

The Three Little Sheep

Select a text set of 4 bi-

State Standard:

**3.R.RI.09** Compare and contrast the most important points and key details presented in two texts on the same topic.

**UW.3.W.02** Write an informative/explanatory text to examine a topic and convey ideas and information clearly.

Student friendly Objective:

The Highly Proficient students can use evidence from the text to compare and contrast the most important points and key details in two texts on the same topic.

I can compare and contrast two texts on the same topic.

I can write a story with characters, a setting, and a plot.

ELL Connection:

III-R-4:30: Comparing and contrasting two items within an expository/literature text.

III-W-1:4: Writing expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure and precise evidence from the text.

**-different**

3. Core Instruction

**Introduce Navajo vocabulary words**

**Shima (mom)  
(dad)**

**Hooghan (house)  
Shinaai (big brother)  
Shitsili (younger brother)  
Ashkii (boy)**

**Dibe (sheep)**

**I DO: Teacher will review the steps to finding a main idea, characters, setting and the plot. Teacher will**

**Sheep-Dibe in the English language and then in the Navajo language. The teacher will then find the main idea, characters, setting and plot for the story. The students will repeat the Navajo vocabulary words and talk about the words.**

**WE DO: Teacher and students will retell the story and talk about the main idea, characters, setting and the plot. The students will be encouraged to use the Navajo language terms (shima, hoghaan, etc.).**

**Review vocabulary words**

**Shima (mom)**

**Hooghan (house)  
Shinaai (big brother)  
Shitsili (younger brother)  
Ashkii (boy)**

**Dibe (sheep)**

**I DO: Teacher will review the steps to finding a main idea, characters, setting and the plot. Teacher will**

**Three Little Sheep-Dibe and the teacher will model how to say the Navajo terms (shima, hooghan, etc.). The teacher will then read the and The Navajo The teacher will then find the main idea, characters, setting and plot for the story. The students will repeat the Navajo vocabulary words and talk about the words.**

**WE DO: Teacher and students will retell the story and talk about the main idea, characters,**

**Review vocabulary words**

**Shima (mom)**

**Hooghan (house)  
Shinaai (big brother)  
Shitsili (younger brother)**

**Dibe (sheep)**

**YOU DO:** Students will fill out a story element organizer that includes the characters, the setting and the plot of the story. Students will be encouraged to use the Navajo vocabulary words (shima, hoghaan, etc.)

setting and the plot. The students will be encouraged to use the Navajo language terms (shima, hoghaan, etc.).

**YOU DO:** The students will then compare and contrast the books *The Three Little Sheep* and *The Stone Cutter* and *The Navajo Maiden*. The students will use a Venn Diagram to compare the two stories. The students have to use the Navajo vocabulary words **Shima** (mom), **Hooghan** (house), **Shinaai** (big brother), **Shitsili** (younger brother), **Ashkii** (boy), **Dibe** (sheep)

**YOU DO:** Students will fill out a story element organizer that includes the characters, the setting and the plot of the story. Students will be encouraged to use the Navajo vocabulary words (shima, hoghaan, etc.)

Navajo language terms (shima, hoghaan, etc.).

**YOU DO:** The students will then compare and contrast the books

**Dawn and A Trade-Off**. The students will use a Venn Diagram to compare the two stories. The students have to use the Navajo vocabulary words **Shima** (mom)

**Hooghan** (house)