

# Addie, Be Brave: K-2 Lesson Plan

**K-2 Lesson meets these current standards:**

Kindergarten Social Studies Standards:	1 <sup>st</sup> grade Social Studies Standards:	2 <sup>nd</sup> grade Social Studies Standards:
K.PALS1.A.1, K.PALS1.A.2, K.PALS1.A.3, K.PALS1.B.4, K.PALS1.C.7, K.PALS2.C.8, K.PALS3.A.2, K.CS3.4	1.PALS1.A.1, 1.PALS1.A.2, 1.PALS1.A.3, 1.PALS1.B.4, 1.PALS1.B.5, 1.PALS1.B.6, 1.PALS1.C.7, 1.PALS3.B.5, 1.CS4.4	2.PALS1.B.4, 2.PALS1.B.5, 2.PALS1.B.6, 2.PALS1.C.7, 2.PALS2.C.8, 2.PALS3.A.2, 2.PALS3.A.3, 2.CS4.3

## **Lesson Objective:**

To gain knowledge and understanding of the Native American culture by using the book, *Addie, Be Brave*, through whole group, small group, and individually. By using the book, students will learn how to use a glossary. Students will learn vocabulary by matching photos of objects to the definition in small groups as well as individually.

## **Materials:**

The book, *Addie, Be Brave*, copies of the photos and name cards provided (enough for each small group to have a set, a classroom set, and a set for each student if needed.)

## **Whole Group:**

Prior to reading the story, go to the glossary. Discuss what a glossary is and how it is used to help us learn the meaning of words. Explain to the students they will be on a “word hunt” while you read the story. When they hear one of the words as you read, have them signal to you (example: raise a hand, touch their nose, thumbs up, etc.). After reading the entire story, recap the words they heard from the glossary. Go through the photos and the definitions of some other new words that were in the story.

## **Small group:**

Break students into groups and provide each group with a set of photos and a set of definitions. (Depending on the ability of the group, you may only want to use a portion of the photos and words.) Set

the timer for approx. 5 min. Have the students work together to match each photo to the word/definition. When the timer goes off, check work as a class. You could also extend this activity by changing the groups and repeating or by setting the timer for a shorter amount of time, to check for better understanding.

\*For non-readers this could be adapted by having a teacher call out the name of an object and the students finding the matching photo.

### **Individually:**

Place photo and name cards in a center and have students match them on their own or with a partner. For older students, you could have them write the words and/or definitions as they match them. You could also have students make their own set of cards for them to do at their seat.

\*For non-readers, this could be adapted by printing two sets of photo cards for each student and have them placing cards face down and turn cards over to find the matching photo.

# Broadcloth Skirt



Skirt by Janet Emde, Osage Artisan

# Steamer Trunk



# Pendleton Blanket



# Ribbonwork



Ribbonwork by Janet Emde, Osage Artisan

Moccasins



Cedar Chest

