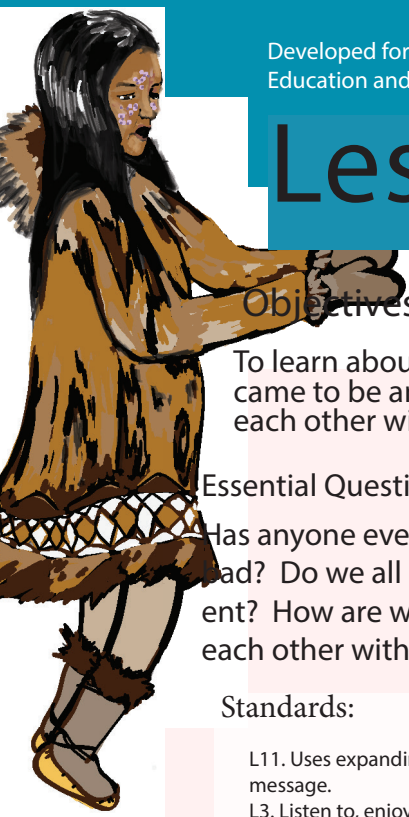


# Lesson 3: The Morning Star



## Objectives:

To learn about the story of how the morning star came to be and to discuss what it means to treat each other with respect.

## Essential Questions:

Has anyone ever laughed at you and made you feel sad? Do we all look the same? How are we different? How are we alike? What does it mean to treat each other with respect?

## Standards:

- L11. Uses expanding vocabulary. L1. Knows words and pictures carry message.
- L3. Listen to, enjoys, and actively participates in stories L14. Recalls people, places, objects and experiences and makes connections. L20. Uses a variety of writing or art tools. L21: Demonstrate eye hand coordination in different tasks.

## Alaska Native Values:

See Connections: all things are related. Learn by doing: observing and listening. Show respect to others: Each person has a special gift. Accept what life brings: you cannot control many things. Live carefully: what you do will come back to you.

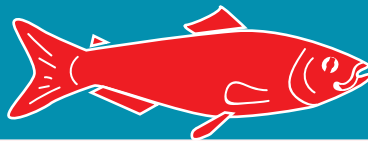
## Promoting Culture Self Assessment:

5. I read a variety of books exposing children in my early childhood program or setting to various life experiences of cultures and ethnic groups including their own.
6. I encourage and provide opportunities and experiences for children that support Alaska Native culture.



Science Whole Group:	Writing Center	Interactive Play Center
<p>Materials: Book: Our Stars by Annie Rockwell</p>	<p>Materials: Letter 'S'</p>	<p>Materials: Black paper White &amp; Yellow pastels, paint, or kwik sticks.</p>
<p>Activity: Discuss how some stars are not actually stars but planets. Explain: "The Morning and Evening Star are not actually stars but they are one planet. That planet is called Venus." Go outside and observe the morning sky. "Can you see the morning star? Look where the sun is coming up and it will be the brightest star in that direction (east)."</p>	<p>Activity: Have student practices writing 's' and drawing about what they are learning with the 's' sound. 'S' is for sun- in the morning the sun comes up in the east 'S' is for star- the girl who had pimples on her face turned into the morning and evening star 'S' is for sad- the girl was sad in the story when people did not look at her.</p>	<p>Activity: Play with small groups of students reenacting the story or parts of the story. Pretend to be an animal that is unkind or runs away from another animal because they look different. Guide students in helping them to be kind and model what they can say to someone who is being mean, or to help the animal being picked on feel included.</p>

# Activity



Materials for Morning Star Reading Lesson:

Morning Star Story (Attached)

Morning Star Drawings (in lesson) cut out so each character is separated-

Or a board and marker for you to use to draw

## Engage: Hook, Iqsak, Uqtaq, Ihshak

Engage: Ask students, "Have you ever seen someone who looked really different from you? They might have had different skin color, or their hair was really messy, or had smelly clothes?" (listen to student responses) This story is about a girl who had something different about her and it made her really sad when people ran away and treated her differently so her grandmother helped her by magically allowing her to be a part of the sky. As I read to you I want you to try to picture it in your mind." Read aloud short story attached to lesson.

Demonstrate:

With dolls, stuffed animals, attached drawings, or a simple drawing on the board demonstrate what happens in the story.

First make the girl in the story. The girl should have dots all over her face.

Explain to the students that "These are her pimples all over her face so when the braves, or fighters in the village see her they never look at her. Wouldn't that make you feel sad if no one looked at or talked to you?"

Draw a simple figure of no one facing or looking at the girl.

Next draw her grandmother pointing to the water telling her to go look inside.

Draw the girl looking in the water. "When the girl looks she sees her reflection and can see her pimples on her face. She sees that she is different and that makes her very sad."

Now draw the girl with her grandmother. She sends her off to the sky. Draw the sun coming up. "In the morning, when the girl comes up she is in the East. The braves can look at her and know that this is the direction where they are. She is wearing her fox parka which is red like the morning sun. Now when the sun goes down, she will be in the west wearing her rabbit or hare parka and when the braves see the bright light in the sky they will know that direction is west."

## Explain: Talking, Niugtuk, Qalarte, Qenax

Explain: "Watching the night sky is a fun and important way to learn about the sky. Stars can tell us stories, they can help lead us to where we need to go, and there is still a lot to learn about them."

# Evaluation

### Emerging:

Student does not engage in activity.

### Developing:

Student listens to story.

### Proficient:

Student listens to story and sees connections between the story and the morning star outside.

### Advanced:

Student is actively engaged in the story and can recall 2-3 different parts of the story when asked.

