

Grade Level: Kindergarten

Subject Area(s): **Culture, History, Geography**

Goal(s): Create a Family Tree for students and Teacher

Objective(s): Students will: Ask parents and grandparents the names of their Immediate Family. Identify where their family came from in the world. Teacher and students will build a good relationship.

Cultural Concept: Identify Family, Who am I, Where do I belong?

Build the Relationship between student and teacher. Relationships are very important for Native American students.

Spokane Tribal Values: Family, Respect & Community.

Family Information:

	Relative
steMelis	Relative
tuM	Mom-Girl's
yeye/	Grandmother - Mom's mom
sJuy	Mom-Boy's
qene/	Grandmother - Dad's mom
MestM	Dad - girls
sile/	Mom's dad
l/ew	Dad - Boy's
sxepe/	Dad's Dad
OdidSe/	Older sister
Occ?ups	Younger sister
qecd	Older Brother
since/	Younger Brother

Lesson Teaching Plan: Group 1

The teacher will: Help students identify their family relations, who their family members are. Identify where the students' and teacher's relatives came from in the world.

Activity: Help students fill in a family tree diagram. The Teacher will create his/her own Family tree. Using a map of the Spokane reservation, Washington state map with tribal reservations, the USA showing tribal reservations, and a map of the world. Draw lines from where their family came from to Wellpinit.

Assessment: *Pre-Test/Post-Test Instrument*

Ask the students what their parent's names are, and grandparents. Where did your ancestors come from? Show on a map where their ancestors came from. Present a family tree to the class.

Enrichment:

Add family photos to the tree

LESSON ALIGNED TO:**OFFICE OF INDIAN EDUCATION PROGRAMS (OIEP)**

Goal(s): Knowledge of Language, History and Culture

SPOKANE TRIBAL STANDARDS FOR CULTURALLY-RESPONSIVE SCHOOLS:

- A.1 - Assume responsibility for their role in relation to the wellbeing of the cultural community and their life-long obligations as a community member;
- A.6 - Live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior;
- A.7 - Determine the place of their cultural community in the regional, state, national and international political and economic systems;
- B.2 - Make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
- E.1 - Recognize and build upon the inter-relationships that exists among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
- E.8 - Identify and appreciate who they are and their place in the world.

COMMON CORE STANDARDS:**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING**Comprehension and Collaboration

Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SPEAKING AND LISTENING STANDARDSComprehension and collaboration

Follow agreed-upon rules for discussions;

Build on others' talk in conversations by responding to the comments of others through multiple exchanges;

Ask questions to clear up any confusion about the topics and texts under discussion.

Ask and answer question about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of knowledge and ideas

Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly;

Produce complete sentences when appropriate to task and situation.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGEConventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate;

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level.

KINDERGARTEN LANGUAGE STANDARDSConventions of Standard English

Use singular and plural nouns with matching verbs in basic sentences;

Use frequently occurring adjectives;

Use frequently occurring conjunctions;

Use determiners;

Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.

Vocabulary Acquisition and Use

Sort words into categories to gain a sense of the concepts the categories represent;

Define words by category and by one or more key attributes;

Identify real life connections between words and their use;

Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings;

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.