

# Joshua and the Biggest Fish

**Grade Levels:** Pre-K - Kindergarten

**Subject:** Reading

**Oklahoma Academic Standards | English Language Arts**

**PK.1.R.1-4 & K.1.R.1-4** Students will develop and apply effective communication skills through speaking and active listening.

## Lesson Summary

The teacher reads “Joshua and the Biggest Fish” a book from the education trunk. The objective of the lesson is to present a story to students that convey the culture of the Msvkoke people so that they understand the heritage and history. Students are introduced to three Creek/English vocabulary words from the story. Students should be able to grasp both the pronunciation and meaning of vocabulary words.

*Disclaimer: The contents of the Muscogee (Creek) Nation Teacher Fellowship, Lesson Plan Project were developed under grant PR Number S415A150008 awarded by The U. S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education and should not be assumed to be endorsed by the Federal Government. Additionally, recognizing the complex history of The Muscogee (Creek) Nation, State Tribal Education Partnerships (STEP) and Cultural Education Resource Council (CERC) made the determination to use the information herein. The lesson plans can be used to educate students and teachers about Muscogee people and history as they relate to the current Oklahoma Academic Standards. The information chosen is not to diminish other aspects of our history or notable people, nor does it imply the information within the lesson plan is the primary source of knowledge. However, it means that a consensus on what to be represented and that the compilation of The Muscogee (Creek) Nation Teacher Fellowship Lesson Plans was a CERC committee decision. We are confident as we continue to cultivate and scaffold our tribal educational resources, the lesson plans will develop into a more comprehensive tool to be used in support of the Muscogee studies public school curriculum.*

**Oklahoma Academic Standards | English Language Arts**

**PK.1.R.1-4** Write narratives in which they recount a sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order (e.g. cause and effect relationships), and provide a sense of closure.

**ENGAGEMENT/HOOK**

- Describe how the teacher will capture students' interest.
- What kind of questions should the student ask themselves after the engagement?

Introduce to the students "Joshua and the Biggest Fish" by Kaylee Morrison and Nancy Smith to the students. Capture student's attention with a visual aid that relates back to the story (for example a bow or arrow, if not available a picture or model of traditional version will substitute).

Read the book aloud to the students. Ask students where is Joshua in the story? What activity is he participating in? Why is this important to his people?

**EXPLANATION (Teacher models)**

- Student explanations should precede the introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination?
- List higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations.

Explain the importance of the bow and how it was traditionally made by the Mvskoke people.

(The Traditional Woodland Bow is made from trees native to the area that are hearty flexible in nature and without splitting. The trees normally used are Bodark, Willow and Hickory. The smaller straight trunks of the tree were split length way. The halves were then usually secured to other trees or anchored between the knees and shaved down by sharpened bone or stone tools to a linear bow shape. To shape the bow it would be submerged in very hot water usually heated over an open fire and bent to be able to string the bow with sinew harvested from that of a deer.)

**ELABORATION**

- Describe how students will develop a more sophisticated understanding of the concept.
- What vocabulary will be introduced and how will it connect to students' observations?
- How is this knowledge applied in our daily lives?

Students are introduced to three Creek/English vocabulary words from the story. These words are commonly used in both the Creek/English language and are vocabulary building.

Hesci - Hello (Hiss-CHAY) (p. 6 Uncle greets Joshua)  
 Cepane - Little boy (Chee-BAH-nee) (P 6 Grandma calls for Joshua)  
 Owv - Water (OH-wah) (P 10 Joshua ran into the water)

**EXPLORATION****(Guided/Independent Practice)**

- *Describe what hands-on/minds-on activities students will be doing.*
- *List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration.*

The students will have a color sheet (attached), use flashcards for vocabulary, group discussions.

Why did they make a barrier out of branches and sticks?

If you were Joshua what would you do to help?

**CLOSURE/EVALUATION****(Pre/Post-Formal/Informal****Assessments)**

- *How will students demonstrate that they have achieved the lesson objective? How will you know they met the objective/learned the lesson?*
- *This should be embedded throughout the lesson as well as at the end of the lesson.*

Have a question and answer session at the end of the lesson to evaluate what the students have learned. The lesson objective is met when students are able to answer the questions as they relate back to the story.

The objective of the lesson is to present a story to the children that will convey the culture of the Msvkoke people so that they understand the heritage and history. In addition, students should be able to grasp both the pronunciation and meaning of the vocabulary words.

**Materials Needed:**

A fish (stuffed animal or picture)

A bow or arrow (the item or a picture)

Coloring sheets and crayons, markers, colored pencils

Flashcards of Creek/English translation

**Source:**

“Joshua and the Biggest Fish” by Kaylee Morrison and Nancy Smith