

Owl and Woodpecker

Life Skills:

- Collaboration
- Complex Thinking

Curriculum Tie:

- **Language Arts**
4th Grade
[Standard 6](#)
[Objective 1](#)
- **Language Arts**
4th Grade
[Standard 8](#)
[Objective 6](#)

Time Frame:

1 class period that runs 45 minutes.

Group Size:

Large Groups

Summary:

Students will gain an understanding of how folktales are sometimes used to explain why things are the way they are.

Main Curriculum Tie:

Language Arts - 4th Grade
[Standard 7 Objective 2](#)
Apply strategies to comprehend text.

Career Connections:

- Writer, Story Teller

Materials:

Dine' Animal Bingo

The Moccasin Game/Keshjee Baa Hane - CD of Animal Songs.

Book - Owl and Woodpecker a Navajo Tale

Background For Teachers:

Navajo animal folktales usually tell about how certain animals got their characteristics and appearance, including how that shaped our lives here on earth.

Student Prior Knowledge:

Students need to have some knowledge about animal habitats, for instance which animals are desert animals, forest animals, which including birds.

Intended Learning Outcomes:

Students will understand that folktales are stories that are passed on for generations and differ based on origin.

Instructional Procedures:

1. Set a purpose for reading: "Today we are going to read 'Owl and Woodpecker,' a Navajo folktale that explains how the animals got their appearance. As we read we will stop and think about the story to check our comprehension."
2. Show a graphic organizer of all the animals that will be in the story, and have students brainstorm ideas of what they know about these animals. If students don't know much information about a particular animal, provide that information.
3. As the teacher reads the story, he/she will stop and ask students to clarify words that they don't know. Students will be encouraged to use context clues or additional resources to clarify words. The teacher will also stop

periodically and ask students to summarize parts of the story to monitor their comprehension.

4. Culminating Activity: Students can make puppets of the animal characters and reenact the story for an audience.

Strategies For Diverse Learners:

Challenge Activity: Students can work in groups to research animal habitats. They will create their own animal habitat and present their research findings to their peers.

English Language Learners Activity: Students can illustrate the animals using their own creativity and imagination.

Extensions:

1. Students can play the Dine' Animal Bingo to learn the names of the animal names in Navajo.
2. Students can learn Navajo animal shoe-game songs and play the game during the winter season only.

Assessment Plan:

Teacher will determine whether students were able to comprehend text by observing puppet show and extension work.

Bibliography:

San Juan School District Media Center

Author:

[BRENDA WHITEHORSE](#)

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