

	Small Group Plan	Resources
Learning Objective	To explore the use of culturally sustaining (or not?) texts through critical literacy lessons	
Bridge (Motivation) 4 minutes	<p>Introductions and overview of the sessions' hopes: bridging the teachers' survey comments with the elements of the session: Survey responses that we'll be addressing:</p> <ol style="list-style-type: none"> 1. actual lesson ideas 2. cultural sensitivity 3. pedagogical strategies to help Native American students feel a sense of belonging in the class 4. pedagogical strategies that integrate cultural awareness (history) into literacy instruction 5. reading resources 6. pedagogical strategies that lead students to additional research 7. early childhood (K-3) instructional strategies that lead to cultural awareness 8. use of KUED 7 videos in lessons 9. questioning strategies 	
Pre- Assessment 8 minutes (five minutes for video)	<p>Video clip and discussion tied to session objectives---engagingly assessing prior knowledge:</p> <p>Based on the resources you were shown this morning and the discussions in prior small groups, how are you feeling about using these materials in this era of curriculum mandates?</p>	<p>Video clip from "Unspoken"</p>

Steps	Instructor Activities	Learner Activities	Resources
<p>1. Discussion on the use/meaning of the term “Critical Literacy”</p> <p>(9 minutes)</p>	<p>Facilitate discussion:</p> <ol style="list-style-type: none"> 1. Would it ever be effective to bring in non-culturally sustaining texts? 2. Could critical literacy approaches to texts make even the least desirable texts important classroom texts? 3. What is meant by “a critical approach?” (Relations of power are coded in texts. Critical approaches decode those codifications.) 	<p>Pair discussions (think/pair/share)</p>	<p><i>Blue Roses</i> <i>A Boy Named Slow</i> <i>Not My Girl</i> <i>#NotYourPrincess</i></p>
<p>2. Instructional Approach</p> <p>(8 minutes)</p>	<p>Approach to Critical Comprehension</p> <ul style="list-style-type: none"> • identify stopping points in texts that invite readers to question how relations of power could be influencing the story inequitably • design questions that will generate multiple perspectives/discussion • engage critically and respectfully • interrogate relations of power at play • prompt toward social justice 	<p>Open discussion</p>	

	<p>issues/actions</p> <ul style="list-style-type: none"> • encourage relevant research, writing, field trips, classroom visits, etc. 		
<p>3. Interactive modeling (9 minutes)</p>	<p>As a group, select discussion points and craft questions for critical comprehension as described above. Walk through this process on several stopping points in <i>Not My Girl</i>.</p>	<p>Collaborative sharing of ideas for stopping points/questions/actions</p>	<p><i>Not My Girl</i></p>
<p>4. Guided Practice with second text (split into two groups: elementary and secondary) (19 minutes)</p>	<p>Observing and supporting group members</p>	<p>Teachers will be in two groups (elementary and secondary) as they select stopping points and craft questions/actions for critical comprehension/action</p>	<p><i>Blue Roses</i> <i>#NotYourPrincess</i> <i>A Boy Called Slow</i></p>
<p>5. Summary/Closure (3 minutes)</p>	<p>Ask the group to discuss possibilities for this approach in their classrooms on Monday.</p>	<p>Open discussion</p>	