# Cottontail Tames Wood, Water, and Rock

### Life Skills:

 Responsible Citizenship

### **Curriculum Tie:**

- Language Arts
   4th Grade
   Standard 7
   Objective 2
- Language Arts 5th Grade Standard 7 Objective 2
- Language Arts 6th Grade Standard 7 Objective 2

#### Time Frame:

3 class periods that run 30 minutes each.

# **Group Size:**

Large Groups

### **Summary:**

Students will read and discuss the Uintah/Ouray tale of "Cottontail Tames Wood, Water, and Rock."

### Main Curriculum Tie:

Language Arts - 3rd Grade
Standard 7 Objective 2
Apply strategies to comprehend text.

#### Materials:

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

# **Background For Teachers:**

This is a seasonal story, which means the story should only be told in the winter months. For more information about the Uintah/Ouray Ute Nation, see <a href="http://www.utetribe.com">http://www.utetribe.com</a>.

# Student Prior Knowledge:

Student should be familiar with the decision-making process.

# **Intended Learning Outcomes:**

- Student will read and form mental pictures and make predictions, make inferences, and identify theme/topic/main idea from the text.
- Student will summarize important ideas/events in sequence.

#### **Instructional Procedures:**

- Preview the vocabulary: (1) heaved; (2) endured; (3) pelted; (4) bobbed; (5) trickling.
- Glossary: Pogamoggan the Ute word for ....
- Arrange for a school counselor to distribute and read the book aloud, with a discussion to follow about bullying. Discussion should include the steps to follow when a student is the object of bullying and how to handle the situation responsibly.

### **Strategies For Diverse Learners:**

Story will be read aloud and each student will receive an individual copy of the booklet to follow along.

### **Extensions:**

Safe Schools: Bullying Curriculum

Role Playing: "What would you do if somebody..." (teacher can

identify scenarious where a student is being bullied).

#### **Assessment Plan:**

Student will utilize the decision-making process for a prescribed hypothetical situation by identifying the problem and the solution. The solution should include the sequence of steps to follow when being bullied.

NOTE: Some suggested prescribed hypothetical situations:

- Students on the playground threaten to "depants" Johnny if he refuses to give them his lunch. What is the problem and what should Johnny do?
- A sixth grade student wants to place his bike in the best spot in the bike rack. He removes the bike of a younger student and throws it on the pavement. What is the problem and what should the younger student do?
- Jarod's big sister Martha wants his allowance, so she threatens to beat him up if he doesn't hand it over to her. What is the problem and what should Jarod do?

# Bibliography:

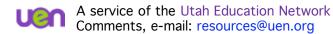
Story adapted from *Ute Tales* Collected by Anne M. Smith, pp. 23-24.

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#### **Created Date:**

Jun 06 2006 14:26 PM



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