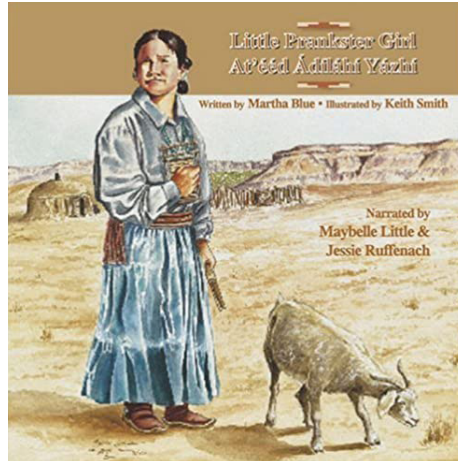
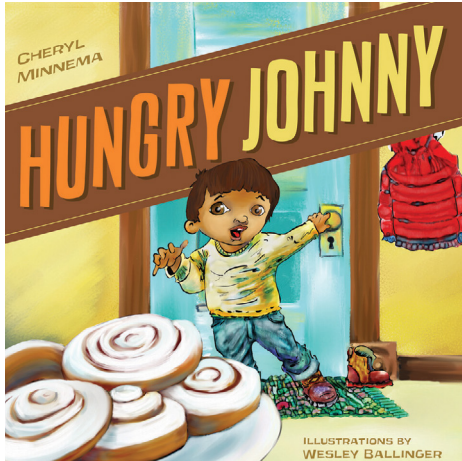


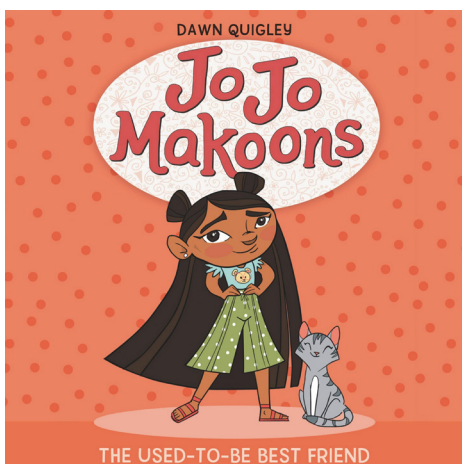
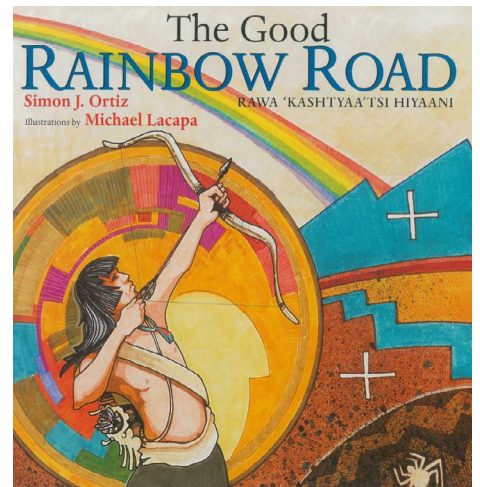
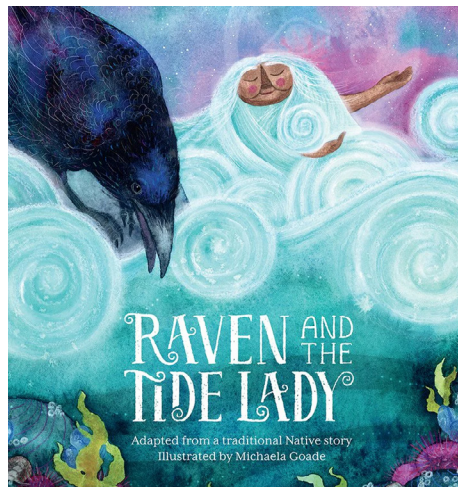
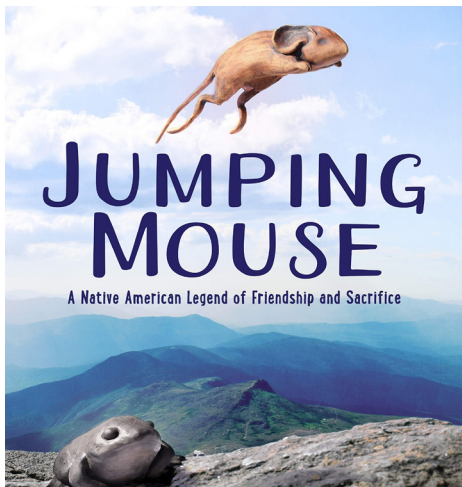
NATIVE LITERATURE PROGRAM DESIGN

2nd GRADE



UNIT 1

Friendship, Place, and Relationships



UNIT 6

Friendship, Place, and Relationships

CONTENTS

STAGE 1: Desired Results

Big Ideas / Essential Questions / Enduring Understandings	5
Anchor Standards	6
English Language Development Standards	8

STAGE 2: Assessment Evidence

Transfer Statement	10
Performance Assessment: GRASPS	11
Assessment Goals for English Language	12

STAGE 3: Scope and Sequence

TEXT 1 - <i>Hungry Johnny</i>	15
TEXT 2 - <i>Little Prankster Girl</i>	19
TEXT 3 - <i>Birdsong</i>	23
TEXT 4 - <i>Jumping Mouse</i>	26
TEXT 5 - <i>Raven and The Tide Lady</i>	29
TEXT 6 - <i>The Good Rainbow Road</i>	34
Novel/ Book Study Extension - <i>Jo Jo Makoons</i>	38



Designers: Diane Katzenmeyer-Delgado and Celeste Naranjo

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.

Suggested Timeline: The suggested timeline is 7-8 weeks. Within the unit there are six core texts. It is recommended to allocate approximately one week per text, spanning six weeks. One week at the end is allocated to the Stage 3 Performance Assessment and then presentations of the student Core Value Timelines as a Celebration of Core Values

Core Texts:



1. ***Hungry Johnny***
by Cheryl Minnema (Mille Lacs Band of Ojibwe Nation)
2. ***Little Prankster Girl***
by Martha Blue (Navajo Nation)
3. ***Birdsong***
by Julie Flett (Cree-Me'tis)
4. ***Jumping Mouse - A Native American Legend of Friendship and Sacrifice***
by Misty Schroe
5. ***Raven and the Tide Lady***
Adapted from a traditional Native story illustrated by Michaela Goade (Alaskan Native)
6. ***The Good Rainbow Road***
by Simon J. Ortiz (This story is not tied to a specific Tribal Nation. It is a work of fiction but rooted in Puebloan culture.)

Novel Book Study/ Extension:

7. ***Jo Jo Makoons: The Used-to-Be-Best Friend***
by Dawn Quiqley (Chapter Book with Reading Response Notebook) (This book is not tied to a specific Tribal Nation but is linked to Ojibwe culture in general.)

Unit Supporting Native Literature Texts:



- ***The Story of Jumping Mouse Retold*** by John Steptoe
This text can be used in conjunction with *Jumping Mouse - A Native American Legend of Friendship and Sacrifice* as an **Extension Activity** to compare and contrast two versions of similar tales

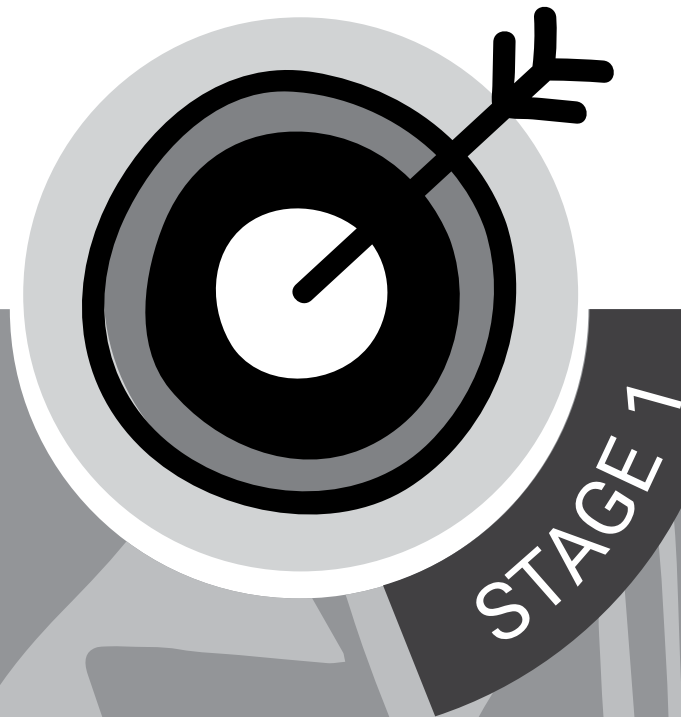
Other Unit Supporting Texts:

- ***The Bad Seed*** by Jory John
- ***The Best Part of Me*** by Wendy Ewald
- ***A Walk with Vanessa*** by Kerascoet
- ***Stick and Stone*** by Beth Byers

DESIRED RESULTS

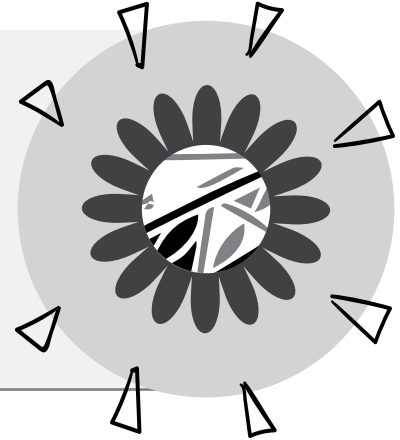
REFERENCES

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



BIG IDEAS

- Relationships
- Connections
- Core Values
- Reconnection



Essential Questions

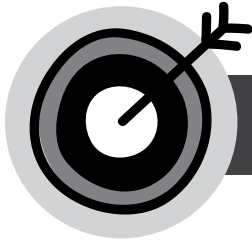
(based on yearlong Big Idea)

- What is a relationship? What are the qualities that define a relationship?
- Are Core Values important within relationships?
- How can I use Native literature to explore the Core Values that can shape my identity as a student, community member and global citizen?
- What are my family and school Core Values and how can I use them at school and in my community?

Enduring Understandings

(based on yearlong Big Ideas)

- Where I am and who I am are unique parts of my life that have value.
- Relationships and Core Values have connections.



Anchor Standards

 [English Language Arts Anchor Standards](#)

 [English Language Development Standards](#)

Reading

Literature or Informational

CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.

CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CCSS.ELA-LITERACY.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-LITERACY.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS.ELA-LITERACY.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.



Anchor Standards *(continued)*

<p>Writing</p>	<p>CCSS.ELA-LITERACY.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>CCSS.ELA-LITERACY.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>CCSS.ELA-LITERACY.W.2.8 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.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>CCSS.ELA-LITERACY.SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>



Anchor Standards *(continued)*

<p>Speaking and Listening <i>continued</i></p>	<p>CCSS.ELA-LITERACY.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CCSS.ELA-LITERACY.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</p>
<p>Language</p>	<p>CCSS.ELA-LITERACY.L.2.1.A Use collective nouns (e.g., group).</p> <p>CCSS.ELA-LITERACY.L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>CCSS.ELA-LITERACY.L.2.1.C Use reflexive pronouns (e.g., myself, ourselves).</p> <p>CCSS.ELA-LITERACY.L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>CCSS.ELA-LITERACY.L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>CCSS.ELA-LITERACY.L.2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>CCSS.ELA-LITERACY.L.2.2.A Capitalize holidays, product names, and geographic names.</p> <p>CCSS.ELA-LITERACY.L.2.2.B Use commas in greetings and closings of letters.</p> <p>CCSS.ELA-LITERACY.L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>CCSS.ELA-LITERACY.L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>CCSS.ELA-LITERACY.L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>CCSS.ELA-LITERACY.L.2.4.A Use sentence level context as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>

English Language Development Standards:

- **Standard 1:** English language learners communicate for Social and Instructional purposes within the school setting
 - **ELD-SI.K-3.Inform**
 - Define and classify objects or concepts
 - Describe characteristics, patterns, or behavior
 - Sort, clarify, and summarize ideas
 - Summarize information from interaction with others and from learning experiences
 - **ELD-SI.K-3.Explain**
 - Share initial thinking with others
 - Follow and describe cycles in diagrams, steps in procedures, or causes and effects
 - Compare and contrast objects or concepts
 - Offer ideas and suggestions
 - Act on feedback to revise understandings of how or why something works
- **Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts
 - **ELD-LA.2-3.Inform.Expressive** (Speaking, Writing, Representing)
 - Construct informational texts in language arts that
 - Introduce and define topic and/or entity for audience
 - Add details to define, describe, compare, and classify topic and/or entity
 - Develop coherence and cohesion throughout text
 - **ELD-LA.2-3.Inform.Interpretive** (Listening, Reading, Viewing)
 - Interpret informational texts in language arts by
 - Identifying the main idea and key detail
 - Referring explicitly to descriptions for themes and relationships among meanings
 - Describing relationship between a series of events, ideas or concepts, or procedural steps
- **Standard 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies
 - **ELD-SS.2-3.Explain.Expressive** (Speaking, Writing, Representing)
 - Construct social studies explanations that
 - Introduce phenomena or events
 - Describe components, order, causes, or cycles
 - Generalize possible reasons for a development or event
 - **ELD-SS.2-3.Explain.Interpretive** (Listening, Reading, Viewing)
 - Interpret social studies explanations by
 - Determining types of sources for answering compelling and supporting questions about phenomena or events
 - Analyzing sources for event sequences and/or causes/effects
 - Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ASSESSMENT EVIDENCE

Transfer Statement:

We want our students to learn about their Core Values so that in the long-run, on their own, they will be able to balance their relationship with others and mother earth and stay on the “Good Rainbow Road”.





Performance Assessment

Use GRASPS

[Core Value Timeline Project and Presentation Rubric](#)

Goal:

- We are learning about ourselves, relationships and our Core Values. As we grow, experience new things, and interact with the world around us, we change. Our Core Values guide us as we navigate the world. You will reconnect with peers and family and recall the use of your Core Values in school, at home and in the community.
- Your task is to create a timeline of yourself and your Core Values. The events you choose for each Core Value should demonstrate a time or experience you had where that Core Value was important.
- The sequence of your timeline needs to be in sequence order (chronological order) by date (from the earliest event to the present). Think about the important events in your life up until today.

Role:

You are going to write, illustrate and share about how you use your Core Values in different settings using either Google Slides or a booklet format.

Audience:

Classroom Project Based Learning (PBL) Presentation to the classroom community and families

Scenario:

You will teach your classroom community and your families about their Core Values by sharing your personal experiences where you have demonstrated your Core Values.

Product:

- **Part I:** Your task is to create a timeline of yourself and your Core Values. The events you choose for each Core Value should demonstrate a time or experience you had where that Core Value was important. The sequence of your timeline needs to be in sequence order (chronological order) by date (from the earliest event to the present). Think about the important events in your life up until today.
 - Option 1 - Create a timeline that includes each of your school, community or personal Core Values.
 - Option 2 - Choose one of your school, community or personal Core Values and create a timeline that demonstrates times when you have demonstrated that Core Value. For both options you should include, as a guide, five events with dates. Each timeline entry should include both text and illustrations.
- **Part II:** Presentation to the classroom community and families.

Teacher Timeline Tips: 1) Introduce the Timeline Project to students as early as you can in the unit as within the literature selected the focus is on Core Values and how characters within the stories demonstrate their values. 2) One to two weeks before you read *The Good Rainbow Road*, send home a [Project Planning Sheet](#) for parents and students to work on together identifying events that the students can use when creating their timeline in class. 3) Plan on time in the final week of the unit for students to create one timeline entry per day in class. As sequential order is often a challenge for students, it is suggested that students create their entries as individual text and illustrated pages that can then be sequenced and connected as a final step. 4) Prepare for a time for students to present their Core Value timelines to a community audience. Preparations for students should include coaching tips on speaking and presenting skills appropriate for their age and setting.

- Standards:** Students will use their schema/prior knowledge to recall a time in school, at home, or in community when they showed a Core Value.
- **Writing:** [W.2.2](#), [W.2.6](#) and [W.2.8](#)
 - **Speaking and Listening:** [SL.2.2](#), [SL.2.4](#), and [SL.2.6](#)
 - **Language:** [L.2.1](#) and [L.2.2](#)



Assessment Goals for English Language Development

In the following chart, place your EL students by language proficiency level and by domain focus (speaking, listening, reading, writing) for assessing during the unit. Go to the [Grades 2-3 ELD Standards](#) that matches your unit, select the Key Language Use (Inform, Narrate, Explain, Argue), use the Proficiency Level Descriptors for either the Interpretive Communication Mode (Listening, Reading, and Viewing) and/or the Expressive Communication Mode (Speaking, Writing, and Representing) to narrow down to a specific focus for Discourse, Sentence, Word, and Phrase criteria to write specific goals for your students that align with the outcome for the unit. *(There are a few examples in the chart that should be removed and replaced with your own students.)*

Can-Do-Name-Chart Language Proficiency Levels

Domain (Speaking, Writing, Listening, Reading, Viewing, Representing): **Writing & Speaking**

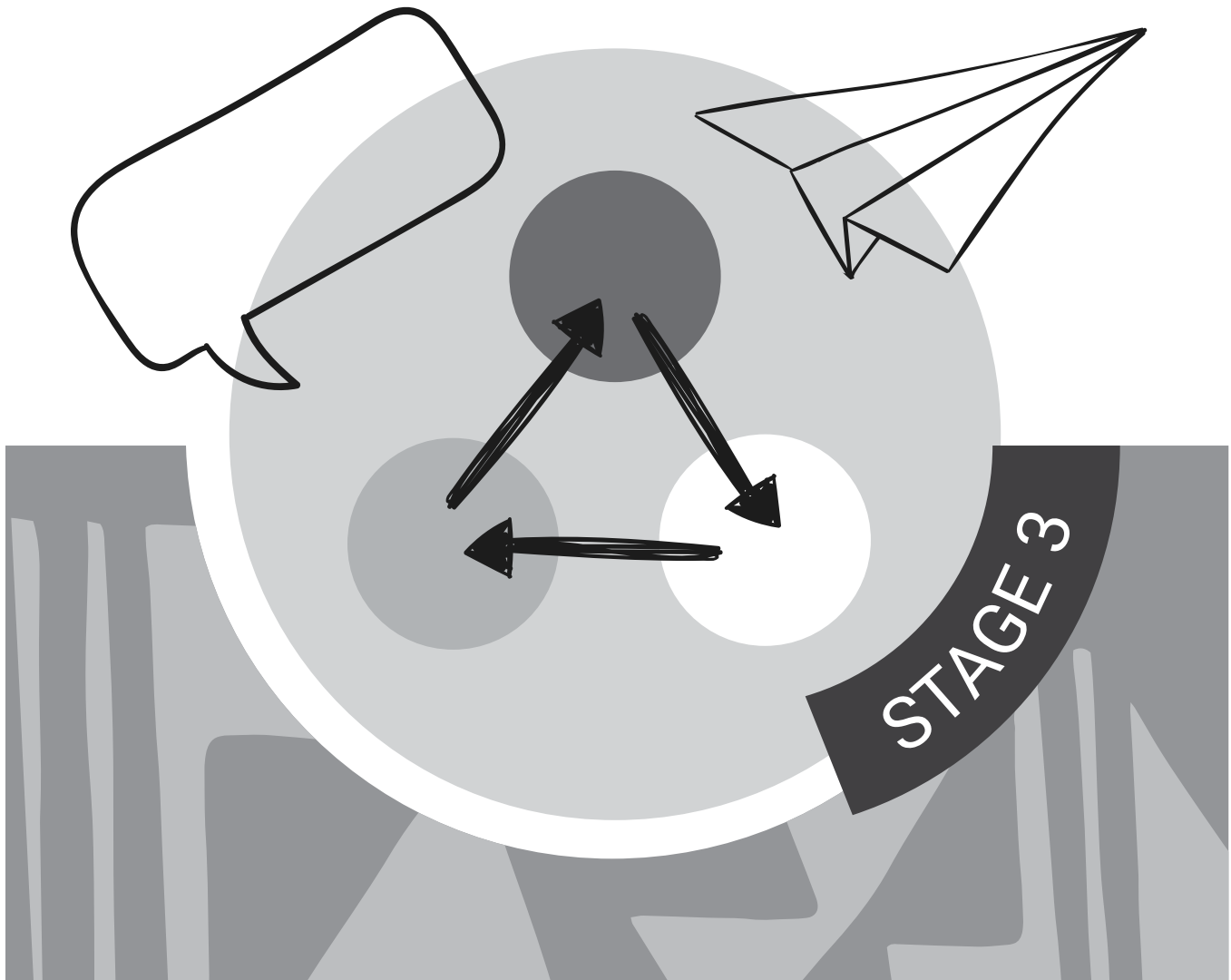
Key Language Use (Inform, Narrate, Explain, Argue): Inform

- Discourse Focus (Organization, cohesion, or density of language): **Cohesion of Language**
- Sentence (grammatical complexity)
- Word, Phrase (precision of language)

Can-Do-Name-Chart Language Proficiency Levels *(continued)*

Language Proficiency Level	Students	Language Proficiency Level Criteria Assessment Verb: Inform by: Writing & Speaking	Goals: 1) create a timeline of yourself and your Core Values 2) present to the classroom community and families
		Able to Do	Next Proficiency Level
Level 1 Entering			
Level 2 Emerging	Writing Scores: Student A (2.3) Student B (2.4) Student C (2.2)	<p>Discourse: Cohesion of Language <i>Connect ideas across a whole text through</i></p> <ul style="list-style-type: none"> few frequently used cohesive devices, (repetition is mostly used or predictable frames) <p>SENTENCE Grammatical complexity <i>Extend or enhance meanings through</i></p> <ul style="list-style-type: none"> sentence fragments <p>WORD, PHRASE Precision of language <i>Create precise meanings through everyday, cross-disciplinary, and technical language with</i></p> <ul style="list-style-type: none"> few frequently used words and phrases with emerging precision 	<p>Discourse: Cohesion of Language <i>Connect ideas across a whole text through</i></p> <ul style="list-style-type: none"> some frequently used cohesive devices (demonstratives) <p>SENTENCE Grammatical complexity <i>Extend or enhance meanings through</i></p> <ul style="list-style-type: none"> sentence fragments and emerging use of simple sentences <p>WORD, PHRASE Precision of language <i>Create precise meanings through everyday, cross-disciplinary, and technical language with</i></p> <ul style="list-style-type: none"> some frequently used words and phrases with some precision
Level 3 Developing	Speaking Scores: Student A (3.0) Student B (3.4) Student C (3.2)	<p>Discourse: Cohesion of Language <i>Connect ideas across a whole text through</i></p> <ul style="list-style-type: none"> some frequently used cohesive devices (demonstratives) <p>SENTENCE Grammatical complexity <i>Extend or enhance meanings through</i></p> <ul style="list-style-type: none"> sentence fragments and emerging use of simple sentences <p>WORD, PHRASE Precision of language <i>Create precise meanings through everyday, cross-disciplinary, and technical language with</i></p> <ul style="list-style-type: none"> some frequently used words and phrases with some precision 	<p>Discourse: Cohesion of Language <i>Connect ideas across a whole text through</i></p> <ul style="list-style-type: none"> some formulaic cohesive devices (pronoun referencing) <p>SENTENCE Grammatical complexity <i>Extend or enhance meanings through</i></p> <ul style="list-style-type: none"> simple sentences <p>WORD, PHRASE Precision of language <i>Create precise meanings through everyday, cross-disciplinary, and technical language with</i></p> <ul style="list-style-type: none"> a small repertoire of words and phrases with developing precision (best friend, the red ball)
Level 4 Expanding			
Level 5 Bridging			
Level 6 Reaching			

SCOPE + SEQUENCE

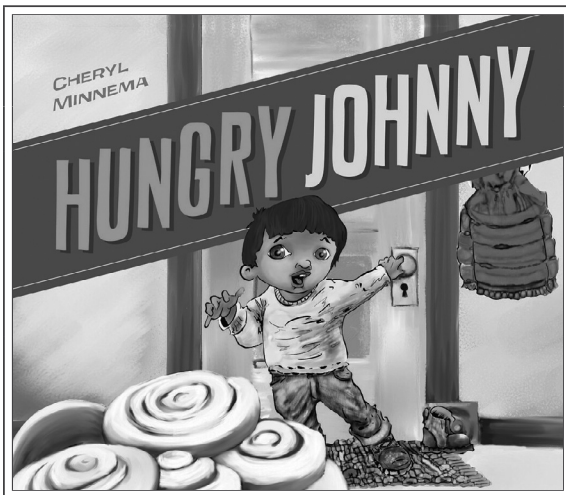


A Note for Future Users and Teacher Designers: Thank you for your interest in the Native Literature Program! Please note that the resources in this document and the supporting folders are meant to be read and implemented with flexibility. When working in your particular context, this may mean adding texts or other resources in order to meet the needs and opportunities in your classroom. When using these resources and when planning for instruction, it is recommended to reference the lesson narratives, week-by-week slide decks and folder for “resources to use throughout the unit.”

TEXT 1 - Hungry Johnny

OPENING OF THE UNIT: The teacher should permanently post the overall Big Ideas, Enduring Understandings and Essential Questions (big ideas, EUs, and EQs act as spiraling constructs for students to use to unpack the readings and activities and make meaning and create coherence out of the unit from beginning to end. Best practice includes recording student answers to EQs throughout the unit as a primary method for checking understanding). A general overview of the unit timeline and closing GRASP projects should be shared.

Core Text:



Hungry Johnny

by Cheryl Minnema


Genre:	Fiction
Story Origin:	Ojibwe

Reading Interest Level:	PreK - 2
Lexile:	n/a
Guided Reading Level:	n/a

Supporting Texts/Media for a Listening Library:

 [Hungry Johnny Read by Kaluhya](#) (5:34 minutes) - closed captioning and subtitles available

Story Summary:

From  [The American Indian Library Association](#): In *Hungry Johnny*, Minnema presents a believable character throughout the story. Johnny is like many children: a busy, hungry little boy who must learn patience from his family members, but I sensed that the story is both ordinary and special because it includes reminders of the traditions and generosity of Native Americans. Ballinger's colorful illustrations bring life to each page. The details of Johnny's moccasins, his little plastic buddy, Grandma's beaded earrings, and the community that Johnny is part of today reflect Ballinger's (the illustrator) understanding of life from Johnny's point of view.

TEXT 1 - Hungry Johnny

Core Values:

- Respect
- Community

Comprehension Strategy:

When I look closely at Key Ideas and Details and Text Clues, I am able to understand the meaning of the story.

Vocabulary:

trotted, treasures, goulash, shoed

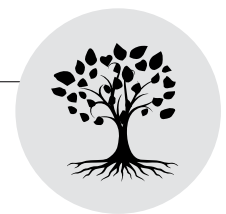
Word Meaning:

As you read Hungry Johnny, use the questions below for class discussion focusing on word meaning in the context of the story. Students will need to predict and use inference skills.

- 1) After Johnny's grandma shoed him away he says, "This means I will be waiting forever and I'm so hungry." Why do you think he needs to wait?
- 2) Grandma says she's "only a baby elder". What do you think a "baby elder" means?

Lesson Essential Questions:

- What examples of respect and patience do you recall from the text?
- How does the main character show respect and patience?
- How does Johnny's family participate within community?
- What does it mean to be respectful and patient when attending a community gathering?



👉 Key Equity Term(s):

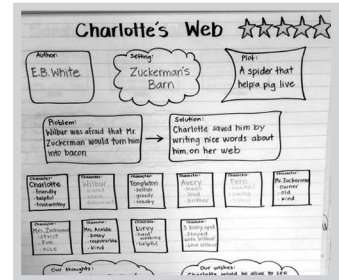
- Patience
- Linger
- Respect
- Anxious
- Community

TEXT 1 - Hungry Johnny

Lesson Narrative:

Day 1: Introduce *Hungry Johnny*. As you explore the first reading, your focus will be to read closely, identifying characters, setting and events.

As a class create a [chart of the key story elements](#) and details. As you read the first time, pause to ask the questions in the Word Meaning section.



Day 2: Connecting Reading and Writing (Informative Writing). Second reading of *Hungry Johnny*. Ask students to focus their attention as they listen to you read aloud, to the community feast. Ask them to look and listen for details that could describe the event. After reading, introduce the writing task. Today, students will each make a personal connection to a special community event. In a daily writing journal or other format, have students write and illustrate about a special community event that they either were a participant in activities or attended. At the close, consider having students share their writing with either partners, in small groups or during a larger class share.

Day 3: Third reading of *Hungry Johnny*. Direct students to listen and look for examples of respect and patience as you read aloud. This connects to the 3rd lesson question and sets the stage for Day 4 with the embedded assessment. Consider recording examples of **respect** and **patience** that the students cite on a chart paper or board for use.

Day 4: Setting the stage for the embedded assessment. Ask the students: How does Hungry Johnny demonstrate or not demonstrate patience? Reread *Hungry Johnny*. Review the chart of responses from Day 3. Ask students if they saw or heard other examples they could add. Introduce the embedded assessment. See details below.

TEXT 1 - Hungry Johnny



Embedded Assessment:

Performance Task - Guided Opinion Writing

- Part 1: Guided Group Discussion A) Using a Thinking Map, and the following question, record student answers as they cite evidence to support their claim. **How does Hungry Johnny demonstrate or not demonstrate patience? B) Based upon what we have identified, What is the author’s opinion about Hungry Johnny’s patience? How does she support her opinion?**
- Part 2: Using your Reading Response Notebooks, or your writing journals, answer the essential question and include text evidence in pictures and words to support your claim.

Opinion Writing

My Purpose:

Sentence starter for your opinion:
-In my opinion -I believe -I prefer

State your opinion in one complete sentence:

Sentence starter for your middle:
-To start with -Another reason -Most importantly

Reason: _____
Example: _____

Reason: _____
Example: _____

Sentence starter for your conclusion:
-Now you will agree -In conclusion -As you can see

Conclusion: _____

[Opinion Writing Worksheet](#)



Anchor Standards: see page 6 for descriptions

Reading: Literature or Informational	Writing	Speaking and Listening	Language
RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.9	W.2.1 W.2.2 W.2.3	SL.2.1 SL.2.2	L.2.1.A L.2.1.B L.2.1.C L.2.1.D L.2.1.E L.2.1.F

TEXT 2 - Little Prankster Girl

Core Text:



Little Prankster Girl

by Martha Blue

Genre:	Fiction
Story Origin:	Navajo Nation

Reading Interest Level: K-3 / ages 4 - 8

Lexile: n/a

Guided Reading Level: n/a

[📖 Reading Response Notebook](#)

Core Values:

- Responsibility
- Perseverance
- Respect

Lesson Narrative:

Little Prankster Girl is a bilingual story (Navajo and English) that follows Little Prankster Girl through a funny but exasperating time in her childhood where she struggles to gain her independence and identity. Three generations of Navajo women try in their own way to help but Little Prankster Girl navigates her own way by demonstrating her Core Values. Through guided reading discussions, students will explore the dynamics and cultural elements that frame her relationships and what she learns through the relationships from the knowledge keepers.

TEXT 2 - Little Prankster Girl

Alternative Lesson Narrative:

1. Read Closely and Cite Evidence - **Identify Characters, Setting, and events** - [📄 Create Chart](#)
2. Read Closely and Cite Evidence - **Main Idea & Key Details** - [📄 Create Chart](#)

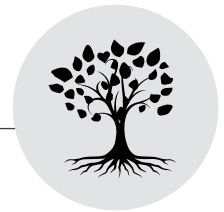
Lesson Narrative:

PART 2

Read *Little Prankster Girl* using close reading strategies

1. Students will act out sections of the book to support comprehension.
2. Ask and Answer questions about the text to clarify our understanding of its main purpose.
3. Generate Vocabulary- Vocabulary 4-Square

Lesson Questions:



- What can I learn from relationships?
- How can learning from knowledge keepers help me to find my own voice?
- How did the author support the main idea of the text?
- What events supported the author's opinion of the main idea?
- In what ways did the Little Prankster girl persevere through her mistakes?
- In what ways did she show responsibility?

Comprehension Strategy:

When I look closely at the picture clues and text clues, I can make connections to deepen my understanding of the story.

Vocabulary:

bobbed, serious, piped, weft, matted, pestered, heaped, fragrant, skeins, hogan, herd, knowledge keeper

📄 Key Equity Term(s):

- | | | |
|---|----------------|---------------|
| • Racial and Ethnic Identity/ Ethnicity | • Culture | • Mischief |
| • Community | • Relationship | • Maturity |
| | • Respect | • Responsible |
| | • Traditions | • Independent |

TEXT 2 - Little Prankster Girl



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

Reading: Literature or Informational	Writing	Speaking and Listening	Language
RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.7 RL.2.9	W.2.1 W.2.2 W.2.3 W.2.8	SL.2.1 SL.2.2 SL.2.3 SL.2.6	L.2.1.A L.2.1.B L.2.1.C L.2.1.D L.2.1.E L.2.1.F L.2.2 L.2.4 L.2.5



Close Reading Lessons and Embedded Assessment

[Reading Response Notebook: Little Prankster Girl](#)

Comprehension Questions:

- At the beginning of the story, the girl wanted to learn how to weave but wasn't allowed. What was keeping her from learning?
- Why is she called "Little Prankster Girl"? Describe some of her tricks from the text.
- Everyone in the home has jobs to do. Describe some of the jobs or chores that Little Prankster Girl does. Did she demonstrate any Core Values?
- How did Little Prankster Girl learn to weave? Include specific details from the text in your answer.
- At the end of the story, Little Prankster Girl received a new name. What was the name and does it have any meaning?
- What did Little Prankster Girl learn about herself in this story?
- In what ways did the Little Prankster girl persevere through her mistakes?
- In what ways did she show responsibility?
- Describe a time when you learned something or did something really hard. How did you feel when you accomplished your goal? (Text to Self Connection)


TEXT 2 - Little Prankster Girl

English Language Development Connections

Grades 2-3 ELD Standards

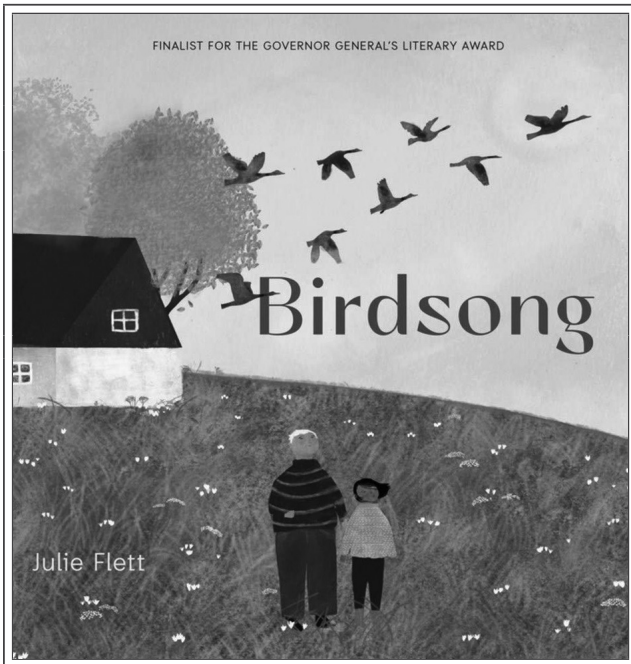
Domain Focus:	Reading & Writing
Key Language Use:	Explain & Inform

Sheltering Strategies by Domain:

Reading:	Preview text complexity and vocabulary, provide graphic organizer such as story maps and organizers for words and meanings (e.g.  Framer model), provide audio version of book or read aloud to provide access, provide pictures of complex words to provide comprehension, check in frequently for comprehension, plan for peer partner reading for oral language rehearsal.
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TEXT 3 - Birdsong

Core Text:



Birdsong

by Julie Flett

Genre:	Fiction
Story Origin:	Cree-Me'tis

Reading Interest Level: K-2

Lexile: 560

Guided Reading Level: n/a

[Reading Response Notebook](#)

Supporting Texts/Media for a Listening Library:

[Story: Birdsong](#) (6:23 minutes) - closed captioning and subtitles available

Core Values:

- Compassion
- Generosity
- Respect

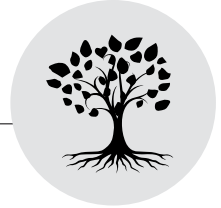
Lesson Narrative:

Birdsong is about a young Native American girl, Katherena, and her mother that move from the city to the county. The story spans one year, through the four seasons, as Katherena explores her new environment and develops a relationship with an elder who lives closeby. Through guided close reading, students will explore how relationships and Core Values are connected.

TEXT 3 - Birdsong

Lesson Questions:

- Do friends have to be your age or in your generation?



Comprehension Strategy:

I can compare and contrast elements within the text to deepen my understanding.

Vocabulary:

mucky, toboggan, lone, alongside, creaky, bundle, waxing and waning, generation

Key Equity Term(s):

- Inclusion
- Culture
- Relationship
- Connections
- Generation



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

Reading: Literature or Informational	Writing	Speaking and Listening	Language
<ul style="list-style-type: none"> RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.7 	<ul style="list-style-type: none"> W.2.1 W.2.8 	<ul style="list-style-type: none"> SL.2.1 SL.2.2 SL.2.6 	<ul style="list-style-type: none"> L.2.1 L.2.2 L.2.4 L.2.5



Close Reading Lessons and Embedded Assessment

[Reading Response Notebook: Birdsong](#)

Comprehension Questions:

- Compare and Contrast Katherena’s home in the city and her new home in the country. Use descriptive details from the text in your answer. (Compare and Contrast)
- *Birdsong* is divided into parts by the four seasons. Draw and/or describe story elements for each of the four seasons. (Story Structure and Key Ideas and Details)
- The author describes fall and Agnes as “creaky”. How are the two uses of the word “creaky” the same or similar? (Word Meaning)
- Would you describe Katherena’s relationship with her mother and with Agnes as a friendship? Include specific details from the text to support your answer.
- Katherena is sometimes lonely. How does she occupy her time? When you are lonely, what do you do to keep yourself occupied? (Personal Connection)
- What Core Values do you see demonstrated in *Birdsong*? Include details from the text for each Core Value you identify.

English Language Development Connections

[Grades 2-3 ELD Standards](#)

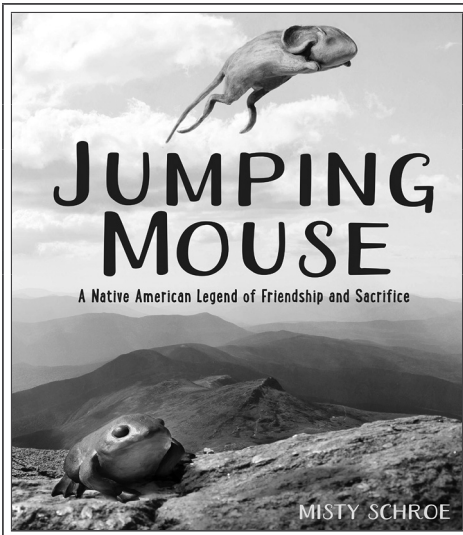
Domain Focus:	Reading & Writing
Key Language Use:	Explain & Inform

Sheltering Strategies by Domain:

Reading:	Preview text complexity and vocabulary, provide graphic organizer such as story maps and organizers for words and meanings (e.g. Fraye model), provide audio version of book or read aloud to provide access, provide pictures of complex words to provide comprehension, check in frequently for comprehension, plan for peer partner reading for oral language rehearsal.
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TEXT 4 - Jumping Mouse

Core Text:



Jumping Mouse - A Native American Legend of Friendship and Sacrifice

by Misty Schroe

Genre: Fiction / Folklore

Reading Interest Level: Grades 1-2 / ages 4-8

Lexile: n/a

Guided Reading Level: n/a

 [Reading Response Notebook](#)

Supporting Texts/Media for a Listening Library:

 [JUMPING MOUSE: A Native American Legend](#) Kids Books Read Aloud (15:54 minutes)

- closed captioning and subtitles available

Core Values:

- Perseverance
- Generosity
- Compassion

Lesson Narrative:

Jumping Mouse - A Native American Legend of Friendship and Sacrifice is about the journey of a not so ordinary mouse who has a dream. Her journey takes her to many different environments or ecosystems. Along the way she meets others who can help her and some who need her help. Through her journey she learns that a dream can become reality as she and others use their Core Values. Students will explore the relationships and Core Values demonstrated within this traditional story and connect to their own journeys and experiences with their Core Values.

TEXT 4 - Jumping Mouse

Lesson Question:



- What are the qualities of a relationship?

Comprehension Strategy:

When I look closely at Key Ideas and Details and Text Clues, I am able to understand the meaning of the story.

Vocabulary:

journey, raspy, scurried, endless, eagerness, rumbling, grateful, timidly, guide, suspected, sacrifice

Key Equity Term(s):

- Relationships
- Sacrifice
- Selflessness
- Connection



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

Reading: Literature or Informational	Writing	Speaking and Listening	Language
RL.2.1 RL.2.2 RL.2.7 RL.2.3 RL.2.5	W.2.7	SL.2.1 SL.2.2	L.2.1 L.2.2 L.2.6 L.2.4 L.2.5



Close Reading Lessons and Embedded Assessment

[Reading Response Notebook: Jumping Mouse: A Mini-Reading Response Journal](#)

Comprehension Questions:

- At the beginning of the story, we meet Mouse. How is this mouse different from other mice?
- Where did Mouse want to go on her journey?
- Who gave Mouse her new name? What is the name and does the name have meaning?
- Who did Jumping Mouse meet on her journey? (page 7 in reading response notebook)
- Where did Jumping Mouse's journey take her? (page 8 in reading response notebook)
- Do you see any relationships in this story? If yes, describe one and include key details from the text.
- Which Core Values did you see exhibited in this story? Describe examples for two (2) Core Values.

TEXT 4 - Jumping Mouse

English Language Development Connections

 [Grades 2-3 ELD Standards](#)

Domain Focus:	Listening, Speaking, & Writing
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Key Language Use:	Explain & Inform
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Sheltering Strategies by Domain:

Listening:	Provide visually-supported key words and their meaning.
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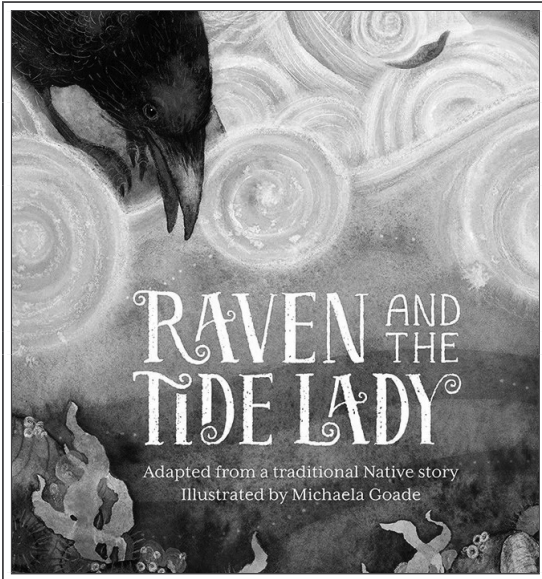
Speaking:	Model language and expected language functions (how they should be using language), provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English.
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Reading:	Provide audio of text when applicable, model preview/predictions prior to reading, use buddy reading to support as needed, model and explain use of graphic organizers in response notebook, provide chart of vocab words with sketches/pictures, provide chart that models using key details/text clues.
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Writing:	Use chart of language cues for explaining and informing, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing.
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TEXT 5 - Raven and the Tide Lady

Core Text:



Raven and the Tide Lady

Adapted from a traditional Native story.
Illustrated by Michaela Goade

Genre: Fairy Tale/ Folklore

Story Origin: Native Alaskan

Reading Interest Level: PreK-2

Lexile: n/a

Guided Reading Level: n/a

Supporting Texts/Media for a Listening Library:

 [Raven and the Tide Lady](#) (7:17 minutes)

Story Summary:

Raven and the Tide Lady is a children's book based on ancient Northwest Coast Raven stories. In the tale, Raven fights with Tide Lady to bring low tide and allow humans to gather food. Illustrated by Tlingit artist Michaela Goade.

The story was adapted by Tlingit writer Pauline Duncan from the works of the late Nora and Dick Dauenhauer, who transcribed the stories from Elders' oral accounts. The original Raven stories are complex, humorous and sometimes filled with raucous adventures. Raven stories are not about what is viewed as proper behavior, but what is not acceptable behavior. Raven the Trickster is found in oral traditions throughout North America and elsewhere in the world and teaches people how to exist in society.

(birchbarkbooks.com)

TEXT 5 - Raven and the Tide Lady

Core Values:

- Respect
- Perseverance
- Responsibility
- Community

Comprehension Strategy:

I can look closely at picture clues and text clues to identify key details that help me identify problems and solutions.

Vocabulary:

**surfaced, delicate, harvested, hollered
relented**

Vocabulary (Before Reading)

Before reading the story, preview the vocabulary with the students.

Questions to lead a discussion may include:

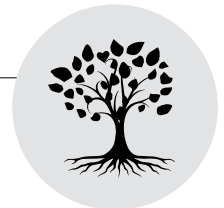
- Are there any words here that you or we already know?
- What does the word mean?
- Can you use it in a sentence?
- As we look at these words, what can you predict this story may be about?

Vocabulary (During Reading)

As you read aloud the text, ask students to be on the lookout for the vocabulary words. When students identify a word, pause and reread the sentence where the word is used and explore the word's meaning in the context of the story.

Lesson Essential Questions:

- How can Core Values help in solving problems?
- What qualities are important to demonstrate when you are a part of a community?



Key Equity Term(s):

- Relationships

TEXT 5 - Raven and the Tide Lady

Lesson Narrative:

Day 1: Close Reading 1

First Reading

- Introduce the essential questions and share the comprehension strategy with students.
- Introduce *Raven and the Tide Lady* and the origin of the story.
- As you read for the first time, ask students to listen for who the characters are and to look for text details that would tell them about the setting and what the story is about.
- Read *Raven and the Tide Lady* aloud.
- Ask students to identify the characters and to identify the setting.
- Lead students through a class discussion using the question prompts below. Consider providing time for students to talk with an elbow partner about each prompt before bringing the whole group back together to discuss.
 1. What problem does Raven and the others in the animal world have that depend on the sea?
 2. Who or what is in their way to solve their problem?

As an extension, you can also have students solve individually or in pairs on how they would propose solving the problem.

Day 2: Close Reading 2 - Embedded Assessment

Looking Closely at Text Clues and Problem Solving

Raven and his “crew” have the same problem. As we read *Raven and the Tide Lady* for second reading, look closely at the picture clues and text clues.

- Can you identify four crew members? Draw and name each of his pals from the animal world.

Teacher Tip: Students can use their reading response notebooks or a writing journal. Have them divide their page into four boxes, one for each of Raven’s pals.

- How do each of the crew members, his pals, help Raven solve their problem?

Teacher Tip: You could have students respond for one, two or all four crew members. Consider providing students with a sentence stem to start off their written response such as...

_____ helped Raven by _____

Day 3: Close Reading 3 - Core Values

As students listen to the story read aloud, ask them to focus on Core Values.

- What Core Values are demonstrated by Raven and Tide Lady?
-

TEXT 5 - Raven and the Tide Lady

Lesson Narrative: *continued*

Day 3: Core Values

	Core Value Demonstrated	Text and/or Picture Evidence	Putting it all into a descriptive sentence.
Raven			
Tide Lady			

Teacher Tip: Prepare a model example and consider providing students with sentence stems to start their sentences.

Day 4: Close Reading 4 - Embedded Assessment Connections

Provide students with the two lesson questions below. Ask them to focus on these connections and relationships as they listen to the story read aloud. As they identify connections, ask students to record their thoughts and ideas on a sticky note or within their journals to share during a class discussion after the reading.

- What connections and relationships can you see in the story?
- What connections do you see between the animal world, the human world and the land and sea?

After the read aloud, lead students through a discussion identifying connections and relationships they found as they listened and looked closely for clues. Record their thoughts and ideas on chart paper or a board.

In their reading response journals or writing journals have them draw and describe to different relationships or connections.

Optional Reading Response Journal Prompt:

- Raven, in many oral traditions, is known to be a trickster. In Raven and the Tide Lady, does Raven act as a trickster?
In your response, defend and support your answer with text evidence.

Day 5: Explore the extension activities or use the day to catch up on lessons and activities from the unit.

TEXT 5 - Raven and the Tide Lady

Extension Activity: Connections to Science and Math:

Teacher Tip:

Students in grade 2 begin to conduct research. This extension activity can be provided for in class or out of class work. It combined with a mini- lesson on how to research and find age appropriate websites on the Internet.

Students will be eager to share and present their findings to their classmates.

1. Mini- Research Project

Within the text there were six types of food gathered from low tide that animals need.

- Seaweed
- Gumboots
- Bull Kelp
- Sea Urchin
- Cockles
- Grey Cod

Choose one food type and research. Questions to include when researching your food:

- What is it?
- Where is it found?
- Who else eats it?
- Can the food be used for something besides eating by humans?
- What traditional food does this food type remind you of?

Use the Internet and other available resources to conduct your research.

2. Science and Math Connections

Part 1: What is the tide? What is the difference between high tide and low tide?

Do some quick research with the Internet or other available materials and share what you learn in a mini presentation.

Part 2: “Raven, the tide is as low as a half a man.”

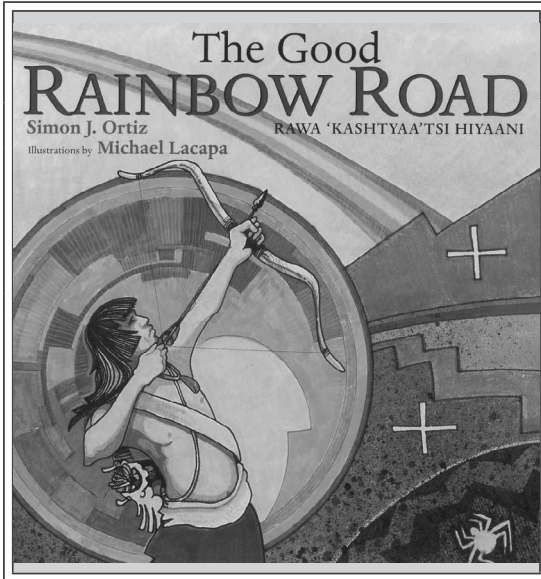
How low do you think the tide is?

What clues do you have in the statement above to figure out a measurement?

What is your estimate?

TEXT 6 - The Good Rainbow Road

Core Text:



The Good Rainbow Road

by Simon J. Ortiz

Genre: Fiction

Story Origin: Puebloan

Reading Interest Level: Grades 2-5

Lexile: n/a

Guided Reading Level: n/a

 [Reading Response Notebook](#)

Core Values:

- Respect
- Generosity
- Compassion
- Responsibility
- Community

Lesson Narrative:

The Good Rainbow Road is a trilingual contemporary Native American tale in Keres and English with Spanish translation. The story contains elements of traditional storytelling such as belief in the power of language and memory. The story is for people who remain as one with the land, culture and community, who walk the “Good Rainbow Road”, with their Core Values in the forefront. Through guided close reading and discussion, students will explore how Core Values and teachings from their knowledge keepers can help them stay on the Good Rainbow Road. Students will engage in discussions that will engage them in reflecting upon lessons they have learned, or rules they have followed that were taught to them by their elders.

Notation on Pacing:

This is a longer story for grade 2 and should be taught over a sequence of lessons.

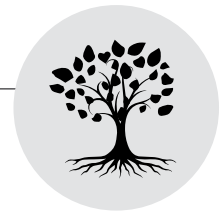
TEXT 6 - The Good Rainbow Road

Alternative Lesson Narrative:

1. Accessing Prior Knowledge and Making Connections - Share some of the stories you have read aloud in class to date that include Core Values. Ask the students to identify what Core Values were presented in some of the stories. Ask students if they can think of any famous stories, books or movies that made them realize why it is important to act a certain way or follow a certain rule.
2. Brainstorming - As a class or in small groups, have students make a list of things they were taught or that were taught to young indigenous people by elders and knowledge keepers that are still important for students to learn today. Examples could include manners, personal hygiene, the proper way to wear various pieces of clothing, cooking, sewing, using tools, building houses, stories of their people's history, taking care of minor injuries, avoiding dangers, what your group knows about other groups around them, social skills like relating to people of the opposite gender, where to find water or wild herbs, and so many more.
3. Read *The Good Rainbow Road*. As you read the text aloud, ask and have students answer questions about the text to clarify understanding of key ideas and details. As this is a longer text, consider breaking up the reading across multiple days.

Lesson Question:

- How do my Core Values help me stay on the Good Rainbow Road?



Comprehension Strategy:

When I reread, I can visualize the key ideas and details.

Vocabulary:

sprouted, shriveled, helpless, bonds, quarreled, difficult, arduous, beloved, plea, ferocious, courage/ courageously, treacherous, chasm, searing, bidding, instinctively, awe, steep

Key Equity Term(s):

- | | | |
|----------------|--------------|--------------|
| • Community | • Respect | • Generation |
| • Culture | • Traditions | • Legend |
| • Relationship | • Elder | |

TEXT 6 - The Good Rainbow Road



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

Reading: Literature or Informational	Writing	Speaking and Listening	Language
RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.7	W.2.1 W.2.8	SL.2.1 SL.2.2 SL.2.4 SL.2.6	L.2.1 L.2.2 L.2.4 L.2.5



Close Reading Lessons and Embedded Assessment

[Reading Response Notebook: *The Good Rainbow Road*](#)

Comprehension Questions:

- Describe how the land is now and how it was in the past. Use descriptive details from the text in your comparison. (Compare and Contrast)
- First One and Next One were chosen to help solve a problem in their community. What was the problem? (Cause and Effect)
- Along the brothers' journey they encountered some challenges. Describe one of the challenges. Did they demonstrate any Core Values?
- How did the Old One help Next One?
- What is the Rainbow Road? Why is it important? (Inference and Application)
- How was courage demonstrated in this story? And by whom? Describe a time when you or someone you know were courageous. (Text to Self Connection)

TEXT 6 - The Good Rainbow Road

English Language Development Connections

 [Grades 2-3 ELD Standards](#)

Domain Focus:	Listening, Speaking, & Writing
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Key Language Use:	Explain & Inform
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Sheltering Strategies by Domain:

Listening:	Provide visually-supported key words and their meaning.
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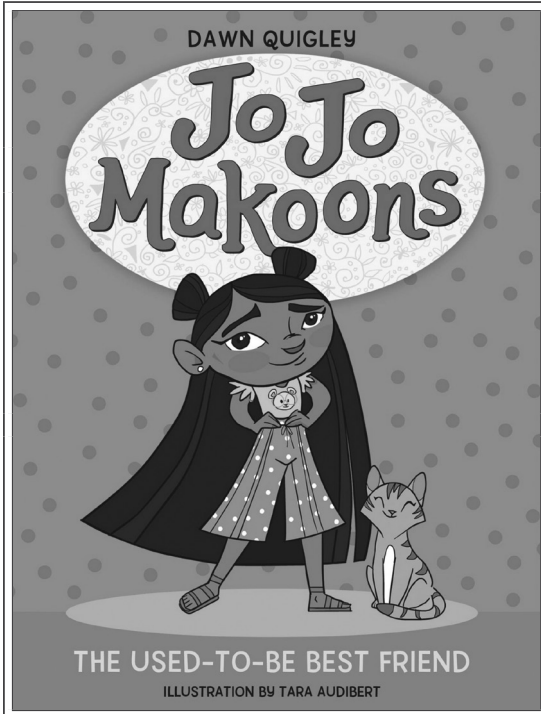
Speaking:	Model language and expected language functions (how they should be using language), provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English.
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Reading:	Provide audio of text when applicable, model preview/predictions prior to reading, use buddy reading to support as needed, model and explain use of graphic organizers in response notebook, provide chart of vocab words with sketches/pictures, provide chart that models using key details/text clues.
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Writing:	Use chart of language cues for explaining and informing, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing.
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Novel/ Book Study Extension - Jo Jo Makoons

Core Text:



***Jo Jo Makoons:
The Used-to-Be-Best Friend***

by Dawn Quigley

Genre:	Realistic Fiction (Chapter Book with Reading Response Notebook)
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Story Origin:	Not tied to a specific Tribal Nation but is linked to Ojibwe culture in general.
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Reading Interest Level:	K-2; Grades 1-5
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Lexile:	n/a
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ATOS Reading Level:	3.5
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[Reading Response Notebook](#)

Core Values:

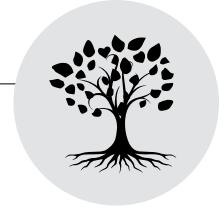
- Community
- Responsibility
- Compassion

Lesson Narrative:

The first book in a chapter book series about a spunky young 7 year old Ojibwe girl named Jo Jo Makoons in the 1st grade who loves who she is. She sees the world differently. Jo Jo explores different types of relationships and friends as she navigates finding her way in different situations. Students will explore the dynamics of the relationships and cultural elements as Jo Jo experiences first grade with a teacher who is not native.

Novel/ Book Study Extension - Jo Jo Makoons

Lesson Question:



- Are there different types of friendships and relationships?

Notation on Pacing:

This is a beginning chapter book and the lessons are designed to be taught over a 4-5 week period of time utilizing the Reading Response Notebook (Two chapters per week and a culminating writing response for the final week).

Key Equity Term(s):

- Racial and Ethnic Identity/ Ethnicity
- Community
- Relationship
- Inclusion
- Culture
- Connections



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

Reading: Literature or Informational	Writing	Speaking and Listening	Language
<ul style="list-style-type: none"> RL.2.1 RL.2.5 RL.2.7 RL.2.3 RL.2.6 	<ul style="list-style-type: none"> W.2.8 	<ul style="list-style-type: none"> SL.2.1 SL.2.2 	<ul style="list-style-type: none"> L.2.1 L.2.4 FS.2.4 L.2.2 L.2.6

Novel/ Book Study Extension - Jo Jo Makoons



Close Reading Lessons and Embedded Assessment

[Reading Response Notebook: Jo Jo Makoons: The Used-To-Be-Best Friend](#)

At the Conclusion: Analysis and Application Questions:

- At the end of chapter 8, in the cafeteria, what did Jo Jo learn about friendship? Include details from the text to support your answer.
- What Core Values did you see modeled in *Jo Jo Makoons: The Used-To-Be-Best Friend*? Include details from the text to support your answer.
- (Text to Self Connection) Are there any parts of *Jo Jo Makoons: The Used-To-Be-Best Friend* that you can relate to or that connect to your experiences?

English Language Development Connections

[Grades 2-3 ELD Standards](#)

Domain Focus:	Reading & Writing
Key Language Use:	Explain & Inform

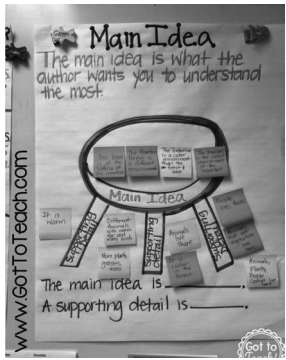
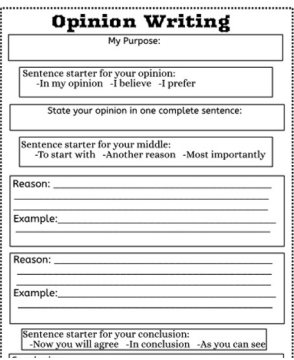
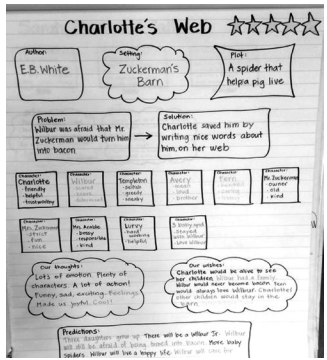
Sheltering Strategies by Domain:

Reading:	Preview text complexity and vocabulary, provide graphic organizer such as story maps and organizers for words and meanings (e.g. Frayer model), provide audio version of book or read aloud to provide access, provide pictures of complex words to provide comprehension, check in frequently for comprehension, plan for peer partner reading for oral language rehearsal.
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NATIVE LITERATURE & HISTORY PROGRAM DESIGN

2nd GRADE - UNIT 1

APPENDIX: Resources



📄 Key Story Elements Chart

📄 Opinion Writing Worksheet

📄 Main Idea & Key Details Chart

TEXT 1 - Hungry Johnny

Supporting Texts/Media for a Listening Library: 🎥 Hungry Johnny Read by Kaluhya

TEXT 2 - Little Prankster Girl

Comprehension Strategy:
When I look closely at the picture clues and text clues, I can make connections to deepen my understanding of the story.

Essential Question:
What can I learn from relationships?
How can learning from knowledge keepers help me to find my own voice?

Genre:
Realistic Fiction

Little Prankster Girl
Au'ēēd Adilāhi Yāshi

Core Values: Responsibility, Perseverance and Respect
Key Equity Terms: community, culture, relationship, respect, traditions, racial and ethnic identity, and ethnicity

VOCABULARY As you read, listen for these words and define each word.

Word	What does it mean?	Word	What does it mean?
bobbed		heaped	
serious		fragrant	
piped		skeins	
weft		hogan	
matted		herd	
pestered		knowledge keeper	

📄 Reading Response Notebook: Little Prankster Girl

NATIVE LITERATURE & HISTORY PROGRAM DESIGN

2nd GRADE - UNIT 1

APPENDIX: Resources

TEXT 3 - *Birdsong*

Supporting Texts/Media for a Listening Library: Story: *Birdsong*

Comprehension Strategy:
I can compare and contrast elements within within the text to deepen my understanding.

Genre: Realistic Fiction



Essential Question:
Do friends have to be your age or in your generation?

Core Values: Compassion, Generosity and Respect
Key Equity Terms: inclusion, culture, relationship, connections, and generation

3

VOCABULARY As you read, listen for these words and define each word.

Word	What does it mean?	Word	What does it mean?
mucky		creaky	
toboggan		bundle	
lone		generation	
alongside		waxing and waning	

Choose 2 words and draw a picture of their meaning.

4

Reading Response Notebook: *Birdsong*

TEXT 4 - *Jumping Mouse*

Supporting Texts/Media for a Listening Library: JUMPING MOUSE: A Native American Legend

Vocabulary Review - Synonyms

VOCABULARY
journey raspy
scurried endless
eagerness
rumbling
grateful timidly
guide suspected
sacrifice

A synonym is a word that has the same meaning.
Choose 2 words from the list and write other synonyms for each.

Write the vocabulary word here	EXAMPLE				
➔	timidly				
Write the synonyms here	EXAMPLE				
➔	shy bashful				

3

Comprehension Questions

Remember to write in complete sentences.

- At the beginning of the story, we meet mouse.
How is this mouse different from other mice?

- Where did mouse want to go on her journey?

- Who gave mouse her new name and what was the name?

4

Reading Response Notebook: *Jumping Mouse: A Mini- Reading Response Journal*

TEXT 5 - *Raven and the Tide Lady*

Supporting Texts/Media for a Listening Library: *Raven and the Tide Lady*

NATIVE LITERATURE & HISTORY PROGRAM DESIGN


2nd GRADE - UNIT 1

APPENDIX: Resources

TEXT 6 - *The Good Rainbow Road*

Comprehension Strategy:
When I reread, I can visualize the key ideas and details.

Genre:
Fiction



Essential Question:
How do my Core Values help me stay on the Good Rainbow Road?

Core Values: Responsibility, Compassion, Generosity and Respect
Key Equity Terms: community, culture, relationship, respect, traditions, and elder

VOCABULARY
As you read, listen for these words and define each word.

Word	What does it mean?	Word	What does it mean?
sprouted		arduous	
shriveled		beloved	
helpless		plea	
bonds		ferocious	
courage		courageously	

[Reading Response Notebook: *The Good Rainbow Road*](#)

Novel/ Book Study Extension - *Jo Jo Makoons*

Characters

As you read, draw each character and describe their character traits.

Character	Draw a picture	Character Trait or Traits	Character	Draw a picture	Character Trait or Traits
Jo Jo			Chuck		
Mimi			Susan		
Kokum			Brie		
Fern			Ferris		
Mom			Jim		
Teacher					

Discussion Questions and Pre-Reading Activities

1. (Prediction/ Inference) BEFORE you read, do a picture walk of the cover and images inside. Read the section called "About this Story" and look at the character wall. What kind of a person do you think Jojo Makoons is? What do you think will happen in this story?

2. NEXT, look at the cat illustration at the beginning of chapter 1. What does her expression mean? What is the cat telling you about chapter 1?

[Reading Response Notebook: *Jo Jo Makoons: The Used-To-Be-Best Friend*](#)