

## Cottontail Shoots the Sun

### Life Skills:

- Collaboration
- Complex Thinking
- Effective Communication

### Curriculum Tie:

- **Language Arts**  
4th Grade  
[Standard 8 Objective 6](#)
- **Language Arts**  
5th Grade  
[Standard 8 Objective 6](#)
- **Language Arts**  
6th Grade  
[Standard 8 Objective 6](#)

### Time Frame:

4 class periods that run 30 minutes each.

### Group Size:

Large Groups

### Summary:

The lesson depicts Cottontail and his struggles to survive.

### Main Curriculum Tie:

Language Arts - 3rd Grade

[Standard 8 Objective 6](#)

Write in different forms and genres.

### Materials:

Booklet can be printed from the CD or ordered from the San Juan School District Media Center at (435) 678-1229, or <http://www.sanjuanschools.org/media>.

### Background For Teachers:

This is not a seasonal story, which means the story can be told anytime during the year. For more information about the Uintah/Ouray Ute Nation, see <http://www.utetribes.com>.

The book titled *Ute Tales*, collected by Anne M. Smith, can be used as a reference tool.

### Student Prior Knowledge:

Vocabulary Words: (1) scorch (2) mocking (3) withered (4) dodged (5) clever.

Glossary: Pogomoggan, a ute word for....

### Intended Learning Outcomes:

Student will enjoy the story, which will encourage interest and enthusiasm for writing.

### Instructional Procedures:

- Distribute booklets to each student for follow-along reading or to mark text for strong verbs and vivid language (i.e., jagged, collapsed, intense, shady place, overhanging, journeyed, scrambled to safety).
- Give the students a writing prompt "Where has your best hiding spot been?" The teacher is encouraged to share a personal story about his/her own experience as a model for students.
- Allow students choice with forms and styles of penmanship or the use of technology for publishing purposes.
- Students can make a class book or make copies to display.

### Strategies For Diverse Learners:

- Student can dictate the story, which the teacher will write.

- Allow ELL students to write their first draft in their primary language.
- Provide extra time to complete assignments.
- Allow and encourage students to work with peers.

**Extensions:**

- Encourage parents to foster writing exploration by providing a variety of materials.
- Encourage students to write daily at home.
- Encourage children to share their writing at home.
- This story would make a good art lesson by having students make arrowheads or weaving.
- Provide pictures of the desert yellow bush, and other desert plants.

**Assessment Plan:**

- The sharing of students' work/publishing.
- As students have had at least four days with this text, have them pick a page and reread for fluency. (Time them.)

**Bibliography:**

*Ute Tales*, Collected by Anne M. Smith.

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