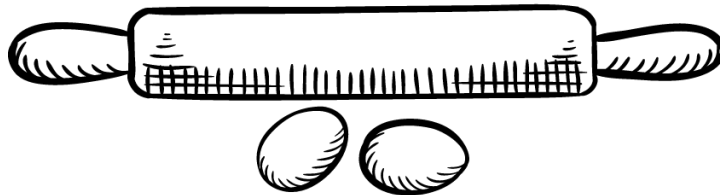


# Fry Bread A Native American Family Story

Written by Kevin Noble Maillard  
Illustrated by Juana Martinez-Neal



## Lesson Plans and Classroom Activities!

# Book Discussion Ideas!

## Before reading the book

- Who do you see in the cover?
- What do you think the book might be about?
- What have you learned about Native American people from stories you have read or seen in school?

## During the book

- What is making the sound while the fry bread cooks? (Page 7)
- What tribes have you heard of before? (Page 21)

## After reading the book

- What was the book about?
- Are there foods that are important to your family?
- How are the children in the book similar and how are they different?



What was your favorite part of the book? (Sounds, color, flavor, time, art, etc.)




# Fry Bread is Food!

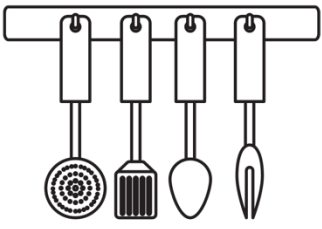
## Lesson plan



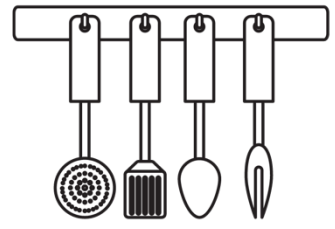
<p>What will students be able to do:</p>	<p>-Share and interact with each other while making Fry Bread -Note the changes in the materials used as the Fry Bread changes</p>
<p>Objective:</p>	<p>Students will be able to recall ingredients used to make Fry Bread</p>
<p>NM Standards:</p>	<p><b>CCSS.MATH.CONTENT.K.MD.A.2</b> Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference</p> <p><b>Domain 3 Numeracy</b> 11.3 Demonstrates emerging knowledge of measurement.</p> <p><b>Domain 5 Scientific Conceptual Understanding</b> PreK 14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.</p>
<p>Family Component:</p>	<p>Fry Bread as Food Parent Questionnaire Ask for parent volunteers to help cook the Fry Bread that students make in class.</p>
<p>Before you Start:</p> 	<ol style="list-style-type: none"> <li>1. Send the Parent Questionnaire home</li> <li>2. Gather the ingredients and materials needed for Fry Bread making and place them out before you begin the days lesson.</li> <li>3. Arrange for parents to cook the Fry Bread in an area that is safe and record the process (especially if the children cannot be present to listen and hear the sounds first-hand)</li> <li>4. Know if your students have an allergy to any foods</li> </ol>
<p>Directions:</p> 	<ol style="list-style-type: none"> <li>1. From the book <i>Fry Bread, A Native American Story</i> use the pages Fry Bread is Food and Kevin's Fry Bread Recipe from the back of the book</li> <li>2. Talk about the ingredients the children are carrying on the pages of the book. Are they the same ingredients you have out on display? Do children know these ingredients?</li> <li>3. Have students wash hands before beginning this part of the process.</li> <li>4. Let the students taste, touch, and smell each of the ingredients before you begin making the fry bread dough. Use descriptive words: Gritty, powdery, soft, sweet, salty, wet, dry, slippery, hot, and cold.</li> <li>5. Measure ingredients, stir, and mix. Note changes that occur. Wet and dry ingredients turn to dough. Talk about the texture and the color changes.</li> <li>6. Give each child a bit of dough to shape, then put on a plate with their name to be fried by an adult.</li> <li>7. Let students watch their fry bread cooking or a video on fry bread cooking.</li> <li>8. Review the ingredients used and the process.</li> </ol>
<p>Support for Diverse Learners:</p>	<ol style="list-style-type: none"> <li>1. Label the ingredients in children's home language.</li> <li>2. Use pictures of the ingredients and process used</li> </ol>

Lesson Extensions:	<ol style="list-style-type: none"><li>1. Students draw a picture of fry bread or the making of fry bread, use pages provided. For students that have a difficult time with fine motor, give them pictures to glue on to the paper and write the words in highlighter for them to trace.</li></ol>
Materials: 	<ol style="list-style-type: none"><li>1. Parent questionnaire</li><li>2. Ingredients for the fry bread</li><li>3. Mixing bowls, spoons, frying pans and oil</li><li>4. Someplace to cook the fry bread safely</li><li>5. Parents to cook the fry bread</li><li>6. Video equipment to record the cooking of the fry bread</li><li>7. Pictures of the ingredients labeled in the home language of your students</li></ol>
Additional Resources:	





# Fry Bread is Food Activity!

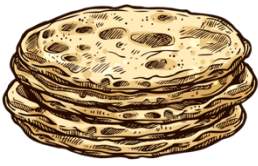


A large, empty rounded rectangular box for drawing or writing.

We made fry bread. We used \_\_\_\_\_

\_\_\_\_\_.

By \_\_\_\_\_.

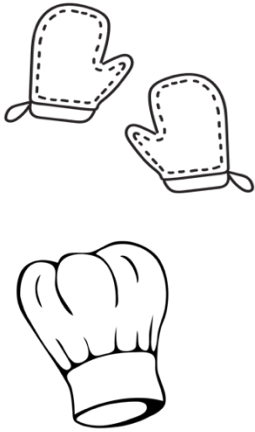


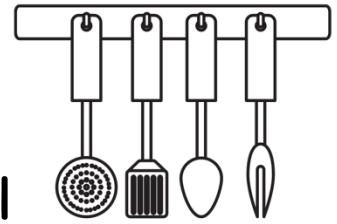
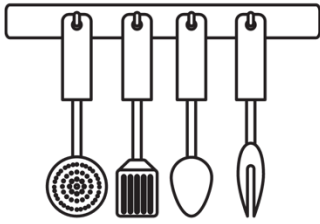
# Fry Bread is Color!

## Lesson plan



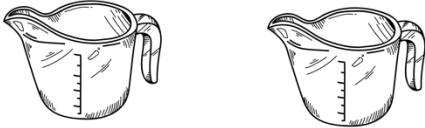

What will students be able to do:	-Describe similarities and differences among people even in the same cultural group -State why rules are for all
Objective:	Students will describe why rules are important for all even when they look different, speak a different language, or come from different background and culture.
NM Standards:	<b>Domain 6: Self, Family, and Community</b> K 21.3 Demonstrates an increasing understanding and acceptance of similarities and differences among people, such as gender, race, special needs, culture, language, and family structures.  PreK 21 The child develops relationships of mutual trust and respect with others.
Family Component:	Send home Family Question Sheet for Fry Bread is Color
Before you Start:	<ol style="list-style-type: none"> <li>1. Read <i>Fry Bread A Native American Family Story</i></li> <li>2. Gather Family Question Sheets</li> <li>3. Pictures of the students' different fry bread after it was cooked</li> <li>4. Gather pictures of the different cultures or heritage groups in your classroom</li> <li>5. Have your class rules/expectations available</li> </ol>
Directions:	<ol style="list-style-type: none"> <li>1. Read the pages Fry Bread is color from <i>Fry Bread A Native American Family Story</i> Ask: Does it matter if the Fry Bread is different in color or shape? Did it taste good?</li> <li>2. Present pictures of people from the different groups of cultures in your classroom Talk about the similarities and differences in the people's appearance and if they are similar or different than the students in your classroom</li> <li>3. Compare and contrast the students in your classroom that are from the same culture and then different cultures. Chart similarities and differences</li> <li>4. Review the classroom rules/expectations. Do these apply to some of the students or all the students? Why? Why do we have these expectations/rules? Are they just for the classroom? Or are their rules/expectations in other places like the playground, home, store, etc.? Why?</li> <li>5. Act out following the rules. Have students use class camera or iPad to be the photographer and take pictures of the students following the rules.</li> <li>6. Later in the day create a slide show or display the pictures students took of peers demonstrating the rules.</li> </ol>
Support for Diverse Learners:	<ol style="list-style-type: none"> <li>1. Pictures of the rules and expectations</li> <li>2. Step-by-step instructional pictures</li> </ol>
Lesson Extensions:	<ol style="list-style-type: none"> <li>1. Create poster boards of each of the classroom rules</li> <li>2. Talk about classroom jobs and how they help the class community</li> <li>3. Draw a picture and let students talk about a job they have at home to help the family.</li> </ol>
Materials:	<ol style="list-style-type: none"> <li>1. Book <i>Fry Bread A Native American Family Story</i></li> <li>2. A device to take pictures and a way to display those pictures</li> <li>3. Class rules/expectations</li> <li>4. Family Question Sheet</li> </ol>
Additional Resources:	





# Compare and Contrast Chart!

Teachers: Create this on large chart paper for the whole group lesson. Symbols next to the words mean same and different. Look for ASL or PECS symbols for same and different for more visuals for your students.

Same “	Different ▲
	



# Fry Bread is Flavor!

## Lesson plan



<p>What will students be able to do:</p>	<p>-Identify and categorize foods that are sweet, salty, spicy, and sour          -Label and talk about foods they like using the terms sweet, salty, spicy, and sour. (Include spicy only if you know some of your students eat this, which may be common in many New Mexican families)</p>
<p>Objective:</p>	<p>Students will name, describe, and categorize foods that are sweet, salty, and sour.</p>
<p>NM Standards:</p>	<p><b>Content Standard 4:</b> Students will analyze the influence of culture, media, technology, and other factors on health. Students will:          K-4 Benchmark 1: describe how cultures within the local community influence personal health behaviors:          1. List similarities and differences in cultures within the community around food</p> <p><b>Domain 6: Self, Family, and Community</b>          PreK 17.4 Expresses cultural influences from home, neighborhood, and community.</p> <p><i>ELA/Literacy -</i>          W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K-ESS3-3)</p> <p><b>Domain 2 Literacy</b>          PreK 6.1 Converses effectively in his or her home language, English, or Sign language for a variety of purposes relating to real experiences and different audiences.</p> <p><b>Domain 7 Approaches to Learning</b>          PreK 23.2 Shows interest in exploring the environment, learning new things, and trying new experiences</p>
<p>Family Component:</p>	<p>Ask parents to have children help prepare a meal or a part of a meal. Talk about the foods they are using and how they taste. What was the child's favorite part of the dinner? Send in Written form, picture, or video text of the child helping make dinner or stating what they enjoyed best.</p>
<p>Before you Start:</p>	<ol style="list-style-type: none"> <li>1. Read the story Fry Bread A Native American Family Story</li> <li>2. Gather the Family Information Form</li> <li>3. Make sure that you have information on any food allergies that students may have.</li> <li>4. Gather sweet, salty, spicy, and sour foods to share with students.</li> </ol>
<p>Directions:</p>	<ol style="list-style-type: none"> <li>1. Share the pages in <i>Fry Bread A Native American Family Story</i> labeled Fry Bread is Flavor</li> <li>2. Have students think-pair-share foods they eat. This may look different for PreK and Kindergarten. Then talk about the foods they eat? What is the same and what is different and why?</li> <li>3. Discuss what the children's families make at home and what did they help prepare? What did they do to help prepare the food? Have students show what they did and have class do the same motions.</li> <li>4. Create a class list of different foods students eat.</li> <li>5. Taste test Salty, Sweet, Spicy, and Sour either with foods or spices. Can students name foods that may taste similar?</li> </ol>



	<ol style="list-style-type: none"> <li>Present pictures of different foods and categorize the foods into Salty, Sweet, Spicy, and Sour. There may be discussion and consensus on where foods should go.</li> <li>Students can work individually or in small groups to create charts to classify foods that are Salty, Spicy, Sweet, and Sour. Give students pictures, magazines to cut up of pictures, or they may draw the foods. At least one food per category. Older children can write the names of the foods.</li> </ol>
Support for Diverse Learners:	<ol style="list-style-type: none"> <li>Label foods in students' home language</li> <li>Use pictures for students to choose from that do not have good expressive language skills or understand English.</li> <li>Partner students that may need extra support in completing this activity.</li> </ol>
Lesson Extensions:	<ol style="list-style-type: none"> <li>Graph students' favorite flavors</li> <li>Students could talk about what they did at home to help prepare a meal</li> <li>Talk about foods that may be considered Breakfast, Lunch and dinner foods.</li> </ol>
Materials:	<ol style="list-style-type: none"> <li><i>Fry Bread A Native American Family Story</i></li> <li>Spices – Salt, Sweet, Sour, and Spicy or foods that fall into these categories for students to taste</li> <li>Pictures of different foods</li> <li>Papers divided into categories for students to chart the flavors.</li> <li>Family Forms</li> </ol>
Additional Resources:	





# Fry Bread is Time!

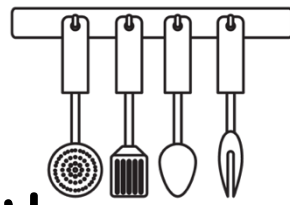
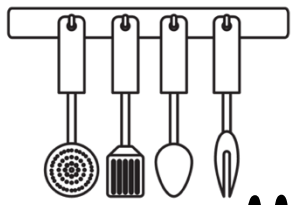
## Lesson plan



What will students be able to do:	<p>-Identify a special family holiday, celebration, or gathering event. (Be sensitive to your children's religious or family situation. A student may not celebrate holidays, but they may have family reunions, picnics, or events that occur in their lives)</p> <p>-Talk about Morning-Afternoon-Night</p> <p>-When there is a family gathering what special foods are made and eaten</p>
NM Standards:	<p><b>CCSS.ELA-LITERACY.RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>Domain 2 Literacy</b> 6 The child communicates experiences, ideas, and feelings through speaking. PreK 6.1 Converses effectively in his or her home language, English, or Sign language for a variety of purposes relating to real experiences and different audiences.</p> <p><b>CCSS.MATH.CONTENT.K.MD.A.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p><b>Domain 3 Numeracy</b> 12 The child demonstrates the ability to investigate, organize, and create representations. PreK 12.1 Sorts, classifies, and groups materials by one or more characteristics (sorting).</p> <p><b>Social Studies</b> K.22. Communicate a positive view of themselves and identify some of their group identities. K.23. Describe ways they are similar and different from people who share their identities and people who do not. K.24. Explore their personal history, culture, and past</p> <p><b>Domain 6 Self, Family, and Community</b> The child exhibits self-awareness. PreK 17.4 Expresses cultural influences from home, neighborhood, and community.</p>
Family Component:	Explain to families the book and topic being discussed. Ask them to participate by completing the Family Gatherings Sheet for their child and the family. This can be done by completing the paper or sending in a video file of the family answering the questions with the child present.
Objective:	Family Gatherings are time spent with family. This can happen at different times of day, be a tradition, and there are similarities and differences between each family or culture.
Before you Start:	<ol style="list-style-type: none"><li>1. Obtain completed Family Gathering sheets the week before, talk with families, or have parents send in this information in some way so that all children can be a part and so that you understand the child's reference point in this matter.</li><li>2. Read the story Fry Bread and go through the story at least one time with the class.</li><li>3. Lesson on Morning/Afternoon/Evening. What are different activities usually completed during these times.</li><li>4. Define culture, family, and traditions according to your age group.</li></ol>

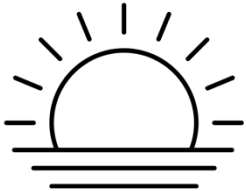


Directions:	<ol style="list-style-type: none"> <li>1. Present the pages in <i>Fry Bread A Native American Family Story</i> labeled, Fry Bread is Time</li> <li>2. Present pictures of people/family gathering for different activities. Picnics, holidays, church, etc.</li> <li>3. Talk about what people are doing? Are their foods they are eating? Do any of the students participate in these activities?</li> <li>4. Compare and Contrast: What is the same? What is different? Chart it. (See same and different chart example)</li> <li>5. Talk about Morning/Afternoon/Evening. Ask students when do their celebrations or gatherings happen. (Remember some gatherings may be over a few days.) See charting example</li> <li>6. Talk about different foods eaten at family gatherings and what are some foods they eat. (You will know some of this ahead of time from the Family Gathering Sheets)</li> <li>7. Have students create a picture of their family gatherings. Family that is there, activities they do or foods they eat. Then, as the students bring their picture up to you, label it. Can they write the words themselves? Then let them copy the words.</li> </ol>
Support for Diverse Learners:	<ol style="list-style-type: none"> <li>1. Label the celebrations and foods in the students' home language.</li> <li>2. Think-pair-share so that students share ideas before they answer to the teacher.</li> <li>3. Use picture or picture symbols for students that may be non-verbal</li> </ol>
Lesson Extensions:	<ol style="list-style-type: none"> <li>1. Students share picture with the class.</li> <li>2. Students write sentences about the pictures</li> <li>3. Talk about how the class celebrates each person in the room. Do you applaud when someone answers correctly? Do you sing "Happy Birthday" for a student? Do you Chart students that accomplish learning their letter names, counting to a certain number, etc.?</li> </ol>
Materials:	<ol style="list-style-type: none"> <li>1. <i>Fry Bread A Native American Family Story</i></li> <li>2. Charts: Morning/Afternoon/Evening and Same/Different</li> <li>3. Family Gathering Information Sheets</li> <li>4. Pictures or symbols for Same/Different and Morning/Afternoon/Evening</li> <li>5. Pictures of families participating in different activities or celebrations.</li> </ol>
Additional Resources:	

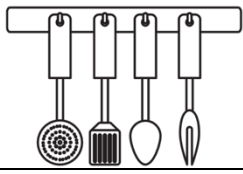




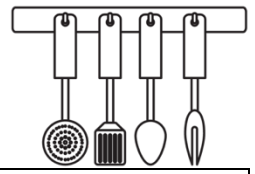
# Morning/Afternoon/Evening Chart!

Teachers make this larger and have students write their name on the chart or put up their picture. This is not meant to be correct for their celebration, but an exercise to have students recognize the time periods of Morning, Afternoon, and Evening. Use symbols or pictures to represent these time periods.

<p><b>Morning</b></p> 	<p><b>Afternoon</b></p> 	<p><b>Evening</b></p> 



# \*Learning Centers!



<p style="text-align: center;"><b>Blocks</b></p> <p>1.2 Spatial Awareness</p> <p><b>Activity Plan Description:</b></p> <p>Children will create patterns and designs with blocks.</p>	<p style="text-align: center;"><b>Art</b></p> <p>13.1 Creativity</p> <p><b>Activity Plan Description:</b></p> <p>Children will weave paper to make placemats or baskets.</p>	<p style="text-align: center;"><b>Math</b></p> <p>11.3 Measurement</p> <p><b>Activity Plan Description:</b></p> <p>Children will use measuring cups and spoons in the sand table to fill various size containers.</p>
<p style="text-align: center;"><b>Dramatic Play</b></p> <p>25.3 Role-plays</p> <p><b>Activity Plan Description:</b></p> <p>Children will "cook" in the kitchen play center.</p>	<p style="text-align: center;"><b>Library</b></p> <p>7.3a Concepts of Print</p> <p><b>Activity Plan Description:</b></p> <p>Children will explore books that include multiple cultures and foods.</p>	<p style="text-align: center;"><b>Science</b></p> <p>14.1 Investigations</p> <p><b>Activity Plan Description:</b></p> <p>Children will measure and make scented play dough</p> <p>1/3 cup salt, 1 cup plain flour, 1 1/2 T vegetable oil, a few drops scented essential oil, 1/3 warm water</p>
<p style="text-align: center;"><b>Sensory</b></p> <p>1.2 Spatial Awareness</p> <p><b>Activity Plan Description:</b></p> <p>Children will play with scented play dough with rolling pins, Scissors, and cookie cutters.</p>	<p style="text-align: center;"><b>Writing</b></p> <p>2.1a Fine Motor Tools</p> <p><b>Activity Plan Description:</b></p> <p>Children will create a book about favorite foods with food pictures cut from magazines.</p>	<p style="text-align: center;"><b>Music/Movement</b></p> <p>13.1 Creativity</p> <p><b>Activity Plan Description:</b></p> <p>Children will use instruments to make music.</p>

# Book Title:

## *Fry Bread A Native American Family Story*

Written by Kevin Noble Maillard

Illustrated by Juana Martinez-Neal



A modern Native American family shares joy, stories, and history as they come together to make fry bread.



Resource Type	Link
Publisher page (Macmillan)	<a href="https://us.macmillan.com/books/9781626727465/frybread">https://us.macmillan.com/books/9781626727465/frybread</a>
NEA - title book page with teaching guide, questions, reflection, and additional resources	<a href="https://www.nea.org/professional-excellence/student-engagement/read-across-america/find-your-book/fry-bread-native">https://www.nea.org/professional-excellence/student-engagement/read-across-america/find-your-book/fry-bread-native</a> <i>Additional resources via link.</i>
Social Justice Books - title book page	<a href="https://socialjusticebooks.org/fry-bread-2/#:~:text=Told%20in%20lively%20and%20powerful,piled%20high%20on%20a%20plate.">https://socialjusticebooks.org/fry-bread-2/#:~:text=Told%20in%20lively%20and%20powerful,piled%20high%20on%20a%20plate.</a>
Anti-Defamation League - Educator Discussion Guide	<a href="https://www.adl.org/media/13689/download">https://www.adl.org/media/13689/download</a> <i>Additional resources via link.</i>
Anti-Defamation League - Parent/Family Discussion Guide	<a href="https://www.adl.org/media/13690/download">https://www.adl.org/media/13690/download</a> <i>Additional resources via link.</i>
School Library Journal - A Love Letter to Indigenous Nations and Communities	<a href="https://www.theclassroombookshelf.com/2020/02/fry-bread-a-native-american-family-story-a-love-letter-to-indigenous-nations-and-communities/">https://www.theclassroombookshelf.com/2020/02/fry-bread-a-native-american-family-story-a-love-letter-to-indigenous-nations-and-communities/</a> <i>Additional resources via link.</i>