

INTRODUCTION

TO

COMPLETING THE CIRCLE

CURRICULUM

Developed with funding from the Office of Indian Education Programs, Bureau of Indian Affairs by the Center for Language in Learning
@ **Association of Community Tribal Schools**

COMPLETING THE CIRCLE: REACHING EXCELLENCE A K-3 READING CURRICULUM

INTRODUCTION

Completing the Circle - Reaching Excellence provides a culturally relevant reading curriculum for Native American children based on a rich body of American Indian literature and thematically related non Indian literature. The curriculum is implemented through research-based “best practices” and strategies for all children and extended to include additional research-based strategies found to be of particular usefulness for teaching Native American children.

Research

Examples of scientific research on best practices in teaching reading K-3:

- National Reading Panel Report
- Preventing Reading Difficulties in Young Children, report of the National Research Council
- Effective Beginning Reading Instruction: A paper commissioned by the National Reading Conference, Michael Pressley

Examples of research on best practices in teaching reading to Native American Students:

- Review of the Research Literature on the Influences of Culturally Based Education on the Academic Performance of Native American Students by William Demmert and John Tower (www.nwrel.org/nwreport/20003-03/index.html)
- The Center for Research on Education, Diversity and Excellence (CREDE) provides research evidence from the last two decades supporting the results of implementing standards for effective pedagogy, “standards which are critical for improving learning outcomes for all students but especially for those of diverse ethnic, cultural, linguistic, or economic backgrounds.” (Technical Report No. G1, March, 2003. See www.crede.ucsc.edu.)

CREDE Standards (See Appendix #1 for more detail.)

- Standard 1: Joint Productive Activity/Teacher and Student Producing Together
- Standard 2: Language and Literacy Development across the Curriculum
- Standard 3: Contextualization/Making Meaning/Connecting School to Students’ Lives
- Standard 4: Challenging Activities/Teaching Complex Thinking
- Standard 5: Instructional Conversation/Teaching Through Conversation
- Standard 6: Choice and Initiative/Encouraging Students’ Decision Making
- Standard 7: Modeling and Demonstration/Learning Through Observation

In addition CREDE has also published information on Indian students’ learning styles. Indian students often exhibit the following:

- Global cognitive style
- Visual cognitive style
- Reflective information processing
- Preference for collaboration.

A summary of research on teaching Indian children to read promotes the following:

- Teaching skills in context
- Providing for language and vocabulary development
- Providing for oral language practice
- Utilizing Indian and other literature of interest to children
- Using a student-centered approach

The above bodies of research are reflected in the American Indian Standards for Language and Literacy (Bureau of Indian Affairs) and are central to the Completing the Circle curriculum. Indian students should be able to:

- Listen for meaning and gain information from spoken English and a Native language.
- Listen to Indian stories told in the oral tradition, comprehend their teachings, and be able to retell them.
- Speak coherently, conveying ideas in both English and a Native language.
- Read fluently and independently a variety of materials including those with American Indian themes.
- Locate and use a variety of texts to gain information, for example, historical information about their tribes, tribal legends and stories and oral history transcription.
- Be familiar with children's literature with Indian themes, especially with that pertaining to a student's tribe and literature written by Indian authors.

Rationale for curriculum

The name of the curriculum, Completing the Circle – Reaching Excellence, has to do with providing a relevant Indian curriculum as a part of the circle of schooling, as a part of the total reading curriculum. It also has to do with providing a curriculum that will challenge and empower Indian children to become anything they want to be, as accomplished as anyone else in the world. (See the logo.) Indian people historically had forms of reading – record keeping such as wampum belts, quipus, pictographs - and some Indian Nations developed writing systems such as the Cherokee syllabary. Many Indian Nations have their languages in written form today. This curriculum is an extension of the importance given to the written word by Indian people as well as an acknowledgement of the importance of the oral tradition and traditional stories.

Practically speaking, the curriculum is designed to extend and enrich existing curricula in schools – either comprehensive core reading programs or literature-based classrooms already organized around trade books and thematic approaches. This curriculum will support both new and struggling teachers in learning to implement more effective teaching practices. At the same time, it will affirm and support already excellent teachers in continuing their effective work with children. The curriculum is practical and flexible. Teachers are encouraged to try particular strategies with particular books; to implement some units adapted to meet the needs of their particular students; and/or to use the curriculum as a whole, with local adaptations, as a major component of the school-wide literacy curriculum. The units are based upon a set of content standards that can be crosswalked with the standards in the 23 states that have BIA-funded schools.

The curriculum is organized around eight thematic units per grade level, kindergarten through grade three. (See appendix #2.) Themes were chosen with the following in mind:

- Themes commonly found in popular comprehensive core reading programs
- Themes or topics that would be of interest to Native American children
- Themes that are grounded in content standards for language arts, social studies and science
- Themes or topics for which a sufficient body of quality Native American literature is already available
- Themes or topics that also teach science or social studies concepts.

Science and social studies have been deemphasized in the current national push to improve reading outcomes. Yet these subject areas, especially if taught in a thematic approach, are critical in building schema (concept maps) and the vocabulary essential to developing children's ability to read increasingly challenging texts. Analysis of the reading test data in Indian schools shows comprehension and vocabulary to be the areas of greatest need.

Emphasis on comprehension, vocabulary, writing and oral language

The emphasis of the curriculum is on the ultimate goal of reading, comprehension or reading for meaning. Although all the elements of reading are included to some degree in the curriculum, it is assumed that phonics and phonemic awareness already receive heavy (and sufficient) emphasis in current programs. Teachers who wish to use this curriculum alone may need to supplement with emphasis in these areas. Another area that teachers may want to add (if using this curriculum as a stand alone) is guided reading with leveled texts for emergent readers. In addition, writing and oral language have been fully integrated because research shows they are crucial contributors to growth in reading. These areas have not been addressed directly in current No Child Left Behind reading guidelines and are areas of weakness in current so-called "comprehensive" core reading programs.

Use of Native American literature

Literature for the units is drawn from a wide range of Native American cultures, including Canadian and Alaskan. In every unit, teachers are encouraged to seek out local stories and traditions that may provide different perspectives or interpretations of the particular themes. Local stories may also illustrate commonalities across Native American cultures. It is vitally important, however, that in implementing the curriculum, teachers collaborate with the culture teachers at their schools to be sure they are respecting the community's values and practices with regard to all the stories, activities and literature to be used.

Closer connections between home and school

The curriculum should help schools build increasingly positive links between school, home, and community. Contributions to the learning of children will be more balanced when the knowledge and ways of knowing of families and community elders are recognized as of great importance to the full development of the school curriculum.

Collaboration between regular classroom and culture/language teachers

The curriculum encourages a strong collaboration between regular classroom teachers and language/culture teachers. Support of the Native languages is emphasized throughout the curriculum. Hopefully some teachers will be encouraged to actually team teach. In other cases, the culture/language teachers might teach in the Native language, building on the concepts and stories that have already been introduced in the regular classroom. Certainly the culture teachers will be vital resources to the regular teachers in implementing the curriculum to its fullest. In every case, culture teachers should be included and consulted in regard to how concepts are to be approached according to local mores. Some concepts may be culturally sensitive.

Meeting the needs of different learners

Finally the curriculum is designed to help teachers meet the needs of a wide range of learners, including English language learners and special education students. The thematic organization allows all children to become immersed in a subject area, which in turn allows them to use that growing body of information for learning new strategies. Texts which are related thematically, but written at varying levels of complexity, allow the teacher to scaffold the reading experiences of children at their optimal instructional levels while the children can still participate fully in contributing to class discussions and projects. A Literature Circle is one organizational structure that allows this to happen.

Some themes that are extended across several grade levels allow teachers to bring back texts from lower grade levels making it possible for struggling readers to now read those texts (previously heavily supported or shared as a read aloud) independently. Extended themes also support multiage classroom settings. Particular strategies have been selected precisely because they are useful in meeting the needs of all children. Examples include graphic organizers, charts and word banks. Structures like Reading and Writing Workshop allow teachers to work with children individually at their levels of optimal challenge. Activity Centers also allow teachers to differentiate instruction to meet different student needs. Some strategies work especially well for Indian children.

Guide

A teaching guide provides more extended descriptions of the strategies used in the units. The guide is not intended to be a comprehensive explanation of reading theory and practice in general. Bibliographies have been provided for teachers who wish to extend their knowledge of the reading, writing, and assessment process. Also included are bibliographies for specific elements or strategies for teachers who want to explore these issues in more depth. Indeed, teachers are expected to want to grow professionally beyond what a short guide can contribute. Individually or collaboratively teachers may want to form study groups around topics that they would like to explore.

Appendices

Appendices to this introduction include the CREDE Standards for Pedagogy, an outline of the thematic units in the Completing the Circle Curriculum, information about the developers and those who pilot tested the curriculum, and a list of literature.

FEEDBACK FROM PILOT SCHOOLS

The curriculum was piloted at Gila Crossing, Tiospa Zina and White Shield schools. (See Appendix #3.) Overall, the pilot teachers were highly enthusiastic about every aspect of the curriculum. The teachers shared valuable feedback with regard to strategies, texts, and the need for guides for reading, writing, and assessment. They said they were able to implement the curriculum effectively but would like to read further about some of the strategies. They felt the guides would definitely be needed by teachers who didn't have professional development along with the curriculum. (The teachers at all pilot schools were already implementing the Learning Record Assessment system and had learned some of the strategies used in the curriculum.) Overall, the teachers felt the curriculum was dynamic and supported and furthered their best teaching practices. They felt the curriculum was already enhancing student achievement in the short time they used it. Relevant literature and pedagogy were key to these positive outcomes.

Major Outcomes of Curriculum Pilot Project

Included are specific examples from the teachers at three pilot schools – Tiospa Zina, Gila Crossing, and White Shield

1. **Children are achieving more. CREDE Standard #4**
 - Children are learning more advanced concepts. GC teachers said that initially they thought some concepts were too difficult and might be hard to teach. The strategies, structure, and content of the curriculum enabled the children to accomplish more than they had anticipated.
 - Children are reading higher levels of books. A TZ teacher believed one of the books would be too hard for her kindergartners to even listen to let alone read. After several re-readings, discussions, and retellings (all of which the children loved), they were choosing to read the book independently.
 - Children are writing earlier, writing longer and writing with higher quality. Dialogue journals supported longer, more coherent, engaged writing. TZ teacher noted that all her kindergartners were writing, even children who she thought would not begin to write in kindergarten.
 - The children's work had more depth. They observed illustrations more closely, more thoughtfully. They returned to the text for more details and reflection. They added more detail to their own work, drawing and writing.
2. **The curriculum adds new "avenues for learning." CREDE Standard #3**
 - "Topics are real to life for our children."
 - A TZ teacher noted that she initially thought the animals theme at K – small animals, "rodents" she said somewhat distastefully, turned out to be highly motivating for students. At a recent trip to the zoo the children were noticing the animals they had studied everywhere.
 - Another teacher noted that the curriculum fits well with hands-on experiences and active exploration. She was able to integrate fully the Foss science kits that she already used.
 - Activities were varied and included writing, writing, talking, listening, dramatizing, drawing, and experimenting.

3. **The curriculum integrates language and culture naturally. CREDE Standard #3**
 - At TZ, children are using Dakota words at school and home. Parents are commenting.
 - Collaboration with culture teachers is enhanced. A WS teacher worked with the support of the culture teacher on star quilts, for example.
4. **Integrates well across the curriculum. CREDE Standard #3**
 - PE teacher at TZ was able to support dance. He feels he will be able to support other units in the curriculum.
 - All teachers commented that the curriculum integrates well with social studies and science, one of its stated purposes.
5. **All level students (including special education students) can benefit from this curriculum. CREDE Standards #1 and #4**
 - At TZ special ed teachers – who follow an inclusion model for reading – said children are sharing more orally and choosing to read more.
 - “I visit the classroom every other day. It was amazing to see how much my students grew in just 2 days.”
 - “I was trying to get my lowest readers to just learn letters and numbers. Now they are getting those skills through real reading and writing. They use ‘magic lines’ and the word wall regularly.”
6. **The curriculum connects to what the teachers are already doing in school.**
 - “It did not feel like yet another layer of work [however effective or innovative] that had to be layered on.”
 - At TZ the curriculum fits perfectly with their Basic Schools themes and with the work they’ve already done with the Sacred Places Curriculum
 - At GC the work enriched what they were already trying to do with curriculum relevant to the lives of their students.
 - At least two WS teachers found the work connected beautifully to other literature and/or projects they had implemented earlier in the year. The students loved building on those connections.
 - Another white shield teacher states that she already read Indian literature to her children but their response given the curriculum was now much richer.
7. **Strategies helped the teachers teach more effectively**
(e.g. dialogue journals, re-readings, instructional conversations, word banks, retellings, matrixes, and so on)
 - One TZ teacher commented, “I love that it’s teaching me new things along with the children.” **CREDE Standard #1**
8. **The curriculum allows children to lead, contribute, teach each other. CREDE Standard #1** Teachers and children are producing together.
 - “I found myself quieting myself. The children were so eager to learn and to contribute.”
9. **The strategies helped children build language. CREDE Standard #2 and #5.**
 - A WS teacher said this strengthened the children’s ability to discuss. “They had more ideas. They discussed more fluently, more articulately.”

10. The curriculum is **encouraging the whole staff to collaborate** – culture teacher, special education teachers, teachers across the curriculum, regular education teachers. Also encouraging children to collaborate more. **CREDE Standard # 1.**
11. Teachers reported that they had not had enough time yet to try out the ideas for home/school connections in depth but were excited to try these in the next school year. All schools reported that they were going to integrate much of the curriculum in the next year with their base programs.

NOTE that **CREDE Standards #6 and #7** (described by CREDE as being additional standards of importance to Native American students) are also integral parts of the curriculum. These last two standards include opportunities for choice and providing clear models for children to observe as they take one new strategies collaboratively and independently. These themes did not emerge in the discussions with pilot teachers but it is believed that they will be mentioned as their work is explored in more depth.

Appendix 1: CREDE STANDARDS FOR EFFECTIVE PEDAGOGY

Standard 1: Joint Productive Activity Teacher and Student Producing Together

Facilitate learning through joint productive activity among teacher and students.

The teacher:

- designs instructional activities requiring student collaboration to accomplish a joint product.
- matches the demands of the joint productive activity to the time available.
- arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.
- participates with students in joint productive activity.
- organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.
- plans with students how to work in groups and move from one activity to another, e.g., from large group introduction to small group activity, to clean-up, dismissal, etc.
- manages student and teacher access to materials and technology to facilitate joint productive activity.
- monitors and supports student collaboration in positive ways.

Standard 2: Language and Literacy Development Developing Language and Literacy Across the Curriculum

Develop competence in the language and literacy of instruction across the curriculum.

The teacher:

- listens to student talk about familiar topics such as home and community.
- responds to students' talk and questions, making "in-flight" changes that directly relate to students' comment.

- assists language development through modeling, eliciting, probing, restating, clarifying, questioning, and praising, as appropriate in purposeful conversation and writing.
- interacts with students in ways that respect students' preferences for speaking and interaction styles, which may be different from the teacher's, such as wait-time, eye contact, turn-taking, and spotlighting.
- connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.
- encourages students to use content vocabulary to express their understanding.
- provides frequent opportunities for students to interact with each other and with the teacher during instructional activities.
- encourages students to use content vocabulary to express their understanding.
- provides frequent opportunities for students to interact with each other and with the teacher during instructional activities.
- encourages students' use of first and second languages in instructional activities.

**Standard 3: Contextualization/Making Meaning
Connecting School to Students' Lives**

Connect teaching and curriculum to experiences and skills of students' home and community.

The teacher:

- begins with what students already know from home, community, and school.
- designs instructional activities that are meaningful to students in terms of local community norms and knowledge.
- learns about local norms and knowledge by talking to students, parents, and community members, and by reading pertinent documents.
- assists students to connect and apply their learning to home and community.
- plans jointly with students to design community-based learning activities
- provides opportunities for parents to participate in classroom instructional activities.
- varies activities to include students' preferences, from collective and cooperative to individual and competitive.
- varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others.

**Standard 4: Challenging Activities
Teaching Complex Thinking**

Challenge students toward cognitive complexity.

The teacher:

- assures that students, for each instructional topic, see the whole picture as the basis for understanding the parts.
- presents challenging standards for student performance.
- designs instructional tasks that advance student understanding to more complex levels.
- assists students to accomplish more complex understanding by relating to their real-life experience.
- gives clear, direct feedback about how student performance compares with the challenging standards.

Standard 5: Instructional Conversation
Teaching Through Conversation

Engage students through dialogue, especially Instructional Conversation

The teacher:

- arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent schedule.
- has a clear academic goal that guides conversation with students.
- ensures that student talk occurs at higher rates than teacher talk.
- guides conversation to include students' views, judgments, and rationales, using text evidence and other substantive support.
- ensures that all students are included in the conversation according to their preferences.
- listens carefully to assess levels of student understanding.
- assists students' learning throughout the conversation by questioning, restating, praising, encouraging, and so forth.
- guides students to prepare a product that indicates the Instructional Conversation's goal was achieved.

From *Teaching Alive! Five Standards for Effective Pedagogy* – A brochure from the CREDE Center. See CREDE website, www.crede.ucsc.edu

The following two standards are suggested in Tharp et.al., 1994, as additional standards for effective pedagogy important for Native American students.

Standard 6: Choice and Initiative
Encouraging Students' Decision Making

- Because of high level of autonomy and decision making granted to youth in Native American cultures, American Indian students are more comfortable and motivated to participate in activities they generate, organize, or direct themselves.
- The teacher moves among individual students and group, providing responsive instructional conversations while the students are involved in their own pursuits.

Standard 7: Modeling and Demonstration
Learning Through Observation

- American Indians traditionally learn through observation. The observational style is tied to visual learning patterns and holistic cognitive style.
- Allow students to develop competence before requiring them to perform publicly.
- Teachers should demonstrate regularly.
- This standard is especially important for students whose proficiency in the language of instruction is limited.

The CREDE standards are an integral part of the Completing the Circle Curriculum that attempts to provide a more effective way to teach Indian children.

Appendix 2: COMPLETING THE CIRCLE READING CURRICULUM

Social Studies and Science Thematic Units

Kindergarten

Our Names & Where We Live	Food
Working Together	Plants
All About Me	Weather/Seasons
Families	Animals

First Grade

Friends	Plants
Working as Neighbors	Animals
Families and Homes	Our Earth's Resources
Culture and Traditions	Weather/Seasons

Second Grade

Talents	Plants
Neighborhood & Community	Animals
Family and Home	Nature's Resources
Culture and Traditions	Weather/Seasons

Third Grade

Ancient Times	The Solar System
Voyages	Animals and Habitats
Historic Events	Cycle of Life
Culture and Traditions	The Earth/Soil and Land

Reading, Writing and Assessment Guides accompany the units.

The topics for the units were selected after a search to determine what themes were most common across basal reader series and across the social studies and science content standards. Another consideration for selection for themes was whether or not there was Indian literature available on a topic.

Similar themes, such as families or animals, are included in several grades. Concepts are built upon from grade to grade and become increasingly difficult in these cases.

Appendix 3: DEVELOPERS OF THE COMPLETING THE CIRCLE CURRICULUM

The Completing the Circle – Reaching Excellence Curriculum was developed through a contract with the Bureau of Indian Affairs, Office of Indian Education Programs. It was developed by staff of the Center for Language in Learning and teachers who piloted the curriculum at three BIA-funded schools and with input from teachers who attended reading training sessions provided by the Center for Language in Learning over school year 2002-2003.

Center for Language in Learning Staff: Dr. Sally Thomas, Co-Director, Dr. Sandra Fox, Reading/Indian Education Specialist and Isabel Aguirre, K-3 Reading Specialist, and Bobbie Allen, K-3 Reading Specialist.

For further information, Sandra Fox can be reached at sjfdrf@msn.com

Or contact Verla LaPlante, Reading Specialist, at the Center for School Improvement for the Office of Indian Education Programs at vlaplante@bia.edu

Teachers from Pilot Schools:

White Shield –

Roberta Shegrud, Kindergarten

Greta Whitecalfe, First Grade

Gloria Barbot, Second Grade

Rita Bloom, Third Grade

Delilah Yellowbird, Culture Teacher

Tiospa Zina –

Mindy Crawford Deutsch, Kindergarten

Jennifer Kallstrom, First Grade

Kristi Herting, First Grade

Amalika Jackson, Second Grade

Rose Carlson, Third Grade

Joyce Wood, Third Grade

Barb Danielson, Third Grade

Jennifer Heath, Special Education

Eric Heath, Physical Education

Diane Reyelts, Special Education

Celene Buckanaga – Culture Teacher

Gila Crossing –

Debra Duran, Kindergarten

Delores Begay, Kindergarten

Theresa Smith, Kindergarten

Emily Muse, Second Grade

Amy Wagner, Third Grade

James Sundust, Culture Teacher

Appendix 4: BOOK ORDER LIST FOR READING CURRICULUM

Choose from the following - -

K – Animals

Indian

How Chipmunk Got His Stripes by Joseph Bruchac
 Mouse's Bragging Song in Earth Under Sky Bear's Feet/Bruchac
 Field Mouse Goes to War by Edward Kennard
 How Rabbit Lost His Tail by Deborah Duvall
 How Food Was Given in We Are the People by The Okanagan
 Rabbit Dance in Keepers of the Animals/J. Bruchac
 Rabbit Plants the Forest by Deborah Duvall

Non Indian

Animal Lives: The Rabbit by Sally Tagholm
 House Mouse by Barrie Watts
 Squirrels and Chipmunks by Allan Fowler
 Town Mouse, Country Mouse by Jan Brett

K – All About Me

Indian

Mama's Little One by Kristina Heath
 Two Pairs of Shoes by Esther Sanderson
 The Good Luck Cat by Joy Harjo
 Baby Rattlesnake by Te Ata
 Just Another Kid in Chorus of Cultures/Alma Flor Ada
 We Chased Butterflies in Dancing Teepees/Virginia DH Sneve

Non Indian

Leo the Late Bloomer by Robert Kraus
 Olivia by Ian Falconer
 Mean Soup by Betsy Everitt
 Koala Lou by Mem Fox
 Oliver Button is a Sissy by Tomie de Paola
 Please, Baby, Please by Spike & Tonya Le

K – Food

Indian

First Strawberries by Joseph Bruchac
 Real Wild Rice by David Martinson
 How Food Was Given in We Are the People by the Okanagan
 Bears Make Rock Soup by Lise Erdrich
 The Popcorn Book by Tomie dePaola
 American Indian Foods by Jay Miller

Non Indian – Choose from the following - -

Legend of Food Mountain by Harriet Rohmer
 The Tortilla Factory by Gary Paulsen

Carlos and the Cornfield by Jan Stevens
 Bread Bread Bread by Ann Morris
 Bread is for Eating by David & Phillis Gershator
 Jalopena Bagels by Natasha Wing
 The Berry Book by Gail Gibbons
 Cook-a-Doodle-Do by Susan Stevens Crummel
 Watermelon Girl by Kathi Appelt
 Everybody Cooks Rice by Norah Dooley
**(Many schools already have a version of Stone Soup – may
 want to order only one of the following or more if want to compare)**
 Stone Soup by Marcia Brown
 Stone Soup by Ann McGovern
 Stone Soup by Heather Forest
 Sip Slurp Soup by Diane Bertrand
 The Ugly Vegetables by Grace Lin
 Growing Vegetable Soup by Louise Ehlert
 Eating the Alphabet by Louise Ehlert
 Yummy, Eating Through a Day by Lee Hopkins

K – Weather and Seasons

Indian

Did You Hear the Wind Sing Your Name? by S. D. Orie
 Nicely, Nicely in Dancing Teepees by Virginia DH Sneve
 Seasons of the Circle by Joseph Bruchac
 Byron Through the Seasons by Children of LaLoche
 Alfred's Summer by Darrell Pelletier

Non Indian

The Snowy Day by Ezra Jack Keats
 Spring is Here by Taro Gomi
 Sunshine Makes the Seasons by Franklyn Branley
 Tell Me a Season by Mary M. Siddals
 Listen to the Rain by Bill Martin Jr.
 Rain Song by Lezlie Evans

K – Families

Indian

My Mom Is So Unusual by Iris Loewen
 On Mother's Lap by Ann Scott
 My Kokum Called Today by Iris Loewen
 Hopi and Paiute lullabies in Dancing Teepees by Virginia DH Sneve
 The Moccasins by Earl Emerson

Non Indian

Mothers Are Like That by Carol Carrick
 What Mommies Do Best What Daddys Do Best by
 Laura Numeroff
 When I Was Young in the Mountains by Cynthia Rylant
 Hairs and Pelitos by Sandra Cisneros

K - Names**Indian**

A Name for a Metis by Deborah Delaronde
 Cheryl's Potlatch by Sheila Thompson
 Wait for Me by Karin Clark
 How Names Were Given in We Are the People/Okanagan
 Naming Poems in Wishing Bone Cycle/Howard Norman
 Who-Paddled-Backward-with-Trout by Howard Norman

Non Indian

Chrysanthemum by Kevin Henkes
 The Name Jar by Yansook Choi
 Turtle Knows Your Name by Ashley Bryan
 My Name is Yoon by Helen Recorvits
 Angel Child, Dragon Child by Michele Surat

K – Working Together**Indian**

Jingle Dancer by Cynthia Leitich Smith
 Bidii by Marjorie W. Thomas
 Shemay, The Bird in the Sugarbush by David Martinson
 Circle of Thanks, poem in Circle of Thanks/Joseph Bruchac

Non Indian

Click Clack Moo: Cows That Type by Doreen Cronin
 Seven Blind Mice by Ed Young
 My Apron by Eric Carle
 Safety Can Be Fun by Munro Leaf

K – Plants**Indian**

The Legend of Indian Paintbrush by Tomie dePaola
 The Legend of Bluebonnet by Tomie dePaola
 Emma and the Trees by Lenore Keeshig-Tobias
 The Bitterroot in Keepers of Life by Joseph Bruchac
 The Circle of Thanks in The Circle of Thanks/Bruchac

Non Indian

The Reason for a Flower by Ruth Heller
 Pick, Pull, Snap! Where Once a Flower by L. Shaffer
 The Giving Tree by Shel Silverstein

1 – Animals**Indian**

The Great Ball Game by Joseph Bruchac
 The Animals' Wishes by Dovie Thomason
 The Little Duck/Sikihpsis by Beth Cuthand
 Antelope Woman by Michael Lacapa

Non Indian

Hey Little Ant by Phillip and Hannah Hoose
 Every Bird Has Feathers by Pauline Cartwright
 Red Fox Running by Eve Bunting
 Possum Magic by Mem Fox

1 – Plants**Indian**

The Magic Hummingbird by Ekkehart Malotki
 The Sugar Bush by Winona LaDuke
 The Crying Christmas Tree by Allan Crow
 Why Some Trees Are Always Green in Keepers of Life

Non Indian

One Bean by Anne Rockwell
 Life Cycle of a Pumpkin by Fridel and Walsh
 It Could Still Be a Tree by Allan Fowler
 Tops and Bottoms by Janet Stevens

1-Families and Homes**Indian**

First Nations Families by Karin Clark
 Grandma Maxine Remembers by Ann Morris
 Where Indians Live: American Indian Homes by Nashone
 Storm Maker's Tipi by Paul Goble

Non Indian

This House Is Made of Mud by Ken Buchanan
 My Very Own Room by Amada Perez
 My Great Aunt Arizona by Gloria Houston
 Thundercake by Patricia Polacco

1 – Friends**Indian**

Red Parka Mary by Peter Eyvindson
 Little Bear's Vision Quest by Diane Silvey
 Chester Bear, Where Are You? by Peter Eyvindson
 Little White Cabin by Ferguson Plain

Non Indian

Rosie and Michael by Judith Viorst
 Wilfrid Gordon McDonald Partridge by Mem Fox
 Mrs. Katz and Tush by Patricia Polacco

The Hating Book by Charlotte Zolotow

1 – Working As Neighbors

Indian

The Powwow by Darrell Pelletier

Dancing Teepees in Dancing Teepees by VDH Sneve

Jack Pine Fish Camp by Tina Umpherville

The Spring Celebration by Tina Umpherville

Non Indian

Dumpling Soup by Jana Kim Rattigan

The Little Red Hen

Tony's Hard Work Day by Alan Arkin

1 – Our Earth's Resources

Indian

The Magic Hummingbird by Ekkehart Malotki

Snail Girl Brings Water by Geri Keams

Circle of Thanks by Joseph Bruchac

The Fire Stealer by Ekkehart Malotki

Non Indian

This Is Our Earth by Laura Benson

The Other Way to Listen by Byrd Baylor

Listen to the Desert by Pat Mora

Listen to the Rain by Bill Martin

1 – Weather/Seasons

Indian

The Wish Wind by Peter Eyvindson

Grandmother Spider Brings the Sun by Geri Keams

Day and Night by Nedra Emery

Thirteen Moons on Turtle's Back by Joseph Bruchac

Non Indian

Night Is Coming by W. Nikola-Lisa

Turtle in July by Marilyn Singer

1 – Culture and Traditions

Indian

Jingle Dancer by Cynthia Leitich Smith

A Goat in the Rug by Charles Blood and Martin Link

Where Did You Get Your Moccasins by B. Wheeler

The Butterfly Dance by Gerald Dewavendewa

Non Indian

Grandma Francisca Remembers by Ann Morris

Whoever You Are by Mem Fox

Tortillas and Lullabies by Lynn Reiser

My Nana's Remedies by Roni Capin Rivera-Ashford

2 – Family and Home

Indian

The Range Eternal by Louise Erdrich
 Home to Medicine Mountain by C. Santiago
 Morning Arrow by Nanabah Chee Dodge
 Arctic Memories by Normee Ekoomiak

Non Indian

When I Was Young in the Mountains by Cynthia Rylant
 Fly Away Home by Eve Bunting
 A Chair for My Mother by Vera Williams
 The Table Where Rich People Sit by Byrd Baylor
 Amelia's Road by Linda Altman
 The Upside Down Boy by Juan Herrera
 Family Pictures by Carmen Garza

2 – Animals

Indian

Mud Pony by Caron Cohen
 Gift Horse by S. D. Nelson
 Gift of the Sacred Dog by Paul Goble
 What's the Most Beautiful Thing You Know About Horses
 The Girl Who Loved Wild Horses by Paul Goble
 Out of the Saddle by GaWaNi, Pony Boy
No Non Indian, Can include some however

2 – Weather/Seasons

Indian

The Good Rainbow Road by Simon Ortiz
 Last Leaf, First Snowflake to Fall by Lee Yerxa
 Sky Sisters by Jan Bordeau Waboose
 Nanabush and the Spirit of Winter by Daphne Beavon

Non Indian

Sergio and the Hurricane by Alexander Wallner
 Weather Words and What they Mean by Gail Gibbons
 Weather by Seymour Simon

2 – Talents

Indian

Fancy Shawl Dancer by Gerald Mirra
 Tallchief by Maria Tallchief and Rosemary Wells
 Helen Cordero by Nancy Howard
 Rainbow at Night by Bruce Hucko
 Jim Thorpe's Bright Path by Joseph Bruchac

Non Indian

Dream Carver by Diana Cohn
 Wilma Rudolph by Veronica Ellis or other book on Rudolph

2 – Neighborhood & Community

Indian

Songs of Shiprock Fair by Luci Tapohonso

The Powwow by Darrell Pelletier

Powwow Photographs by Ben Marra

Flour Sack Flora by Deborah Delaronde

Non Indian

Streets are Free by Kurusa

A Day's Work by Eve Bunting

Love as Strong as Ginger by Lenore Look

2 – Plants

Indian

Selections from Keepers of Life by J. Bruchac

Nanabosho and the Cranberries by Joe McLellan

The Good Rainbow Road by Simon Ortiz

American Indian Foods by Jay Miller

Grandma's Special Feeling by Karin Clark

Non Indian

What's For Lunch, Rice by Pam Robson

The Lorax by Dr. Seuss

The Garden by Isidro Sanchez

2 – Nature's Resources

Indian

The Slapshot Star by Gloria Miller

Hero Twins and the Swallower of Clouds/Keepers of the Earth

A Man Called Raven by Richard Van Camp

Morning on the Lake by Jan Bordeau Waboose

Non Indian

Bringing the Rain to Kapiti Plain by Verna Aardema

The Magic School Bus at the Waterworks by Joanna Cole

Water Dance by Thomas Locker

A Drop of Water by Walter Wick

2 – Culture and Traditions

Indian

Grandma's Special Feeling by Karin Clark

Old Father Story Teller by Pablita Velarde

Itse Selu: Cherokee Harvest Festival by Daniel Pennington

Eagle Drum by Robert Crum

Non Indian

In My Family by Carmen Garza

Dumpling Soup by Jama Kim Rattigan

Lion Dancer: Ernie Wan's Chinese New Year by Kate Waters

Maria Paints the Hills by Pat Mora

3 – Culture and Traditions

Indian

Book on local tribe by B. Gray-Kanatiiosh or D.L. Birchfield
 Bird Talk by Lenore Keeshig-Tobias
 Shota and the Star Quilt by M. Bateson-Hill
 Lakota Hoop Dancer by J. Left Hand Bull
 Less Than Half, More Than Whole by M. & K. Lacapa
 Trickster stories – coyote, rabbit, raven, Iktomi, Nanabosho
 To Honor and Comfort, Native Quilting Trads. By MacDowell

Non Indian

The Keeping Quilt by Patricia Polacco
 The Patchwork Quilt by Valerie Flournoy
 The Whispering Cloth by Pegi Shea
 Anansi stories

3 – Animals and Habitats

Indian

Christopher’s Folly by Beatrice Mosionier
 The Return of the Buffaloes by Paul Goble
 The White Buffalo Calf Woman and the Sacred Pipe in KofE
 The Passing of the Buffalo in Keepers of the Animals by JB
 How the Eagle Got His White Head by Jane Chartrand
 Nanabosho, Soaring Eagle, and the Great Sturgeon by Joe McLellan
 Turtle Races with Beaver by Joseph Bruchac in KofAnimals

Non Indian

And So They Build by Bert Kitchen
 Cactus Hotel by Brendan Guiberson
 Mojave by Diane Siebert
 Siguaro Moon by Kristen Pratt-Sarafino
 Will We Miss Them by Alexandra Wright
 Can We Save Them by David Dobson
 Desert Alphabet Book by Jerry Pollatta
 Endangered Species by National Wildlife Federation

3 – Voyages

Indian

Tapenum’s Day by Kate Waters
 1621: A New Look at Thanksgiving by Grace & Bruchac
 Squanto’s Journey by Joseph Bruchac
 Thanksgiving, a Native Perspective/Seale
 A Coyote Columbus Story by Tom King
 Rethinking Columbus
 Sacagawea by Liselotte Erdrich
 Sacagawea by D. L. Birchfield

3 – The Solar System

Indian

How Grandmother Spider Stole the Sun in KofEarth by Bruchac
 Sunpainters: Eclipse of the Navajo Sun by Baje Whitethorne
 Coyote Fights the Sun by Maria Williams
 Prayer to the Sun in The Circle of Thanks by Joseph Bruchac
 Coyote Sings to the Moon by Thomas King
 Oot Kwah –Tah, The Seven Star Dancers in Keepers of the Night
 The Earth Under Sky Bear’s Feet by Joseph Bruchac
 The Story of the Milky Way by Joseph Bruchac and Gayle Ross

Non Indian

The Orphan Boy by Tolowa Mollel
 Zoo in the Sky by Jacqueline Mitton
 A Book About Planets and Stars by Betty Polisar Reigot

3 – Cycle of Life

Indian

Words of Black Elk
 How the Butterflies Came to Be in Kof Animals by JB
 The Creation of the Moon in Kof Night by Joseph Bruchac
 Wisahkecahk Flies to the Moon by Freda Ahenakew
 In the Garden by Carolyn Mamchur
 Eagle Feather, An Honor by Ferguson Plain

Non Indian

Nadia, the Willful by Sue Alexander
 From Caterpillar to Butterfly by Sue Alexander
 So That’s How the Moon Changes Shape by Allan Fowler

3 – Earth/Soil and Land

Indian

Old Man Coyote and the Rock
 and Tunka-Shila, Grandfather Rock in K of Earth by Bruchac
 Raccoon’s Last Race by Joseph and James Bruchac
 Between Earth and Sky by Joseph Bruchac
 Thanks to Mother Earth in The Circle of Thanks by J. Bruchac

Non Indian

Everybody Needs a Rock by Byrd Baylor
 Earthdance by Joanne Ryder

3 – Ancient Times

Indian

On the Cliffs of Acoma by John Dressman
 One Small Blue Bead by Byrd Baylor
 Before Columbus by Muriel Batherman
 When Clay Sings by Byrd Baylor
 The People Shall Continue by Simon Ortiz

Neekna and Chemai by Jeanette Armstrong

Dog Story by Joseph Bruchac

Non Indian

Life Story by Virginia Burton

Historic Events – 3

Indian

The People Shall Continue by Simon Ortiz

Crazy Horse's Vision by Joseph Bruchac

Home to Medicine Mountain by Chiori Santiago

The Unbreakable Code by Sara Hoagland Hunter

Death of the Iron Horse by Paul Goble

Other Resources

Keepers of the Animals by Joseph Bruchac and Michael Caduto

Keepers of Life by Joseph Bruchac and Michael Caduto

Keepers of the Night by Joseph Bruchac and Michael Caduto

Keepers of the Earth and Michael Caduto

The Earth Under Sky Bear's Feet by Joseph Bruchac

Circle of Thanks: Native American Poems and Songs of Thanksgiving by Joseph Bruchac

Dancing Teepees by Virginia Driving Hawk Sneve

A Chorus of Cultures, Multicultural Poetry Book by Alma Flor Ada and others

I Have a Song for You Activity Books by Janeen Brady

Naturescope magazine

Ed.helper.com

Where Fish Go in Winter and Other Great Mysteries by Amy Koss

Writing, Art & Inquiry Through Focused Nature Study by Joni Chaucer and Gina Rester-Zodrow

Keepsakes: Using Family Stories in Elementary Classrooms by Linda Winston

Skipping Stones Magazine, "In Praise of Our Elders: Keepers of Tradition" vol. 9 # 1