

“HERE’S HOW”
— PROGRAM IMPLEMENTATION

Pep Talk to Teachers
Classroom Environment
What About the Books and Activities?
Mock Clan System

Pep Talk to Teachers

On the following pages you will find an overall plan for implementation of *The Indian Reading Series*. You can do it this way if you wish, but the ideas are only suggestions that you may adapt to fit your class.

Depend on your ideas, for if you don't depend on yourself, no one will depend on you. Depend on your ideas and the ideas of the children.

Be comfortable in your environment and with your style. For we are just going in a direction, and that's language expansion — self expression of thought through listening, talking, reading, writing and looking in the environment.

We don't have many rules because we don't have full control of the thoughts of the children. We're just letting the children know that they can think.

Try and use the suggested methods. If one doesn't work, another one might!

Classroom Environment

Not every classroom is the same; not every student's language development is at the same level. For learning is a shadow and everyone's shadow is different, depending on the sun and each person's position on the earth.

But shadows and learning can grow, and the activities are designed to meet the needs of your students, whether they are bilingual students using English as their second language or advanced reading students using English as their primary language.

For example, a student using English as his or her second language will think out a question in the primary language, then translate it back into English, thinking twice of what he or she is going to say. For this type of student, where even the seemingly simple task of speaking English is difficult, more practice naturally is needed in the basics of speaking English. *How can you read what you can't say?*

We must expand these children's oral language abilities to the point where speaking is easy, then push them into developing their creativity while expressing themselves in their own words. Don't concentrate on grammar; rather, encourage them to talk about what they feel. What you think from what you see is not necessarily what you see from what you hear. Hear what the children say and be sensitive to their world. See what you can see!

On the other hand, the advanced English-speaking student who no longer needs the basics of learning how to speak English, can advance into some of the activities which require creativity and free, independent thinking. Here's where you can show them *how* to think, not *what* to think.

Try to be free, open and honest, accepting all ideas for just awhile. Get out of yourself and laugh at yourself as you learn with the children. Try to feel comfortable making mistakes and taking chances along with them.

Of course, you don't want to let the children run loose and wild, with no direction; rather, help them become in charge of their thoughts. You know the direction of the answers, so go there with the children. Let the children be free in the activities, going in the direction you guide them.

What About the Books and Activities?

Here's how you *might* do it!

The student books are in a suggested sequence, and each book has a suggested list of activities. We recommend that you follow the planned implementation, but if you feel that one of the books is out of sequence for your particular class, you can change the order of the books to meet the needs of your students.

You may also find that one of the suggested activities may not be appropriate because of the students in your class. So, find an activity that will correspond with the book and where your students are in their language development.

The planned sequence of use for the materials can be found in the inside back cover of each student book. In addition, the suggested sequence of student books and accompanying activities can be found in your Activity Cards packet.

The Activity Cards provide some background information pertinent to each story and, where appropriate, identify the positive values stressed. The cards are designed to be stapled or glued to the inside covers of the appropriate books, for easy reference.

The activities, which are described in “THE TEACHING ACTIVITIES” section of this manual and are to be used with the student books, include the following:

DRAMATIZATION

- 1 – Warmup to Movement
- 2 – Acting Out
- 3 – Dance
- 4 – Role Playing
- 5 – Five Senses
- 6 – Pantomime

TALKING ABOUT: Main Ideas and Details

RETELLING THE STORY

- 1 – Dioramas
- 2 – Mobiles
- 3 – Scroll Story
- 4 – Making Filmstrips
- 5 – Flannel Board
- 6 – Murals
- 7 – Puppet Dialogue
- 8 – Picture and Caption
- 9 – “Here’s My Line”
- 10 – Radio Announcer
- 11 – Mock TV Shows

WRITING DOWN

- 1 – Comics
- 2 – Comprehension: Inference and Validation
- 3 – Add On
- 4 – Imagine Yourself
- 5 – New Roles and Story Endings
- 6 – Writing Notes
- 7 – Making Songs
- 8 – Writing Talk
- 9 – Making Tests

IN OTHER WORDS (Making Books)

WORD STUDY

- 1 – What Do You Say?
- 2 – Oral Reading
- 3 – Building Vocabulary
- 4 – Words in My World
- 5 – Action Words

When implementing *The Indian Reading Series* and accompanying activities, the class might be conducted using the mock clan system described in the following section. It should be instituted early in the school year and continue throughout the entire year. Again, it is just a suggested way of running your classroom; but it really works, because the clan system has been with one particular tribe since the beginning of that tribe.

Before you begin using the student books, you may want to go through some of the *Warmup to Movement* activities to help the children become acquainted with dramatization, pantomime, and the clan system operation. From then on, you and the children can go through the books in the suggested sequence, using the activities suggested for each book.

At first you may wish to try one or two of the activities with a particular book. Later, you may wish to go back to that same book, this time using another of the suggested activities, or one of your own choosing.

When using *The Indian Reading Series* you might wish to play the cassette tape, "Little Songs and Indian Dances." Side 1 of the tape has songs and chants that the children can sing and dance to, and it is a good starting point for the children to make up their own songs and poems. Side 2 of the tape has some Indian war dance songs which the children can dance or listen to. It may be played quietly in the background and is particularly valuable in setting the mood when using the materials.

Mock Clan System

As in the past, Indian tribes have strong kinship, social and political systems which are both formal and informal. Several tribes still have clan systems which flourish today. In fact, clan kinship and relationships are as important as blood ties. In addition to blood relatives, an individual has numerous clan relatives to whom he can turn in times of need or in times of joy.

Each individual is a member of two clans; a *child* member of one clan and a *parent* member of another. There is a complex structure of correct modes of behavior between the various clan members. For example, a *child* member of a clan may tease and joke with a fellow *child* member of that same clan, even if the relationship is between a 5-year old child and an 80-year old adult. But when dealing with a *parent* member of a clan, the relationship is more serious and respectful; there is little teasing and joking, regardless of age.

The clan system nurtures each individual; the importance of loving, caring, helping and sharing is stressed. Because this feeling of kinship and fellowship is so important in many tribal societies, and because a basic premise of this program is that children learn best in a warm, caring and familiar environment, a classroom structure based on a simplified clan system has been developed.

This mock clan system will enable you, the teacher, to become more aware of and able to utilize the forces and processes of the Indian community within the classroom setting. It may seem complicated at first, but is really a very simple method of organizing the class into groups committed to helping each other learn basic language arts skills. This is *not* a way of grouping students by ability. The clan groupings are designed to develop *unity, dependence, independence, helping, caring, sharing, trust* and *identity*. Rather than the children being solely dependent on you, the teacher, we are asking you to give them a chance to help and teach each other.

***We are all longing to fit.
Don't you see?***

Divide the class at random into four groups.
Explain that:

We are going to be the People Tribe of Indians. Within the People Tribe we will have four clans. A clan is a group of people that:

- *care about each other*
- *respect each other*
- *help each other*
- *like each other*

Each of you will have a picture to show you to which clan you belong.

Pass out the clan pictures and have the children color them the appropriate color. The clans and colors are:



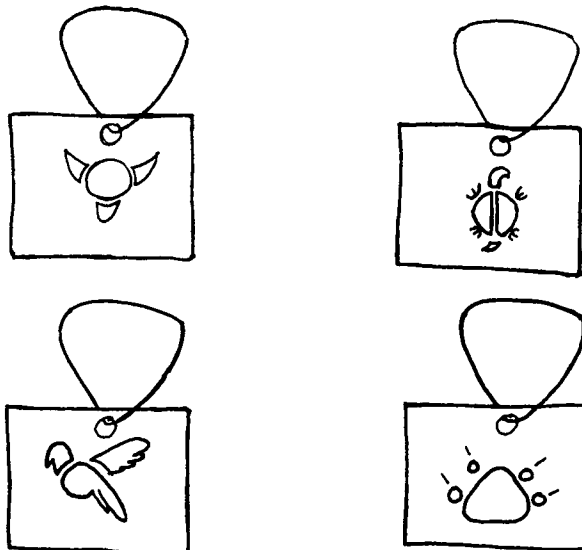
*Buffalo
(brown)*

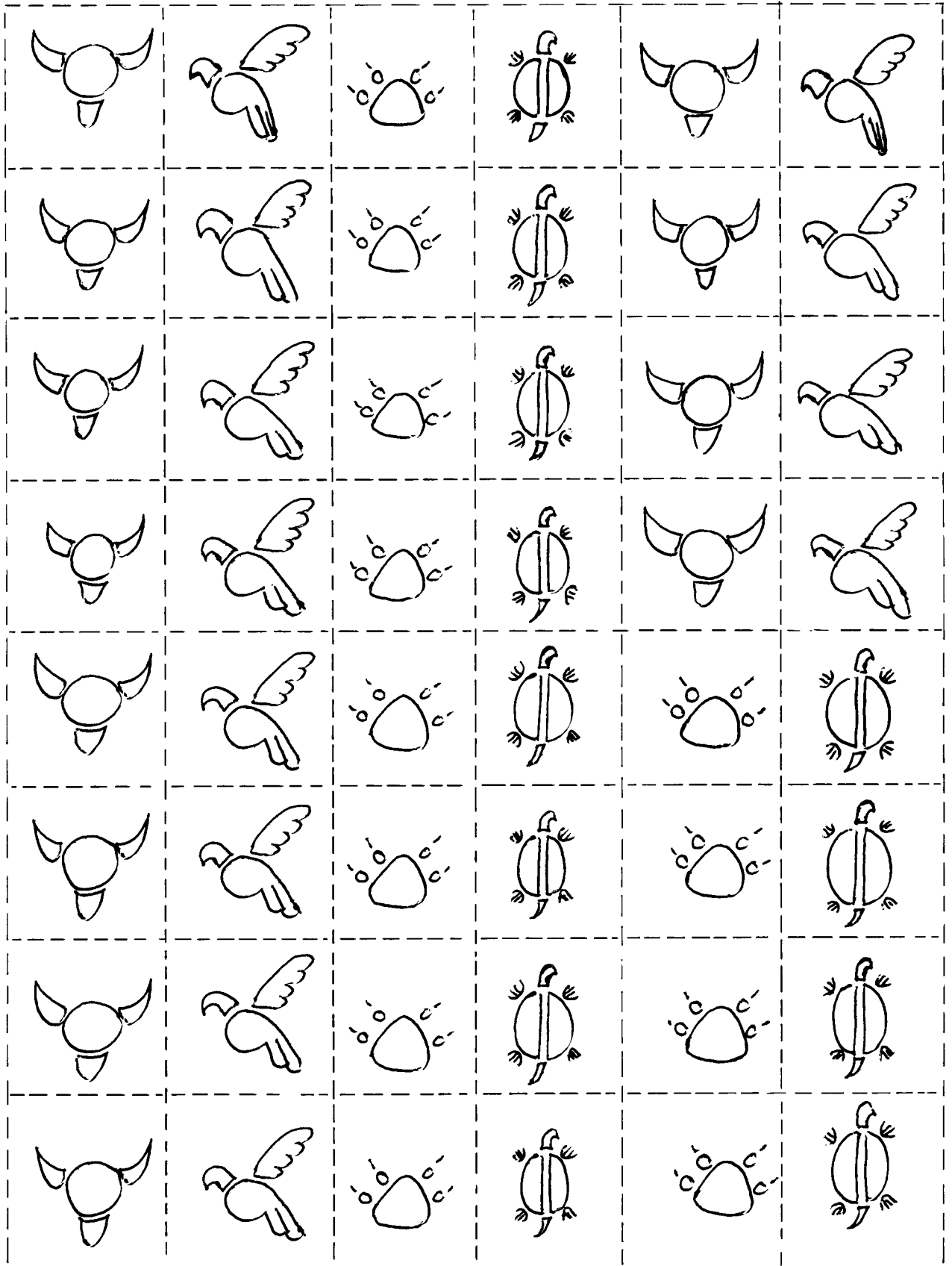
*Turtle
(green)*

*Eagle
(blue)*

*Mountain Lion
(yellow)*

The colored pictures can then be pasted onto cardboard and tied around the children's necks for identification. (By the time the paper wears out, the identification cards will no longer be needed.)





Explain to the children that those with the same picture and color are *brothers* and *sisters* in the same clan, and that this is how *brothers* and *sisters* act with one another.

Respecting

- *not cutting in front of other people*
- *listening when others are talking*
- *not using other people's things without permission*

Believing

- *believing that everyone is trying to do the right thing*

Caring

- *having whatever happens to others, matter to you*
- *trying to feel what the other person feels*

Sharing

- *letting others use something you really like*
- *if someone loses a pencil and you have another, letting that person use it*

Helping

- *assisting others having difficulty getting things done*

Talking

- *saying good things to one another*

You may be wondering where learning specific language arts skills fits into this system. The clan structure, however, is an ideal method for helping children enjoy learning such skills.

For example:



Turtle Clan

Turtles can stay under water for a long time.

Turtles can read for a long time.



Buffalo Clan

Buffalos eat a lot of grass.

Buffalos know a lot of words.



Eagle Clan

Eagles have good eyes.

Eagles know what they read.



Mountain Lion Clan

Mountain lions can run fast.

Mountain lions can read fast.

Because each clan has a characteristic with which the children can identify, they will try to live up to the good qualities of their clan. More good traits or language arts skills may be added as you feel they are needed.

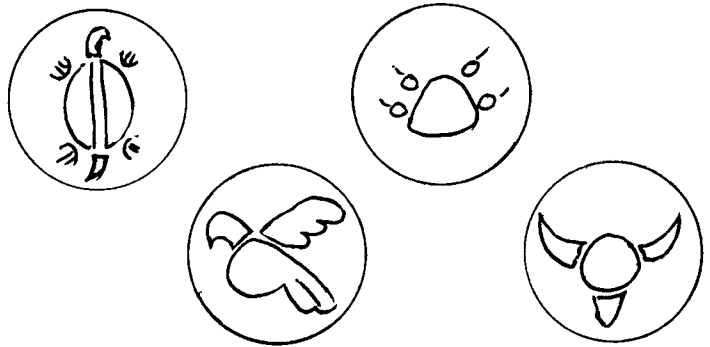
***We are all longing to fit.
Don't you see?***

After the children have been divided into clans, you can begin implementing the activities. Sometimes the clans will work separately on an activity; other times they can work together as a tribe.

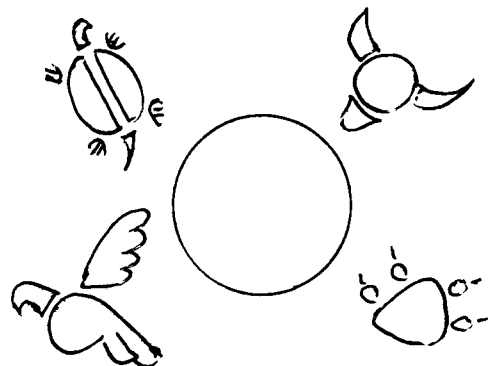
For example, when first learning an activity, the class may be grouped together as a tribe. The children can then go to their respective clans, practice the activity and then, perhaps, return to the tribe to show off what was accomplished.

As an optional addition, one person from each clan could be chosen the *Village Caller*, and would have the responsibility of speaking to the whole tribe. When in the clan group, all of the children may talk, but when all of the clans gather to form one tribe, only the *Village Callers* may speak. The *Village Callers* can be changed about every three weeks.

Class Grouped by Clan



Class Grouped by Tribe



Optional Activity

After about three weeks, pass out the same pictures, but this time color all of them red. Make sure that each child gets a different picture than the first one he received. Paste the red picture on the backside of the child's original identification card.

The red picture tells the student that he is a *child* member of that clan, and that the students with the same picture (not colored red) are his *parents* (*moms/dads*).

For example:

Yellow



*Mountain Lion Clan
Parent member*

Red

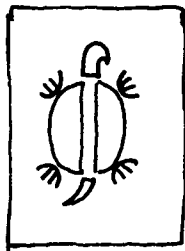


*Mountain Lion Clan
Child member*

The clan *parents* help the clan *children*. For example, if a *Mountain Lion child* (red picture) is having trouble learning new words, he might go to one of his *Mountain Lion parents* (yellow picture) for help. In return, the *child* might sharpen his *parent's* pencil for a week (*giving*).

To aid the children in developing *trust*, you might have a clan *child* choose his favorite *parent* and have him rub his temple or massage his neck. After about three minutes of this, they can switch. The *child*, then, will be *helping* his *parent*. This should be a quiet time for establishing comfort and trust.

***This can happen, if you want it to.
We are all longing to fit.
Don't you see?***



Front
Side

Same
Card



Back
Side

The children can also go to their clan *brothers* and *sisters* for help. In addition to the original clan *brothers* and *sisters*, the children with the same red pictures are also *brothers* and *sisters* (fellow *child* members). These *brothers* and *sisters* can tease each other, talk nonsense to each other and joke, but always without anger. Often, gentle teasing and joking are used to correct fellow clan members' behaviors.

In the tribal group, you, the teacher, are to be regarded as a wise *Old Person*, or *Chief*. If you respect the structure of the clan, the children will learn to respect you.

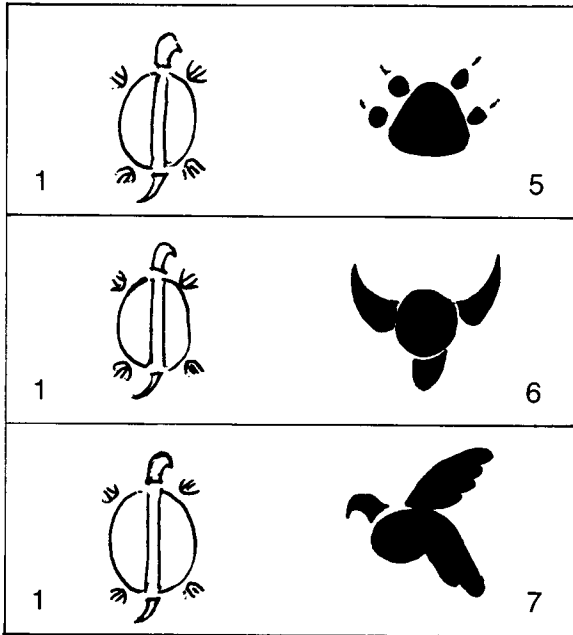
***We are all longing to fit.
Don't you see?***

The following page shows the overall classroom clan system. (The shaded figures represent *child* membership of a clan.) As can be seen, every child is a *parent* member of one clan and a *child* member of another.

Turtle Clan

green

red

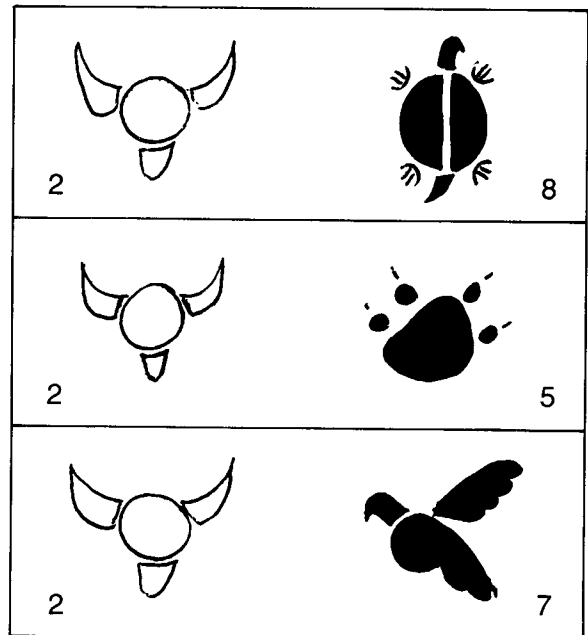


*Turtles can stay under water for a long time.
Turtles can read for a long time.*

Buffalo Clan

brown

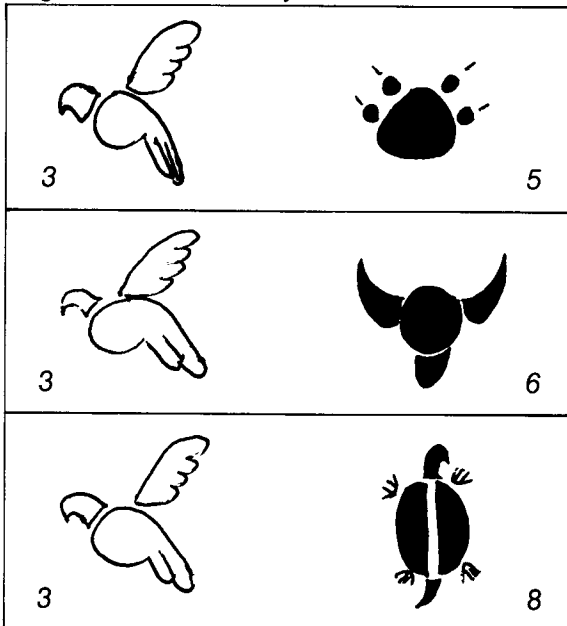
red



*Buffalos eat a lot of grass.
Buffalos know a lot of words.*

Teacher
Chief
Old Person

*Eagles have great eyes.
Eagles know what they read.*

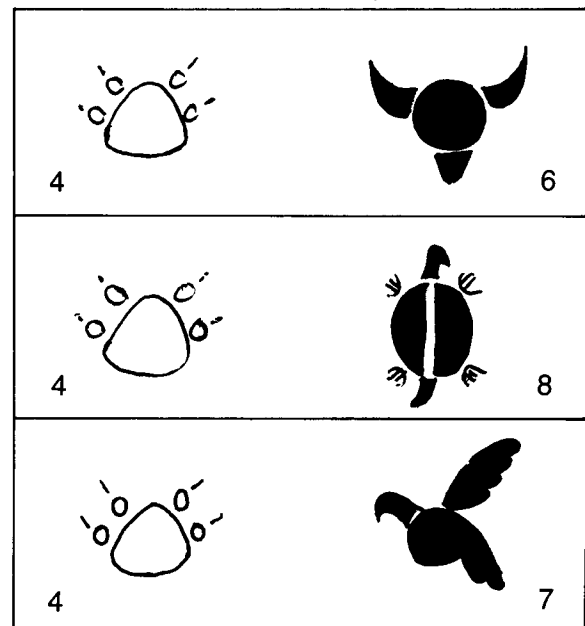


44 blue

red

Eagle Clan

*Mountain lions can run fast.
Mountain lions can read fast.*



yellow

red

Mountain Lion Clan

Clan Songs

Here are some clan songs the children might like to sing when they form their clans.

*I am of the People Tribe,
My clan is of the Turtle,
Turtles read for a long, long time,
Just like they stay under water.*

*I am of the People Tribe,
My clan is of the Buffalo,
Buffalos know a lot of words,
Just like they eat a lot of grass.*

*I am of the People Tribe,
My clan is of the Eagle,
Eagles know all of what they read,
Just like they see all from above.*

*I am of the People Tribe,
My clan is of the Mountain Lion,
Mountain Lions can sure read fast,
Mountain Lions can sure run fast.*