

The Three Little Sheep

Select a text set of 4 bi-literate literature and/or nonfiction books (this is a book written in two languages Navajo and English) and discuss the texts in terms of the six purposes addressed on pages 306-307 (MIH). In addition, develop a one-week thematic unit for these texts that align with Common Core standards. Use the thematic and lesson planning provided on pages 141-180 in the *Biliteracy From the Start Literacy Squared in Action Text* or use the lesson plan format you learned in BME 531 or use a lesson plan format you use in your own district or school.

According to Patricia A. Richard-Amato (2010), “even at beginning proficiency levels, teachers can use literature as the pivot around which curriculum can revolve” (p.306). I agree with this statement because at the third grade level students are interested in both literature and informational texts. In my educational career, there have been many lessons around one story (both expository and fiction) in which students are engaged in varying activities that include different content skills and learning styles. I have created different thematic units in the area of social studies and science. One year, my third grade team and I created a thematic unit based around the water cycle. We incorporated reading, listening, speaking and writing. We also incorporated mathematics in our thematic unit in the areas of measurement, addition, multiplication and word problems.

It is stated in Chapter 13 of *Making It Happen* that, “Writing, speaking, speaking, and listening are incorporated as they relate to the literature – both creative and expository” (Richard-Amato, 2010, p.306). My students like to read more fictional stories and now they love to read about their culture which is evidenced by the types of books they check-out from the library and their choices in books when they can read any book from the bookshelf. My students love to learn about prominent people, places, and events in history. My students are also interested in how they connect with the outside world and they also like to learn about their own culture and their identity.

The texts that I chose to use are bi-literate and are fitting for my third graders. It is stated on page 306 that using literature as a pivot consists of six purposes: *literature is authentic, literature can provide memorable contexts for the language, literature illustrates appropriate language for specific situations, literature links to other cultures and subcultures, literature presents fodder for critical analysis, discussion, and writing, and literature encourages performance*. The texts that I chose fit into the six purposes in different aspects. The thematic unit that I created is at the beginner level because my audience (third graders) do not speak their mother language but are interested in learning about their culture and their people.

(Thematic Unit is on the next page...below)

State Standard:

3.R.RI.09 Compare and contrast the most important points and key details presented in two texts on the same topic.

UW.3.W.02 Write an informative/explanatory text to examine a topic and convey ideas and information clearly.

Student friendly Objective:

- The Highly Proficient students can use evidence from the text to compare and contrast the most important points and key details in two texts on the same topic.
- I can compare and contrast two texts on the same topic.
- I can write a story with characters, a setting, and a plot.

ELL Connection:

III-R-4:30: Comparing and contrasting two items within an expository/literature text.

III-W-1:4: Writing expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure and precise academic vocabulary.

III-W-1:5: Writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length.

Text Books Used:

The Three Little Sheep (Dibe Yazhi Taa'go Baa Hane') written by Seraphine G. Yazzie (2006)

The Stone Cutter and The Navajo Maiden written by Vee F. Browne (2008)

Johonaa'ei: Bringer of Dawn written by Veronica Tsinajinnie (2007)

A Summer's Trade (Shiigo Na'iini') written by Deborah W. Trotter (2007)

	Monday	Tuesday	Wednesday	Thursday	Friday
Big Idea	1. Recognize the similarities and differences of informational/literature text written by different authors on the same subject. 2. The main idea and key details can be compared and contrasted across two text on the same topic. 3. Using a graphic organizer can help organize ideas				
Sub-Objective	I can identify the main characters, setting, and retell a story. I can compare and contrast two texts using a Venn Diagram.	I can identify the main characters, setting, and retell a story. I can compare and contrast two texts using a Venn Diagram.	I can identify the main characters, setting, and retell a story. I can compare and contrast two texts using a Venn Diagram.	I can identify the main characters, setting, and retell a story. I can compare and contrast two texts using a Venn Diagram.	I can write a story with characters, a setting and a plot.
Vocabulary	-characters -setting -plot -similar	-characters -setting -plot -similar	-characters -setting -plot -similar	-characters -setting -plot -similar	-characters -setting -plot -similar

	-different -contrast -compare	-different -contrast -compare	-different -contrast -compare	-different -contrast -compare	-different -contrast -compare
Essential Questions	In what ways are two texts on the same topic similar? How do they compare? In what ways are two texts on the same topic different? How can they be contrasted?	In what ways are two texts on the same topic similar? How do they compare? In what ways are two texts on the same topic different? How can they be contrasted?	In what ways are two texts on the same topic similar? How do they compare? In what ways are two texts on the same topic different? How can they be contrasted?	In what ways are two texts on the same topic similar? How do they compare? In what ways are two texts on the same topic different? How can they be contrasted?	How is the writing organized and what components are included?
Presenting Instructional Content					
1. Anticipatory Set	Whole Group Tap into prior knowledge -ask essential question	Whole Group Tap into prior knowledge -ask essential question			
2. State Purpose	Restate Sub-Objective To compare and contrast is to find the similarities and the differences. When we compare and contrast, we are able to notice the things that are the same but we also note the important differences.	Restate Sub-Objective To compare and contrast is to find the similarities and the differences. When we compare and contrast, we are able to notice the things that are the same but we also note the important differences.	Restate Sub-Objective To compare and contrast is to find the similarities and the differences. When we compare and contrast, we are able to notice the things that are the same but we also note the important differences.	Restate Sub-Objective To compare and contrast is to find the similarities and the differences. When we compare and contrast, we are able to notice the things that are the same but we also note the important differences.	Restate Sub-Objective Writing our own stories is an important skill which will help with writing literature, informational and opinion texts.

<p>3. Core Instruction</p>	<p>Introduce Navajo vocabulary words Shima (mom) Shizhe’e (dad) Hooghan (house) Shinaai (big brother) Shitsili (younger brother) Ashkii (boy) Ma’ii (coyote) Dibe (sheep)</p> <p>I DO: Teacher will review the steps to finding a main idea, characters, setting and the plot. Teacher will read ‘The Three Little Sheep-Dibe Yazhi Taa’go Baa Hane’ in the English language and then in the Navajo language. The teacher will then find the main idea, characters, setting and plot for the story. The students will repeat the Navajo vocabulary words and talk about the words.</p> <p>WE DO: Teacher and students will retell the story and talk about the main idea, characters, setting and the plot. The students will be encouraged to use the Navajo language terms (shima, hoghaan, etc.).</p>	<p>Review vocabulary words Shima (mom) Shizhe’e (dad) Hooghan (house) Shinaai (big brother) Shitsili (younger brother) Ashkii (boy) Ma’ii (coyote) Dibe (sheep)</p> <p>I DO: Teacher will review the steps to finding a main idea, characters, setting and the plot. Teacher will review the story ‘The Three Little Sheep-Dibe Yazhi Taa’go Baa Hane’ and the teacher will model how to say the Navajo terms (shima, hooghan, etc.). The teacher will then read the book ‘The Stone Cutter and The Navajo Maiden’. The teacher will then find the main idea, characters, setting and plot for the story. The students will repeat the Navajo vocabulary words and talk about the words.</p> <p>WE DO: Teacher and students will retell the story and talk about the main idea, characters,</p>	<p>Review vocabulary words Shima (mom) Shizhe’e (dad) Hooghan (house) Shinaai (big brother) Shitsili (younger brother) Ashkii (boy) Ma’ii (coyote) Dibe (sheep) Johanaa’ei (Sun)</p> <p>I DO: Teacher will review the steps to finding a main idea, characters, setting and the plot. Teacher will read ‘Johanaa’ei: Bringer of Dawn’ in the English language and then in the Navajo language. The teacher will then find the main idea, characters, setting and plot for the story. The students will repeat the Navajo vocabulary words and talk about the words.</p> <p>WE DO: Teacher and students will retell the story and talk about the main idea, characters, setting and the plot. The students will be encouraged to use the Navajo language terms (Johanaa’ei, hoghaan, etc.).</p>	<p>Review vocabulary words Shima (mom) Shizhe’e (dad) Hooghan (house) Ch’iimaan (food) Naalyehe ba hooghan (trading post) Dibe (sheep) Johanaa’ei (Sun)</p> <p>I DO: Teacher will review the steps to finding a main idea, characters, setting and the plot. Teacher will review the story ‘Johanaa’ei: Bringer of Dawn’ and the teacher will model how to say the Navajo terms (shima, Johanaa’ei, etc.). The teacher will then read the book ‘A Summer’s Trade-Shiigo na’iini). The teacher will then find the main idea, characters, setting and plot for the story. The students will repeat the Navajo vocabulary words and talk about the words.</p> <p>WE DO: Teacher and students will retell the story and talk about the main idea, characters, setting and the plot. The students will be encouraged to use the</p>	<p>Review vocabulary words Shima (mom) Shizhe’e (dad) Hooghan (house) Shinaai (big brother) Shitsili (younger brother) Ashkii (boy) Ma’ii (coyote) Dibe (sheep) Ch’iimaan (food) Naalyehe ba hooghan (trading post) Johanaa’ei (Sun)</p> <p>I DO: Teacher will model how to fill out a graphic organizer to brainstorm a story with a character, setting and plot. Teacher will use the Navajo vocabulary words as often as possible and include the Navajo language in the graphic organizer. The teacher will model how to start out a story that is a different version of The Three Little Sheep.</p> <p>WE DO: Teacher and students will write a paragraph together using the Navajo vocabulary words.</p> <p>YOU DO: Students will need to brainstorm and</p>
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	<p>YOU DO: Students will fill out a story element organizer that includes the characters, the setting and the plot of the story. Students will be encouraged to use the Navajo vocabulary words (shima, hoghaan, etc.)</p>	<p>setting and the plot. The students will be encouraged to use the Navajo language terms (shima, hoghaan, etc.).</p> <p>YOU DO: The students will then compare and contrast the books <i>The Three Little Sheep</i> and <i>The Stone Cutter</i> and <i>The Navajo Maiden</i>. The students will use a Venn Diagram to compare the two stories. The students have to use the Navajo vocabulary words Shima (mom)Shizhe’e (dad)Hooghan (house)Shinaai (big brother)Shitsili (younger brother)Ashkii (boy)Ma’ii (coyote)Dibe (sheep)</p>	<p>YOU DO: Students will fill out a story element organizer that includes the characters, the setting and the plot of the story. Students will be encouraged to use the Navajo vocabulary words (Johanaa’ei, hoghaan, etc.)</p>	<p>Navajo language terms (shima, hoghaan, Johanaa’ei, etc.).</p> <p>YOU DO: The students will then compare and contrast the books ‘<i>Johanaa’ei: Bringer of Dawn</i> and <i>A Summer’s Trade-Shiigo na’iini</i>’. The students will use a Venn Diagram to compare the two stories. The students have to use the Navajo vocabulary words Shima (mom)Shizhe’e (dad)Hooghan (house)Ch’iiyaan (food)Naalyehe ba hooghan (trading post)Dibe (sheep)Johanaa’ei (Sun)</p>	<p>fill out a graphic organizer that will help them generate ideas for their own version of <i>The Three Little Sheep</i>. The students will write their own story and illustrate their writing as an extended activity.</p>
4. Materials	<p>Pencils Graphic organizer Navajo/English text (<i>The Three Little Sheep</i>)</p>	<p>Pencils Graphic organizer-Venn Diagram Navajo/English text (<i>The Three Little Sheep</i> and <i>The Stone Cutter</i> and the <i>Navajo Maiden</i>)</p>	<p>Pencils Graphic organizer Navajo/English text (<i>Johanaa’ei: Bringer of Dawn</i>)</p>	<p>Pencils Graphic organizer-Venn Diagram Navajo/English text (<i>Johanaa’ei: Bringer of Dawn</i> and <i>A Summer’s Trade-Shiigo na’iini</i>)</p>	<p>Pencils Graphic organizer Writing and Drawing Paper</p>
Assessment	<p>Classroom observation Follow-up worksheet</p>	<p>Classroom observation Follow-up worksheet</p>	<p>Classroom observation Follow-up worksheet</p>	<p>Classroom observation Follow-up worksheet</p>	<p>Classroom observation Follow-up worksheet</p>