3 - Respecting Nature

Lesson plans: *(Giving Thanks)*

LESSON 5

Summarize *Giving Thanks*

- Reading Response Questions:
 - How can we protect nature?
 - Why should we thank the water?
-
- **Lesson Activity:** Complete  [Retelling reading worksheet](#)



Embedded Assessment: *(Giving Thanks)*

Create a Prayer:

- Create a thank you Mother Earth or morning prayer. Recite this prayer at the beginning of the school day daily with the children



Anchor Standards: see page 6 for descriptions

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

Lesson 4 - Past and Present

Core Text 1:



When The Shadbush Blooms

by Carla Messinger, with Susan Katz

Genre: Fiction

Story Origin: Lenape

Lexile: NC660L

[👉 Teaching Slides](#)

Lesson Narrative:

A Lenape girl reflects on how her experiences throughout the seasons were mirrored generations ago by her ancestors. This mirroring is reflected in the illustrations. For example, a group of traditional Lenape fish from their canoes on one page, and a contemporary Lenape family catches fish with modern fishing poles on the next.

Vocabulary: [👉 worksheet](#)

- **Veil** - Something that covers
- **Shad** - A deep-buried herring, used for food
- **Rattle** - To move or go, especially rapidly, with such sounds
- **Ripen** - To make or become ripe
- **Smear** - To spread on or over something
- **Stalks** - The stem or main axis of a plant
- **Patter** - To make a rapid succession of light taps
- **Mends** - To make whole, sound, or usable by repairing
- **Bloom** - The flower of a plant

LESSON 4 - Past and Present

Essential Questions:

How can we tell there is a connection to the past?

How does understanding the past make me a better person today?

Lesson Questions:

- How are connections to the past captured in this story?
 - Why is it important to understand how life was before colonization?
 - How does understanding the past help me be a better person today?
 - Do the reflections of the past give me more connection to my culture? What do I notice hasn't changed through time?
-

Lesson plans: *(When the Shadbush Blooms)*

LESSON 1

- **Do a page by page look-thru of the book:** Ask:
 - What does the author do?
 - What does the illustrator do?
 - Remind students that although they are emerging readers, the illustrations can help us understand what is taking place.
- Discuss the purpose of reading.
- Add “**veil**” to our word wall.
- Take note on our T chart what we notice and what we wonder about the illustrations.
- **Discuss our EQ:** How can we tell there is a connection to the past?

LESSON 4 - Past and Present

Lesson plans: *(When the Shadbush Blooms)*

LESSON 2

- **Read Aloud:** Talk about the parts of the book (front cover, back cover, spine, illustrator, author).
 - Read the book without stopping. At the end, identify and define the three new words, “**veil**, **shad**, and **rattle**.”
- Add “**shad**” and “**rattle**” to our word wall.
- Emphasize the style of the author and the importance of showing the past and present on every page.
- **Discuss our EQ:** How does understanding the past make me a better person today?

LESSON 3

- **Read Aloud:** First discussing the parts of the book, author and illustrator. Reiterate that we read left to right, top to bottom, and return sweep.
- During the read aloud, what do we notice and wonder after our brief conversation about the author’s purpose for showing past and present.
- Remind students of their purpose for reading. In small groups, students will retell the story.
- Add “**ripen** and **smear**” to our word wall and discuss definitions.

LESSON 4

- **Start with EQ:** Briefly discuss that things are different than they used to be and that because of colonization, many changes occurred.
 - **Read Aloud** and connect back to EQ and the importance of learning about the past and how things were done, and if/how they are done the same today.
- Add “**stalks** and **patter**” to the word wall and discuss the definitions.
- Using an anchor chart, in small groups, have students compare and contrast the differences and similarities they see on one assigned page.

LESSON 4 - Past and Present

Lesson plans: *(When the Shadbush Blooms)*

LESSON 5

- Start today's lesson talking about the similarities and differences on the contrasting pages. Referencing the EQ's, briefly discuss how each EQ is reflected in the book.
- Read aloud without stopping.
- Add "**mends** and **bloom**" to the word wall and discuss the definitions.



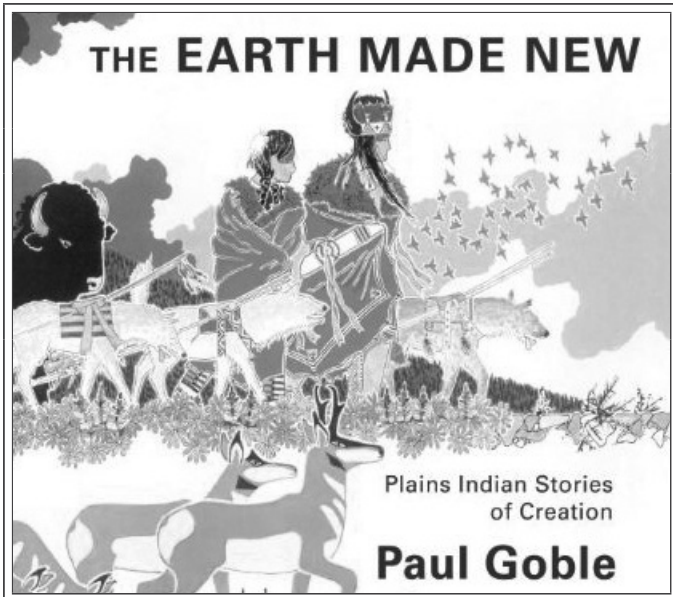
Embedded Assessment: *(When the Shadbush Blooms)*

Small group: Informal Assessment

- In small groups, students will reflect on EQ:
 - Do the reflections of the past give me more connection to my culture and who I am as a Native Student? (Because of the illustrations of the past, I can more relate to the illustrations of the present because I see myself then, and now).
 - What in the story and through time, hasn't changed? (Things are not so different when the shadbush blooms).

LESSON 4 - Past and Present

Core Text 2:



The Earth Made New - Plains Indian Stories of Creation

by Paul Goble

Genre: Fiction /Folklore

Story Origin: Plains Indian

Lexile: 860L

[📄 Teaching Slides](#)

Lesson Questions:

- Why is it important to listen to the stories of the elders?
- What is the importance of understanding the connection to nature?
- What is the significance of learning about the past?

Lesson Narrative:

Creation story. Birds begged the creator for land. Creator made land, animals, and people. He taught them to live together in harmony and only use what they need.

Vocabulary: [📄 worksheet](#)

- **Calamity** - A great misfortune or disaster
- **Clamor** - A loud uproar or outcry
- **Earth Maker** - Another name for the Creator, the Great Spirit, or God
- **Composed** - To make or form; create
- **Flocks** - A number of animals of one kind
- **Immense** - Very great; vast; huge
- **Multitude** - A great number; many
- **Wisdom** - The quality or state of being wise
- **Endure** - To hold out against, undergo

LESSON 4 - Past and Present

Lesson plans: *(The Earth Made New)*

LESSON 1

- Being such a rich and depth text, teacher will do a page to page look-thru to page 20.
- At each page, students will communicate with their shoulder partner what they notice and wonder.
- Students will draw or write what was most significant or what they connected to most.
- Students will share in small groups what they drew or wrote. Students will share why they think it is important to listen to Elders and storytellers.

LESSON 2

- Read Aloud pages 1-6 without stopping.
- Add “**calamity**, **clamor**, and **Earth Maker**” to the word wall. Discuss the definitions.
- Re-read the pages and look for other words that we might not know and look for clues in the illustrations to help us determine the definition.
- **Words:** dread, depths, wailings, indignantly, smacked,
- Students will create a way (draw, write, craft) to show they understand the definition of one of the words added to the word wall (calamity, clamor, Earth Maker).

LESSON 3

- Read Aloud pages 7-12 without stopping.
- Add “**composed**” to the word wall, and discuss the definitions.
- Re-read the pages and look for other words that we might not know and look for clues in the illustrations to help us in determining the definition.
- **Words:** scraped, glorious, immediately, imagination, scattered, mighty, battle

LESSON 4 - Past and Present

Lesson plans: *(The Earth Made New)*

LESSON 3

continued

- With these new words, in small groups, look for clues in the illustrations or words to help us understand the meaning (one word per group).
- Each small group will share with the whole group what they came up with.

LESSON 4

- Read aloud pages 13-16 without stopping.
- Add “**flocks**” to the word wall and discuss the definitions.
- Re-read the pages and look for other words that we might not know and look for clues in the illustrations to help us determine the definition.
- **Words:** peopled, rightful, underneath
- Re-read pages 1-16 without stopping.
- Students will draw or write a “re-tell” about how one animal came to be according to the author (story-teller), and the importance of nature to that animal.
- Students will share with the whole group.

LESSON 5

- Read Aloud pages 17-20 without stopping.
- Add “**immense, multitude, wisdom and endure**” to the word wall. Discuss the definitions.
- Re-read the pages and look for other words that we might not know and look for clues in the illustrations to help us determine the definition.
- **Words:** shaggy, wisely, difficulties, kindness
- Students will create a way (draw, write, craft) to show they understand the definition of one of the words added to the word wall (calamity, clamor, Earth Maker).

LESSON 4 - Past and Present



Embedded Assessment: *(The Earth Made New)*

Small group: Informal Assessment

- Students will be able to show they can look at clues in the book to help figure out what words mean by thinking about what was read to them.
 - Read aloud page 14.
 - Students will draw or write the meaning of “beings.”
 - Students will be able to connect themselves and other living things as “beings” and know we are all connected.



Anchor Standards: *see page 6 for descriptions*

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