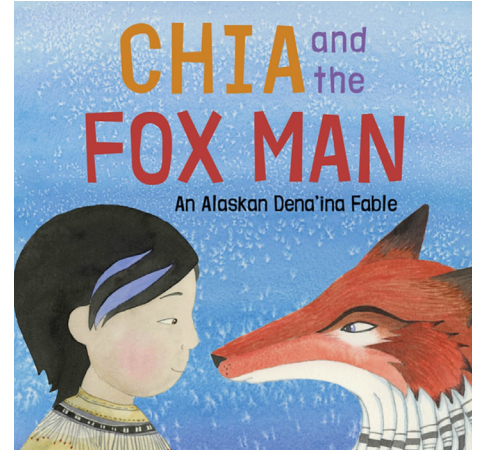
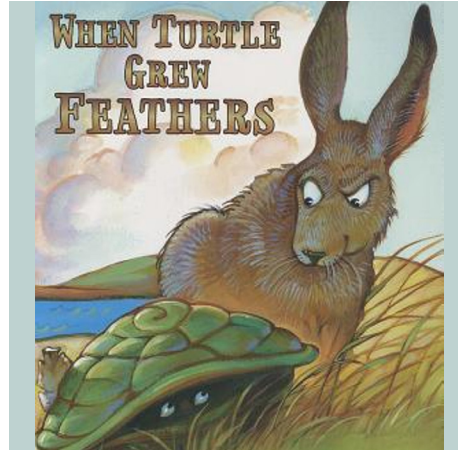
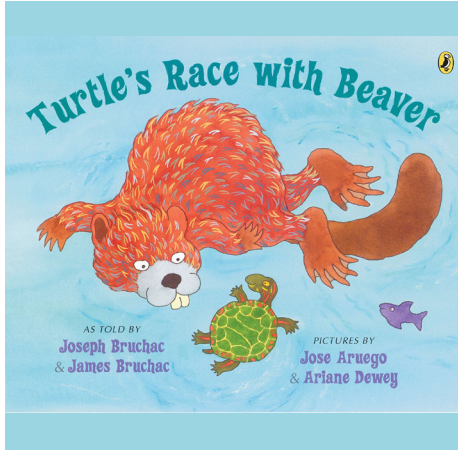


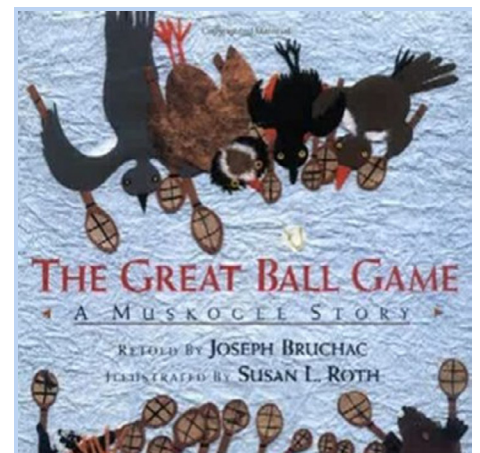
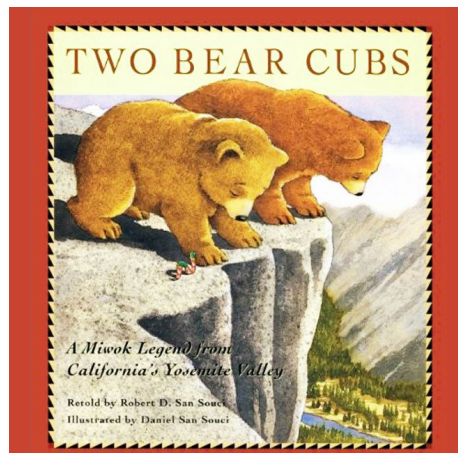
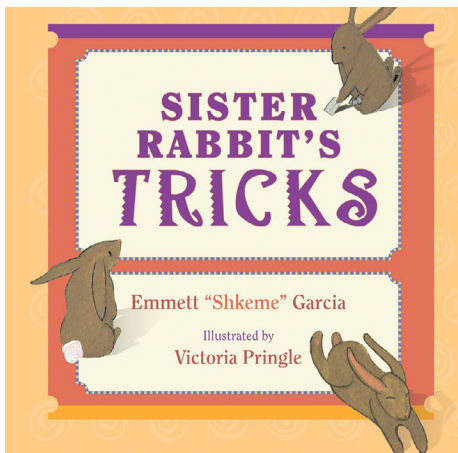
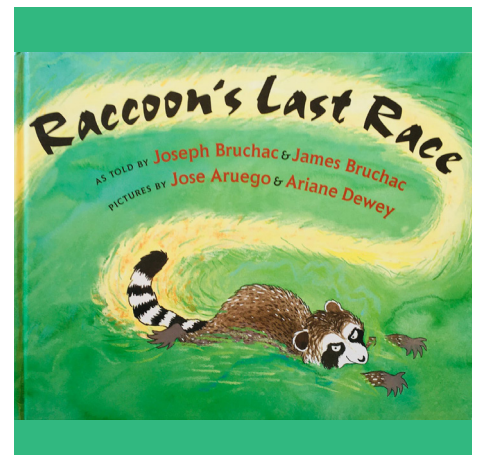
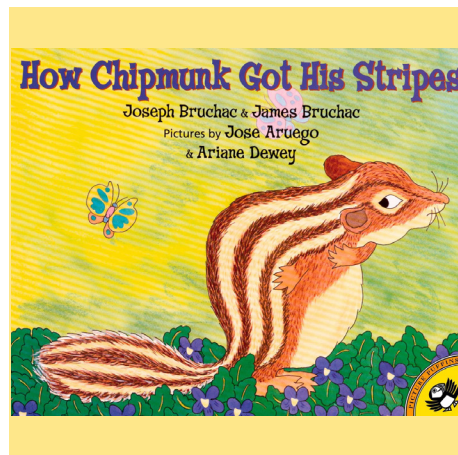
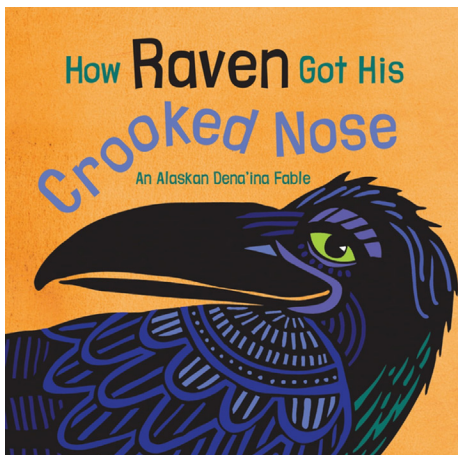
NATIVE LITERATURE PROGRAM DESIGN

2nd GRADE



UNIT 2

Animals and Core Values



UNIT 1

Animals and Core Values

 Yearlong Curriculum

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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.

Core Text(s):

NOTE: *The stories can be read in any order, some or all, at the front of the unit to provide the foundation for students to engage in the Writing PBL that culminates the unit.*



Animal Stories:

- ***How Chipmunk Got His Stripes*** by Joseph and James Bruchac (widely told by Native American storytellers along the East Coast from the Cherokee, Abenaki and Iroquois tribes)
- ***When Turtle Grew Feathers*** by Tim Tingle (Choctaw Nation)
- ***Sister Rabbit's Tricks*** by Emmett "Skene" Garcia
- ***Chia and the Fox Man*** retold by Barbara and Ethan Atwater (An Alaskan Dena'ina fable)
- ***How Raven Got His Crooked Nose*** by Barbara and Ethan Atwater (An Alaskan Dena'ina fable)
- ***Two Bear Cubs*** retold by Robert D. San Souci (Miwok Tribe, Northern California)
- ***Raccoon's Last Race*** by Joseph and James Bruchac (Abenaki Tribe)
- ***The Great Ball Game, A Muskogee Story*** retold by Joseph Bruchac (Muskogee Tribe) *Hard to find text.
- ***Turtles Race with Beaver*** by Joseph and James Bruchac (Seneca Nation)

Unit Supporting Native Literature Texts:

- ***Thanks to the Animals*** by Allen Sockabasin (Passamaquoddy storyteller)

Other Unit Supporting Texts:

- **Within the Wonders Reading Program to support animal and human relationships:**



1. *Lola and Tiva: An Unlikely Friendship* (Unit 1 Week 4)
2. *Turtle, Turtle, Watch Out!* (Unit 2 Week 3)

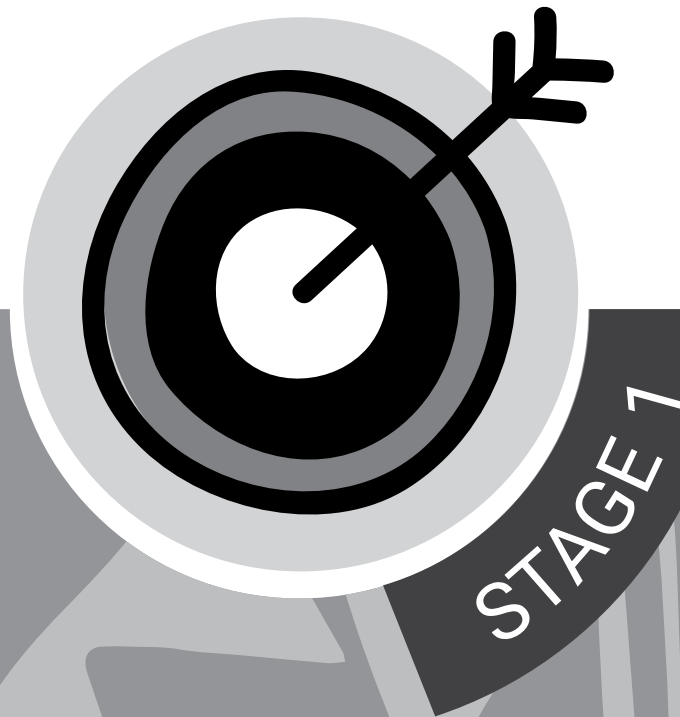
Both of these texts are narrative nonfiction and are segways into the Indigenous Animal Research Project/Presentation PBL.

- 3. *Unit 4 Week 4 Leveled Tests (Plays)* - Folktales About Nature
 - (GRL- H Level) *Why Turtles Live in Water* by Deborah November
 - (GRL-J Level)(ELL) *How Butterflies Came to Be* by Deborah November
 - (GRL-O Level) *Why Spider Has 8 Thin Legs* by Jana Higgins

DESIRED RESULTS

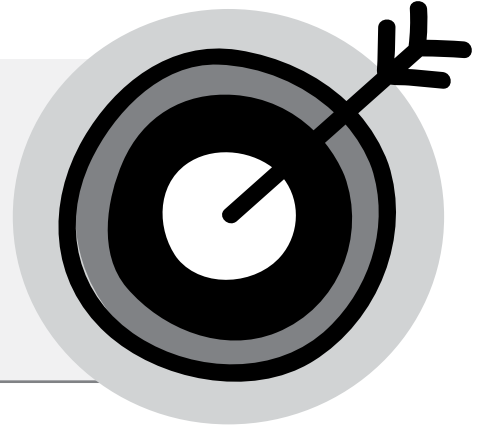
REFERENCES

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



BIG IDEAS

- Relationships
- Connections
- Core Values



Essential Questions

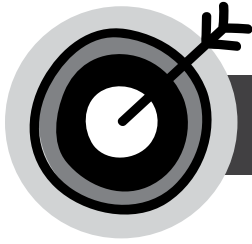
(based on yearlong Big Idea)

- Are relationships only between people or do people, animals, plants and nature have relationships? How can reading and listening to Native American animal stories help me understand those relationships?
- What lessons can we learn from our knowledge keepers through the voices of the Animal World?
- Are Core Values demonstrated in the Animal World like they are in the Human World?

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](#)

 [New Mexico Social Studies 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.2.5](#) 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.
-  [CCSS.ELA-LITERACY.RI.2.5](#) Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.



Anchor Standards *(continued)*

<p>Writing</p>	<ul style="list-style-type: none"> 📖 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. 📖 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. 📖 CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 📖 CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> 📖 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). 📖 CCSS.ELA-LITERACY.SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others. 📖 CCSS.ELA-LITERACY.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. 📖 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. 📖 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. 📖 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. 📖 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.)



Anchor Standards *(continued)*

<p>Language</p>	<ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.L.2.1.A Use collective nouns (e.g., group). 📖 CCSS.ELA-LITERACY.L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). 📖 CCSS.ELA-LITERACY.L.2.1.C Use reflexive pronouns (e.g., myself, ourselves). 📖 CCSS.ELA-LITERACY.L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 📖 CCSS.ELA-LITERACY.L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified. 📖 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). 📖 CCSS.ELA-LITERACY.L.2.2.A Capitalize holidays, product names, and geographic names. 📖 CCSS.ELA-LITERACY.L.2.2.B Use commas in greetings and closings of letters. 📖 CCSS.ELA-LITERACY.L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives. 📖 CCSS.ELA-LITERACY.L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 📖 CCSS.ELA-LITERACY.L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 📖 CCSS.ELA-LITERACY.L.2.4.A Use sentence level context as a clue to the meaning of a word or phrase. 📖 CCSS.ELA-LITERACY.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings 📖 CCSS.ELA-LITERACY.L.2.6 Use words and phrases acquired through conversations, reading, and being read to, and respond to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy.)
------------------------	--



Anchor Standards *(continued)*

**NM Social
Studies
Standards
K-4
Benchmark**

1-B: Describe the cultural diversity of individuals and groups and their contributions to United States History.

1-C: Describe and compare similarities of the history of peoples in North America through literature (e.g., story-telling, fables, folktales, fairy tales.)

II-A-1: Use a variety of maps to locate specific places and regions.

II-A-2: Explain how the people depend on the environment and its resources to satisfy their basic needs.

II-C: Identify ways in which people depend on natural and man made environments including natural resources to meet basic needs.

ASSESSMENT EVIDENCE

Transfer Statement:

We want our students to learn life lessons and about their Core Values so that in the long run, on their own, they will be able to make good choices and decisions that will have a positive impact on themselves and those with whom they have a relationship. Sometimes these lessons come from our knowledge keepers and sometimes they come from stories. We want our students to be able to balance their relationships with others and mother earth and stay on a “Good Rainbow Road”.





Performance Assessment

[Use GRASPS](#)

Goal: We are learning about ourselves, relationships and our Core Values. As we grow and experience new things, interact with the world around us, we change. Our Core Values, lessons learned from experience and our Knowledge Keepers guide us as we navigate the world.
Your task is to write and illustrate an Animal Story that teaches an important life lesson and/or moral through the eyes of the Animal World.

Role: You will plan, draft, edit and write an Animal Story that teaches a lesson or moral.

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

Scenario: You will teach your classroom community and families about a moral or lesson through a story told by animals.

Product:

- **Part I:** As we have been reading Native American stories that involve animals and lessons and/or morals, your task will be to write your own animal stories and make a book! Your task begins with choosing a lesson or a moral to teach, designing your animal characters and their traits, determining a setting and a plot. You will visualize your story and plan it out using a concept map and planning sheets. You will then create a rough draft and edit/ revise your draft adding details and descriptions. Your final product will be an illustrated book that you will present and read to an audience.
- **Part II:** Presentation to the classroom community and families
- [Animal Story Assessment Rubric](#)

Standards: 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](#)

Narrative Writing Rubric for Animal Stories

Writing: Structure				
	1 - Beginning	2 - Approaching	3 - On Level	4 - Advanced
Overall	The writer told, drew, and wrote a whole story. The writer did not write an Animal Story.	The writer met some of the assignment criteria. The story included animals but did not include an identifiable lesson or moral.	The writer met the assignment criteria. The writer wrote about one point in time.	The writer met the assignment criteria. The writer told the story bit by bit, over time.
Lead	The writer had a page that showed what happened first.	The writer tried to make a beginning for the story.	The writer thought about how to write a good beginning and chose a way to start their story. They chose the action, talk, or setting that would make a good beginning.	The writer wrote a beginning in which he helped readers know about who the characters were and what the setting was in their story.
Transitions	The writer puts their pages in order.	The writer put their pages in order. They used words such as <i>and</i> and <i>then, so</i> .	The writer told the story in order by using words such as <i>when, then, and after</i> .	The writer told the story in order by using phrases such as <i>a little later, and after that</i> .
Ending	The writer had a page that showed what happened last in their story.	The writer found a way to end their story.	The writer chose the action, talk or feeling that would make a good ending. The writer included the moral or lesson of the story in the ending.	The writer chose the action, talk or feeling that would make a good ending and worked to write it well. The writer included the moral or lesson of the story in the ending.
Organization	The writer's story had a page for the beginning, a page for the middle, and a page for the end.	The writer wrote their story across three or more pages.	The writer wrote a lot of lines on a page and wrote across a lot of pages.	The writer used paragraphs and skipped lines to separate that happened first from what happened later (and finally) in their story.

Narrative Writing Rubric for Animal Stories

Writing: Development				
	1 - Beginning	2 - Approaching	3 - On Level	4 - Advanced
Elaboration	The writer's story indicated who was there, what they did, and how the characters felt.	The writer put the picture from their mind onto the page. They had details in pictures and words.	The writer tried to bring their characters to life with details, talk and actions.	The writer worked to show what was happening to (an in) their characters.
Craft	The writer wrote and drew some details about what happened.	The writer used labels and words to give details.	The writer chose strong words that would help the reader picture their story.	The writer not only told their story, but also wrote it in ways that got readers to picture what was happening and brought their story to life.

Language:				
	1 - Beginning	2 - Approaching	3 - On Level	4 - Advanced
Spelling	The writer could read their writing. The writer wrote a letter for the sounds they heard. The writer used word walls or other tools to help them spell.	The writer used all they knew about words and chunks of words (at, op, it, etc.) to help them spell. The writer spelled all the word wall words right and used the word wall or other resources to help them spell other words.	To spell a word, the student used what they knew about spelling patterns (tion, er, ly, etc.) The writer spelled all of the words correctly and used word walls or other tools to figure out how to spell other words.	The writer used what they knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.

Narrative Writing Rubric for Animal Stories

Language: continued				
	1 - Beginning	2 - Approaching	3 - On Level	4 - Advanced
Punctuation	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer used capital letters to start every sentence.	The writer ended sentences with punctuation. The writer used capital letters or names. The writer used commas in dates and lists.	The writer used quotation marks to show what the characters said. When the writer used words such as can't and don't, they used the apostrophe.	The writer punctuated dialog correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.

Presentation and Reading				
	1 - Beginning	2 - Approaching	3 - On Level	4 - Advanced
Speaking and Listening	Presentation was not made or the story was not read by the writer.	The writer's voice was somewhat understandable. The presentation went over and there was no time for student feedback or questions.	The writer's voice was mostly understandable. Students were able to provide feedback and ask questions. The writer provided feedback to others on their Animal Story.	The writer's voice was understandable and the writer read with expression, pausing when appropriate. Students were able to provide feedback and ask questions. The writer provided feedback to others on their Animal Story.

Adapted from the Lucy Calkins Writing Pathways rubrics.

Performance levels:

- 4 = Grade 3
- 3 = Grade 2
- 2 = Grade 1
- 1 = Kindergarten.

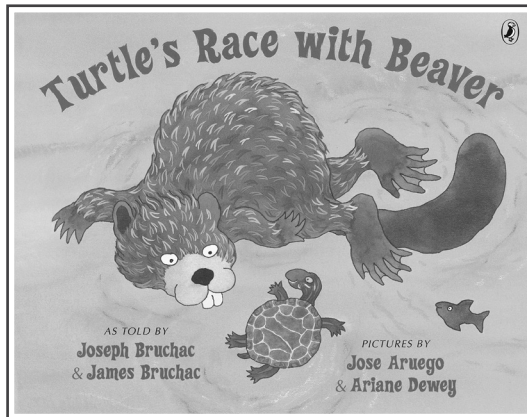
SCOPE + SEQUENCE



LESSON 1

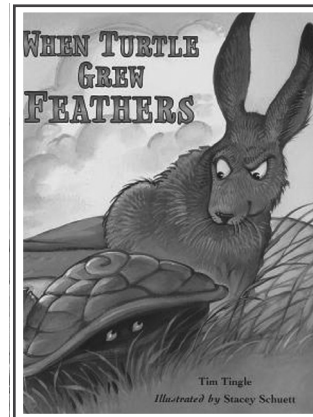
Core Text(s):

1. ***Turtle's Race with Beaver***
retold by Joseph and James Bruchac



Reading Interest Level: P - 2
Lexile: not available
Guided Reading Level: J
ATOS Reading Level: 2.7

2. ***When Turtle Grew Feathers***
by Tim Tingle



Reading Interest Level: PreK - 5
Lexile: 530L
Guided Reading Level: M
ATOS Reading Level: 2.8

Additional Lesson Resources:

[📖 Augusthouse.com Lesson Plan](https://www.augusthouse.com/lesson-plan)

Supporting Texts/Media for a Listening Library:

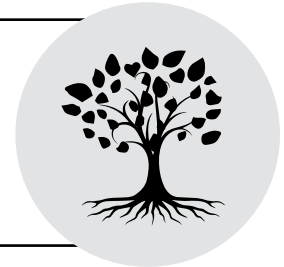
(see slide in student Reading Response Notebook as well)

- 📺 [Turtle and Beaver's Race Retold by Storyteller Nakoma Volkman](#) (5:15 minutes)
- 📺 [Turtle's Race with Beaver By Joseph Bruchac and James Bruchac](#) (10:22 minutes)
** Bonus art project included.
- 📺 [When Turtle Grew Feathers - Read aloud for kids](#) (8:44 minutes)

LESSON 1

Core Values:

- Respect
- Community



Lesson Narrative:

- **Story 1:**
 (From the back book cover) Turtle lives in a beautiful pond with everything a happy turtle needs. But one spring, Turtle awakes from hibernation to discover that her lovely home has been invaded! A pushy beaver has taken over Turtle’s beloved pond and refuses to share. Instead he challenges her to a race to determine who can stay. But how can a little turtle out swim a big, powerful beaver?
- **Story 2:**
 (from Google books) In this Choctaw variant of Aesop’s fable “The Tortoise and the Hare,” storyteller Tim Tingle reveals some unexpected twists and expands the cast to include a wild turkey, a colony of ants, and a cheering squad of Little Bitty Turtles as well. When Rabbit boastfully challenges Turtle to a race, he gets his comeuppance ... and Turtle gets a little assist from his winged friend, Turkey. In the process, we learn why Turtle’s shell is cracked and why you never see Rabbit racing Turtle today.

Tribal Origin:

Story 1: Seneca Nation
 Story 2: Choctaw Nation

Genre:

Fairytale/ Folklore

Moral/Lesson of the Story:

Story 1: The weaker and the wiser one wins the race.
Story 2: You don’t have to be the biggest, fastest, or the best.

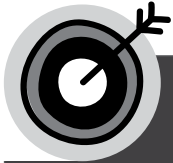
Comprehension Strategy:

When I compare and contrast story elements, I understand the story and can identify the main idea.

Vocabulary:

Story 1: plenty, dam, lodge, splendid, and challenge
Story 2: shattered, truce, paraded, swell, and shimmied

LESSON 1



Anchor Standards:

Reading: Literature or Informational	Speaking and Listening
<ul style="list-style-type: none"> 🔗 CCSS.ELA-LITERACY.RL.2.1 🔗 CCSS.ELA-LITERACY.RL.2.2 🔗 CCSS.ELA-LITERACY.RL.2.3 🔗 CCSS.ELA-LITERACY.RL.2.5 🔗 CCSS.ELA-LITERACY.RL.2.7 🔗 CCSS.ELA-LITERACY.RL.2.9 	<ul style="list-style-type: none"> 🔗 CCSS.ELA-LITERACY.SL.2.1 🔗 CCSS.ELA-LITERACY.SL.2.2 🔗 CCSS.ELA-LITERACY.SL.2.6
Writing	Language
<ul style="list-style-type: none"> 🔗 CCSS.ELA-LITERACY.W.2.8 	<ul style="list-style-type: none"> 🔗 CCSS.ELA-LITERACY.L.2.1 🔗 CCSS.ELA-LITERACY.L.2.2. 🔗 CCSS.ELA-LITERACY.L.2.4 🔗 CCSS.ELA-LITERACY.L.2.5 🔗 CCSS.ELA-LITERACY.L.2.6

🔗 Key Equity Term(s):

- Diversity
- Inclusion
- Culture



Embedded Assessment:

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?

Class Activity and Graphic Organizer: (page 3 - [🔗 Student Reading Response Notebook](#))

LESSON 2

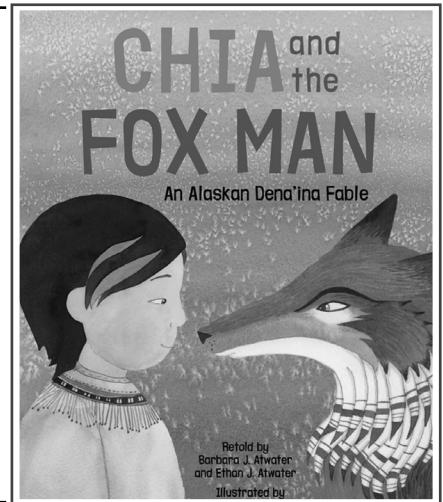
Core Text(s):

1. ***Chia and the Fox Man***
retold by Barbara and Ethan Atwater

Reading Interest Level: PreK- 3

Lexile: 560L

Guided Reading Level: 0



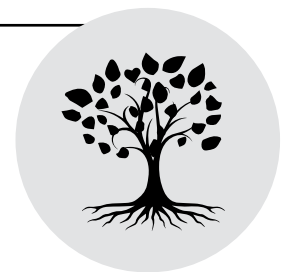
Supporting Texts/Media for a Listening Library:

(see slide in student Reading Response Notebook as well)

- 🎥 [Parker DeLashmit reads Chia and the Fox Man](#). Read by the author's nephew. (2:48 minutes)

Core Values:

- Respect
- Responsibility
- Honesty



Lesson Narrative:

- This modern retelling of an Alaskan Dena'ina fable teaches how doing the right thing is important, even when it is hard. The main character, Chia, lives in a village where life is hard. There isn't enough food and lots of chores to do. Chia awakes one night to hear strange noises and when he explored he met Fox Man! The tale is a good one as Chia tries to find a way to help his village.

LESSON 2

Tribal Origin:

An Alaskan Dena'ina fable

Genre:

Fairytale/ Folklore

Moral/Lesson of the Story:

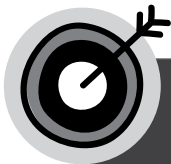
Doing the right thing isn't always easy, but doing the right thing is always best.

Comprehension Strategy:

When I can identify the problem and solution, I can understand the story.

Vocabulary:

hillside, nestled, snug, glacier, lingered, jerked, cellar, sprawled/ sprawling, wearily/weary, mournfully, disappeared, exhausted



Anchor Standards:

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

LESSON 2

Key Equity Term(s):

- Diversity
- Inclusion
- Culture



Embedded Assessment:

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?

Discussion Questions after reading:

- Let's review our Core Values. Did we see any demonstration in this story? Which ones and at what part?
- What lessons were learned? By Chia? By Fox Man?

Class Activity: (page 4 -  Student Reading Response Notebook)

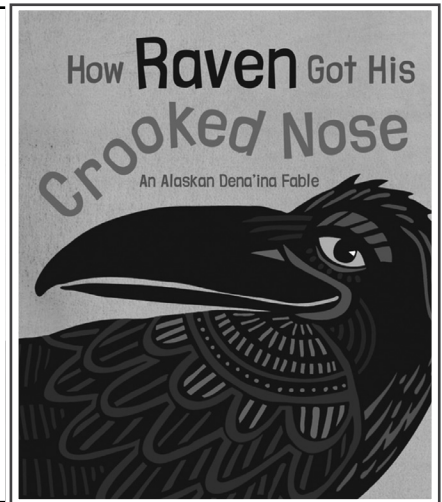
Graphic Organizer: Problem/Solution

LESSON 3

Core Text(s):

1. ***How Raven Got His Crooked Nose***
retold by Barbara and Ethan Atwater

Reading Interest Level: K-3
Lexile: 530L
Guided Reading Level: 0
ATOS Reading Level: Not yet available



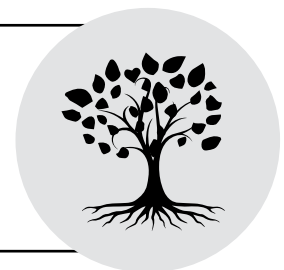
Supporting Texts/Media for a Listening Library:

(see slide in student Reading Response Notebook as well)

- 📺 [How Raven got his Crooked Nose](#) by Barbara and Ethan J. Atwater (6:54 minutes)

Core Values:

- Respect
- Responsibility



Lesson Narrative:

- (Source: from the back book jacket)
“Chulyen the trickster raven loses his nose in an embarrassing situation, but he vows to get it back. With the help of his magic powers Chulyen devises a clever plan to retrieve his missing nose and learns an important lesson along the way. Part picture book, part graphic novel, this story is a modern retelling of a Traditional Dena’ina fable that kids of every age will love.”

LESSON 3

Tribal Origin:

An Alaskan Dena'ina fable

Genre:

Fairytale/ Folklore

Moral/Lesson of the Story:

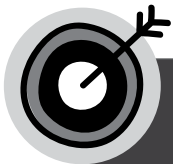
Always take your time to do what is right. We may not get a chance to fix our mistakes.

Comprehension Strategy:

As I read closely for details, I can identify the character traits of the main character which helps me understand the story.

Vocabulary:

handsome, suffering, ruffled, nestled, tucked, murmured, jammed



Anchor Standards:

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

LESSON 3

Key Equity Term(s):

- Diversity
- Inclusion
- Culture



Embedded Assessment:

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?

Discussion Questions after reading:

- Let's review our Core Values. Did we see any demonstration in this story? Which ones and at what part?
- What lessons were learned? By Chia? By Fox Man?

Class Activity and Graphic Organizer: [\(page 5 - !\[\]\(e3275251d0893157c3584e20c81dc3ba_img.jpg\) Student Reading Response Notebook\)](#)

Discussion Questions:

After reading and identifying the character traits in the graphic organizer:

- Have students each describe Raven by one of the character traits using a complete sentence.

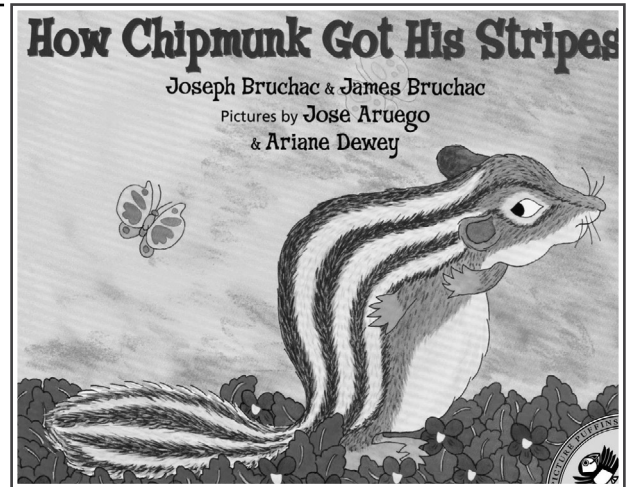
LESSON 4

Core Text(s):

1. **How Chipmunk Got His Stripes**

by Joseph and James Bruchac
(A Tale of Bragging and Teasing)

NOTES: *There is a good opportunity with this story to talk about the “Art of Storytelling” and how stories evolve with different storytellers. The authors drew from several sources and there is a Youtube recording of an Iroquois elder retelling a version of the story.*



Reading Interest Level: K-3

Lexile: 520L

Guided Reading Level: J

ATOS Reading Level: 2.5 - 2.9

Supporting Texts/Media for a Listening Library:

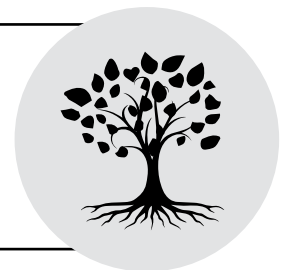
(see slide in student Reading Response Notebook as well)

📺 [How Chipmunk Got His Stripes](#) by Joseph and James Bruchac (2:48 minutes)

Core Value(s):

- Respect

Lesson Narrative:



- (from the back book cover) “Bear thinks he can do anything- even keep the sun from rising. Brown Squirrel is sure the sun will come up, no matter how many times Bear commands it not to.” In this tale, see what happens and what happens when one animal teases the other animal because he was right.

LESSON 4

Tribal Origin:

The story is widely told by Native American storytellers along the East Coast from the Cherokee, Abenaki and Iroquois tribes.

Genre:

Fairytales/ Folklore

Moral/Lesson of the Story:

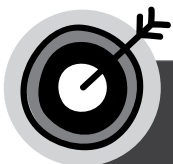
No one can do everything.
*The story is also about bragging and teasing.

Comprehension Strategy:

As I read and look at the details in the story, I can identify the lesson being taught, the main idea.

Vocabulary:

autumn, hind, pinning, rise, tunnel, gathered, burrow grumpy, wise, and tease



Anchor Standards:

Reading: Literature or Informational	Speaking and Listening
<ul style="list-style-type: none"> 🔗 CCSS.ELA-LITERACY.RL.2.1 🔗 CCSS.ELA-LITERACY.RL.2.2 🔗 CCSS.ELA-LITERACY.RL.2.3 🔗 CCSS.ELA-LITERACY.RL.2.5 🔗 CCSS.ELA-LITERACY.RL.2.7 🔗 CCSS.ELA-LITERACY.RL.2.9 	<ul style="list-style-type: none"> 🔗 CCSS.ELA-LITERACY.SL.2.1 🔗 CCSS.ELA-LITERACY.SL.2.2 🔗 CCSS.ELA-LITERACY.SL.2.6
Writing	Language
<ul style="list-style-type: none"> 🔗 CCSS.ELA-LITERACY.W.2.7 🔗 CCSS.ELA-LITERACY.W.2.8 	<ul style="list-style-type: none"> 🔗 CCSS.ELA-LITERACY.L.2.1 🔗 CCSS.ELA-LITERACY.L.2.2 🔗 CCSS.ELA-LITERACY.L.2.4 🔗 CCSS.ELA-LITERACY.L.2.5 🔗 CCSS.ELA-LITERACY.L.2.6

LESSON 4

Key Equity Term(s):

- Diversity
- Inclusion
- Culture



Embedded Assessment:

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?

Class Activity and Graphic Organizer: [\(page 6 - !\[\]\(47734e4656765d20df4fdbd5b7aff048_img.jpg\) Student Reading Response Notebook\)](#)

Discussion Questions:

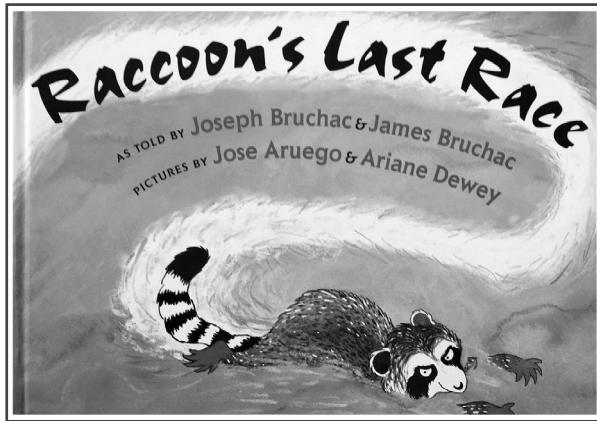
After reading

- Did any of the animal characters not demonstrate their core Values?
- Which animals? Which Core Values and how? (Have students cite evidence to support their answers.)
- Did any of the animals demonstrate the Core Values? Which ones and how. (Have students cite evidence to support their answers.)

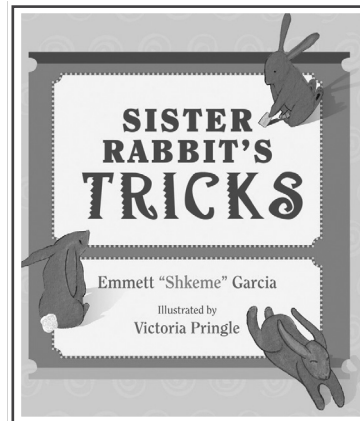
LESSON 5

Core Text(s):

1. ***Raccoon's Last Race***
retold by Joseph and James Bruchac



2. ***Sister Rabbit's Tricks***
by Emmett "Shkeme" Garcia



Reading Interest Level: PreK-2

Supporting Texts/Media for a Listening Library:

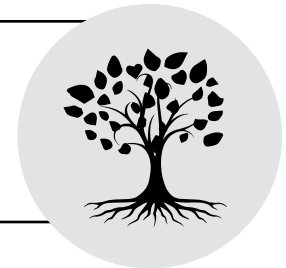
(see slide in student Reading Response Notebook as well)

- 📺 [Saturday Storytime - Raccoon's Last Race](#) (10:40 minutes)

LESSON 5

Core Values:

- Respect
- Community



Lesson Narrative:

- **Story 1:**

(From Goodreads.com) The team behind How Chipmunk Got His Stripes retells an Abenaki fable that warns against arrogance and honors the importance of keeping your promises. Azban the Raccoon loves to race on his long legs. He is the fastest of all the animals, but he's also the most conceited, mocking everyone with his speed. When the other animals grow tired of his attitude, Azban chooses Big Rock as his next opponent. Busy taunting instead of running, he trips, and Big Rock flattens him. Only the ants will help stretch him out again—as long as he promises to be their friend. But will a trickster like Azban keep his word?

- **Story 2:**

(From UNM Press) Sister Rabbit enjoys visiting her friends and relatives in the forest. She also enjoys playing tricks on the other animals, and sometimes Rabbit's tricks get her into trouble. Inspired by the many rabbit stories from the pueblos of New Mexico, this story of Sister Rabbit and her antics shows us a trickster animal, wily and lovable, who can fool her friends but needs to learn some lessons about how to get along in life.

Tribal Origin:

Story 1: Abenaki Tribe
 Story 2: Santa Ana Pueblo (New Mexico)

Genre:

Fairytale/ Folklore

Moral/Lesson of the Story:

Story 1: You should behave and not deceive or cause trouble for others.
Story 2: You should treat everyone nicely and not play tricks.

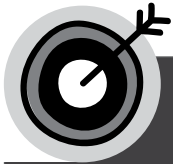
Comprehension Strategy:

When I compare and contrast story elements, I understand the story and can identify the main idea.

Vocabulary:

Story 1: challenge, beat, taunt, competitor, refused, alongside, zig zag, and squatty
Story 2: impressed, burrow, hollow, scorching, dip, disturb, overhead, and swarming

LESSON 5



Anchor Standards:

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

🔗 Key Equity Term(s):

- Diversity
- Inclusion
- Culture



Embedded Assessment:

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?

Class Activity and Graphic Organizer: (page 8 - [🔗 Student Reading Response Notebook](#))

LESSON 6

Core Text(s):

1. ***The Great Ball Game***

retold by Joseph Bruchac

NOTES: *This text provides an opportunity for extension activities around traditional Native American ball games like lacrosse.*

Reading Interest Level: PreK - 5

Lexile: 520L

ATOS Reading Level: 3.1



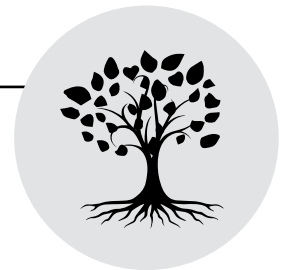
Supporting Texts/Media for a Listening Library:

(see slide in student Reading Response Notebook as well)

🎥 [The Great Ball Game](#) (5:35 minutes)

Core Values:

- Compassion
- Perseverance



Lesson Narrative:

- (From Publishers Weekly) This adaptation of a popular Native American story pits Animals against Birds in a contest to settle an all-too-human question: Who's better? Here, it's the teeth versus the wings in stickball, a lacrosse-style game in which the players hold a stick in each hand. When the contestants take their sides, the anomalous Bat, who sports both teeth and wings, is rejected by both teams. Finally, Bear shows sympathy, saying, "You are not very big, but sometimes even the small ones can help." Bat is benched, however, until the Animals catch on to the Birds' obvious advantage: with ball in beak, the Birds fly high above the playing field. But as evening darkness descends, Bat flies into gear to win the game with his elusive, darting aerobatics. As the victor, Bat decrees that the Birds must leave for half the year. And, according to Muskogee legend, this resolution explains why bats are categorized as animals and why birds fly south for the winter.

LESSON 6

Tribal Origin:

Muskogee Tribe

Genre:

Fairytale/ Folklore

Moral/Lesson of the Story:

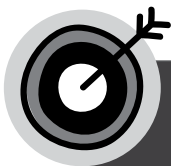
This story teaches how to settle an argument without going to war.

Comprehension Strategy:

When I summarize story events and details, I understand the story sequence and meaning.

Vocabulary:

argument, quarrel, penalty, divided, fair, jeered, begged, swifter, advantage, and darted



Anchor Standards:

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

LESSON 6

Key Equity Term(s):

- Diversity
- Inclusion
- Culture



Embedded Assessment:

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?

Discussion Questions after reading:

- As the teams were established, animals vs birds, why was bat left out when the teams were formed?
- Which team do you think he should be a part of?
- (Text to Self) If you were bat, what would you have done?

Class Activity: [\(page 8 - !\[\]\(626ce8ac21792b9405bfddfea8e0c96a_img.jpg\) Student Reading Response Notebook\)](#)

LESSON 7

Core Text(s):

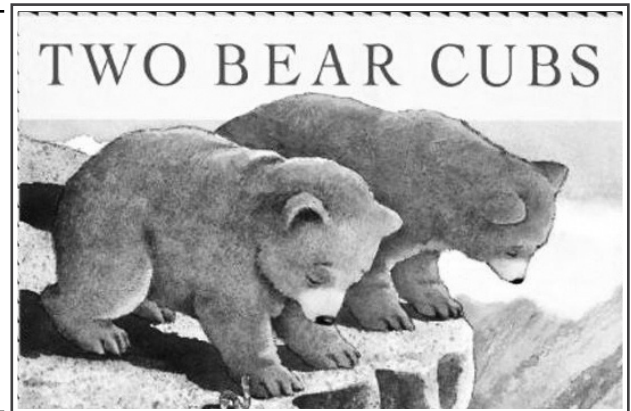
1. ***Two Bear Cubs***

retold by Robert D. San Souci

Reading Interest Level: PreK-5

Lexile: 650L

ATOS Reading Level: 4.8



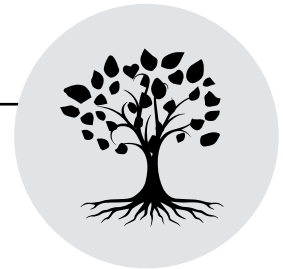
Supporting Texts/Media for a Listening Library:

(see slide in student Reading Response Notebook as well)

🎥 [Two Bear Cubs](#) (12:22 minutes)

Core Values:

- Perseverance
- Generosity
- Community



Lesson Narrative:

- (from back book cover) While two bear cubs sleep, the rock on which they are lying grows and grows and grows. How will the other animals rescue the little bears from their perch so high in the clouds? An unlikely hero emerges in this lively retelling of an authentic Miwok legend set in incomparable Yosemite Valley. .

Tribal Origin:

Miwok Tribe, Northern California

Genre:

Fairytale/ Folklore

LESSON 7

Notation on Pacing:

Perseverance; If you stay on your task you can succeed.

Moral/Lesson of the Story:

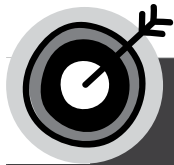
This is a longer story and could be broken down into smaller chunks or reread over several days for close reading activities.

Vocabulary:

sleek, thickets, cautioned, fierce, shallow, weary, faint (adjective), anchoring, heroic, nimble/agile (used to describe the mountain lion) and Challenge Word: purchase as in “she could find no purchase on the smooth stone.”

Comprehension Strategy:

After reading and listening to the story, I can analyze the main character and their actions to understand their character traits.



Anchor Standards:

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

LESSON 7

Key Equity Term(s):

- Diversity
- Inclusion
- Culture



Embedded Assessment:

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?

Discussion Questions after reading:

- After we read the story, think about how the Measuring Worm, Tul-Tok-A-Na, demonstrated the Core Value of Perseverance.
- Describe how he persevered and how he is a hero.
- Students will utilize paper like what is pictured below, their writing journals or other formats utilized by the classroom for writing pieces.

Class Activity: (page 8 -  Student Reading Response Notebook)

SOCIAL STUDIES CONNECTIONS

Activity: Mapping a Tribal Nation

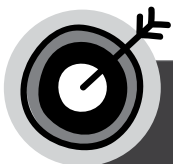
(page 11 - [📖 Student Reading Response Notebook](#))

Directions: As we finish reading the selected stories, review with the students where each story originated.

Review map basic skills and how to locate states. Provide students with the following directions.

1. Choose one of the stories we have read. (Students will write the title on the line.)
2. Identify the Native American Tribe. (Students will write this on the line provided.)
3. Color the location of the Tribe on the map below.

The teacher may color each tribe location and label as students identify their story's origin. Students can assess the Internet and do simple Google searches to find the location of each tribal nation.



Anchor Standards:

Speaking and Listening	Writing
📖 CCSS.ELA-LITERACY.SL.2.1 📖 CCSS.ELA-LITERACY.SL.2.3	📖 CCSS.ELA-LITERACY.W.2.7
Language	
📖 CCSS.ELA-LITERACY.L.2.6	

SOCIAL STUDIES CONNECTIONS

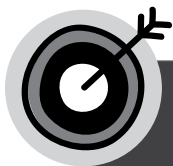
Activity: Researching and Exploring the Culture of Another Tribal Nation

(page 12 - [📖 Student Reading Response Notebook](#))

Teacher Directions: Using the same Tribal Nation in the activity prior, students will explore online to learn more about that Tribal Nation’s cultural traditions, how and where they lived and how they survive and thrive.

After students have had time to find and record the 3 areas of information, students will present their findings to their classmates in a Circle Time discussion format. The student momentarily becomes the teacher and the classroom teacher and classmates become their students. This fosters inquiry based learning.

- Student Directions:**
- Using Google Search, explore the Tribal Nation you chose.
 - Include 3 interesting facts about their cultural traditions, to share.
 - This could include their traditional foods, dances and celebrations, homes (architecture) and habitat/ environment.



Anchor Standards:

Reading: Literature or Informational	Writing
📖 CCSS.ELA-LITERACY.RI.2.5	📖 CCSS.ELA-LITERACY.W.2.7
Speaking and Listening	Language
📖 CCSS.ELA-LITERACY.SL.2.1 📖 CCSS.ELA-LITERACY.SL.2.2 📖 CCSS.ELA-LITERACY.SL.2.3	📖 CCSS.ELA-LITERACY.L.2.1 📖 CCSS.ELA-LITERACY.L.2.2. 📖 CCSS.ELA-LITERACY.L.2.4 📖 CCSS.ELA-LITERACY.L.2.6

CULMINATING ACTIVITIES

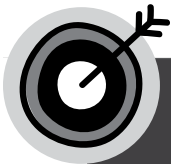
To be done after all stories have been read.

Activity: Matching Stories and Morals/Lessons

(page 14 - [📄 Student Reading Response Notebook](#))

Student Part 1: Cut out each of the morals or lessons on the right.
Directions: Part 2: Glue or paste each by the animal story that taught that lesson or moral.

Teaching Notes: This can be done in small or whole group settings. It provides a good opportunity to discuss the texts and recall key story details and identify the moral/lesson. In some stories, this is more clear for the students. In other texts it is more complex. As students begin their culminating project, if they have not yet identified a moral or lesson as their main idea, this activity provides an opportunity to identify one for their own Animal Story.



Anchor Standards:

Reading: Literature or Informational	Speaking and Listening
📄 CCSS.ELA-LITERACY.RL.2.2	📄 CCSS.ELA-LITERACY.SL.2.1 📄 CCSS.ELA-LITERACY.SL.2.2 📄 CCSS.ELA-LITERACY.SL.2.3
Language	
📄 CCSS.ELA-LITERACY.L.2.1 📄 CCSS.ELA-LITERACY.L.2.4 📄 CCSS.ELA-LITERACY.L.2.6	

CULMINATING ACTIVITIES

To be done after all stories have been read.

Activity: Text to Self

(page 15 - [📄 Student Reading Response Notebook](#))

Directions: Storytelling is one way we are taught important lessons and from our Knowledge Keepers, our elders.

- How have you learned lessons from your Knowledge Keepers?
- What are some of the things you have learned?



Anchor Standards:

Reading: Literature or Informational	Speaking and Listening
📄 CCSS.ELA-LITERACY.RL.2.7	📄 CCSS.ELA-LITERACY.SL.2.1 📄 CCSS.ELA-LITERACY.SL.2.4
Writing	Language
📄 CCSS.ELA-LITERACY.W.2.2 📄 CCSS.ELA-LITERACY.W.2.8	📄 CCSS.ELA-LITERACY.L.2.1 📄 CCSS.ELA-LITERACY.L.2.2. 📄 CCSS.ELA-LITERACY.L.2.6

CULMINATING ACTIVITIES

To be done after all stories have been read.

Activity: Book Review

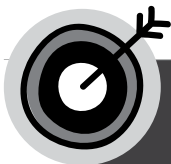
(page 13 - [📖 Student Reading Response Notebook](#))

Directions: Part 1: Draw and color your favorite part of the story. Add lots of descriptive details and color.

Part 2: Describe in 3 or more sentences why this book is your favorite.

- What are the best parts?
- What lesson or moral did the story teach?
- Were there any funny parts?

If completing this during class time, have students share theirs in circle time. It is a good opportunity for a class discussion and for students to build off of each other's ideas.



Anchor Standards:

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