

2021 KU Powwow & Indigenous Cultures Festival

Children’s Shared/Interactive Storybook Readings Home/Community Extension Ideas

Shared/interactive storybook reading is an early literacy (reading and writing) practice in which an adult tells (or reads) a story and interacts with the child beyond the words on the pages. An adult can tell the story, talk about the pictures, explore concepts/vocabulary, and develop related extension activities. The book becomes the centerpiece for learning. The adult and child should revisit the book multiple times because learning requires repetition, engagement/participation, and multisensory experiences.

In this handout, we have provided you with some extension ideas for *The Sockeye Mother* and *We Are Water Protectors*. These books can be used and adapted for children at a variety of ages. You should consider the age and skills of the child(ren) but we encourage you to have high expectations because children often surprise us. For each book, you will see a list of potential vocabulary/concepts and multisensory extension activities. These extension activities may also be related to school curriculum subjects/topics. At the end of this handout, you will find tips for shared/interactive storybook reading and a list of resources to help you develop activities and engage children.

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The Sockeye Mother

by Hetxw' ms Gyetxw (Brett David Huson) and Natasha Donovan (illustrator)

Vocabulary/concepts:

- fry
- smolt
- sockeye salmon
- keystone species
- nourish
- treacherous
- journey
- predators
- spawn
- decay
- replenish
- Gitxsan Nation
- Xsan (Skeena River)

Multisensory, experiential extension activities (adaptable for different ages):

- Learn about the Gitxsan Nation (social studies) - <http://gitxsan.ca/>
- Sockeye salmon collage (art/science) - Draw/make a collage of the sockeye salmon life stages. Include vocabulary from book.
- Map of British Columbia Canada (geography/social studies) – Identify British Columbia and Xsan (Skeena River) on a map. Find pictures of British Columbia and Xsan on the internet. Compare the geography and climate of British Columbia to where you live.
- Cook and eat salmon (nutrition/home economics) – Find a salmon recipe and cook. Discuss the nutritional value of salmon.
- Go for a walk by a river, lake, pond and discuss the fish and animals that depend on that body of water (physical education/science). Discuss how humans depend on these bodies of water.
- Water cycle beading (art/science) - Assign a color bead to each stage of the water cycle. Make a beaded necklace or bracelet that includes all stages of the water cycle.

We Are Water Protectors

By Carole Lindstrom and Michaela Goade (illustrator)

Vocabulary/concepts:

- medicine
- nourish
- rhythm
- spoil
- poison
- venom
- stand (to take stand)
- ancestors
- protectors

Multisensory, experiential extension activities (adaptable for different ages):

- Learn and explore the websites of the dozens of Lakota and Anishinaabe Tribes/Nations of the upper Midwest and Great Lakes regions of the U.S. (geography, social studies)
- Map of upper Midwest and Great Lakes regions of the U.S. (geography, social studies) – Draw a large map of the regions and include major lakes and rivers. Label these geographic landmarks and the lands of the Lakota, Ojibwe, Chippewa, Potawatomi.
- Oil and water (science/art) – Mix a couple drops of food coloring into a cup of water (or multiple cups with different colors). Use pipettes or droppers to drop colored water into a cup of baby oil or vegetable oil. Discuss what they see, and that water and oil don't mix. Talk about why/how this could poison animals and plants.
- Water cycle beading (art/science) - Assign a color bead to each stage of the water cycle. Make a beaded necklace or bracelet that includes all stages of the water cycle.
- Paint (art) – Paint a water scene with watercolors and paper.
- “I Stand” Collage (art/advocacy and leadership) – Make a list of your beliefs and issues for which you advocate or want to advocate. Discuss what it means “to stand” for an issue. Find pictures in magazines and on the internet that represent these issues. Cut, paste/glue these pictures to make an “I Stand” collage.
- Who are my ancestors? Photo album – Find pictures of the child(ren)'s ancestors. Talk about their relationship to them. Make a digital or paper photo album of their ancestors.
- Go for a walk by a river, lake, pond and discuss the fish and animals that depend on that body of water (physical education/science). Discuss how humans depend on these bodies of water.
- Earth Steward and Water Protector Pledge (environmental science/advocacy and leadership) – Print, read, sign, and discuss the pledge at the back of the book.

Tips for Shared/Interactive Storybook Reading

Preparation:

- Select stories that promote your values & beliefs.
- Don't worry about reading level as long as it has pictures.
- Read the book to yourself **before** introducing to children.
- Identify themes for discussion (lessons, points of view, etc.)
- Use Post-It notes to mark stopping points for discussion.
- Select vocabulary/concepts - challenging words that occur frequently in the book
- Go beyond nouns...select verbs or action words too.
- Use child-friendly definitions & visuals/pictures from the book or other sources.

Prereading with children present:

- Introduce themes or discussion topics related to the story.
- Pre-teach pre-selected vocabulary.
- Identify the title, author & illustrator.
- Discuss the front cover (title and pictures).
- Picture walk - look through the book and talk about the pictures.
- Make predictions about what the story/book might be about.

While reading with children:

- Tell the story rather than read every word.
- Allow children to talk about the pictures and story...promote interaction.
- Relate story to personal experiences.
- Have high expectations. Talk about words they don't already know.
- Make predictions or ask them to make predictions.
- Ask questions that vary in difficulty and types of questions.
- Point to words & letters on the page.
- Identify words that rhyme or start with the same letter/sound.

Post-reading:

- Read it again...and again...and again (over multiple days).
- Discuss the story themes again.
- Teach story grammar (if applicable) – characters, setting, problem, solution, conclusion.
- Develop multisensory activities (play, art, **writing**, food, field trip, etc.) related to the story's theme(s).
- Have children retell the story.
- Act out the story (if applicable).

Resources

<https://americanindiansinchildrensliterature.blogspot.com/> - blog and resource on Indigenous people in children's and young adult books.

<https://kids.wordsmyth.net/we/> - children's dictionary and definitions suitable for children

<http://creli.ku.edu/> - Culturally Responsive Early Literacy Instruction grant - for other children's books and culturally responsive early literacy curriculum developed by faculty and students at the University of Kansas, in partnership with Little Nations Academic Center at Haskell Indian Nations University and Prairie Band Potawatomi Nation Early Childhood Center.

Other curriculum units focused on Indigenous people and Nations:

- <https://blogs.uoregon.edu/honoringtriballegacies/>
- <https://www.lc-triballegacy.org/>
- <http://apps.educationnorthwest.org/indianreading/index.html>

<https://www.usd497.org/domain/569> - Native American Student Services program in Lawrence School District.