

## Spring Animals Lesson

Lesson Name	Spring animals
Topic:	Spring animals and stories
Objectives: Essential Understandings	Students will practice their animal names by acting out as the animals as they say the word in their native language
Internal/ External Assets addressed	Internal Assets Commitment to learning-continuing language exploration Positive Values/Positive Identity-learning language builds Native identity and self esteem External Assets Constructive use of time-learning language in free time
Standards or language proficiency descriptors:	Productive language standards: Produce learned words and phrases
World readiness standards	<div style="display: flex; flex-direction: column; gap: 10px;"> <div style="background-color: #c00000; color: white; padding: 5px;"> <p><b>C</b>OMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> </div> <div style="background-color: #800080; color: white; padding: 5px;"> <p><b>C</b>ULTURES Interact with cultural competence and understanding</p> </div> <div style="background-color: #008000; color: white; padding: 5px;"> <p><b>C</b>OMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p> </div> </div> <div style="margin-top: 10px;"> <p><b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> </div>
Words of the week	Spring animals: Bear Eagle Rabbit Raccoon Turtle Deer Fish Coyote I am Extra Bonus: think of adjectives to describe each of the animals. They can describe their physical nature or character traits that come to mind.
STEPS to success	<ol style="list-style-type: none"> <li>1) Students will research their words in their language</li> <li>2) Students will think of a way to act out the animal (Total Physical Response)</li> </ol> <p>NOTE: if you can't find/didn't have time to find words in your language, use the language of the tribe whose traditional lands you are on-those words are given</p>

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	<p>3) The teacher will hand out a word search and direct students to find a word (students won't know until they tell them), the first one to find the word gets to share out their action and their sentence "I am a _____"</p> <p>4) Bonus: for students further along in their language exploration, have them think of an adjective for each of those animals in their language and they can say that when they share out: "I am a fish. I am slippery" for example</p>		
<p>Guiding Questions:</p>	<p>As a follow up or during the lesson, have students stop-think-share with a partner or with the group:</p> <ol style="list-style-type: none"> <li>1) How did making an action help you remember the word for the animal?</li> <li>2) Do you think sharing the word out loud helps you to learn the word better?</li> <li>3) In what ways do you think learning descriptive words of the animal will help solidify learning these words?</li> <li>4) How can story telling or word replacement add on to this idea of TPR?</li> <li>5) Did you hear any connections to other languages</li> </ol> <p>SEL related questions</p> <ol style="list-style-type: none"> <li>1) How did it feel to have to share your words? (anxious, proud, nervous, excited)</li> <li>2) In what ways can we honor these feelings in our children when we ask them to speak their language?</li> <li>3) In what ways did the group/teacher make you feel safe or comfortable or if you didn't feel safe and comfortable to share, what would have made it better for you?</li> </ol>		
<p>Signs of cultural growth/ Measurable student outcomes:</p>	<p>Students will share out their words with the group or with a partner. They will feel comfortable in the group to act out their physical response with the animal word.</p>		
<p>Traditional Knowledge or Teachings</p>	<p>Students will listen to others share their words for animals. They will think about how sharing these words, even if you aren't fluent in your language gives honor to our ancestors and those who came before us.</p>		
<p>SEL connections</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Self &amp; Social Awareness</b> Become comfortable and share Willingness to stretch Relationship building, community support Be aware of other cultures, languages, histories and identities,</p> </td> <td style="width: 50%; padding: 5px;"> <p><b>Self &amp; Social Management</b> Opportunity to grow and learn Communicate interact with others Be respectful of diverse perspectives, culture, languages, history and ability</p> </td> </tr> </table> <p style="margin-top: 10px;">-Learning about yourself, managing behavior, learning from elders and respecting their teachings</p>	<p><b>Self &amp; Social Awareness</b> Become comfortable and share Willingness to stretch Relationship building, community support Be aware of other cultures, languages, histories and identities,</p>	<p><b>Self &amp; Social Management</b> Opportunity to grow and learn Communicate interact with others Be respectful of diverse perspectives, culture, languages, history and ability</p>
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