

Class: 3 rd grade
Unit Topic/Theme: Self-Identity
Dates: 5 Days (One Week)
Common Core Standards: 3.RL.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Bi-Literate Literature Books: 1. "Wisdom Weaver" Written by: Jann A. Johnson Illustrated by: Linda Taylor 2. "Little Woman Warrior Who Came Home" Written by: Evangeline Parsons Yazzie Illustrated by: Irving Toddy 3. "Beauty Beside Me" Written by: Seraphine Yazzie Illustrated by: Baje Whitethorne, Sr. 4. "Proud to Be a Blacksheep" Written by: Roberta John Illustrated by: Keith Smith
Unit Goals: Explain in detail how the unit topic and lessons are relevant to the learners' lives. The topic of the unit is about self-identify. The lessons are created to teach students about the importance of self-identity in their lives and Navajo teachings that relate to self-identity. This unit is relevant to the learners' lives because it focuses on our Navajo self-identity, which includes K'e and clanship. The unit will use bi-literate literature that focuses on the theme of self-identity. Students will describe the characters in these stories and explain how their actions contribute to the outcomes at the end of the stories. The students will make text-to-text, text-to-self, and text-to-world connections
Lesson 1 (Objective/s): Students will be able to describe the characters and their actions in "Wisdom Weaver" to determine the theme of the story. Lesson 2 (Objective/s): Students will be able to describe the characters and their actions in "Little Woman Warrior Who Came Home" to determine the theme of the story. Lesson 3 (Objective/s): Students will be able to describe the characters and their actions in "Beauty Beside Me" to determine the theme of the story. Lesson 4 (Objective/s): Students will be able to describe the characters and their actions in "Proud to Be a Blacksheep" to determine the theme of the story. Lesson 5 (Objective/s): Students will be able to compare and contrast the different characters from different stories to determine similarities and differences.

What might students already know that connects with what they will learn in this unit? How can you find out what they already know? (e.g., what are your pre-assessments?) Explain in detail.
Students might already know some of the Navajo words when they listen to each story read to them in Navajo. They might understand the concept of self-identity. They might already know their clans and what their clans mean. They might understand the importance of kinship in the Navajo culture. I can do a KWL chart with students before each lesson to see what they already know about each topic.

How can you check in with your students as they learn to make sure they are meeting the goals? (What are your process assessments?)

Comprehension Check 1
Students can say the Navajo words that match the teacher's gesture, picture, or prop. Students can tell

what the Navajo vocabulary words mean from each story.

Comprehension Check 2

Students can answer questions about the text using evidence from the text.

Comprehensions Check 3

Students can retell the major events in the story. Students can describe the different characters in each story based on the character's actions.

How can students demonstrate what they know at the end of this unit? (What are your final assessments?) Be specific and must measure the unit goals.

One final assessment at the end of this unit would be a writing assignment that requires students to describe their self-identity and explain who they are including their actions.

Another assessment could be students writing the cause and effect that occurred in the plots of each story.

Another assessment could be using a Venn diagram to compare and contrast the actions of two characters from two of the four literature texts.

Sketch out a general timeline for when you will do the major activities/lessons of the unit. What sorts of activities will you use, and when? Be specific and describe in detail the activities.

The lessons would occur daily for 30-50 minutes. The lessons would start with a review of the previous day's language, reading, speaking, and writing objectives and how it connects to the new learning (activating prior knowledge and making connections to background knowledge). Then, the new lesson would build upon the prior day's lesson. The teacher would model the new learning. The students will practice the new learning with their peers and the teachers help. Then, students will get to practice the new learning on their own while the teacher offers feedback. (Gradual Release Model—I do, We do, You do). Some activities that I would use are read-alouds, reader's theater, charades, Pictionary, Sketch-to-Strech, brainstorming activities, and lots of graphic organizers and visuals. Last, the students will be assessed on how they use the new learning in real life situations to make those connections.

What materials do you need to make or gather? What advance arrangements need to be made? What resources (visuals, props, cultural items, etc.) will you and your students need?

All the lesson will require pictures for the new vocabulary terms in English and Navajo. There will need to be large posters for KWL, anchor charts for vocabulary, and examples for writing. I will need to get copies of each literature text for each student. I will need to prepare appropriate graphic organizers.

All lessons require hand gestures, role playing, and games.