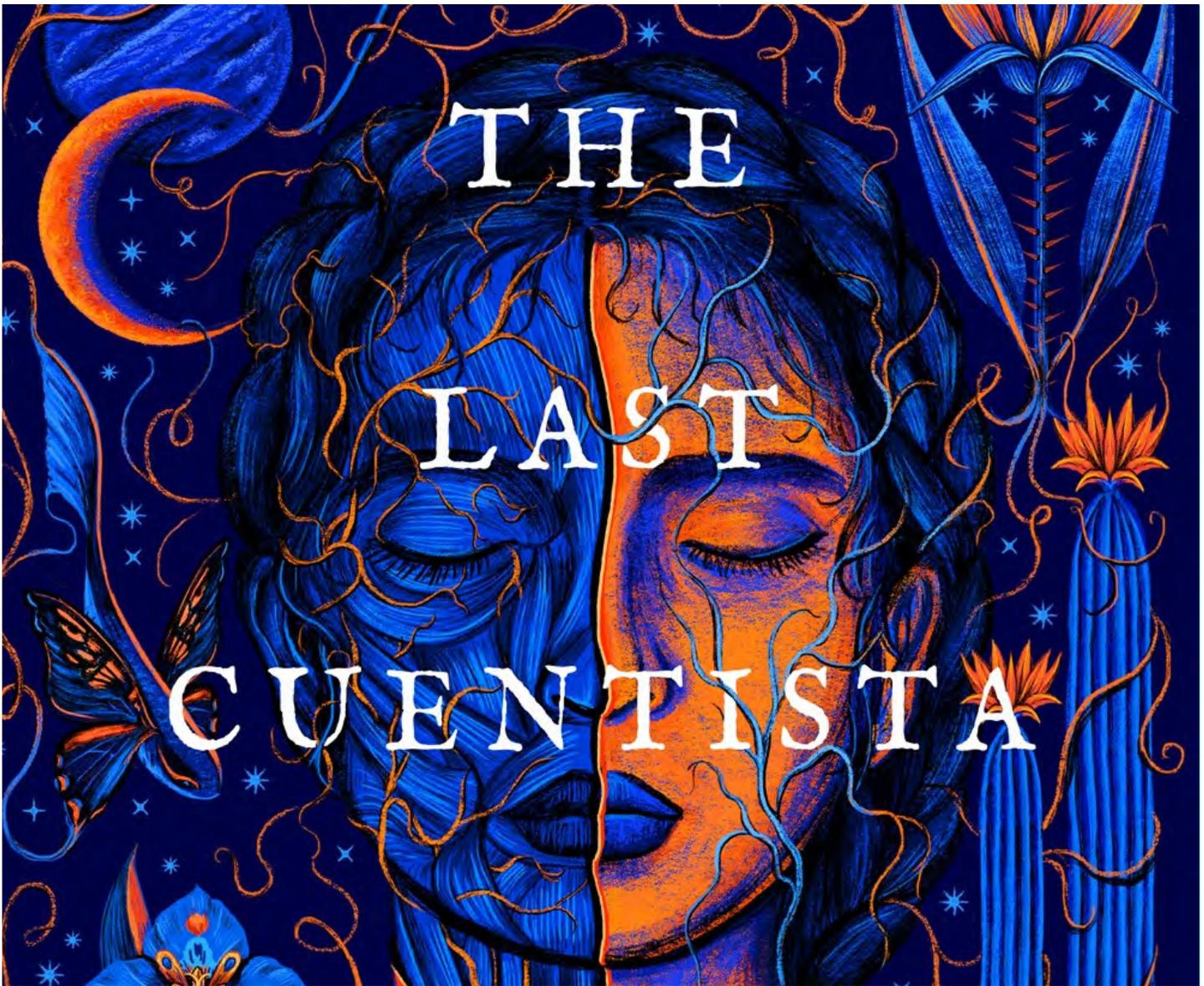


**NATIVE LITERATURE  
PROGRAM DESIGN**

**4<sup>TH</sup> GRADE**



**UNIT 3**

**Telling Stories and Sharing  
Knowledge**



UNIT 3

Calendar Window: 2 months

 [Yearlong Curriculum](#)

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Designer: Sarah Caldwell

*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.*

### Story of the Unit

Students will begin this unit with a focus on a second nonfiction text about an animal, *The Bee Mother* by Hetxw'ms Gyetxw (Brett D. Huson). They will build on their learning about nonfiction text structures to understand how Gyetxw crafts an informational text that incorporates community knowledge and situates the bee in the context of its relationship with Gitsxan Nation and other living things within its ecosystem. Students will then embark on an animal research project that includes both traditional sources (e.g. published books) and the insights of community Knowledge Keepers. While working on their research projects over multiple weeks, students will then read *The Last Cuentista* by Donna Barbara Higuera, a work of science fiction. They will follow the main character's journey. The main character in this text, Petra Pena, Like Savik in *Eagle Drums*, must journey far from her home, confront change and uncertainty, and draw from her cultural knowledge to help her survive. Students will compare and contrast the characters, themes, and settings in these two novels as they read.

### Core Texts

***The Last Cuentista***

by Donna Barbara Higuera (Turtle Mountain Band of Ojibwe)

***The Bee Mother***

by Hetxw'ms Gyetxw

***Dreamers***

by Yuyi Morales



### Supporting Texts/Media:

- [NASA article about comets](#)

### Resources:

 [UNIT 3 - Resource Folder](#)

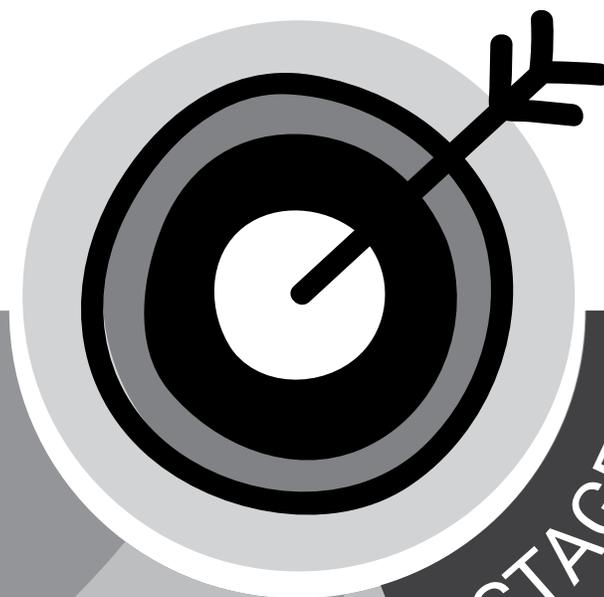
 [Graphic Organizers](#)

## DESIRED RESULTS

REFERENCES

 [Finding Big Ideas and Assessment Evidence @ NISN video](#)

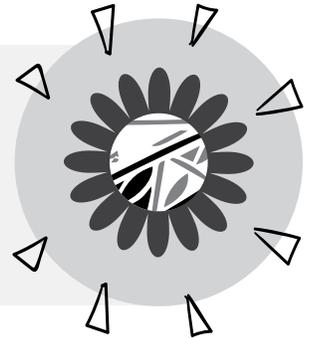
 [Building EQs and EUs @ NISN video](#)



STAGE 1

# BIG IDEAS

- Resilience
- Apprenticeship
- Storytelling

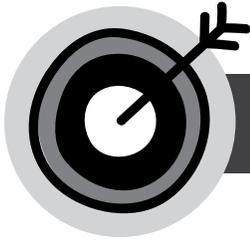


## UNIT BIG IDEA: Indigenous Science

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• Why are stories important?</li> <li>• How do the stories we tell help us understand our environment and the relationships of living and nonliving things within this environment?</li> <li>• How do I write an informational report as an indigenous scientist and storyteller?</li> <li>• How can I use my cultural knowledge to advocate for my local ecosystem?</li> <li>• Can science fiction help us envision a better future?</li> <li>• What role might traditional knowledge and storytelling play in the better future?</li> </ul>	<ul style="list-style-type: none"> <li>• Storytelling is a powerful tool for transmitting cultural knowledge across generations.</li> <li>• Indigenous scientists are storytellers who share knowledge that is rooted in community and helps us better understand the interconnectedness of living things and their natural environment.</li> <li>• Indigenous scientists value community collaboration and respectfully incorporate indigenous knowledge systems and stories about the land.</li> </ul>



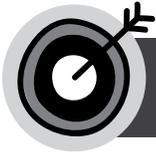
<b>Priority Skills</b> Students will be able to do. . .	<b>Knowledge</b> Students will know. . .
<ul style="list-style-type: none"> <li>• Evaluate sources for credibility and bias.</li> <li>• Collect research from a variety of sources using paraphrasing or quoting.</li> <li>• Interview indigenous knowledge keepers to gain local knowledge about a research topic.</li> <li>• Develop an attention-grabbing introduction paragraph that ends with a topic sentence.</li> <li>• Develop a research topic with facts, definitions, concrete details, quotations, and local knowledge.</li> <li>• Incorporate appropriate transition words and phrases to link ideas.</li> <li>• Create a digital presentation to support an oral presentation of knowledge.</li> <li>• Compare and contrast key works studied during the year to identify key similarities differences, with a focus on comparing and contrasting themes.</li> <li>• Compare and contrast a firsthand and a secondhand account of the same event.</li> <li>• Explain how visual displays in informational texts contribute to effective communication of knowledge.</li> <li>• Write complete sentences and correct run-on sentences.</li> <li>• Spell commonly used words correctly.</li> <li>• Clarify the meaning of unknown words using context, reference materials, and conversations with teachers and peers.</li> <li>• Include a comma before a coordinating conjunction in a compound sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• The features of a credible source.</li> <li>• Structural features of informational texts that support research (e.g. table of contents, index, search tools for digital sources).</li> <li>• The components of an informational report (introduction, body paragraphs, conclusions paragraph).</li> <li>• Characteristics of the science fiction genre</li> <li>• Features of a complete sentence versus a fragment.</li> <li>• Characteristics of firsthand and secondhand accounts.</li> <li>• Different types of visual displays in informational texts (e.g. charts, diagrams, graphs, timelines, animations, interactive elements, etc.).</li> <li>• Relevant scientific vocabulary for the topic of animals: ecosystem, adaptation, diet, habitat, predator, prey, threats.</li> </ul>



## Anchor Standards

 English Language Arts Anchor Standards

<p><b>Reading</b> Literature</p>	<p><b>CCSS.ELA-Literacy.RL.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>CCSS.ELA-Literacy.RL.4.2:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>CCSS.ELA-Literacy.RL.4.3:</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p><b>CCSS.ELA-Literacy.RL.4.4:</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><b>CCSS.ELA-Literacy.RL.4.6:</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><b>CCSS.ELA-Literacy.RL.4.9:</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>
<p><b>Reading</b> Informational</p>	<p><b>CCSS.ELA-Literacy.RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>CCSS.ELA-Literacy.RI.4.5:</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>CCSS.ELA-Literacy.RI.4.6:</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>CCSS.ELA-Literacy.RI.4.7:</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>CCSS.ELA-Literacy.RI.4.9:</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p><b>Speaking + Listening</b></p>	<p><b>CCSS.ELA-Literacy.SL.4.5:</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes</p>



## Anchor Standards *(continued)*

<p><b>Writing</b></p>	<p><b>CCSS.ELA-Literacy.W.4.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>CCSS.ELA-Literacy.W.4.2.a:</b> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><b>CCSS.ELA-Literacy.W.4.2.b:</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>CCSS.ELA-Literacy.W.4.2.c:</b> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p><b>CCSS.ELA-Literacy.W.4.2.d:</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>CCSS.ELA-Literacy.W.4.2.e:</b> Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>CCSS.ELA-Literacy.W.4.8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
<p><b>Language</b></p>	<p><b>CCSS.ELA-Literacy.L.4.1.f:</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p><b>CCSS.ELA-Literacy.L.4.1.g:</b> Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p><b>CCSS.ELA-Literacy.L.4.2.c:</b> Use a comma before a coordinating conjunction in a compound sentence.</p> <p><b>CCSS.ELA-Literacy.L.4.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p><b>CCSS.ELA-Literacy.L.4.4.a:</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p><b>CCSS.ELA-Literacy.L.4.4.b:</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p><b>CCSS.ELA-Literacy.L.4.4.c:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

## ASSESSMENT EVIDENCE

### Transfer Statement:

We want our students to conduct research about an animal as indigenous scientists so that in the long run, on their own, they will be able to engage in dialogue around scientific issues that affect them and advocate for the interests of their local community.





## Performance Assessment

[Use GRASPS](#)

Guidance document: [UbD Long term Transfer Goals](#) (McTigue)

**Goal:** You will write a 5-paragraph informational report about an animal. As you research, you will gather information from a variety of sources: print books, digital sources, and local knowledge keepers. You will synthesize information about your animal and its interconnections with the physical environment, plants, other animals, and humans. Ideally, you will select an animal that lives in your local ecosystem. In addition, you will incorporate storytelling and elements of narrative non-fiction to enhance your communication as an indigenous scientist. The ultimate goal of this project will be to highlight the value of your animal and suggest directions for future research and action to preserve and secure this animal's role in your local ecosystem and culture.

**Role:** You are an indigenous scientist.

**Audience:** Your audience is your local community and fellow indigenous scientists.

**Scenario:** You are an indigenous scientist conducting research in your local ecosystem.

**Product:** You will write a 5-paragraph informational report about your animal. You will also create a digital slideshow to accompany an oral presentation of your report.

**Standards:** **Reading Literature:** N/A  
**Reading Information:** RI.4.9  
**Speaking and Listening:** SL.4.5  
**Writing:** W.4.2, W.4.2.a, W.4.2.b, W.4.2.c, W.4.2.d, W.4.2.e, W.4.8

### Assessment Rubrics and Resources:

[Animal Research Planning Sheet](#)

[Informational Report Rubric](#)

[Animal Research Presentation Rubric](#)



## Performance Assessment *(continued)*



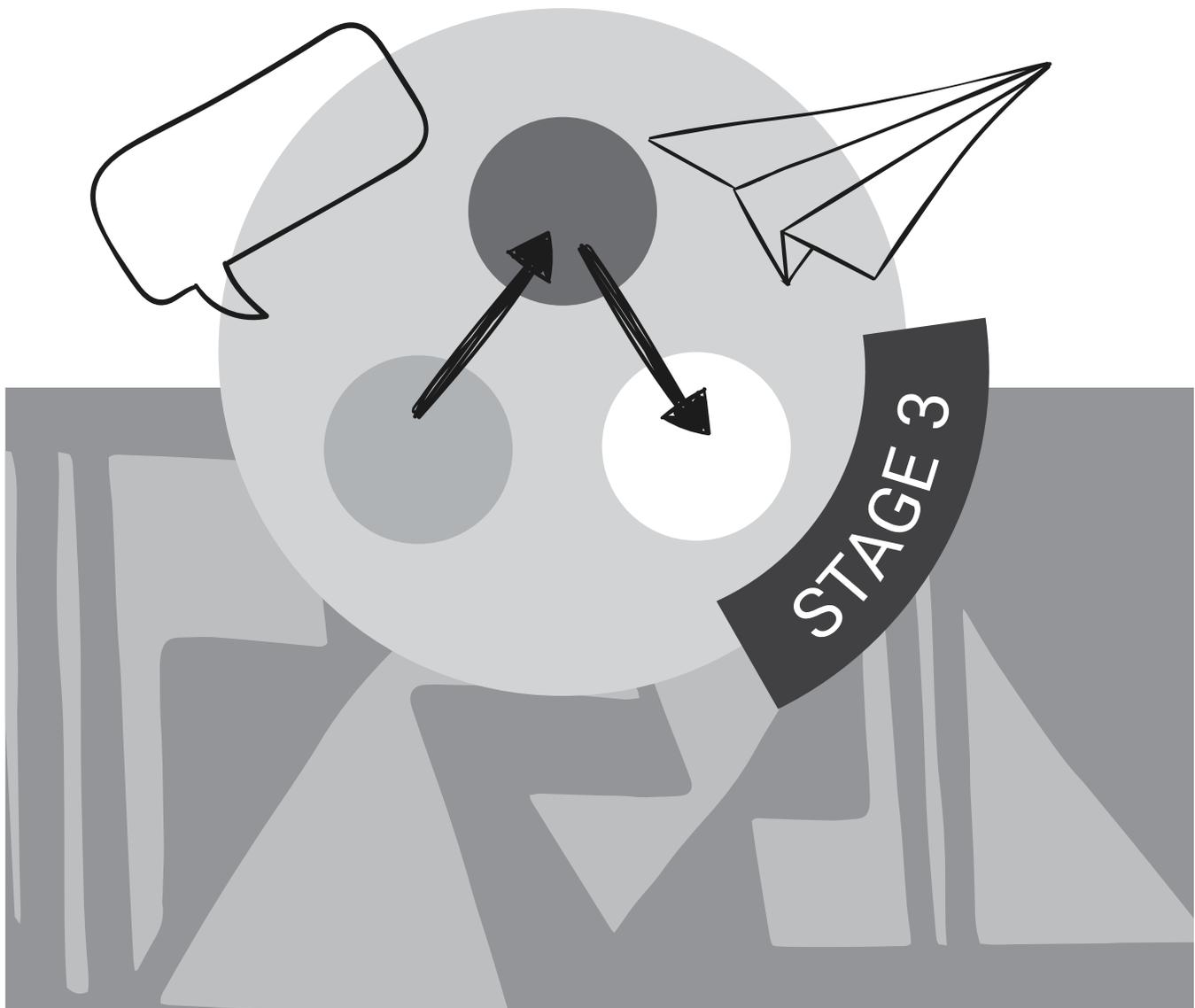
### Teacher Tips and Guidelines:

Before beginning the unit, determine which animals within the local ecosystem would be a good focus for the research project. Consider print resources available within the school and public library as well as accurate, reliable digital sources. In addition, reach out to determine which community knowledge keepers might be available to share insights about the role of specific animals within the local ecosystem. Are there community stories about these animals that would be appropriate for students to incorporate into their writing?

### Pacing Timeline:

This performance assessment will be completed throughout Unit 3. In Lesson 1 of Stage 3, students will read a mentor text, *The Bee Mother* by Hetxw'ms Gyetxw. Students previously read *The Eagle Mother* at the end of Unit 1. Both of these texts are written by an indigenous scientist, and this is the role that students will take on for the performance assessment. At the end of lesson 1, students will choose their research topics. As they begin and progress through reading *The Last Cuentista* by Donna Barba Higuera in Lessons 2-4, students will continue to work on their research project. In Lesson 2, they will conduct their research, incorporating print and digital sources as well as information from local knowledge keepers. In Lesson 3, students will draft their report, and during lesson 4 students will work with the teacher and peers to revise the five paragraphs of their report. Finally, in Lesson 5 students will create a digital slideshow to accompany their report, prepare their oral presentation, and present to their community. If students choose, they might develop actions after hearing the work of their fellow indigenous scientists. Is there a local issue impacting animals in their community's ecosystem? What action might they take as indigenous scientist advocates?

## SCOPE + SEQUENCE

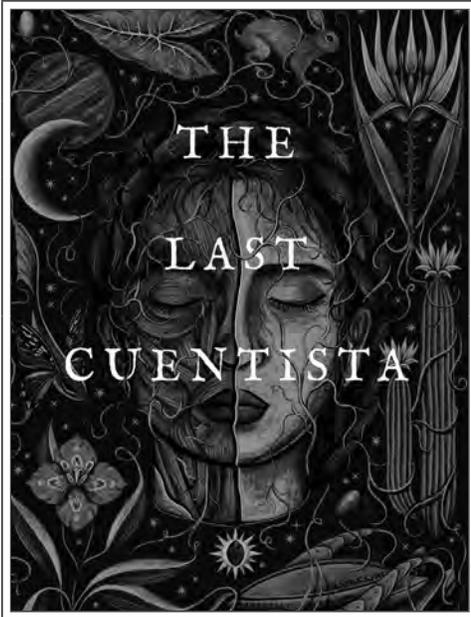


### **A Note for Future Users and Teacher Designers:**

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, teacher tips, linked resources and timeline guidance.

**UNIT OPENING**

**Core Text:**



***The Last Cuentista***

Written by Donna Barba Higuera (Mexican American)

<b>Genre:</b>	Science Fiction
<b>Origins:</b>	Mexican American

<b>Lexile Level:</b>	730L
<b>Guided Reading Level:</b>	W
<b>Grade Level:</b>	5 - 9
<b>Age Level:</b>	10+

**Supporting Texts/ Media:**

[Bee Bonanza Article](#)

<b>Big Ideas:</b>	<b>Core Value:</b>	<b>Key Equity Term:</b>
Resilience Apprenticeship Storytelling Indigenous Science	Perseverance Community/Service	Ableism

#### UNIT OPENING

#### Essential Questions

*What EQ will anchor conceptual, critical thinking related to the big idea?*

- How can I develop resilience? How can I contribute to the resilience of my culture and community?
- What makes poetry different from other types of writing?
- How do poets “play” with language and structure?
- How can poetry and other types of art be a tool for empowerment and change in indigenous communities?
- How can understanding text structure support my comprehension?
- Why is it important to identify the theme of a text?
- Can science fiction help us envision a better future?
- What role might traditional knowledge and storytelling play in a better future?

#### Enduring Understandings

*What important ideas and core processes are central to this lesson?  
What do you want students to walk away from this lesson knowing?*

- Storytelling is a powerful tool for transmitting cultural knowledge across generations.
- Indigenous scientists are storytellers who share knowledge that is rooted in community and helps us better understand the interconnectedness of living things and their natural environment.
- Indigenous scientists value community collaboration and respectfully incorporate indigenous knowledge systems and stories about the land.

### SEQUENCE OF LEARNING EVENTS:

#### Unit Opening:

*What is indigenous science?*

- Post unit Enduring Understandings and Essential Questions in a visible place in the classroom.

### Unit Opening:

*continued*

#### ***Animal Research Mini Lesson 1: What is indigenous science?***

- Use the  **Indigenous Science** slides to introduce the focus on indigenous science to students. Watch the video from PBS Voices on Slide 2. What connections can students make to this video?
- Provide students with a copy of the definition of Traditional Ecological Knowledge (Slide 3). Annotate this definition by underlining key phrases and discussing their meaning. You might have students choose a phrase from this definition to quote and illustrate, then incorporate students' selected phrases and drawings into a collage in a visible location in the classroom.

### Lesson Sequence:

**Lesson 1: Reading, Researching, and Writing as an Indigenous**

*The Bee Mother* by Hetxw'ms Gyetxw

**Lesson 2: Launching**

*The Last Cuentista*: Chapters 1-10

**Lesson 3: Connecting Characters, Settings, and Plots**

*The Last Cuentista* and *Eagle Drums*: Chapters 11-20



**Anchor Standards:**  [See page 6](#)

### Embedded Assessment:

***How will students demonstrate their understanding of the big ideas, understandings, and questions throughout each week of the unit?***

- Annotations sheets/ Connections board
- Chapter discussion questions
- Essential Question quickwrites

#### UNIT OPENING

 [Universal Design for Learning](#)



### Teacher Tips and Universal Design for Learning (UDL)

<p><b>Teacher Tips</b></p>	<p>Students will be reading the novel <i>The Last Cuentista</i> as they research and write an informational report about an animal throughout this unit. Consider how you want to balance the simultaneous reading and writing focus of this unit. You might plan for students to spend a portion of each English Language Arts block reading <i>The Last Cuentista</i> and the other portion working on steps in the informational report. While Stage 2 indicates that each step in the research report should take a week, this time frame will vary depending on your students and the amount of instructional time you have available. You might want to front load the research and writing focus (located in the “Mini Lessons” section of each lesson) at the beginning of each “week”, then continue into the reading focus as students are prepared to work with greater independence on the research/ writing goal for the week at their own pace.</p>
<p><b>For Access</b></p>	<p>Consider purchasing or creating an audio or video recording of <i>The Last Cuentista</i> read aloud. This will be useful for meeting the needs of a variety of readers and providing access for students who are absent.</p> <p>Students will also need a variety of sources to complete their animal research project. Verify that students have access to sufficient, accessible sources about their animal. Search kid-friendly libraries such as Epic that provide books with read-aloud support.</p> <p>Make sure that students are familiar with the accessibility software you prefer to utilize (e.g., Co-Writer, Snap&amp;Read, Google Read&amp;Write). Students can access these extensions for read-aloud and vocabulary support with webpages. In addition, students who struggle with keyboarding can use speech-to-text features to dictate their ideas.</p>
<p><b>For Executive Functioning</b></p>	<p>Post unit goals and a unit timeline for students so that they have a visual reference point for their progress.</p>



## LESSON 1

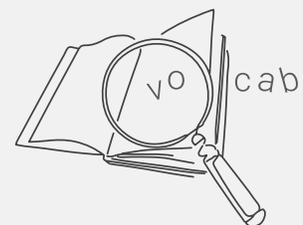
### Reading, Researching, and Writing as an Indigenous Scientist



<p><b>Lesson Narrative:</b></p>	<p>This lesson will introduce students to the field of indigenous science. (Some students may have already utilized the Indigenous Science Curriculum that has been developed by the NACA Inspired Schools Network. If so, please plan accordingly and build on students' prior knowledge when teaching this lesson.) Students will read <i>The Bee Mother</i>, written by the indigenous science writer Hetxw'ms Gyetxw. Students will identify characteristics of indigenous science writing by comparing this book to another informational text about bees. Students will then begin their own journey as indigenous science researchers and writers as they select animals to focus on for their Animal Research Projects.</p>
<p><b>Objective(s) and Comprehension Strategies:</b></p>	<ul style="list-style-type: none"> <li>• I can define text structure and identify how ideas are organized in a text.</li> <li>• I can compare and contrast the structure, style, and perspectives of two texts on the same topic.</li> <li>• I can interpret information that is presented visually and discuss how this visual presentation adds to the text.</li> </ul>
<p> <b>Lesson Timeframe and Teacher Tips:</b></p>	<p>Allot 5 days for this lesson, including the Unit Opening. This is the shortest lesson of the unit, but it introduces the mentor text that provides the framework for the Animal Research Project students will complete.</p>
<p><b>Materials and Resources:</b></p>	<ul style="list-style-type: none"> <li>• Copies of <i>The Bee Mother</i> by Hetxw'ms Gyetxw</li> </ul>

### Academic Vocabulary:

- *What academic vocabulary words and phrases will you need to focus on for explicit teaching within the context of the unit and core texts?*
- *Consider your students' background knowledge and location as you read the texts and adjust to the academic vocabulary list as needed.*
- *Indigenous language words are considered Tier 3.*



#### LESSON 1

### Academic Vocabulary:

#### Tier 2 Words

**The Bee Mother:** recedes, slumber, realm, burrow, decaying, introduced, emerge, purpose, solitary, nuisance, integral, \*resiliency

**Bee Bonanza:** gradually, deposit, colony,\*vital, species, cataloged

#### Tier 3 Words

**The Bee Mother:** lax yip (territory), majagalee (flowers), Nox Ap (bumblebee), Anda Ap (bee pouch), process, pollen, nectar, pollination, pupate, drones

**Bee Bonanza:** ecosystem, species, anatomy

#### Word Phrases

**Bee Bonanza:** mental note

### Teaching Strategies and Routines

Set aside 5-15 minutes each day for vocabulary instruction. Use the  [Vocabulary Slides](#) to introduce each chapter's vocabulary to students using the following steps and incorporating Total Physical Response and  [principles or robust vocabulary instruction](#).

1. Introduce the word and have students repeat the word after you.
2. Introduce the word meaning.
3. Analyze the phonics elements in the word (e.g. -tion or -sion, a silent letter in a word like "subtle") if you feel your students would benefit.
4. Relate the word to the picture provided in the slides.
5. Provide additional examples and non-examples of the word.
6. Generate a physical action to pair with the word. (You might present an action to students or have students develop the action with you.)
7. Have students say the word orally and complete the action with you.

In follow-up lessons, make sure to provide multiple exposures to the words, pictures, and actions. **Repetition is the key to retention.** Also, provide varied opportunities to further discuss the words. Here are some ideas:

- Ask students to turn to a partner and explain the meaning of the vocabulary word in their own words.

### Teaching Strategies and Routines *continued*

- Provide a prompt that encourages students to apply the word to their own experience, e.g.: ***Have you ever seen something mysterious? When? Think of a sentence starting with “Something mysterious I have seen is . . .”***
- Have students participate in identifying examples and non-examples for the word. Tell students to give a thumbs up and say the vocabulary word if the statement is an example and shake their heads if the statement is not an example. You might say: ***Would I be moving vigorously if it took me 30 minutes to walk a mile?*** (students shake heads no) ***Would our class be moving vigorously if we wanted to stack the chairs and pick up all the trash from the floor in 2 minutes?*** (Students give thumbs up and say “vigorously”).
- The starred word from each chapter is a Tier 2 anchor word that appears multiple times in the text or is a frequently-used word that students will encounter commonly in academic texts in the future. Select this word as the focus for more expanded discussion, writing, and explanation. It would be productive to complete a [frayer model graphic organizer](#) for each of these starred words.

### Lesson Launch/ Engagement Activity

- ***What formative assessment will provide insight into student acquisition of knowledge, skills, and understandings?***
- ***What “hook” will you use to engage students in the lesson content?***

What sources can we learn from?



#### DAY 1:

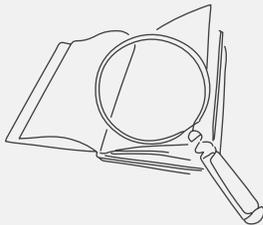
1. Have students think-pair-share to review their understanding of the meanings of “indigenous science” and “traditional ecological knowledge.”
2. Discuss Slides 6 and 7 from the [Indigenous Science Slides](#). Explain that scientific research often emphasizes digital and print sources. While the information in these sources may be credible and accurate in some ways, the information they provide is limited. It omits local knowledge and stories that provide important context and connect research back to the needs of the community and ecosystem.
3. Watch the video titled [Bitter Water](#) that highlights the work of Karletta Chief, a hydrologist from the Navajo Nation.
4. Discuss her work in relation to the essential question: How can I use my community’s traditional ecological knowledge to advocate for my local ecosystem?

### Lesson Launch/ Engagement Activity



See - Think - Wonder

Focus:		
See	Think	Wonder

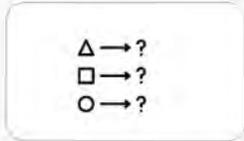
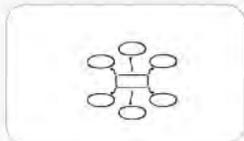


### DAY 2: \_\_\_\_\_

1. Tell students that they will be the text *The Bee Mother*. (Students may have read *The Eagle Mother*, also by Hetxw'ms Gyetxw, during the first unit and thus may already have some familiarity with The Mothers of Xsan series.)
2. Present Slide 8 from the [Indigenous Science Slides](#). Watch the first four minutes (or more if you choose) of the video describing the ecosystem and traditions of the Gitxsan Nation. Students can then complete a [See-Think-Wonder template](#) to process their learning.
3. Before starting the text, introduce students to the appositive text structure on Slide 9. Appositives appear frequently in *The Bee Mother*.
4. Next, read aloud *The Bee Mother* as students follow along in their copies of the text. Pause for students to ask questions and make observations as you read. Collect student observations about the text on a large piece of chart paper.
5. Some observations might include:
  - The text includes many phrases from the Gitxsan language, especially names of animals and times of the year.
  - The text is organized chronologically by season.
  - While the focus of the text is on the bumblebee, Nox Ap, the author also includes ample information about yellowjackets and honeybees.
  - The author describes Nos Ap's connection to the environment, the other pollinators and the Gitxsan people.
  - The information is presented like a story, as if we are right there watching the bees on their journey through the seasons.
  - The illustrations in the book are intricate and deeply connected to characteristics of northern British Columbia, the location of the Gitxsan Nation.

### Lesson Launch/ Engagement Activity

#### DAY 3:



1. Ask students to review their learning from *The Bee Mother* by creating a skit. Divide the class into four groups and assign each group one of the seasons. Provide groups with 10 minutes to develop a skit that represents the bee's journey through the season they have been assigned. Students should then present their skits to their peers.
2. Review the concept of text structure utilizing the [Text Structure slides](#).
3. Ask students: ***Which text structure or structures best describe the way ideas are organized in The Bee Mother?***
4. Pair students up to discuss this question. Partnerships should write their response, then share with the group. (Students will likely determine that *The Bee Mother* has a chronological or sequential text structure because it is organized by season as well as a descriptive text structure since its main purpose is to describe the life cycle of the bumblebee and its connection to the ecosystem and the Gitxsan.)

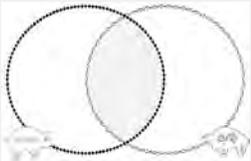
#### DAY 4:



1. Introduce the article [Bee Bonanza](#). Say: ***This article is included on the Ask a Biologist webpage from Arizona State University. So this article is written by a particular type of scientist that studies living things, a biologist. However, it is not written from an indigenous science perspective.***
2. Read the article with students, again collecting their observations. Here are some possible observations students might make:
  - This article is organized around headings that tell the topic of each setting.
  - The article focuses on honeybee but mentions other bee species towards the end.
  - The beginning of the article tries to grab the reader's attention by asking us to imagine we are walking by a tree that is filled with bees.
  - The visual information presented in this article is in the form of photographs and diagrams. There are also links to other webpages, including one that has a virtual tour of a beehive.
3. After reading, again ask students to meet with a partner to determine the text structure represented in this article. (The descriptive text structure is probably the best fit because this article describes features of honeybees but does not include a sequential or chronological organization.)

### Lesson Launch/ Engagement Activity

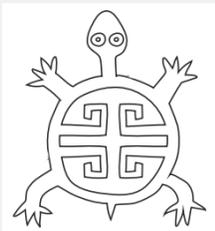
#### DAY 5:



1. Provide students with a  **Venn Diagram**. Tell them that we will be comparing and contrasting The Bee Mother and “Bee Bonanza.”
2. Provide students with 10-15 minutes to work on their Venn diagrams individually or in partnerships.
3. Reconvene as a class to share ideas and allow students to make additions or changes to their Venn diagrams.
4. Ask students: After reading these two texts, what sets apart the text written from an indigenous science perspective? What can we learn from this mentor text as we embark on our research project?

### Mini Lesson(s) and Workshop(s)

#### MINI LESSON:



- **Introduce the Animal Research Project to students.** Show them the rubric for this project. (Make sure to save student work samples so that you can show them to students in subsequent years. Student exemplars from previous years are a great way to build excitement and encourage rigorous work.)
- Students have a simple task during the Writing Workshop portion of Lesson 1: select an animal that lives in your home community’s ecosystem. This animal will be the focus of their research project.
- Once students have selected their animals, make sure that you will be able to find sufficient print and first person sources for students to access during their research. (You may have multiple students researching the same animal. Even if students overlap and collaborate on their research topic, they will have ample opportunity to apply their skills independently once they start drafting their informational reports.)

#### WORKSHOP:

***How will students apply, manipulate, and grapple with their newly acquired knowledge and skills?***

At the end of the lesson, have students submit 2-3 ideas for an animal they would like to focus on for their research project. Make sure to be gathering print, digital, and first person sources that will address students’ research topics.

### Lesson Closing and Formative Assessment:

Students should save their Venn diagrams comparing and contrasting *The Bee Mother* and the “Bee Bonanza” article. They will return to this comparative activity and *The Bee Mother* mentor text as they continue through the research and writing process.

#### EXTENSION ACTIVITY:

**Discuss:** How might *The Bee Mother* text be written and illustrated differently if you were the author? Have students create an illustration for a *Bee Mother* text written about bumblebees in their home community. What season did they set this illustration in? Does this illustration show interactions between the bees and community members? How?

#### LESSON 2



### LESSON 2

#### *Launching The Last Cuentista:*

#### Chapters 1-10

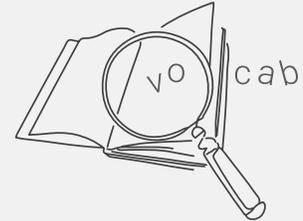


<p><b>Lesson Narrative:</b></p>	<p>In this lesson, students will begin reading the science fiction novel <i>The Last Cuentista</i> by Donna Barba Higuera. Students will learn about characteristics of the science fiction genre as they begin to think about possibilities, problems, and solutions that science fiction writing addresses. Students will meet the author, Donna Barba Higuera, and hear about the role family stories played in her development of the novel as well as her growth as an author. Students will synthesize comprehension strategies (vocabulary work, summary sentences, main idea and detail graphic organizers, and chapter response questions) that they have worked with throughout the year. Students will also begin the research phase of their Animal Research Project. They will learn to identify and paraphrase information from credible sources. In addition, they will identify community stories and knowledge keepers that will help them to localize and indigenize their research.</p>
<p><b>Objective(s) and Comprehension Strategies:</b></p>	<ul style="list-style-type: none"> <li>• I can identify the characteristics of the science fiction genre.</li> <li>• I can ask and answer questions to support my understanding of a text.</li> <li>• I can gather information from relevant print, digital, and first person sources.</li> <li>• I can gather and organize notes and determine whether to paraphrase or quote information.</li> <li>• I can use the coordinating conjunctions because, but, and so and know when to use a comma when using “but” and “so” between independent clauses.</li> </ul>
<p> <b>Lesson Timeframe and Teacher Tips:</b></p>	<p>This lesson continues the unit’s dual focus on reading and writing. As students begin to read the novel <i>The Last Cuentista</i>, they will also begin to gather research for their Animal Research Project. This lesson will take at least 10 days, as students read approximately one chapter of the novel each day. You may choose to set aside a portion of your literacy block each day for reading <i>The Last Cuentista</i> and the other portion for students to work on completing their animal research. (Completing reading and research on alternating days would result in a longer time frame of around 20 days for Lesson 1.)</p>
<p><b>Materials and Resources:</b></p>	<ul style="list-style-type: none"> <li>• Copies of <i>The Last Cuentista</i> by Donna Barba Higuera</li> <li>• Print or digital sources for animal research. Make sure that your sources represent animals that are important within your local ecosystem or the ecosystems represented by your students’ home communities.</li> <li>• Copies of the  <a href="#">Science Fiction Genre Notes</a> and the  <a href="#">Interstellar Backpack</a>.</li> </ul>

### LESSON 2

#### Academic Vocabulary:

- *What academic vocabulary words and phrases will you need to focus on for explicit teaching within the context of the unit and core texts?*
- *Consider your students' background knowledge and location as you read the texts and adjust to the academic vocabulary list as needed.*
- *Indigenous language words are considered Tier 3.*



#### Tier 2 Words

**Chapter 1:** Pendant (1), \*reunites (5)

**Chapter 2:** Secluded (6), exodus (7),\* interior (7), illuminating (7), conspiracy (8), behemoth (9)

**Chapter 3:** Morbid (15), hypothetical (16), sacrifice (17), \*consensus (17), criticism (17), dogma (19)

**Chapter 4:** Defect (22), converted (24), encapsulate (24), cavernous (24), atrium (24), delirious (27), \*resilience (28)

**Chapter 5:** Situate (41),\* desperate (41)

**Chapter 4:** Circumstances (46), abruptly (46), \*commotion (46), reverberates (47)

**Chapter 6:** Reenactment (52), \*\*theatrically (53), penetrates (53), culprit (54), arsenal (55), sensation (55)

**Chapter 8:** Purged (58), \*intention (59), proclaim (59), reactivating (6)

**Chapter 9:** Exposed (62), ravine (64), relic (62), hodgepodge (64), complement (63), regulated (64)

**Chapter 10:** Ember (67), mutinies (68), assimilation (69), \*anomaly (70), assure (72), demolish (72)

#### Tier 3 Words

**Chapter 1:** Obsidian (2)

**Chapter 2:** Nebula (7)

**Chapter 3:** Geneticists (15), cloned (15), genetic diversity (16)

**Chapter 5: Botany (33), geology (33)**

**Chapter 9: Jasper (63)**

#### Spanish words and phrases:

**Chapter 1:** Dios mio - my goodness (2), cuento - story (3), habia una vez - once upon a time (3), y colorin Colorado, este cuento se ha cabado - And so, this story is not over (4)

**Chapter 5:** Cincuenta - fifty/ sin cuento - countless

**Chapter 6:** Arrorro mi nino - hush-a-bye my baby (45)

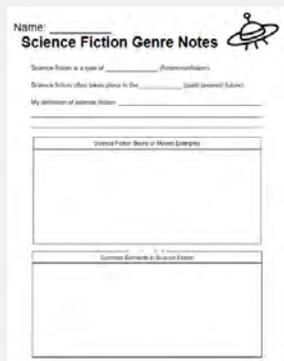
### Teaching Strategies and Routines

 [Please see description of vocabulary instruction routine form Lesson 1.](#)

## Lesson Launch/ Engagement Activity

**What formative assessment will provide insight into student acquisition of knowledge, skills, and understandings?**

**What “hook” will you use to engage students in the lesson content?**



The image shows a worksheet titled "Science Fiction Genre Notes" with a rocket ship icon. It includes a "Name:" field, a "Science fiction is a type of \_\_\_\_\_ (Genre/Category):" line, a "Science fiction often takes place in the \_\_\_\_\_ (time/space) setting:" line, and a "My definition of science fiction:" line. Below these are two large rectangular boxes for notes. At the bottom, there are two smaller boxes with the prompts: "Imagine Future Science or Future Technology" and "Consider Earth's or Science Fiction".

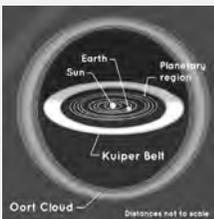
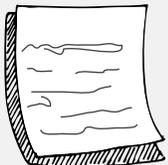
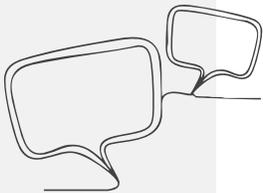
### DAY 1:

1. Tell students that they will be reading the book *The Last Cuentista* by Donna Barba Higuera. Explain that this book belongs to the science fiction genre. Tell students that we are focusing on how science and scientific ideas are represented both in fiction and non-fiction. Just like indigenous scientists work from a cultural framework, the author of this book, Donna Barba Higuera, incorporates her cultural background as a Mexican American woman into the science fiction genre.
2. Launch the  [slides](#) for *The Last Cuentista* and provide students with copies of the  [Science Fiction Genre](#) notes.
3. Play the video from Slide 2 and show the science fiction tropes from slide Guide students to work as a class or in partnerships to complete the first page of the genre notes.
4. Discuss slides 4-6. Students will work individually or in partnerships to brainstorm future possibilities, problems, and solutions on the back side of their Science Fiction Genre Notes. Once students are done brainstorming, you might have students share with peers by using an engagement technique such as  [Mix-Pair-Share](#). You might then also gather students' thinking on a large piece of butcher paper to post for future reference and additions.
5. Play the video on Slide 6 in which Donna Barba Higuera reflects on how family stories have shaped her life and her writing.
6. To close this introductory lesson, have students engage in a quickwrite to respond to the essential questions on Slide 7:
  - **Can science fiction help us envision a better future?**
  - **What role might traditional knowledge and storytelling play in building a better future?**

### Lesson Launch/ Engagement Activity

#### DAY 2:

1. Read Chapter 1 of *The Last Cuentista* together. Consider setting up a daily reading routine to use with students:
  1. Introduce the vocabulary following the routine outlined above.
  2. Read the chapter, varying your approach depending on student need. You might choose to: read aloud to students, read chorally with students, read a portion of the chapter aloud before having students finish the chapter by partner reading, have students read independently. (For the first few chapters, you may prefer to read aloud to students as they follow along. You can model your own thinking to ensure their comprehension early on in the novel.)
  3. Solidify student understanding after reading through individual and/or collaborative discussion and practice. You might choose for students to write chapter summaries. They have been previously introduced to [Sentence Summaries](#). Students can also work with the [Chapter Response Questions](#) for *The Last Cuentista*, either verbally or in writing. Students might also generate their own questions that can be posted and shared with classmates, providing the opportunity for both authentic question generation and response.
2. For this novel, introduce a new comprehension routine: [annotation sheets](#). Students will be able to record and track important understandings about characters, settings, plots, and themes. For the first chapters, work together with students as a “We Do” to record annotations. Support students in attending to key moments: character descriptions, foreshadowing, opportunities for prediction, essential plot points. (You can use [this model](#) of annotations for Chapter 1.)



#### DAY 3:

1. Introduce the vocabulary from the [“What is a Comet?”](#) article. Review the physical actions you have paired with each word and complete a Frayer Model for the starred vocabulary word **orbit**.
2. Read the article together, underlining key details, circling unfamiliar words, and marking places where students are confused or have questions.
3. Provide the following Main Idea statement and ask students to write it in the main idea box: **Comets, objects made of ice and dust, are very old objects that orbit the sun.** Then work with students to organize the key details onto a Main Idea and Key Details graphic organizer. There are several [options](#) offered on the NISN Resource Hub, and you will be able to choose the option that is best suited to your students’ needs.

#### LESSON 2

#### DAY 3: *continued*

4. Follow the I do-We do-You do lesson process to introduce and provide practice with paraphrasing key details and writing them in the graphic organizer. Model thinking aloud about which details are the most important to include. Then, allow students to work in groups or partnerships to add additional key details. Ask students to add one key detail independently and use this as an assessment of their mastery of RI.4.2. (This practice provides a review of a skill introduced in Unit 1).
5. When you finish the graphic organizer, watch the video about Halley's comet on Slide 9 of [👉 \*The Last Cuentista slides\*](#).
6. Continue with reading Chapter 2 of the novel, following the reading routines guidance introduced on Day 2.

#### DAY 4:

##### INTERSTELLAR BACKPACK



1. Present students with the Interstellar [👉 Backpack Project](#). Students will draw the items they would include on a journey to another solar system, then write a paragraph describing these items and why they were selected.
2. Play Slide 8 from [👉 \*The Last Cuentista slides\*](#) to spark student thinking and discussion around this prompt.
3. Provide students with time to complete their Interstellar Backpack Drawing and begin their writing. This project might be completed over the next several days as students continue reading the chapters in the first section of the book.

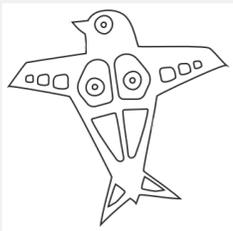
#### DAY 5 AND BEYOND:

1. Continue reading chapters 3-10 of the novel.
2. Simultaneously, follow the guidance in the Mini Lessons section to guide students to complete the research portion of the Animal Research Project.
3. You may choose to set aside a portion of your literacy block each day for reading *The Last Cuentista* and the other portion for students to work on completing their animal research.

### Mini Lesson(s) and Workshop(s)

#### MINI LESSON:

#### Animal Research



#### *How can I conduct research as an indigenous scientist?*

- Introduce the  [Animal Research Project Planning Sheet](#) to students.
- Explain that students have the option of paraphrasing or quoting when gathering information for their report. Present definitions of these terms on Slide 10 of the Indigenous Science slideshow.
- Model beginning to collect research about an animal from a print or digital source. Make sure to think aloud about which information you will select and whether you will quote or paraphrase this information. Emphasize to students that they should only gather a quotation when the author's words are unusually powerful. Ask yourself: "Are these words to remember? Could I say this another way pretty easily, or can I really not capture the author's meaning unless I quote verbatim?" Also extensively model and engage students in guided practice with paraphrasing. Show them how to use synonyms and their own thinking to restate ideas from a digital or print source in their own words.
- Schedule opportunities for students to talk about their animal with local knowledge keepers. This could include students talking with their parents or other family members.

#### WORKSHOP:

For the remainder of the Writing Workshops in Lesson 2, students should work to gather research on all of the pages of their graphic organizer. Work with students to make sure they have access to useful print and digital sources as well as first person sources. Students should also reach out to family members who can serve as community knowledge keepers and/ or connect students with other knowledge keepers.

### Lesson Closing and Formative Assessment:

By the end of lesson 2, make sure that all students have completed their animal research planning sheet. Students can refer to the project rubric to determine areas of strength and growth before they head into drafting their informational report during Lesson 3. Students should score themselves on the portions of the rubric that address work they have completed so far on the research project and make any improvements needed before moving on.

**EXTENSION ACTIVITY:** Read aloud *Thirteen Moons on Turtle's Back* by Joseph Bruchac. How does this story explore the connections between animals and their ecosystems? How does it also incorporate astronomy? What does this book have in common with *The Bee Mother*?



### LESSON 3

### Connecting Characters, Settings, and Plots:

#### *The Last Cuentista and Eagle Drums*

#### Chapters 11-20

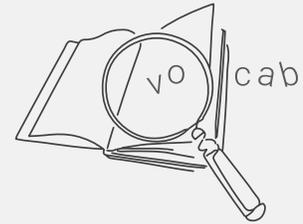


<p><b>Lesson Narrative:</b></p>	<p>In this lesson, students will make connections between <i>The Last Cuentista</i> and <i>Eagle Drums</i>, the novel they read in Unit 1 of the curriculum. They will make connections between the characters, settings, and plots of these stories throughout this lesson, concluding their investigation by writing a RACECES paragraph analyzing an important similarity between the two texts. During the writing workshop, students will take the research they gathered and draft their informational report as an indigenous scientist. They will work to meet the standards for informational writing as they work to highlight their animal's connection to their community.</p>
<p><b>Objective(s) and Comprehension Strategies:</b></p>	<ul style="list-style-type: none"> <li>• I can compare and contrast the characters, settings, and plots of two texts.</li> <li>• I can introduce my topic in a way that grabs my reader's attention.</li> <li>• I can group related information in paragraphs and develop key points with details.</li> <li>• I can use specific, precise vocabulary.</li> <li>• I can write a concluding section that wraps up my ideas.</li> </ul>
<p> <b>Lesson Timeframe and Teacher Tips:</b></p>	<p>This lesson should be paced out across at least 10 days. Students are engaging with a reading focus (reading Chapter 10- 20 of <i>The Last Cuentista</i>, writing a compare/contrast RACECES response), and working to draft the five paragraphs of their animal research report. Students will progress through this lesson more quickly if they spend a portion of each instructional block reading a chapter from <i>The Last Cuentista</i> and the other portion drafting their report.</p>
<p><b>Materials and Resources:</b></p>	<ul style="list-style-type: none"> <li>• Copies of <i>Eagle Drums</i></li> <li>• Copies of  <a href="#">Venn Diagrams</a> from the NISN resource hub</li> </ul>

### LESSON 3

#### Academic Vocabulary:

- *What academic vocabulary words and phrases will you need to focus on for explicit teaching within the context of the unit and core texts?*
- *Consider your students' background knowledge and location as you read the texts and adjust to the academic vocabulary list as needed.*
- *Indigenous language words are considered Tier 3.*



#### Tier 2 Words

**Chapter 11:** generators (76)

**Chapter 12:** evolved (78), translucent (79), unique (81), imperceptible (81), determined (88), arrogant (88), disputes (89)

**Chapter 13:** undetected (92), contribute (93), harmony (95), tranquil (98), \*deceptive (99), forage (100), predecessors (101)

**Chapter 14:** conquest (105), perilous (105), lure (103), elusive (106), fragile (106), oblivious (107)

**Chapter 15:** trajectory (109), particulate (109), \*origin (110), acclimating (111), disoriented (112)

**Chapter 16:** oblivious (119), sapphire (124), \*encountered (123), version (122)

**Chapter 17:** emitting (129), retrieve (130), sustenance (130), rations (130), intimidate (134), habitable (139)

**Chapter 18:** retrieving (142), potential (143), admonishes (144), \*suitable (145), perimeter (145), extract (146), luminescent (146)

**Chapter 19:** transfer (154), \*empathy (156), compassionate (156), transparent (157), radiation (157), sacrifice (101)

**Chapter 20:** eliminated (165), camaraderie (166), \*excess (167), somber (168), resistance (176), radiate (179), eradicate (182)

#### Tier 3 Words

**Chapter 14:** sphagnum (105), creosote (107)

**Chapter 17:** defoliation (135), foliage (136), corpomonitor (138), orbital period/ rotational period (138), tidal lock (138)

**Chapter 18:** organism (146), forceps (148)

**Chapter 19:** decontaminated

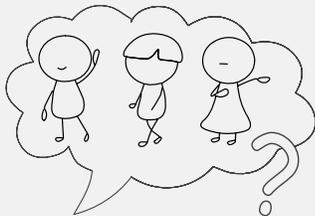
#### Teaching Strategies and Routines

 [Please see description of vocabulary instruction routine form Lesson 1.](#)

## Lesson Launch/ Engagement Activity

**What formative assessment will provide insight into student acquisition of knowledge, skills, and understandings?**

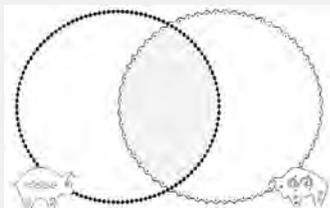
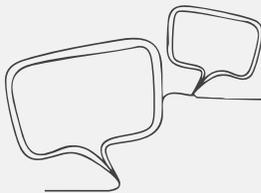
**What “hook” will you use to engage students in the lesson content?**



### DAY 1: \_\_\_\_\_

1. Revisit the connections board that you set up during Unit 1.
2. Say: ***During these next several reading sessions, we are going to focus on making connections between two texts, *The Last Cuentista* and *Eagle Drums*. As we compare and contrast elements of these books - characters, settings, and plots - we will gain a deeper understanding of both texts. Eventually, we will be making connections between the big ideas or themes in these books as well.***
3. Prepare students to engage in a Character Role Play activity. Tell students that they will pair up. One partner will represent Petra and the other one will represent Savik. During the role play activity, students will fill out a Venn diagram collaboratively, speaking in character as either Savik or Petra. Provide students with at least 15 minutes to work on their Venn diagrams.
4. After students finish their partner work, group each partnership with a second set of partners and allow them to share their thinking about their characters and add additional comparison and contrast statements.
5. Students should save this Venn diagram to support writing a RACECES paragraph at the end of Lesson 3.

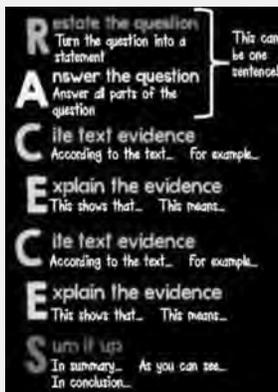
### DAYS 2 and on: \_\_\_\_\_



1. Work with students to read Chapters 11- 20 of *The Last Cuentista*. Continue to support and scaffold reading with read aloud support, choral reading, vocabulary development, comprehension question discussion, and other strategies as needed. Also make sure that students continue to use their annotation sheets to capture their thinking.
2. Over the course of reading these chapters, complete two more Venn diagrams with students: one comparing the settings and one comparing the plots of the two novels. They might refer back to the annotation sheets they have completed for *The Last Cuentista* or the *Eagle Drums* Visual Journal for ideas. Students will also need to save these Venn diagrams for future reference.

## Lesson Launch/ Engagement Activity

### RACECES Comparison Response:



#### Talk Moves

- ADD ON**  
"I would like to add on to what \_\_\_\_\_ said."
- REASONING**  
"I agree because \_\_\_\_\_."  
"I disagree because \_\_\_\_\_."  
"This is true because \_\_\_\_\_."
- REPEATING**  
"I heard you say \_\_\_\_\_."  
"Can you repeat what you said?"
- REVOICING**  
"So, you are saying \_\_\_\_\_."  
"What I think you said was \_\_\_\_\_."  
"Did you mean \_\_\_\_\_?"
- SAY MORE**  
"Can you say more about that?"  
"Can you give us more examples?"
- PRESS FOR REASONING**  
"Why do you think that?"  
"What is your evidence?"

### DAY 10 (or whenever you finish Chapter 20): \_\_\_\_\_

1. Students have previously encountered RACE (Restate-Answer-Cite Evidence-Explain) responses. This format is a commonly taught framework that provides students with a structure to write well-organized and supported answers to text-based questions. In previous units, students have written RACECES that include two chunks of evidence and explanation and a summary sentence. These RACECES responses will help students focus on key meanings in the text as well as provide practice in alignment with the unit standards. For more background on introducing RACE to students, view this [teacher](#) who does some great modeling and instruction that demonstrates how to engage students in writing a RACE response.
2. Please use the [handout](#) and as you teach this mini lesson.
3. Prepare students to write this RACECES response by engaging them in a student-led discussion. Students should gather their three previously completed Venn diagrams. Provide the prompt: What similarities and differences in the characters, plots, and settings do you feel are most important for understanding The Last Cuentista and Eagle Drum? Why?
4. Present students with [comparison/contrast vocabulary](#) to utilize as they prepare for the discussion.
5. Have students write for 10 minutes independently in response to the discussion prompt.
6. Prepare the expectations for the student-led discussion. Present students with the [Talk Moves handout](#) and discuss how these sentence stems contribute to productive discussions in which we build on others' ideas. You can also return to the [Student-Led Discussion Launch slides](#) introduced in earlier units.
7. Once students complete the student-led discussion, have them select the focus for their RACECES comparison paragraph.
8. Make sure that students cite evidence from both texts as they plan their RACECES response.
9. Encourage students to use comparison/ contrast vocabulary in the RACECES response paragraph.

### Mini Lesson(s) and Workshop(s)

#### MINI LESSON:

#### Animal Research



#### Drafting an Informational Report

- During the writing workshop, guide students to draft their informational reports, modeling each step of this process. First, engage students in writing an introduction paragraph. Explain to students that this paragraph should begin with an attention-grabbing sentence to engage the audience. Students can then utilize the background information collected on page 1 of their Animal Research Planning Sheet to expand the introduction paragraph.
- You might model writing one paragraph per day, following the sections outlined on the Animal Research Planning sheet. Consider having students utilize the [Animal Research Sentence Stems](#) if they have a difficult time developing topic sentences for each paragraph.
- Some students may need more than one day per paragraph in order to finish a draft of their report. Students who need additional time and accommodations might benefit from utilizing speech-to-text extensions or other adaptive tools.

#### WORKSHOP:

*How will students apply, manipulate, and grapple with their newly acquired knowledge and skills?*

Students can benefit from sharing their writing with a peer multiple times throughout the drafting process. Students might partner up at the beginning of several writing workshops, either before or after daily teacher mini lessons and modeling of the writing steps. Students can read their drafts to a partner in order to hear their own writing read aloud and to check for sense. They will also benefit from hearing peers' writing read aloud on a regular basis.

### Lesson Closing and Formative Assessment:

At the close of Lesson 3, return to the connections board. Allow students the opportunity to share their RACECES paragraphs with peers using a structure like [Inside-Outside Circles](#). Then, have students share any remaining connections before moving on to the final ten chapters in *The Last Cuentista*. Also check in to make sure that students have finished drafting their Animal Research Reports. Consider posting a chart with students' names along the vertical access and project steps along the horizontal access. Students can check off as they finish each phase of the project. This will provide a quick way for the teacher to check in on student progress, and it will also serve as a visual reminder for students.

#### EXTENSION ACTIVITY:

**Extension 1:** Play the improv game  **Love It/Hate It** representing the perspectives of Petra and Nyla. Assign volunteers to represent Nyla and Petra. Provide these two students with the prompt: How should people in a community be treated? Place a neutral person in the middle. This person can move closer to the character who is more persuasive as “Nyla” and “Petra” take turns in the debate. Engaging in this game will help students grapple with these characters’ differing perspectives which are key to understanding many plot points and themes in the story.

**Extension 2:** Students can create artwork to show how they visualize Sagan. You might allow students to choose from various media: watercolor, colored pencil, marker, pencil, pastel. Post these representations and allow students to discuss how their representations are connected to details in the text. They can also utilize this lesson’s emphasis on comparing and contrasting to identify similarities and differences between the artworks they create.



## LESSON 4

### Finding Themes to Guide Us: *The Last Cunetista*

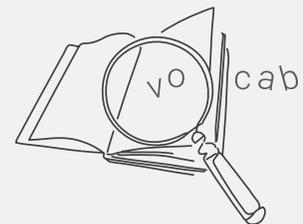
Chapters 21-30



<p><b>Lesson Narrative:</b></p>	<p>Students will be formally introduced to the literary element of “theme” in this lesson. Throughout the year, they have discussed lessons that characters learn and deeper meanings that authors try to communicate in poetry or prose. Now, they will utilize this background to create a formal statement of theme. Day 1 will incorporate the text <i>Dreamers</i> by Yuyi Morales, an important text reference in the novel. Students will also connect to the Big Idea of storytelling by creating their own “Librex” representation. What books and stories would they choose to accompany them across the universe and why? Finally, students will work to polish their animal research projects and prepare for presentations during Writing Workshop.</p>
<p><b>Objective(s) and Comprehension Strategies:</b></p>	<ul style="list-style-type: none"> <li>• I can determine the theme of a story based on details in the text.</li> <li>• I can improve my writing by collaborating with peers and teachers.</li> </ul>
<p> <b>Lesson Timeframe and Teacher Tips:</b></p>	<p>This lesson will take approximately 10 days, although plan to allot extra time as needed.</p>
<p><b>Materials and Resources:</b></p>	<ul style="list-style-type: none"> <li>• <i>The Last Cunetista</i>: Chapters 21-30</li> </ul>

### Academic Vocabulary:

- *What academic vocabulary words and phrases will you need to focus on for explicit teaching within the context of the unit and core texts?*
- *Consider your students’ background knowledge and location as you read the texts and adjust to the academic vocabulary list as needed.*
- *Indigenous language words are considered Tier 3.*



### Academic Vocabulary:

#### Tier 2 Words

**Chapter 21:** taunt (185), \*relic (185), grimace (188)

**Chapter 22:** inquiry (192), frigid (196), mementos (197), \*unconditionally (202), remedied (205), hostiles(205)

**Chapter 23:** irrelevant (205), vague (209), pristine (211), perimeter (212), \*fortunate(213), untethered (219), conspiring (219)

**Chapter 24:** \*deficient (224), potency (224), improperly (226), insistent (227), render (228)

**Chapter 25:** accord (233), colossal (233), trepidation (234), sporadic (235), \*retrieve (237), vivid (25)

**Chapter 26:** misguided (258), \*homogeneous (258), inferior (258), affliction (259)

**Chapter 27:** betrayed (262), fragment (263), apparitions (264), \*irreparable (264), desperation (269)

**Chapter 28:** fatiguing (272), optimal (272), nausea (274), manipulating (280), complies (280)

**Chapter 29:** gapes (283), \*taunting (287), verify (287), directive (287), approximately (291)

**Chapter 30:** turbulent (295) \*desperate (296), dissipated (306), mourned (311)

#### Tier 3 Words

**Chapter 28:** chemiluminescent vertebrate/ bioluminescent bacteria (286)

#### Word Phrases

**Chapter 28:** sooner than anticipated (272)

#### Teaching Strategies and Routines

 [Please see description of vocabulary instruction routine form Lesson 1.](#)

### Lesson Launch/ Engagement Activity

*What formative assessment will provide insight into student acquisition of knowledge, skills, and understandings?*

*What “hook” will you use to engage students in the lesson content?*

#### DAY 1: \_\_\_\_\_

1. Say: *We know that the book **Dreamers** by Yuyi Morales was important to Petra’s brother Javier. Today we’re going to read this book and consider why the author Donna Barba Higuera selected this book as a key reference in her novel. Why would Javier choose to take this book across the universe? How does it connect to the story?*
2. Read the book aloud.
3. Provide the following prompt to students: Why did Donna Barba Higuera choose to reference the book **Dreamers**? Why would Javier choose to take this look across the universe? How does it connect to characters, settings, plots, and lessons in the novel?
4. Give students 10 minutes to journal independently, then engage in a student-led discussion about the prompt. Ensure that students refer to the student discussion guidelines and utilize their Talk Moves Chart. Again, set the expectation that all students participate in the discussion at least one time. (Asking a question should count as participation.)
5. After the discussion, provide students with five additional minutes to journal about any ways in which their classmates’ ideas changed or added to their thinking.

#### DAY 2: \_\_\_\_\_

1. Tell students that they will be learning to define and identify the literary element of the theme today. Introduce the [Theme Launch slides](#). Guide students through Slides 1-4. After slide 4, have students use sticky notes to brainstorm universal big ideas or topics. Have students post these on a bulletin board chart, then read and group the sticky notes. Compare the display created by the class to the word cloud on slide 5.
2. Watch the video mini lesson that outlines a series of steps for developing a theme statement.
3. Students will then work in partnerships to create a statement of theme for the text *Dreamers*. Partnerships can write their theme statements on sentence strips and post these. The class can then survey the theme statements to note similarities and differences. How would text evidence support different theme statements? Do certain theme statements connect to more text evidence than others? Do some theme statements connect more clearly to universal big ideas than others?



### Lesson Launch/ Engagement Activity

#### DAY 2: *continued* \_\_\_\_\_

This is an ideal time to reinforce the idea that literary interpretation does not result in a single “right” answer and there is a lot of room for debate in literary interpretation. (Our goal as instructors, especially at this elementary level, is to foster students’ love of books. We want students to experience a genuine connection with the text and feel that their voice and personal insights matters. For this reason, it’s best to value a wide range of interpretations, as long as they can be supported with even basic text evidence.)

#### DAY 3: \_\_\_\_\_

1. Revisit the following Essential Questions for the unit: Why are stories important? How do the stories we tell help us understand our environment and the relationships of living and nonliving things within this environment?
2. Provide students with 3 minutes to do a Quickwrite in response to this question. Then students can rotate through a [Mix-Pair-Share](#) to develop their thinking with peers.
3. Introduce the [Librex project](#). Tell students that just as Ben curated a Librex for Petra to access on her 300-year journey to Sagan, they will be designing their own Librex to take across the universe. Post the [Librex template](#) in your class’s learning management system and allow students to make copies. Students should follow the rubric guidance to select at least 8 books, incorporate images of these texts, or create a book cover for a story that is not a formally published book. Students then should record audio for their Librex that shares why they selected each text. Encourage students to return to texts from early in the year or to think back on their journey as Native Literature scholars in previous grades. You might provide students with opportunities to discuss book selections with a variety of peers.

#### DAYS 4 and on: \_\_\_\_\_

Students should continue reading and adding to annotation sheets for the final 10 chapters of *The Last Cuentista*.

#### After finishing *The Last Cuentista*:

1. Ask students to think about big, universal ideas that connect with the novel. Students can record these ideas on sticky notes and post them.
2. Provide students with ten minutes or more to journal in response to the following question: What are important themes in the novel *The Last Cuentista*?

### Lesson Launch/ Engagement Activity

#### DAYS 4 and on: *continued*

3. Engage students in a student-led discussion. Utilize observations from previous discussions and make adjustments based on student needs. Would students benefit from being split into two groups for a **fishbowl discussion**? Which students tend to hang back from the conversation? Can you help them pre-plan a talk-move they can try out in the discussion? Are students having difficulty entering the conversation? You might give students “talking chips” to utilize during the conversation to try to balance the number of turns students take in the conversation.
4. After the discussion, create a chart with theme statements that students identified.
5. Present students with the **RACECES prompt**: Identify an important theme in *The Last Cuentista*. How is this theme supported by evidence from the text?
6. You might have students complete this RACECES paragraph independently if you feel they are ready. Students should have many resources, including their annotation sheets, to reference.
7. Give students time to share their RACECES paragraph using Inside-Outside Circles or another discussion format.

### Mini Lesson(s) and Workshop(s)

#### MINI LESSON:

#### Animal Research

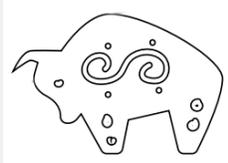
Tag Feedback	
<b>T</b> Tell something positive (I like how...)	
<b>A</b> Ask a question (Why did you...)	
<b>G</b> Give a suggestion (You might...)	

#### Polishing and Preparing to Present

- Use the Writing Workshop mini lessons to support students in polishing their informational reports. They have put in a significant amount of work to reach this stage. Make sure to celebrate this effort!
- Support students in adding details of a formal informational report: a title with correct capitalization, their author’s name with correct capitalization, a picture, and a section for sources.
- Provide students with the opportunity to complete an author’s chair session. With the author’s permission, select a strong example of an informational report from the class. Provide copies of this report to the whole class and ask students to read their work and make notes. Also provide copies of the **TAG (Tell-Ask-Give)** feedback format that can be used for both the Author’s Chair and peer editing.

### Mini Lesson(s) and Workshop(s)

#### **MINI LESSON:**



*continued*

- You can then pair students (similar but not identical ability pairings) to engage in peer revision. Students can use the TAG feedback process to record feedback for their partner. Then task students with using their partner’s feedback to make at least one meaningful revision to their report.
- While students should be encouraged to do their own editing using digital tools and their own knowledge, they will benefit from a teacher’s expert input before they share their work with a formal audience. You might use the comment feature to provide editing and revision suggestions for students in their digital documents. Alternatively, you could confer individually with students and use this time to co-edit the reports.

#### **WORKSHOP:**

***How will students apply, manipulate, and grapple with their newly acquired knowledge and skills?***

- Once students have finished polishing their report, they can use the remaining Writing Workshop time to create a digital slideshow. You might quickly pre-assess students. Have they created a digital presentation before? What is their comfort level with the slideshow creation tools? Mini-lessons can be used to model how to use the slideshow software. In addition, you might assign some students who learn to use this tool quickly to a “tech support” role. These students can aid peers who have questions.
- Make sure to encourage students to balance images and text on their slides. Convey to students that often “less is more” when it comes to text on slides.
- As students practice their presentations, consider whether you would like student to simply read their reports aloud as they present their slides or you would prefer for them to develop a memorized verbal presentation. (Given the length of this unit, it may be easier for students to read aloud the carefully crafted reports that they spent so much time on)
- Schedule students’ presentations at least two weeks in advance so that parents and other community members can be invited to join.
- Students should practice their presentations multiple times before they present to their peers and community. Have a couple of confident students present to the class to model using a presentation board and speaking at an appropriate pace and volume.
- Be prepared to celebrate all students on the day of the presentations! One way to do this is to have every audience member fill out a **feedback form** with a compliment for each student. (Please do not allow suggestions or negative feedback - presenting to a large group can be very stressful for students, so taking away the prospect of criticism can ease minds and nerves.)

### Lesson Closing and Formative Assessment:

Have students return to the connections board and brainstorm common themes shared by *Eagle Drums* and *The Last Cuentista*. Can they make connections to the big ideas of stories and storytelling? Students can include artistic representations as well as written ideas.

### EXTENSION ACTIVITY:

Students spent this unit focusing on the power of stories. Petra served her community by sharing stories that guided the way. Have students select a story for lower grades listeners that is appropriate in complexity, length, and content from their Librex project. (If students did not include any picture books in their Librex project, work with these students to select a picture book that catches their interest.) Students will prepare to read this story aloud to a younger student. You might partner with a class from a lower grade for this activity.