



Native Americans

Tell It Again!™ Read-Aloud Anthology





Native Americans

Tell It Again![™] Read-Aloud Anthology

Listening & Learning[™] Strand
KINDERGARTEN

Core Knowledge Language Arts[®]
New York Edition



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Alignment Chart for Native Americans

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Native Americans		Lesson							
		1	2	3	4	5	6	7	8
Core Content Objectives									
Recall that Native Americans were the first-known inhabitants of North America	✓							✓	
Explain that there are many tribes of Native Americans								✓	
Explain that although there are many diverse tribes of Native Americans, they all needed food, clothing, and shelter to survive	✓								
Explain the importance of the buffalo to the Lakota Sioux		✓							
Describe the nomadic lifestyle of the Lakota Sioux			✓	✓					
Describe the food, clothing, and shelter of the Lakota Sioux, the Wampanoag, and the Lenape		✓	✓	✓	✓	✓			
Describe the environment in which the Lakota Sioux, the Wampanoag, and the Lenape lived		✓		✓	✓	✓			
Describe aspects of the Lakota Sioux, Wampanoag, and Lenape culture		✓		✓	✓	✓			
Identify the Wampanoag and Lenape as tribes that settled in a particular area rather than ones that moved from place to place						✓	✓		
Explain that Native Americans still live in the United States today									✓
Explain how some Native Americans today keep alive some of the traditions and practices of their ancestors									✓
Reading Standards for Literature: Kindergarten									
Key Ideas and Details									
STD RL.K.3	With prompting and support, identify characters, settings, and major events in a story.								
CKLA Goal(s)	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud				✓	✓			

Alignment Chart for Native Americans

Lesson

		1	2	3	4	5	6	7	8
Craft and Structure									
STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).								
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems					✓			
Reading Standards for Informational Text: Kindergarten									
Key Ideas and Details									
STD RI.K.1	With prompting and support, ask and answer questions about key details in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud					✓			
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships					✓			
STD RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.								
CKLA Goal(s)	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud	✓		✓	✓	✓		✓	✓
Craft and Structure									
STD RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions					✓			
Integration of Knowledge and Ideas									
STD RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).								
CKLA Goal(s)	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud	✓	✓	✓		✓		✓	

Alignment Chart for Native Americans

Lesson

		1	2	3	4	5	6	7	8
STD RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).								
CKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds	✓				✓	✓	✓	
Range of Reading and Level of Text Complexity									
STD RI.K.10	Actively engage in group reading activities with purpose and understanding.								
CKLA Goal(s)	Actively engage in nonfiction/informational read-alouds					✓			
Writing Standards: Kindergarten									
Text Types and Purposes									
STD W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.								
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details			✓			✓	✓	
STD W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.								
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions	✓	✓	✓		✓	✓		
Speaking and Listening Standards: Kindergarten									
Comprehension and Collaboration									
STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups								
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).								
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.					✓			

Alignment Chart for Native Americans

Lesson

		1	2	3	4	5	6	7	8
STD SL.K.1b	Continue a conversation through multiple exchanges.								
CKLA Goal(s)	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age					✓			
STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.								
CKLA Goal(s)	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud					✓			
Presentation of Knowledge and Ideas									
STD SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.								
CKLA Goal(s)	Add drawings or other visual displays to descriptions as desired to provide additional detail		✓	✓		✓	✓	✓	
STD SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.								
CKLA Goal(s)	Speak audibly and express thoughts, feelings, and ideas clearly					✓			
Language Standards: Kindergarten									
Conventions of Standard English									
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.								
STD L.K.1b	Use frequently occurring nouns and verbs.								
CKLA Goal(s)	Use frequently occurring nouns and verbs in oral language					✓			
STD L.K.1d	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).								
CKLA Goal(s)	Ask questions beginning with <i>who, what, where, when, why, or how</i>				✓				
STD L.K.1f	Produce and expand complete sentences in shared language.								
CKLA Goal(s)	Answer questions orally in complete sentences					✓			
	Produce and expand complete sentences in shared language					✓			

Alignment Chart for Native Americans

Lesson

		1	2	3	4	5	6	7	8
Vocabulary Acquisition and Use									
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.								
STD L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).								
CKLA Goal(s)	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)				✓				✓
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).								
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>)					☑			
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.								
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts					☑			
	Learn the meaning of common sayings and phrases			✓					
Additional CKLA Goals									
	Listen to a variety of texts, including informational text					☑			
	Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events	✓							
	Prior to listening to a read-aloud, identify orally what they know and have learned that may be related to the specific story or topic to be read aloud	✓		✓	✓		✓		✓
	Distinguish fantasy from realistic text					✓			
	Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading								✓



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Native Americans

This introduction includes the necessary background information to be used in teaching the *Native Americans* domain. The *Tell It Again! Read-Aloud Anthology for Native Americans* contains eight daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of fifty minutes.

This domain includes a Pausing Point following Lesson 4. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than twelve days total on this domain.**

Week One								
Day 1	#	Day 2	# ¹⁰	Day 3	# ¹⁰	Day 4	Day 5	# ¹⁰
Lesson 1A: "Introduction to Native Americans" (35 min.)		Lesson 2A: "The Lakota Sioux and the Buffalo" (35 min.)		Lesson 3A: "Where's Winona?" (35 min.)		Lesson 4A: "Little Bear Goes Hunting" (35 min.)	Pausing Point	
Lesson 1B: Extensions (15 min.)		Lesson 2B: Extensions (15 min.)		Lesson 3B: Extensions (15 min.)		Lesson 4B: Extensions (15 min.)		
(50 min.)		(50 min.)		(50 min.)		(50 min.)	(50 min.)	

Week Two						
Day 6	Day 7	#	Day 8	Day 9	Day 10	#
Lesson 5A: "Bear, Gull, and Crow" (35 min.)	Lesson 6A: "The Lenape, The People of the Seasons" (35 min.)		Lesson 7A: "A Native American Alphabet" (35 min.)	Lesson 8A: "Native Americans Today" (35 min.)	Domain Review	
Lesson 5B: Extensions (15 min.)	Lesson 6B: Extensions (15 min.)		Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)		
(50 min.)	(50 min.)		(50 min.)	(50 min.)	(50 min.)	

Week Two	
Day 11	#
Domain Assessment	Culminating Activities
(50 min.)	(50 min.)

¹⁰ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book for Native Americans*
- *Tell It Again! Image Cards for Native Americans*
- *Tell It Again! Supplemental Guide for Native Americans*
- *Tell It Again! Multiple Meaning Word Posters for Native Americans*

Recommended Resource:

Core Knowledge Kindergarten Teacher Handbook, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

Why Native Americans Are Important

The *Native Americans* domain introduces students to the broad concept that indigenous people lived on the continents of North and South America long before European explorers visited and settled in this area. Students will learn that there were many, many different tribes of Native Americans, and that each tribe had its own way of eating, dressing, and living, depending on where they lived. Students will learn about three tribes in particular: the Lakota Sioux of the Great Plains region, and the Wampanoag and the Lenape, both of the Eastern Woodlands region. They will begin to understand how different geographical regions influenced different lifestyles. Students will learn that each Native American group has its own distinctive culture. The last read-aloud focuses on Native Americans today.

Core Vocabulary for Native Americans

The following list contains all of the core vocabulary words in *Native Americans* in the forms in which they appear in the domain. These words appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

borrow
coast
deserts
roamed

shelter

tribes

Lesson 2

agile
galloping
sacred
warriors

Lesson 3

chief
mischief
parfleche
travois

Lesson 4

finally
horizon
hunting party
succulent

Lesson 5

bay
feast
rockweed
wading

Lesson 6

burrows
harvested
trekked
wigwam


Lesson 7

canoes
moccasins
tipis
totem poles


Lesson 8

harmony
powwows
traditions

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Native Americans*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Native Americans*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: .

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help

students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Trade Books for Native Americans

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the and Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

General

1. *D is for Drum: A Native American Alphabet*, by Michael and Debbie Shoulders and illustrated by Irving Toddy (Sleeping Bear Press, 2011) ISBN 978-1585362745
2. *Many Nations: An Alphabet of Native America*, by Joseph Bruchac and illustrated by Robert F. Goetzl (Troll Communications, 1998) ISBN 978-0816744602

3. *Native Americans*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050010
4. *The Story of Jumping Mouse: A Native American Legend*, by John Steptoe (HarperTrophy, 1989) ISBN 978-0688087401

Tribes Discussed in the Domain

5. *Clambake: A Wampanoag Tradition*, by Russell M. Peters and photographs by John Madama (Lerner Publications Company, 1992) ISBN 978-0822596219
6. *If You Lived with the Sioux Indians*, by Ann McGovern and illustrated by Jean Drew (Scholastic, Inc., 1992) ISBN 978-0590451628
7. *The Legend of the Indian Paintbrush*, by Tomie dePaola (Puffin, 1996) ISBN 978-0698113602
8. *The Sioux*, by Alice Osinski (Children's Press, 1984) ISBN 978-0516019291*
9. *Squanto and the First Thanksgiving*, by Eric Metaxas and illustrated by Michael Donato (Rabbit Ears Books, 2012) ISBN 978-1575055855
10. *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*, by Kate Waters and photographs by Russ Kendall (Scholastic, Inc., 1996) ISBN 978-0590202374
11. *The Wampanoags*, by Alice K. Flanagan (Children's Press, 1998) ISBN 978-0516263885
12. *When the Shadbush Blooms*, by Carla Messinger and Susan Katz and illustrated by David Kanietakeron Fadden (Tricycle Press, 2007) ISBN 978-1582461922

Supplementary Reading, Tribes Not Discussed in the Domain

13. *Buffalo Bird Girl: A Hidatsa Story*, by S.D. Nelson (Abrams Books for Young Readers, 2012) ISBN 978-1419703553
14. *Coyote: A Trickster Tale from the American Southwest*, retold and illustrated by Gerald McDermott (Voyager, 1999) ISBN 978-0152019587

15. *How the Stars Fell into the Sky: A Navajo Legend*, by Jerrie Oughton and illustrated by Lisa Desimini (Sandpiper, 1996) ISBN 978-0395779385
16. *If You Lived with the Hopi*, by Anne Kamma and illustrated by Linda Gardner (Scholastic, Inc., 1999) ISBN 978-0590397261
17. *If You Lived with the Indians of the Northwest Coast*, by Anne Kamma and illustrated by Pamela Johnson (Scholastic Inc., 2002) ISBN 978-0439260770
18. *If You Lived with the Iroquois*, by Ellen Levine and illustrated by Shelly Hehenberger (Scholastic, Inc., 1998) ISBN 978-0590674454
19. *The Legend of the Bluebonnet*, by Tomie dePaola (Penguin Putnam Books for Young Readers, 1996) ISBN 978-0698113596
20. *Raven: A Trickster Tale from the Pacific Northwest*, by Gerald McDermott (Harcourt, 1993) ISBN 978-0152656614
21. *Totem Tale: A Tall Story from Alaska*, by Deb Vanasse and illustrated by Erik Brooks (Sasquatch Books, 2006) ISBN 978-1570614392

Native Americans Today

22. *Children of Native America Today*, by Yvonne Wakim Dennis and Arlene B. Hirschfelder (Charlesbridge, 2003) ISBN 978-1570914997
23. *Jingle Dancer*, by Cynthia Leitich Smith and illustrated by Cornelius Van Wright and Ying-Hwa Hu (Morrow Junior Books, 2000) ISBN 978-0688162412
24. *Meet Lydia: A Native Girl from Southeast Alaska (My World: Young Native Americans Today)*, by Miranda Belarde-Lewis and photographs by John Harrington (Council Oak Books, 2004) ISBN 978-1571781475
25. *Meet Mindy: A Native Girl from the Southwest (My World: Young Native Americans Today)*, by Susan Secakuku and photographs by John Harrington (Council Oak Books, 2006) ISBN 978-1571781482

26. *Meet Naiche: A Native Boy from the Chesapeake Bay Region (My World: Young Native Americans Today)*, by Gabrielle Tayac and photographs by John Harrington (Council Oak Books, 2007) ISBN 978-1571781468*
27. *Songs from the Loom: A Navajo Girl Learns to Weave (We Are Still Here: Native Americans Today)*, by Monty Roessel (Lerner Publishing Group, 1995) ISBN 978-0822597124

***Note:** These books contain a great deal of pertinent information but may be above grade-level. Feel free to read sections of these books as you see fit.

Websites and Other Resources

Student Resources

1. National Museum of the American Indian
<http://nmai.si.edu/visit/newyork/>
2. Native American Homes
<http://www.native-languages.org/houses.htm>

Teacher Resources

3. Map of Native American Tribes
http://images.wikia.com/oraltradition/images/d/dc/Native_American_Tribes_Map_2.jpg
4. Native American Environment
http://cpluhna.nau.edu/Research/native_americans1.htm
5. Pictures of Native Americans
http://kids.nationalgeographic.com/kids/photos/native-americans/#/1003043_14107_600x450.jpg
6. Wampanoag Tribe
<http://www.indians.org/articles/wampanoag-indians.html>