Language Arts
2nd Grade

Lesson 1 - Language Arts: Comprehension & Writing | 45 minutes

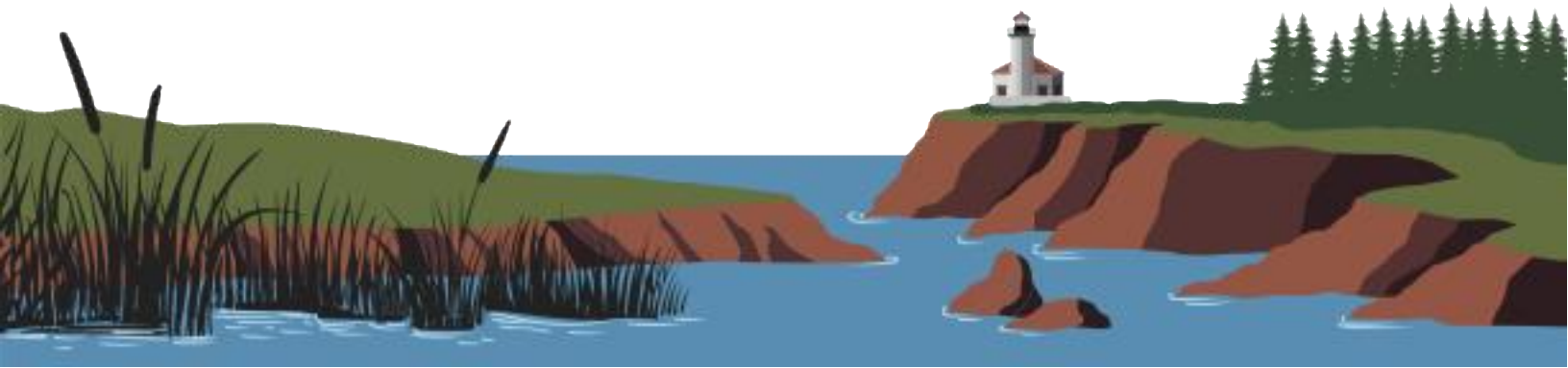
Activity 1: Comprehension, Sentencing & Vocabulary
Activity 2: Writing: Journal & Create Your Own Story

Summary

How Beaver Got His Flat Tail provides an opportunity to learn about ***miluk*** Coos history and storytelling traditions through a story that teaches how behavior and choices affect others. The story highlights the actions of characters and the consequences of those actions, offering lessons that remain relevant in students' own lives. This story is shared through an oral tradition passed down across generations, reflecting how Indigenous knowledge is preserved and carried forward. It is a traveled story that adapted over time as it moved across regions and communities and now belongs within ***miluk*** Coos storytelling tradition. (see: Cultural Notes)

Key Discovery:
Stories teach consideration for others, cooperation, and awareness of each person's abilities and contributions, which strengthen relationships and help communities work together.

Standards	• Primary: 2.RF.3c, 2.RF.4, 2.RF.4c, 2.RL.1, 2.RL.2, 2.RL.3, 2.RL.4, 2.RL.5, 2.RL.6, 2.L.1e, 2.L.1f, 2.L.4a, 2.RI.4, 2.RI.5, 2.RI.6 2.W.1, 2.W.2, 2.W.3. • Secondary: Th.2.CR2.2, Th.9.RE3.2
Materials	• How Beaver Got His Flat Tail Story • Vocabulary and Sentencing Worksheet • Vocabulary and Sentencing Worksheet Teacher's Guide • Story Comprehension Worksheet • Story Comprehension Teacher's Guide) • Writing Journal Worksheet • Beaver Lodge Power Point • Writing-Create Your Own Story Worksheet (Optional)
Vocabulary	• **Bragging:** To boast or talk proudly. • **Concentrate:** Look at or focus on an issue or problem. • **Decision:** A conclusion or final choice made. • **Moment:** A very short period of time. • **Scamper:** To run with quick steps. • **Singe:** To lightly burn



Class Flow:

Activity 1: How Beaver Got His Flat Tail Story with worksheets:

Step 1:

- Share the concepts of cultural storytelling with the class (oral tradition, ownership and sharing, adaptation).
- Share background about the Coos, Lower Umpqua and Siuslaw Indians and the geographic location of their ancestral homelands.
- Teacher Prompts:
    - This story is culturally transmitted from grandparents in oral tradition, which is most central to Indigenous Peoples. The story is a traveled story, coming to Oregon from the Great Lakes region many, many years ago. It has been heavily adapted from its Ojibwe story-sharing origin.
    - Native American stories are generally owned by the storyteller and permission must be received to use or retell the stories. After many years of consideration, the storyteller committed the How Beaver Got His Flat Tail story to written form and extended it for educational use.
    - Native stories are more than entertainment: They teach us how to behave (and not behave), about the world around us, why animals look and act the way they do, and how to live in our homelands. Native people also believe that the stories we tell are true. Students often ask, “Is this true?” To us, the answer is YES. This story is told in present tense format so that it remains a contemporary lesson. This story is from before humans walked on the Earth and is evidence of their presence. Coos, Lower Umpqua and Siuslaw Indians are present in today’s life and community.

Step 2:

- Read the Beaver Story to the class or practice out loud reading by inviting students to share reading various paragraphs. Listen to the audio of the story being told. Link
- Ask students if they have any questions about the story.

Step 3:

- Hand out Comprehension and Vocabulary Worksheets. Invite students to complete the worksheets individually or in pairs.



Step 4: Think and Share

- What did Students learn about behavior, science, and animals?
- Teacher Prompts
  - Why animals look the way they do
  - How animals communicate
  - How did Beaver's interaction with others change throughout the story?
  - Cooperation and working together/modifying plans for a solution.
  - Importance of visual appearances vs. usefulness.
  - Don't brag
  - Can students think of any other stories with similar lessons (Little Boy Who Cried Wolf)

Activity 2: Writing- A Day in the Life of a Beaver Worksheet

Step 1:

- Share information about how Beavers live (this can be done with the Beaver Lodge PowerPoint or by classroom sharing about Beavers).

Step 2:

- Hand out Day in the Life of a Beaver Journal Worksheet.

Step 3:

- Individually or in pairs, invite students to complete the Journal Worksheet in written or illustrated form.

Step 4:

- Invite students to share their concepts of a Beaver's daily life.

Optional Activity 2: Create a Lesson Story:

As time permits, students can further utilize their imagination and creative thinking to design the premise for their own story activity.

Step 1:

- Have a short discussion on story making/creating. How to pick a lesson/moral and develop characters.

Step 2:

- Hand out Create Your Own Lesson Story Worksheet.



Step 3:

- In small groups, or as a classroom have, students design their theme and how characters will impart their theme (this can be paired with an Art Lesson and students draw and illustrate their story ideas).

Step 4:

- Invite students to share their lessons and characters with the class.

