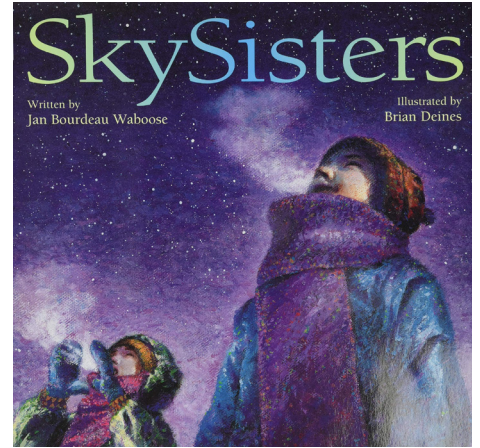
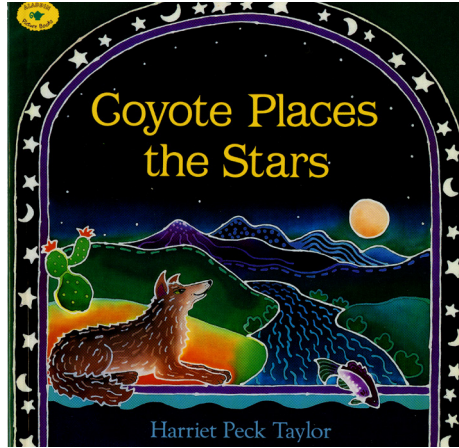
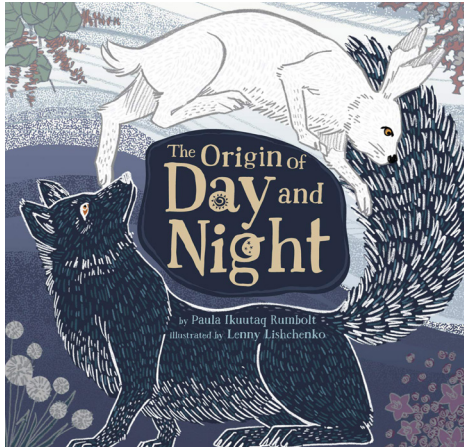


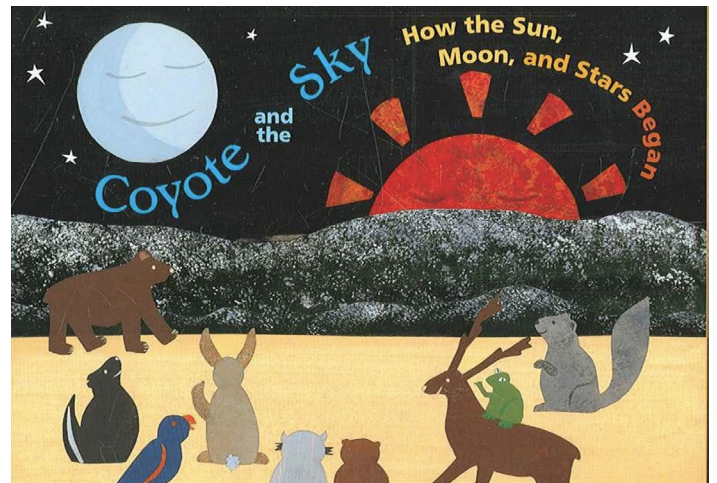
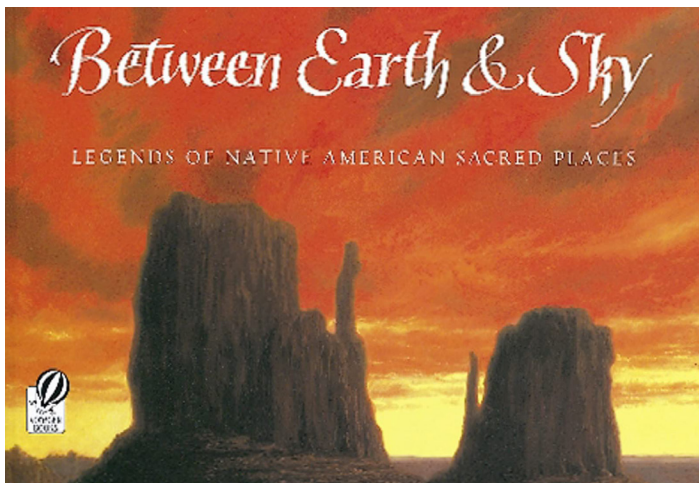
NATIVE LITERATURE PROGRAM DESIGN

2nd GRADE



UNIT 3

Respecting Our Wonders of our Mother Earth



UNIT 6

Friendship, Place, and Relationships

 [Yearlong Curriculum](#)

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

Lesson 1: Coyote and the Sky	16
Lesson 2: Coyote Places the Stars	21
Lesson 3: Sky Sisters	26
Lesson 4: The Origin of Day and Night	32
LESSON 5: Between Earth and Sky	37



Designers: Diane Katzenmeyer-Delgado and Celeste Naranjo

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Core Texts:





1. ***Coyote and the Sky: How the Sun, Moon, and Stars Began***
by Emmett Shkeme Garcia (Santa Ana Pueblo)
2. ***Coyote Places the Stars***
by Harriet Peck Taylor (Wasco/Chinookan)
3. ***Sky Sisters***
by Jan Bourdeau Waboose (Ojibway)
4. ***The Origin of Day and Night***
by Paula Ikuutaq Rumbolt (Inuit)
5. ***Between Earth and Sky: Legend of Native American Sacred Places***
by Joseph Bruchac

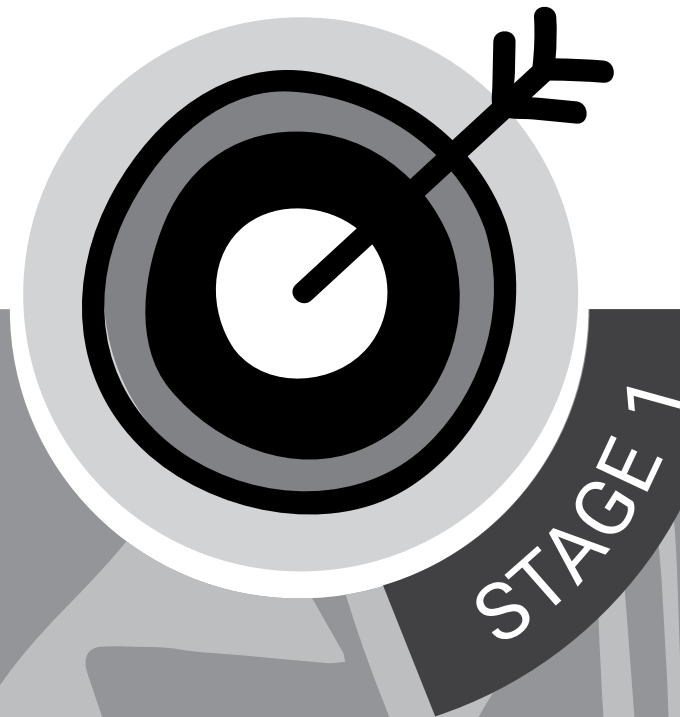
Unit Supporting Native Literature Texts:

- ***How Things Came to Be: Inuit Stories of Creation*** by Sean and Rachel Qitsualik-Tinsley (Inuit)
- ***Gathering the Sun*** by Alma Flor Ada (Spanish)
- ***Frog Brings Rain*** by Patricia Hruby Powell (Navajo)
- ***Talking With Mother Earth*** by Jorge Argueta (Aztec/Nahuatl)
- ***The Great Race of the Birds and Animals*** by Paul Goble (Sioux/ Cheyenne)
- ***How Raven Stole the Sun*** by Maria Williams (Tlingit)
- ***How The Stars Fell Into The Sky: A Navajo Legend*** by Jerrie Oughton (Navajo)

DESIRED RESULTS

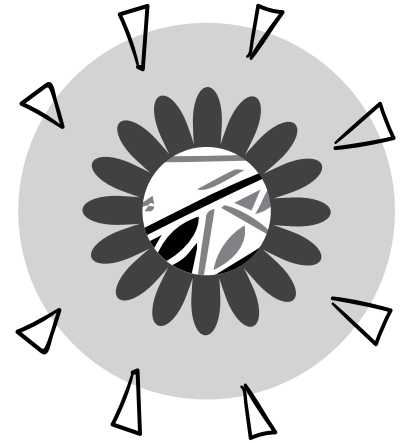
REFERENCES

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



BIG IDEAS

- Connection to characters to formulate their own understanding.
- Understanding creation stories and why they are handed down for generations to come.
- Understanding animals and their connection between humans and our land.



Essential Questions

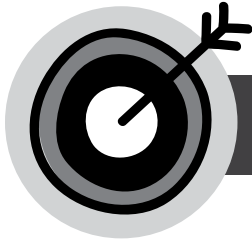
(based on yearlong Big Idea)

- What do creation stories teach us about our identity and place in this world as a student and community member?
- 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?

Enduring Understandings

(based on yearlong Big Ideas)

- Understanding and acknowledging their place in the world will help each student respect and appreciate the land that they occupy.



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.2.5 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.2.3 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.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</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>



Anchor Standards *(continued)*

Language	<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>
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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 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 experiences and our Knowledge Keepers guide us as we navigate the world.

Your task is to make a personal connection with place and share understandings about how we appreciate the land and everything the land has to offer.

Role:

Your role is an author and illustrator. You will plan, draft, revise and illustrate a piece of prose or poetry about how you use your Core Values to protect the land.

Audience:

As a student author, you will present the reading of your story to families and other primary level classrooms in their school communities.

Scenario:

As a student author, you will retell a story from your point of view that illustrates how you have connected with the land and its inhabitants and how you have demonstrated your Core Values in protecting and preserving the land and all it has to offer.

Product:

The product is a piece of prose or poetry that demonstrates a personal connection you have with the land and how you demonstrate your Core Values.

Part I: Planning, drafting, revising and editing and illustrating a piece of prose or poetry.

Part II: Presentation to the classroom community and families.

Timeline:

Time for the Performance Assessment is built into the unit timeline during weeks 7 and 8.

CCSS Standards:

Writing: [W.2.3](#), [W.2.5](#), and [W.2.8](#)

Speaking and Listening: [SL.2.4](#), [SL.2.5](#), and [SL.2.6](#)

Language: [L.2.1](#) and [L.2.2](#)



Assessment Goals for English Language

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 ELD standard(s) ([📄 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):

Speaking, Listening, Reading Writing

ELD Standard(s): (1) Social and Instructional Language (2) Language for Language Arts (3) Language for Social Studies

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

Interpretive Communication Mode (Listening, Reading, and Viewing): **Reading**

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

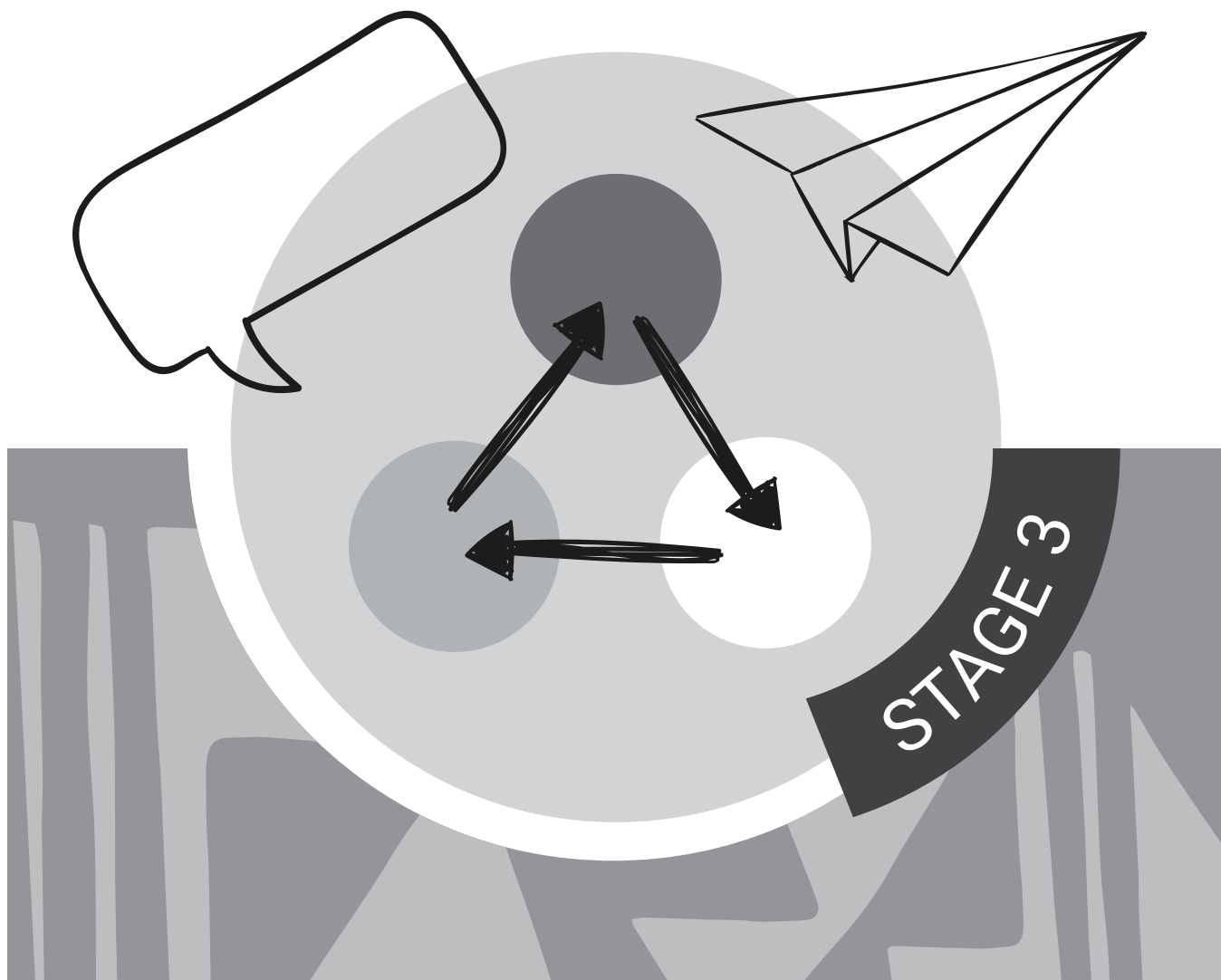
Expressive Communication Mode (Speaking, Writing, and Representing): **Writing**

- Discourse Focus (Organization, cohesion, or density of language): **Organization 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.”

Unit Timeline Recommendations

Week 1: *Coyote and the Sky: How the sun, Moon and Stars Began*

Week 2: *Coyote Places the Stars*

Week 3: *Sky Sisters*

Week 4: *The Origins of Day and Night*

Week 5: *Between the Earth and Sky*

Week 6: *Between the Earth and Sky Extension Research Activity*

Week 7: Stage 2 Performance Assessment Writing

Week 8: Stage 2 Performance Assessment Writing Edits/ Revisions and Presentations

Weekly Reading Approach:

1. **Build Understanding**
(Set the Purpose, Engage Children, Read, Turn-and-talk, Think-Pair-Share)
2. **Close Read**
(Cite Text Evidence Orally)
3. **Reading Analysis**
(Practice & Apply)
4. **Focused Independent Reading**
(Build Engagement, Independence, Stamina, Fluency)
5. **Generate Vocabulary**
(unlock meaning, build knowledge of critical content, and internalize word-learning strategies)
6. **Writing**
(Set the Purpose, Teach, Organize writing, Model)

Webb's Depth of Knowledge

DOK Level 1

(Recall)

Verbs: arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...

Focus: on specific facts, definitions, details, or procedures

Note: there's one correct answer, and a combination of Level 1s does not make it a Level 2

DOK Level 2

(Skill / Concept)

Verbs: categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...

Focus: on applying skills and concepts ● explaining how or why

Note: there's one correct answer

DOK Level 3

(Strategic Thinking)

Verbs: assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...

Focus: on reasoning and planning in order to respond ● complex and abstract thinking required ● defending reasoning or conclusions

Note: multiple answers or approaches

DOK Level 4

(Extended Thinking)

Verbs: apply concepts, analyze, connect, create, critique, design, prove, ...

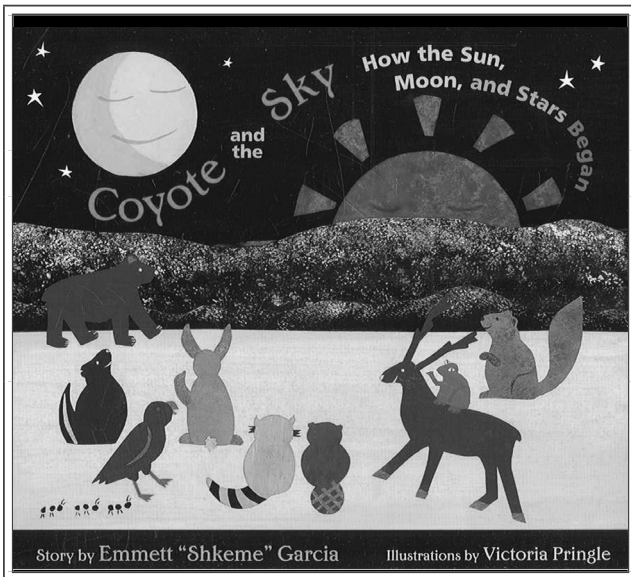
Focus: on complex reasoning, planning, and thinking ● make real-world applications in new situations

Note: has multiple answers or approaches ● often requires extended periods of time with multiple steps

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LESSON 1: WEEK 1 - Coyote and the Sky

Core Text:



Coyote and the Sky: How the Sun, Moon, and Stars Began

by Emmett Shkeme Garcia

Genre:	Folklore/Fiction
Story Origin:	Santa Ana Pueblo, NM

Reading Interest Level:	Grades: 3-6
Lexile:	n/a

Supporting Media for a Listening Library: [🔊 Coyote and the Sky](#) (7:23 minutes)

Book Narrative:

According to Santa Ana Pueblo legend, the animals' spirit Leader created the sun, moon, and stars by using woven yucca mats and hot coals. He selected certain animals to climb from their homes in the Third World up to the Fourth World. The Squirrel, the Rabbit, and the Badger were all allowed to go. The Coyote, however, was forbidden to accompany them because he was always causing trouble and stealing food from the others.

Lesson Narrative: (Pueblo Perspective)

These lessons were designed for a period of 4-5 lessons over the course of one week. Teachers are encouraged to use the lessons for days 2-4 in the sequence that works for their students and schedules as the time for these activities and discussions will vary.

LESSON 1: WEEK 1 - Coyote and the Sky

Lesson Narrative:

These lessons were designed for a period of 4-5 lessons over the course of one week. Teachers are encouraged to use the lessons for days 2-4 in the sequence that works for their students and schedules as the time for these activities and discussions will vary.

Day 1: Close Reading 1



Essential Question:

What do creation stories teach us about our identity and place in this world as a student and community member?

First Reading and Vocabulary/Word Meaning

Within the unit and lesson launch, begin the conversation of place and appreciation of where one resides. Review your school and/or community's Core Values. Ask students to be looking for evidence of their Core Values in the stories they will read in the unit as they will use some of those examples in the learning activities to come.

Talk with students about the importance of storytelling as a way to teach others. Within this unit we will use our Core Values to discuss the importance of one's emergence into the world as told through creation storytelling.

- Introduce the essential question with students.
- Introduce *Coyote and the Sky: How the Sun, Moon, and the Stars Began* and the origin of the story.
- Introduce the vocabulary words in the table below.

Vocabulary	Vocabulary (Before Reading)	Vocabulary (During Reading)
journey underworld mischief huddled yucca clusters	Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include: <ul style="list-style-type: none"> • 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? 	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.

- 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 *Coyote and the Sky: How the Sun, Moon, and the Stars Began* aloud.
- Ask students to identify the characters and the sequence of events that happened in the story.

LESSON 1: WEEK 1 - Coyote and the Sky

Day 2: Close Reading 2



Embedded Assessment



Roll & Tell

Looking Closely at Text Clues and Problem Solving

As we read *Coyote and the Sky: How the Sun, Moon, and the Stars Began* for a second reading, look closely at the picture clues and text clues to identify the story setting, what the story is about, the characters, main idea and sequence of events.

Teacher Tips:

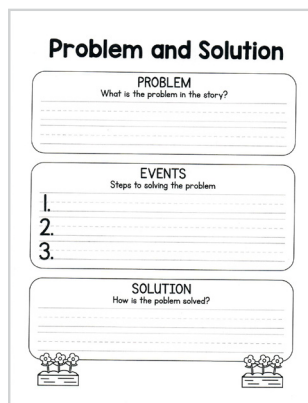
1. Allow students to have a whiteboard, a journal or paper with them to take notes or draw pictures that they can use when they play Roll and Retell after the second reading.
2. Have copies of Roll and Retell and dice available for the number of groups you have determined.

After reading, explain to students that in pairs or small groups, they will play Roll and Retell to share their understanding of the story elements and key details. Within the group, they will need to determine who rolls first, second, etc. Students will play until all questions have been asked and answered and all have had a turn to participate. If a number gets rolled twice, or even, three times, have students continue to answer as it reinforces comprehension. Encourage them to add more details to the second and third answers.

Day 3: Close Reading 3



Embedded Assessment



Problem-Solution Graphic Organizer



Looking Closely at Text Clues for Analysis

As we read *Coyote and the Sky: How the Sun, Moon, and the Stars Began*, for a third reading, look closely at key details within the story. The animals experienced several problems when they went up to the fourth world. In fact, they went back and forth five times. Look and listen closely as we read to identify the problems the animals encountered and how they solved each. Also be on the look out for how Core Values played a role in how the characters acted.

Part 1: Students can use this Problem-Solution Graphic Organizer as they listen for one of the many problems the animals encountered.

- After reading, explain to students that they will share one of the problems and solutions that the animals experienced with a partner. Each partner will have one - two minutes to share. When the student is not sharing, they need to be active listeners as you will be calling on a few students to share what their partner shared.
- Ask students to partner up with their elbow partner. Set a timer for 4 minutes. At the 2-minute mark, remind students the other partner should now begin to share their example.
- As you bring the group back together, call on a few students to share what their partner had shared as a problem and solution.

LESSON 1: WEEK 1 - Coyote and the Sky

<p>Day 3: Close Reading 3</p>  <p>Embedded Assessment</p>	<p>Part 2: Lead students in a collaborative discussion Core Values using the question prompts below.</p> <ul style="list-style-type: none"> • <i>Where in the story and with which animals were Core Values demonstrated? Be sure to share which Core Values and how they were demonstrated.</i> • <i>Where in the story and with which animals were Core Values NOT demonstrated? Be sure to share which Core Values and how they were demonstrated.</i> • <i>Why was Coyote treated differently from the other animals? Why is he considered to be a trickster?</i> <p>Alternative Comprehension Activities: Consider having students who struggle with comprehension and sequence of events. Identify and order the key events and elements of the story.</p>
<p>Day 4: Close Reading 4</p>  <p>Embedded Assessment</p> <p>Teacher Prep: For this activity you will need to gather some supplies:</p> <ul style="list-style-type: none"> • Playdough or modeling clay • Shoeboxes, or a cardboard/wood base <p>You can also ask students to gather additional props they can use in their scene.</p>	<p>Visualization and Creation Read aloud or listen to the story, <i>Coyote and the Sky: How the Sun, Moon, and the Stars Began</i>, a fourth time. Explain the importance of land to the Pueblo people.</p> <p>Explain to students that today they get to take what they have seen, as they have read and listened to the text, in their mind to create a setting, or scene, from the text in playdough.</p> <p>As students complete their scenes, encourage them to share and present their story summary to their peers.</p>
<p>Day 5:</p>	<p>Explore the extension activities or use the day to catch up on lessons and activities from the unit.</p>

 **Key Equity Term(s):**

- Diversity
- Relationship
- Inclusion
- Connections
- Culture

LESSON 1: WEEK 1 - Coyote and the Sky



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.2.5 W.2.6	SL.2.1 SL.2.2 SL.2.4	L.2.1 L.2.5 L.2.2 L.2.6 L.2.4

English Language Development Connections

[Grades 2-3 ELD Standards](#)

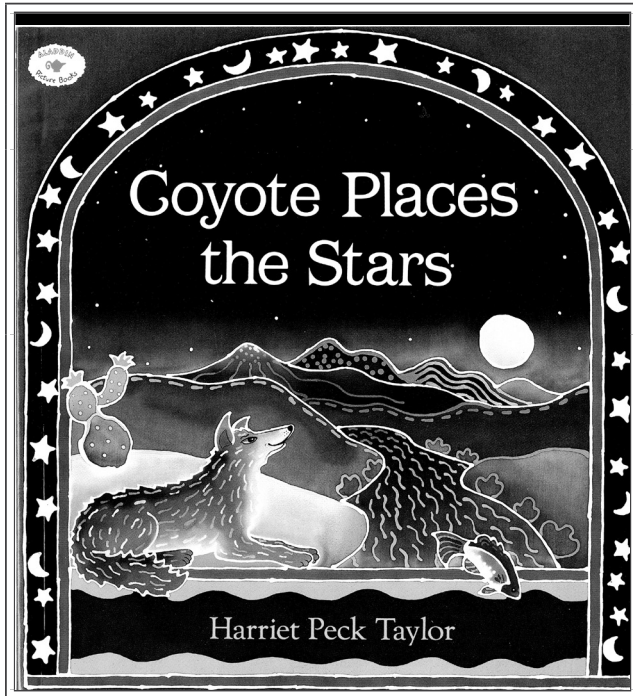
Domain Focus:	Speaking & Listening
Key Language Use:	Explain

Sheltering Strategies by Domain:

Listening:	Provide preview/response view of language and task expectations, use differentiated questioning to check for understanding of tasks, provide visually-supported keywords and their meaning.
Speaking:	Use sticks and spoons , type strategies to provide equity of voice, 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, provide sentence frames using explaining functions.
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 text evidence.
Writing:	Use chart of language cues for explaining, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing, provide a word bank with sketches to support journal writing, and have students practice orally what they want to write with a partner before writing (language rehearsal).

LESSON 2: WEEK 2 - Coyote Places the Stars

Core Text:



Coyote Places the Stars

by Harriet Peck Taylor

Genre:	Folklore/Fiction
Story Origin:	Wasco/Chinookan

Reading Interest Level:	Pre-K - 3rd
Lexile:	840L

Supporting Media for a Listening Library: [🔊 Coyote Places the Stars](#)
Read by Kaluhya (5:17 minutes)

Book Narrative:

One evening, crafty Coyote climbs the moon to discover the secrets of the heavens. Instead, he finds a way to make the most beautiful pictures for all the world to see. The next night, the other animals of the canyon look up to the sky, where they see a big surprise!

LESSON 2: WEEK 2 - Coyote Places the Stars

Lesson Narrative:

These lessons were designed for a period of 4-5 lessons over the course of one week.

Day 1: Close Reading 1



Essential Question:

How can reading and listening to Native American animal stories help me understand the relationships between people, animals, plants, and nature.

First Reading and Vocabulary/Word Meaning

- Introduce the essential question with students.
- Introduce Coyote Places the Stars and the origin of the story.
- Introduce the vocabulary words in the table below.

Vocabulary	Vocabulary (Before Reading)	Vocabulary (During Reading)
swift running roaming skillful whistled “through the air” notch clever yelped descend handiwork mysterious bounded bristly chorus decreed	Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include: <ul style="list-style-type: none"> • 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? 	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 2: WEEK 2 - Coyote Places the Stars

Day 2: Close Reading 2



**Embedded
Assessment**

Looking Closely at Text Clues and Problem Solving

Coyote has an idea to go to the heavens. As we read *Coyote Places the Stars* for a second reading, look closely at the picture clues and text clues to identify what problems Coyote faced in his desire to “climb to the heavens and discover their secrets”.

- Can you identify two of the problems Coyote faced on his journey? Draw and describe each of his challenges.

Teacher Tips:

1. Students can use their reading response notebooks or a writing journal. Have them divide their page into two boxes, one for each of Coyote’s challenges.
2. Problems that Coyote faced: A) How to get to the moon and B) How to move the stars around.

- As students have identified the two main problems that Coyote faced in his journey to the heavens, ask students to be creative. ***How would they solve the problems that Coyote faced differently?***

Teacher Tips:

1. Have students quietly think and plan (via drawing, writing, or both) how they would solve one or both of the problems.
2. Have students share out in pairs or triads their ideas and then have one student from each group share with the larger group.

Day 3: Close Reading 3



**Embedded
Assessment**


Looking Closely at Text Clues for Analysis

As we read *Coyote Places the Stars* for a third reading, look closely at key details within the story that describe how Coyote was clever and crafty.

- Lead students through a class discussion using the question prompt below. Consider providing time for students to talk with an elbow partner about each prompt before bringing the whole group back together to discuss. Encourage students to cite evidence from the text.

Why was Coyote described as being “clever and crafty” by the other animals?

LESSON 2: WEEK 2 - Coyote Places the Stars
















<p>Day 4: Close Reading 4</p> <p> Embedded Assessment</p> <p><i>Focus on Summarization</i></p>	<p>Summarization</p> <p>Read aloud or listen to the story, <i>Coyote Places the Stars</i>, a fourth time.</p> <p>Using large index cards or lined paper with space for illustrations, students will write and illustrate a summary of the story.</p> <p>Key things for the students to include:</p> <ul style="list-style-type: none"> • A sequence of events to include at minimum, the beginning, middle and ending of the story. • How animals play an important role in the creation story.
	<p>Optional assessments:</p> <ul style="list-style-type: none"> • Consider having students who struggle with comprehension and sequence of events. Identify and order the key events and elements of the story.
<p>Day 5</p>	<p>Explore the extension activities or use the day to catch up on lessons and activities from the unit.</p>

 **Key Equity Term(s):**

- Diversity
- Inclusion
- Culture
- Relationship
- 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.2.2  RL.2.3  RL.2.5 	<ul style="list-style-type: none">  W.2.1  W.2.5  W.2.6 	<ul style="list-style-type: none">  SL.2.1  SL.2.2  SL.2.4 	<ul style="list-style-type: none">  L.2.1  L.2.5  L.2.2  L.2.6  L.2.4


LESSON 2: WEEK 2 - Coyote Places the Stars

English Language Development Connections

 [Grades 2-3 ELD Standards](#)

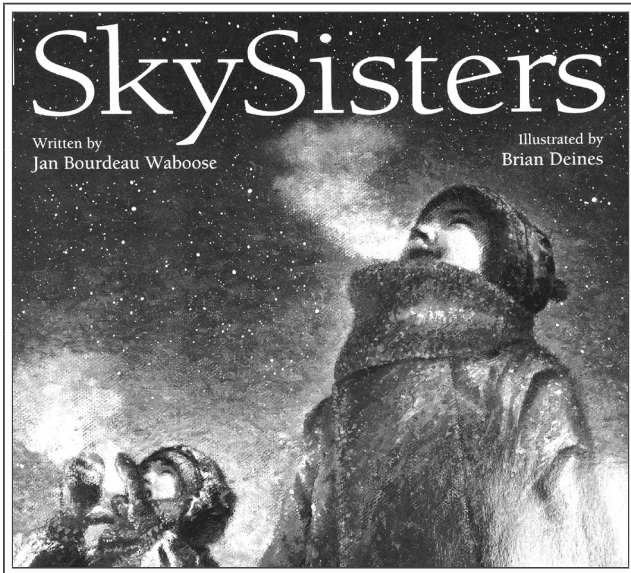
Domain Focus:	Speaking & Writing
Key Language Use:	Explain

Sheltering Strategies by Domain:

Listening:	Provide preview and review of language and task expectations, use differentiated questioning to check for understanding of tasks, and provide visually-supported keywords, and their meaning.
Speaking:	 Use sticks and spoons , type strategies to provide equity of voice, 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, provide sentence frames using explaining functions.
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 the graphic organizers cause & effect and vocabulary, provide chart of vocab words with sketches/pictures.
Writing:	Use chart of language cues for explaining, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide word bank with sketches to support journal writing, have students practice orally what they want to write with a partner prior to writing (language rehearsal), provide chart that models summarizing.

LESSON 3: WEEK 3 - Sky Sisters

Core Text:



Sky Sisters

by Jan Bourdeau Waboose

Genre:	Fiction
Story Origin:	Ojibway

Reading Interest Level:	Pre-K - 3rd
Lexile:	AD560L

Supporting Media for a Listening Library:

[PixieLin's Storytime: SkySisters](#) written by Jan Bourdeau Waboose (9:29 minutes)

Book Narrative:

Two Ojibway sisters set off across the frozen north country to see the SkySpirits' midnight dance. It isn't easy for the younger sister to be silent, but gradually she begins to treasure the stillness and the wonderful experiences it brings. After an exhilarating walk and patient waiting, the girls are rewarded by the arrival of the SkySpirits --- the northern lights --- dancing and shimmering in the night sky. This powerful story, with its stunning illustrations, captures the chill of a northern night, the warmth of the family circle and the radiance of a child's wonder.

The Sky Sisters speak about listening to their family members and their teachings about listening to stories told about midnight and the importance of place (Coyote Hill).

This lesson will guide students to learn from our elders who are knowledge keepers of the land.

This book exposes the reader to northern culture and allows those who live in the north or have visited those areas to create connection to the text (through the Northern Lights). Students who have observed the lights before can share their experiences and knowledge with others.

LESSON 3: WEEK 3 - Sky Sisters

Lesson Narrative:

These lessons were designed for a period of 4-5 lessons over the course of one week.

Day 1: Close Reading 1



Essential Questions:

What do creation stories teach us about our identity and place in this world as a student and community member?

How can storytelling teach us a lesson?

Book Launch, First Reading and Vocabulary/Word Meaning

- Introduce the essential questions with students.
- **Turn and Talk:** Ask students to share with an elbow partner, if they have ever gone on a fun adventure with a sibling or other family member close to their age. Who did they go with? Where did they go? What did they learn? What made it memorable?
- Introduce *Sky Sisters* and the origin of the story.
- Acknowledge the Anishinaabe Ojibway words used in the text. Explain how they are pronounced using the guide at the start of the book. Practice saying the words with your students.
 - Nishiime (Ni-shee-may) - younger sister
 - Nimise (Ni-mi -say) - older sister
 - Nokomis (No-ko-mis) - Grandmother
- Discuss the Ojibwe people and explain the reason these words are used in the book is because the author is Nishnawbe Ojibwe, from northern Ontario. Show students a map and point out the Ojibwe traditional lands which are found in the eastern woodlands. Share that the Ojibwe language has many dialects and is spoken by many people across Canada.
- Introduce the vocabulary words in the table below.

Vocabulary	Vocabulary (Before Reading)	Vocabulary (During Reading)
parka gulp glistening icicle and ice sword bounding steep In tow	Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include: <ul style="list-style-type: none"> • 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? 	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 3: WEEK 3 - Sky Sisters

Day 1: *continued*

- Explain that this text uses lots of descriptive language (adjectives and adverbs) to describe the setting focusing on using your five senses. Encourage students to listen closely and to allow the words to “paint a picture” in their minds.
- Read *Sky Sisters* aloud.
- After you read the story the first time, ask students what they can picture in their mind from the story. What parts stood out to them? Ensure each student has a chance to share using either a partner talk protocol or group discussion format.
- Lesson Closure: Ask students what type of story *Sky Sisters* is and how do they know? Was the story able to remind them of an adventure they have had before? (For example, something they may have shared with their partner before reading the story.)

Day 2: Close Reading 2



Embedded Assessment

Looking Closely at Text Clues for Comprehension and Word/ Language Analysis

As we read *Sky Sisters* for a second time, we are going to focus on descriptive language and meaning.

Teacher Tip: Share the comprehension questions with students before reading. Consider posting in a prominent location. This will help students listen with a purpose and be able to focus on details that can be used to support their answers. You can also use all the questions, part or one depending on your needs.

Comprehension Questions:

1. ***How much snow makes a “blanket of snow”? What visual clues would let you know it was a blanket and not just snow in the ground? What other clues in the text tell you about how much snow is on Coyote Hill?***
2. ***“The dark arms of the balsam trees”... What other synonyms could be used instead of “dark arms”? What do you picture in your mind with the words the author chose to use?***
3. ***Why do you think the Northern Lights are called Sky Spirits?***
4. ***Grandma Nokomis says, “Wisdom comes on silent wings.” What do you think this means? Can you give some examples from the story?***

After reading the text aloud, determine how you will use the comprehension questions above. Consider providing time for students to share and discuss their thinking before doing a written response. Students could use a whiteboard, their writing journals or sticky notes to take “evidence notes” as they listen.

LESSON 3: WEEK 3 - Sky Sisters

Day 3: Close Reading 3



Land Based Experience and Writing Assessment

Looking Closely at Text Clues for Analysis and Application

Teacher Tip: Before leading this lesson, determine the location you will take your class to outside to do the lesson activity. This lesson could be done on Day 3 or 4 of the week. You will need to determine how much time students will be in their “sit spots”. You will also need to allocate time after the jaunt outside, for students to write and illustrate their descriptive paragraph.

As we read *Sky Sisters* for a third time, look closely at key descriptive details within the story that can be experienced through using your five senses (eyes, ears, nose, hands, mind).

Class discussion: ***What did the sisters observe at first while outside? What took them longer to observe?***

Explain that as a class you will be going outside today to connect with the land and to make detailed observations and notes that they will use to write a descriptive paragraph. Explain that they will use their senses to describe their experience in both words and pictures, like the author and the illustrator in *Sky Sisters*.

What do you see? What can you smell? What can you feel? What can you touch? What can you sense?

Ask students, ***What do you hope to observe after spending more time in your spot?***

Teacher Prep: Make sure students have a writing journal or a clipboard with paper and writing/drawing tools.

Students will connect to the experience of the characters in the story through spending time outside in a “sit spot”. Sit spots allow for more detailed observations and promote connections to nature. Students will recognize how they can learn more about the place through taking more time to observe.

When students have found their “sit spot” ask them to sit quietly and observe. Remind them of how much time they have in their “sit spots” and they should remain quietly in their spot until you direct them differently. Remind them of the guiding questions: ***What do they see? What can they smell? What can they feel? What can they touch? What can they sense?***

LESSON 3: WEEK 3 - Sky Sisters
















<p>Day 3: <i>continued</i></p>	<p>Students should observe first and then after a period of time you determine, they can begin capturing words and images that they will use when back in the classroom to write and illustrate a descriptive paragraph about their place.</p> <p>After providing time for them to write and illustrate their descriptive paragraph, provide time for students to share their work with peers.</p>
<p>Day 5: Choice Board of Extension Research Activities</p> <p>These activities can be done individually or in small groups.</p>	<p>Determine how much you want your students to report. In second grade, students begin to explore researching information and basic facts and information. It is recommended that you determine simple guidelines and a limited amount of information for them to share out.</p> <p>Consider including time in your day for students to present their findings orally to their peers.</p> <ol style="list-style-type: none"> 1. Research the Ojibwe Culture. 2. Research Northern Lights. 3. Interview a family member or community member about the land where you live and its importance to where you live and to the community you are a part of.

 **Key Equity Term(s):**

- Culture
- Relationship
- Connections



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	 W.2.1  W.2.5  W.2.6	 SL.2.1  SL.2.2  SL.2.4	 L.2.1  L.2.5  L.2.2  L.2.6  L.2.4

LESSON 3: WEEK 3 - Sky Sisters

English Language Development Connections


 [Grades 2-3 ELD Standards](#)

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

Listening:	Provide preview and review of language and task expectations, use differentiated questioning to check for understanding of tasks, provide visually-supported key words and their meaning.
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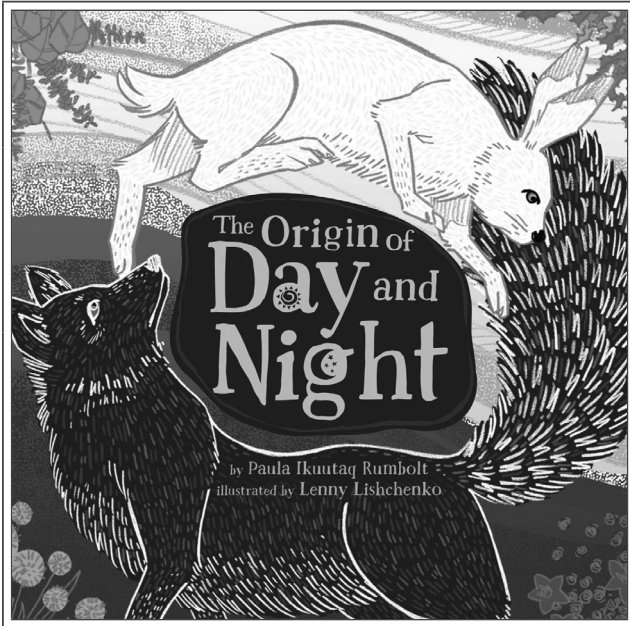
Speaking:	 Use sticks and spoons , type strategies to provide equity of voice, model language and expected language functions (how they should be using language), provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English, provide sentence frames using explaining functions, give time for students to rehearse questioning to supporting doing an interview.
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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.
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Writing:	Use chart of language cues for explaining and interviewing, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing, provide word bank with sketches to support journal writing, have students practice orally what they want to write with a partner prior to writing (language rehearsal).
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LESSON 4: WEEK 4 - The Origin of Day and Night

Core Text:



The Origin of Day and Night

by Paula Ikuutaq Rumbolt

Genre:	Folklore/Fiction
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Story Origin:	Inuit
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Reading Interest Level:	K-2
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Lexile:	450L
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Supporting Media for a Listening Library:

[TRACKS Winter Storytelling Series: The Origin of Day and Night](#) (7:29 minutes)

Book Narrative:

In this Inuit tale, the actions of a hare and a fox change the Arctic forever by creating day and night. In very early times, there was no night or day and words spoken by chance could become real. When a hare and a fox meet and express their longing for light and darkness, their words are too powerful to be denied. Passed orally from storyteller to storyteller for hundreds of years, this beautifully illustrated story weaves together elements of an origin story and a traditional animal tale.

LESSON 4: WEEK 4 - The Origin of Day and Night

Lesson Narrative:

These lessons were designed for a period of 4-5 lessons over the course of one week.

Day 1: Close Reading 1



Essential Question:

How can reading and listening to Native American animal stories help me understand the relationships between people, animals, plants, and nature?

First Reading and Vocabulary/Word Meaning

- Introduce the essential question with students.
- Introduce *The Origins of Day and Night* and the origin of the story.
- Point out the glossary in the front of the book that helps guide non-Inuktitut speakers in reading their words.
- Introduce the vocabulary words in the table below.

Vocabulary	Vocabulary (Before Reading)	Vocabulary (During Reading)
nocturnal lemming prancing burrow dull fondest scent stash caribou ruin pawning trotting decent replaced	Before reading the story, preview the vocabulary with the students. Questions to lead a discussion may include: <ul style="list-style-type: none"> • 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? 	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.

- 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 *The Origins of Day and Night* aloud.
- Ask students to identify the characters and the sequence of events that happened in the story.
- **Alternative Vocabulary Activity** using the same words in the table above after the first reading: Vocabulary Find: Students will strengthen their vocabulary using this [graphic organizer](#). They will partner with another student to find these words and share their findings with the class.

LESSON 4: WEEK 4 - The Origin of Day and Night

Day 2: Close Reading 2



Embedded Assessment

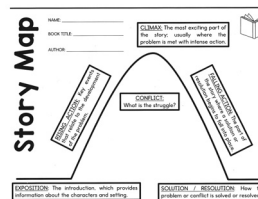
Looking Closely at Text Clues to Create a Story Map

As we read *The Origins of Day and Night* for a second time, we will focus on story elements including identifying the setting, main characters, conflict, the story climax, falling action and resolutions using a [Story Map](#).

BOOK TITLE: _____
AUTHOR: _____

Story Map
The Elements

characters	setting	problem
key events		solution / resolution



Name: _____

STORY MAP

Beginning >>> Middle >>> End

Beginning	Middle	End
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Teacher Tip: Consider projecting on a split screen with the text on one side and the graphic organizer you will use on the other side. As you read, have students identify the story elements and pause to complete the graphic organizer section together, using the “We Do” model of guided instruction. You may want to pre identify which parts you want students to do in pairs and individually for the “You do together” and “You do alone”.

Day 3: Close Reading 3



Embedded Assessment

Focus on *Comprehension*

Looking Closely at Text Clues for Analysis

As we read *The Origins of Day and Night* for a third time, look closely at key details within the story that can be used to answer some comprehension questions.

Teacher Tip: Share the comprehension questions with students before reading. Consider posting in a prominent location. This will help students listen with a purpose and be able to focus on details that can be used to support their answers. You can also use all the questions, part or one depending on your needs.

Comprehension Questions:

- How are day and night animals different and the same?**
(Teacher Tip: You could provide students with a T-chart or Venn Diagram to compare and contrast)
- Why does Tiri, the arctic fox, and Ukaliq, the arctic hare, disagree? What clues does the text and pictures provide us?**
- How do Tiri and Ukaliq use the power of their words to compromise and problem solve? Provide some examples from the text and picture clues to support your thinking.**

After reading the text aloud, determine how you will use the comprehension questions above. Consider providing time for students to share and discuss their thinking before doing a written response.

LESSON 4: WEEK 4 - The Origin of Day and Night

Day 4: Close Reading 4



Embedded Assessment

Cultural Representation and Connections through Reflection and Comparison

Read aloud or listen to the story, *The Origins of Day and Night*, a fourth time. As you listen, think about how the Inuit culture teaches about the origins of day and night. Also think about how you have been taught the origins of day and night.

Lesson Question: **How does this storytelling help us understand the creation of day and night from the Inuit culture?** Lead students in a discussion around the lesson question.

With their literacy response journals or on paper, have students consider cultural representation in the text by comparing and contrasting their own experiences with elements of the story. Students can use drawings and reflective writing to compare and contrast.

Optional Supports: Prepare a Venn Diagram with headers and some cues to get students started on their comparison.

Day 5: Retelling



Embedded Assessment

Focus on *Summarization*

As an extension and assessment, have students design **finger puppets** and retell the story in your own words to a class of younger students, like kindergarten/1st grade students. (DOK 3)

World Book Day - Design Finger Puppets
Choose your favorite story. Design finger puppets of the characters in the story. Use your puppets to retell the story in your own words.



Key Equity Term(s):

- Culture
- Relationship
- Connections



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	W.2.1 W.2.5 W.2.6	SL.2.1 SL.2.2 SL.2.4	L.2.1 L.2.5 L.2.2 L.2.6 L.2.4


LESSON 4: WEEK 4 - The Origin of Day and Night

English Language Development Connections

 [Grades 2-3 ELD Standards](#)

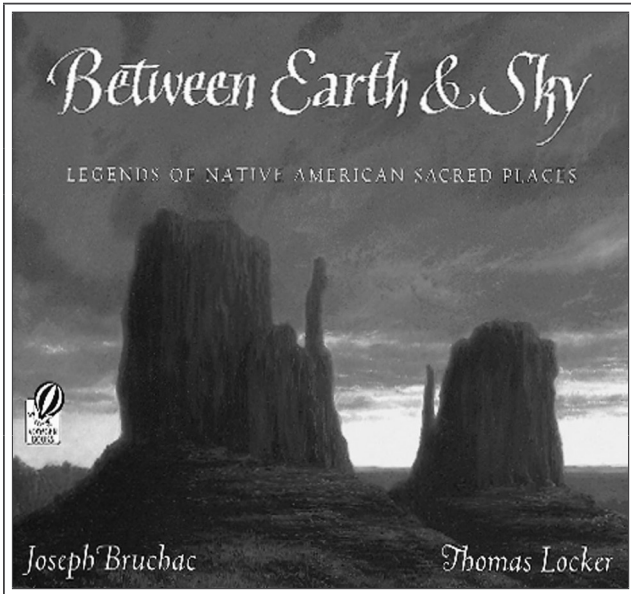
Domain Focus:	Listening & Speaking
Key Language Use:	Explain

Sheltering Strategies by Domain:

Listening:	Provide preview and review of language and task expectations, use differentiated questioning to check for understanding of tasks, provide visually-supported key words and their meaning.
Speaking:	 Use sticks and spoons , type strategies to provide equity of voice, 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, provide sentence frames using explaining and retell functions.
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 the story map, provide chart of vocab words with sketches/pictures.
Writing:	Use chart of language cues for explaining and comparing & contrasting, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing, provide word bank with sketches to support journal writing, have students practice orally what they want to write with a partner prior to writing (language rehearsal).

LESSON 5: WEEK 5/6 - Between Earth and Sky

Core Text:



Between Earth and Sky: Legends of Native American Sacred Places

by Joseph Bruchac

Genre:	Folktale/ Fiction
Story Origin:	Native American legends from different tribes across North America.

Reading Interest Level: Grade 2-7

Guided Reading Level: z

Lexile: AD780L

Book Narrative:

Through the guidance of his uncle and the retelling of various Native American legends, a young boy learns that everything living and inanimate has its place, should be considered sacred, and given respect. (loveland.marmot.org)

This text teaches readers about important places on our ancient lands and of native peoples through ten Native American legends across north America.

LESSON 5: WEEK 5/6 - Between Earth and Sky

Lesson Narrative:

These lessons were designed for a period of 4-5 lessons over the course of one week. This text is the longest of the texts within this unit and the mini-stories within the text will be read over the course of three days.

Day 1: Lesson Launch and Close Reading 1



Essential Questions:

How does an author and illustrator help us understand why we should appreciate and respect the land?

How is land formation important to the people who occupy the space?

What are the responsibilities of an individual to the health of the land?

What are the consequences of being unconcerned about the land?

As you begin the lesson, share with students:

In this story, Old Bear is talking to Little Turtle and sharing his wisdom.

Share this quote from the text: “Grandmother said, ‘Our bodies left, but our hearts will always live here. It’s a sacred place for us.’”

- Ask, **What is a sacred place? Are sacred places different for different peoples? Where do we find sacred places?**
- Say, “As we read and listen to how the author and illustrator help us understand the Seven Directions and how to appreciate and respect the land, **Look and Listen for the Essential Questions.**” (in left column)
- Discuss the questions and their meaning. Determine how you will record text evidence as you read that helps answer these questions.

Read the text Introduction from the author and pages 1-2.

- Discuss how Old Bear is the narrator of the story as he is telling it to Little Turtle and the audience who is reading or listening to his story.
- Share with students that they will be engaging with ten (10) stories from different tribes in North America.
- Show students the map at the back of the text. Engage students in locating each tribe as you read their story tracking the Seven Directions.
- Utilize the Note Catcher ([Word](#) version or [PDF](#) version) as a class to record the lessons learned. You can also have students complete a Note Catcher as well individually, as you model as the teacher.
- Read the first two stories, pausing as needed to **clarify vocabulary** and to **reinforce comprehension**.
 1. *East from the Wapanog*
 2. *North from the Seneca*

Story Order/Number	Tribal Nation	Key Ideas and Details	Lesson(s) Learned
1	Wapanog		
2	Seneca		
3	Navajo		

LESSON 5: WEEK 5/6 - Between Earth and Sky

Day 2: Close Reading 2



Embedded Assessment

This is the second day of close reading. At the lesson opening, review the Essential Questions and the Look and Listen For Cues. Remember to provide time after each story to complete the Note Catcher as a class and for students individually.

Read the following stories from the text:

3. *West from the Navajo*
4. *South from the Cherokee*
5. *West from the Papago*
6. *Center from the Hopewell*

Day 3: Close Reading 3



Embedded Assessment

This is the third day of close reading. At the lesson opening, review the Essential Questions and the Look and Listen For Cues. Remember to provide time after each story to complete the Note Catcher as a class and for students individually.

Read the following stories from the text:

7. *Above from the Cheyenne*
8. *Below from the Hopi*
9. *Balance Lost from the Walapai'*
10. *Balance Held from the Abenaki'*

Day 4: Close Reading 4



Embedded Assessment

Reflective Writing Journals

This is the fourth day of close reading.

- Read aloud the last page of the text.
- Review the ten (10) stories the author and illustrator shared representing the Seven Directions and Sacred Places.
- Review the completed class Note Catcher to refresh students' memories.
- Using a page in their Reading Response Journals or using some of the [writing pages](#) here, ask students to reflect upon one of the ten stories read where they were able to make a connection.
- Ask students to write 1-3 sentences about their lessons learned, or their take away, and to illustrate.
- If time allows, ask students to share in small groups, pairs or in a class circle.

Optional Supports:

- Provide lined paper and/or paper that has lines on half the page allowing for their illustration to be included.
- Provide sentence starters for students who struggle with writing.

LESSON 5: WEEK 5/6 - Between Earth and Sky

Day 5: Close Reading 5



Embedded Assessment

Mini Research Project

Teacher Tip: This is meant to be a short mini-research activity that can be done individually, in pairs or triads over the course of one lesson.

- Students will choose one of the ten tribes represented in the text.
- Students will do research in their class or school library and online to learn more about the tribe, their location, and their culture using the Graphic Organizer ([Word version](#) and [PDF version](#))

Mini Research Graphic Organizer

Title: _____

Student Group Members: _____ and _____

Team Roles:
Team Member Recorder: _____
Team Member Researcher(s): _____
Team Member Reporter: _____

Fact 1	Fact 2	Fact 3	Fact 4	Fact 5

- Students should be ready to share our 3-5 pieces of information they learned with the class.

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

- Culture
- Relationship
- Connections



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

Reading: Literature or Informational	Writing	Language
RL.2.1 RL.2.2 RL.2.3 RL.2.5	W.2.1 W.2.6 W.2.5	L.2.1 L.2.4 L.2.6 L.2.2 L.2.5

LESSON 5: WEEK 5/6 - Between Earth and Sky

English Language Development Connections

 [Grades 2-3 ELD Standards](#)

Domain Focus:	Writing
Key Language Use:	Inform

Sheltering Strategies by Domain:

Listening:	Provide preview and review of language and task expectations, use differentiated questioning to check for understanding of tasks.
Speaking:	Provide chart for ELA steps to research, model language and expected language functions (how they should be using language, for example in this lesson students will be using informative language).
Reading:	Model and explain use of the design process and how to read it, provide chart of vocab words with sketches/pictures.
Writing:	Use chart of language cues for explaining and informing, provide graphic organizers to support writing, prior to writing give students opportunities to share and hear ideas to support writing (language rehearsal).

LESSON 6: WEEK 7/8



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 experiences and our Knowledge Keepers guide us as we navigate the world.

Your task is to make a personal connection with place and share understandings about how we appreciate the land and everything the land has to offer.

Role:

Your role is an author and illustrator. You will plan, draft, revise and illustrate a piece of prose or poetry about how you use your Core Values to protect the land.

Audience:

As a student author, you will present the reading of your story to families and other primary level classrooms in their school communities.

Scenario:

As a student author, you will retell a story from your point of view that illustrates how you have connected with the land and its inhabitants and how you have demonstrated your Core Values in protecting and preserving the land and all it has to offer.

Product:

The product is a piece of prose or poetry that demonstrates a personal connection you have with the land and how you demonstrate your Core Values.

Part I: Planning, drafting, revising and editing and illustrating a piece of prose or poetry.

Part II: Presentation to the classroom community and families.

Timeline:

Time for the Performance Assessment is built into the unit timeline during weeks 7 and 8.

CCSS Standards:

Writing: W.2.3, W.2.5, and W.2.8

Speaking and Listening: SL.2.4, SL.2.5, and SL.2.6

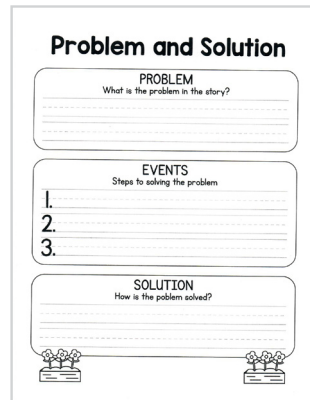
Language: L.2.1 and L.2.2

TEXT 1 - *Coyote and the Sky*

Supporting Media for a Listening Library: [👤 Coyote and the Sky](#) (7:23 minutes)



[👤 Roll & Tell](#)



[👤 Problem-Solution Graphic Organizer](#)

TEXT 2 - *Coyote Places the Stars*

Supporting Media for a Listening Library: [👤 Coyote Places the Stars](#)
Read by Kaluhya (5:17 minutes)

TEXT 3 - *Sky Sisters*

Supporting Media for a Listening Library:
[👤 PixieLin's Storytime: SkySisters](#) written by Jan Bourdeau Waboose (9:29 minutes)

NATIVE LITERATURE PROGRAM DESIGN

2nd GRADE - UNIT 3

APPENDIX: Resources

TEXT 4 - *The Origin of Day and Night*

Supporting Media for a Listening Library:

[TRACKS Winter Storytelling Series: The Origin of Day and Night \(7:29 minutes\)](#)

Vocabulary Unit 5: Responsibility

Word: _____

Part of Speech: _____

Synonym: _____

Antonym: _____

Prefixes: _____

Picture Hint: _____

Use it in a Sentence: _____

[Graphic Organizer](#)

BOOK TITLE: _____

AUTHOR: _____

Story Map
The Elements

characters: _____

setting: _____

problem: _____

key events: _____

solution / resolution: _____

[Story Maps](#)

World Book Day - Design Finger Puppets

Choose your favourite story. Design finger puppets of the characters in the story. Use your puppets to retell the story in your own words.

[Finger Puppets](#)

TEXT 4 - *Between Earth and Sky*

Story Order/ Number	Tribal Nation	Key Ideas and Details	Lesson(s) Learned
1	Wapianog		
2	Seneca		
3	Navajo		
4	Cherokee		

Note Catcher
([Word](#) or [PDF version](#))

Mini Research Graphic Organizer

Tribe: _____

Student Group Members: _____ and _____

Team Roles:
Team Member Recorder: _____
Team Member Researcher(s): _____
Team Member Reporter: _____

Fact 1	Fact 2	Fact 3	Fact 4	Fact 5

Graphic Organizer
([Word](#) or [PDF version](#))

Name: _____

[writing pages](#)