



# BUILDING FOUNDATIONAL SKILLS IN EARLY CHILDHOOD WITH CONTEMPORARY INDIGENOUS PEOPLES & NATIVE AMERICAN STORIES

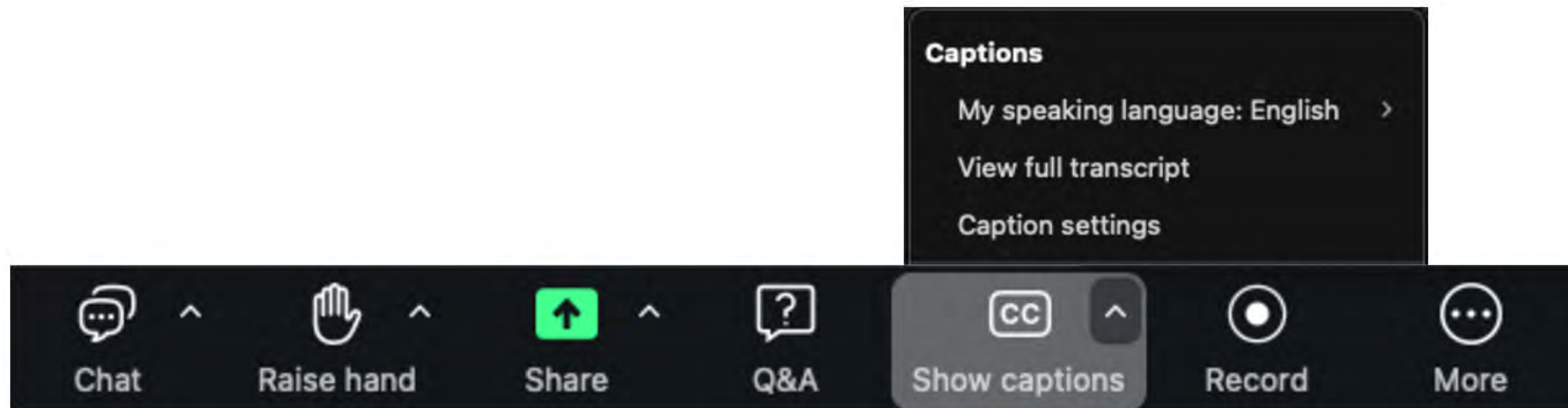
*featuring Dezi Lynn (Diné Nation)  
Educator Initiative Manager at*



**National Indian  
Education Association**



# ENABLE CLOSED CAPTIONING BY CLICKING **SHOW CAPTIONS** IN THE MEETING CONTROLS TOOLBAR



# AGENDA

- Introducing Drumbeat Decodable Collection
- Building Foundational Skills
- Resources and Takeaways
- Finding Quality Contemporary Native American and Indigenous Peoples Literature with Dezi Lynn
- Supporting Native American and Indigenous Peoples Multilingual Learners
- Audience Q&A



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# ABOUT DEZI LYNN



Dezi Lynn is originally from Coppermine, Arizona, and is a member of the Diné Nation. Dezi started teaching Special Education in an elementary school in her hometown of Page, Arizona after graduating with her B.A. in Spanish/English Literature. This teaching position in a district serving a large population of Diné students motivated Dezi to obtain a Master of Education in Mild/Moderate Special Education focusing on Indigenous Epistemologies. After teaching in Arizona and Alaska, Dezi relocated to Utah and began teaching as an adjunct instructor at Utah Valley University. She currently resides in Utah with her 5 children.



**National Indian  
Education Association**

**[niea.org](http://niea.org)**

She serves as the Educator Initiative Manager with the National Indian Education Association.

# INTRODUCING THE DRUMBEAT DECODABLE BOOK COLLECTION



- In collaboration with Indigenous Education Press
- Indigenous Peoples and Native American Decodables
- Strengthens phonics skills
- Focuses on short vowels

[leeandlow.com/drumbeat-decodable-book-collection](http://leeandlow.com/drumbeat-decodable-book-collection)

FREE DOWNLOADABLE LESSON PLANS

# INTRODUCING THE DRUMBEAT DECODABLE BOOK COLLECTION

- Free downloadable lesson plans
- Free supplemental resources and activities in the back of the book and downloadable
- Lesson plans evaluated by Author as well as Language and Knowledge Keepers

FREE DOWNLOADABLE  
READING RESPONSE  
SHEETS



# INTRODUCING THE DRUMBEAT DECODABLE BOOK COLLECTION



**SANDRA  
SAMATTE**

Author and CEO of  
Indigenous Education Press  
Member of Ne-biimiskonaan  
(Skownan) First Nation,  
Treaty 2 Territory

**JULIAN  
GRAFENAUER**

Lead Illustrator and  
Graphic Designer at  
Indigenous Education Press  
Member of Ditibineya-ziiibiing  
(Rolling River) First Nation,  
Treaty 4 Territory



★ "Simple text with clear and specific targeted practice for emergent readers reinforce foundational skills like segmenting and blending CVC words. . . . The illustrations are breathtaking and lend themselves to lots of rich conversation."

—*School Library Journal*, starred review



Text copyright © 2025  
by Sandra Samatte

Illustration copyright © 2025  
by Julian Grafenauer



Rhett and Jett eat fish and bread.



Rhett and Jett eat lots of bread.  
They are well fed.



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by Sandra Samatte

Illustration copyright © 2025  
by Julian Grafenauer



The robin can now zip and dip in the sky.



Tim watches the robin for a bit.



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by Sandra Samatte

Illustration copyright © 2025  
by Julian Grafenauer



Mud splashes on Duck.  
“Yuck, yuck, yuck!” says Duck.



Cub had fun in the mud. Duck had  
fun in the mud.



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by Sandra Samatte

Illustration copyright © 2025  
by Julian Grafenauer



Mom gave an offering to the rock.



Tom and Dot love Grandfather Rock.

## Read and Review

Point to each short-u word.  
Read aloud.

up

sun

put

Cub

Duck

jug

jump

run

mud

suds

## Fill in the Blanks

Fill in the blanks using the short-i words in the box. Read the sentences aloud.

twig fix bit robin hid  
sit Tim zip fig tip

1. Tim watches the robin for a \_\_\_\_\_.
2. The robin will sit on a \_\_\_\_\_.
3. Tim watches a \_\_\_\_\_.
4. Tim wants to \_\_\_\_\_ the robin.
5. The robin hits the \_\_\_\_\_ of his \_\_\_\_\_.
6. Tim \_\_\_\_\_ the robin in a tin.
7. Tim will \_\_\_\_\_ with the robin.
8. \_\_\_\_\_ is six.
9. The robin can now \_\_\_\_\_ and \_\_\_\_\_.
10. Tim fed the robin a \_\_\_\_\_.

## Word Lists

Read the high-frequency words aloud.  
Preview the short-i words and practice sounding them out.

### High-Frequency Words

a and can for his in  
is looks not now of on  
the there to too wants will with

### Short-i Words

big bit bring dip fig fit  
fix hid his hits in is kid  
pit robin Sis sit six Tim  
tin tip twig wing will with zip

# INTERVIEW WITH AUTHOR SANDRA SAMATTE

QUESTION: Why did you choose to set all the stories in Nature? More specifically, the Drumbeat series showcases First Nations and Indigenous People connecting with Nature in a contemporary setting. Why was that important to you? What are the ways that the Drumbeat series showcases this objective?



*The Land, or Nature, has always been woven into Indigenous Ways of Knowing, Ways of Being, and Ways of Doing. By setting all of the Drumbeat Decodable stories in natural environments, I wanted to reflect the relationship that First Nations and Indigenous Peoples continue to have with the Land, Water, Sky, and All Our Relations. The stories are based on my experiences as an Anishinaabe mother, educator, and author from Skownan First Nation. These connections are not something of the past, they are vibrant, present, and ongoing.*



# INTERVIEW WITH AUTHOR SANDRA SAMATTE

QUESTION: How did you and Illustrator Julian Grafenauer collaborate?



*Collaboration is a very meaningful part of creating the Drumbeat Decodable series. Julian and I have worked together for at least 10 years. We work closely to ensure that each story's vision is carried forward with cultural accuracy, care, and creativity. Indigenous Education Press is committed to writing and illustrating from an Indigenous perspective. Julian is from Rolling River First Nation, Treaty 4 Territory and I am from Skownan First Nation, Treaty 2 Territory. We share a commitment to grounding the IEP books, including this series, in an Indigenous perspectives, ensuring that the imagery reflects our communities in ways that feel authentic and truthful.*



# INTERVIEW WITH AUTHOR SANDRA SAMATTE

QUESTION: *Jan at Camp* provides students with the opportunity to connect with and learn from critical Native American and Indigenous Peoples' content, specifically featuring Culture Camps. What does this book mean to you? Why did you decide to include the topic of/setting of a Culture Camp in the Drumbeat series?



*Jan at Camp holds a very special place in the Drumbeat Decodables series because it highlights the importance of Culture Camps in strengthening identity, learning, and belonging. For many Indigenous communities, Culture Camps are spaces where young people come together to learn from Elders, Knowledge Keepers, Language Keepers, and community members. The setting is the Land, providing space for Land-Based Learning. They are places of language revitalization, cultural teachings, and intergenerational connection and learning*



# JAN AT CAMP READ ALOUD



Text copyright © 2025 by Sandra Samatte  
Illustration copyright © 2025 by Julian Grafenauer



Jan and Dad jump in the tan van. Jan and Dad drive in the tan van.



Jan and Dad are at the Culture Camp. The Culture Camp is on the Land near Sand Lake.

# FOUNDATIONAL SKILLS WITH *JAN AT CAMP*

## LESSON 1

Child is reading and sounding out short a and focusing on short a



## LESSON 2

Building on content knowledge and background schema



## LESSON 3

Comprehension and Close Reading

## LESSON 4

Writing samples and play with language



## LESSON 5

Placing *Jan at Camp* in a larger unit: examining community helpers, investigating and observing trees



## LESSON 6

Highlight representation of Native American and Indigenous Peoples in a contemporary context

# CURRICULAR CONNECTIONS WITH JAN AT CAMP

## SOCIAL STUDIES

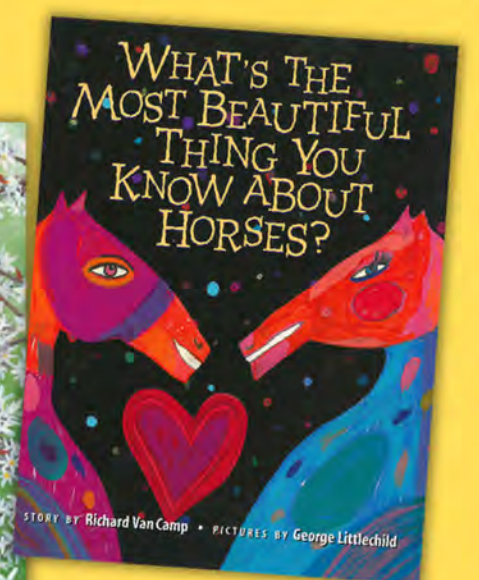
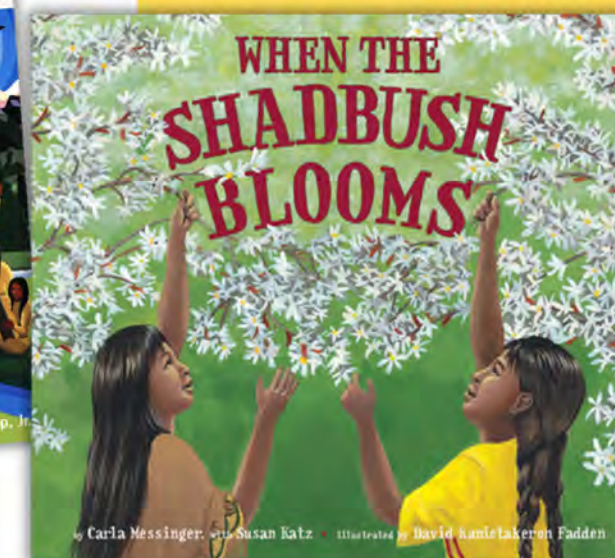
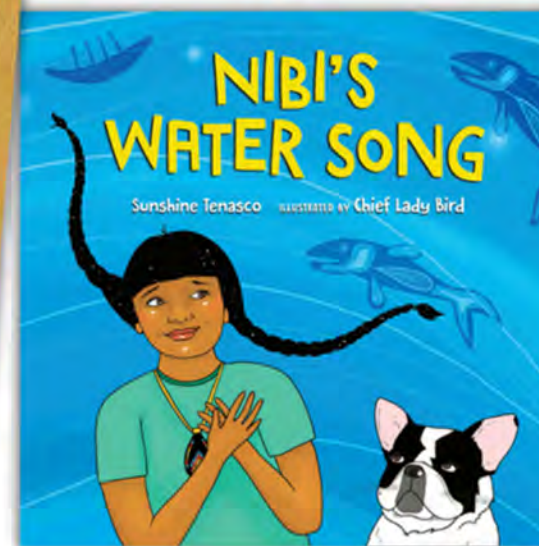
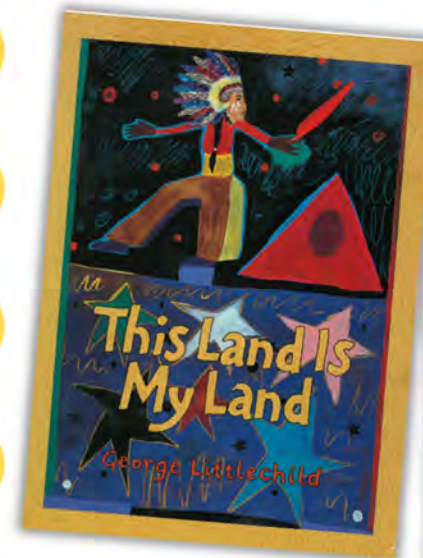
Read more about Culture Camps—places in Canada for community members to connect to the Land, share and engage in First Nations traditional knowledge, skills, and cultural teachings led by Indigenous Educators, Knowledge Keepers, Language Keepers, skilled Community Members, and Elders

## WRITING

Encourage students to write and sketch a special place outside they like to go to enjoy Nature

## ELA

Read additional contemporary Indigenous and Native American stories about showing thanks and gratitude toward Nature and being good stewards towards Nature



# JAN AT CAMP LESSON PLAN



## BEBOP CLASSROOM CONNECTION



### Jan at Camp

Guided Reading Level: G  
DRA Level: 12  
Lexile Level: 340L

written by Sandra Samatte and illustrated by Julian Grafenauer

**Overview:** Join Jan and her dad as they have a fun day at the Culture Camp! In *Jan at Camp*, young readers will practice reading words with the short /a/ vowel sound as Jan and her dad spend the day at the Culture Camp with Elder Fran.

#### About the Book

##### Drumbeat Decodable Series:

Each book contains a word list, high-frequency words, short vowel words, and fun activities for extended learning. *Jan at Camp* is part of the Drumbeat Decodable Book Collection, a groundbreaking beginning reader series designed to strengthen and advance phonics and reading skills ([www.leeandlow.com/books/drumbeat-decodable-book-collection](http://www.leeandlow.com/books/drumbeat-decodable-book-collection)).

The series was written by Sandra Samatte, Anishinaabe, member of Ne-biimiskonaan (Skownan) First Nation, Treaty 2 Territory, and illustrated by Julian Grafenauer, Anishinaabe, member of Dibiineya - zibiing (Rolling River) First Nation, Treaty 4 Territory.

##### Reviews

"Simple text with clear and specific targeted practice for emergent readers reinforce foundational skills like segmenting and blending CVC words. . . Wonderful resources for parents to read together with children. The illustrations are breathtaking and lend themselves to lots of rich conversation." - *School Library Journal*, starred review

**Page number:** 15, **Word Count:** 211

**Genre:** Realistic Fiction

**Focus: Concepts of Print and Reading Strategies**

- blend letter sounds to read phonetically regular words
- use high frequency words
- read varied sentences fluently, with expression and stamina

##### Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive language

**High-frequency/Sight words:** at, gets, up, has, an, and, a, to, go, the, puts, it, in, her, his, are, on, near, sees, lives, with, for, how, from, be

Note: words based on Dolch Sight Word List and Fry's Instant Words lists

##### Phonics:

- decode words with short /a/ vowel sound

**Lesson plan designed to support foundational language skills and comprehension skills, K-2:**

- Common Core Standards
- Texas Essential Knowledge and Skills (TEKS)



## BEBOP CLASSROOM CONNECTION

### Getting Ready to Read

**1. For the first reading, focus on decoding the text.** Many students might not know the meaning of the words *sap* or *culture*. Teachers can observe a student's ability to decode/sound out without depending on their prior knowledge or relying on the pictures to guess the word. In later re-readings, students can study the story features of the book, the vocabulary, and work on comprehension skills.

**2. Remind students of the strategies they know and can use with unfamiliar words:** Encourage students to sound out each letter if the word can be phonetically sounded out. Point out any consonant blends, digraphs, word families, and vowels sounds they may know.

**3. In subsequent readings, the focus can shift to comprehension practice and vocabulary development.** Introduce unfamiliar words and their meanings. Talk about the vocabulary words and ask students what they might mean.

- dawn = early morning when the sun rises
- Culture Camp = are places in Canada for community members to connect to the Land, share and engage in First Nations traditional knowledge, skills, and cultural teachings led by Indigenous Educators, Knowledge Keepers, Language Keepers, skilled Community Members, and Elders. Culture camps operate throughout Canada. Learn more here: <https://parks.canada.ca/1hn-nhs/nt/saoyuehdacho/decouvrir-decouvrir/culture-camp-culturel>.
- Sand Lake = name of where the Culture Camp is located in the book

- Elder <name> = respected older individual, not necessarily a senior citizen or grandparent. Learn more at The Canadian Encyclopedia article, "Indigenous Elders in Canada": <https://www.thecanadianencyclopedia.ca/en/article/indigenous-elders-in-canada>.
- tap a tree = collecting sap from a tree
- sap = the blood of the tree, gives nutrients to the tree, is sticky and clear liquid, located inside the tree

### 4. Be aware of the following text features:

- The book contains familiar words, some of the most common words in English that students learn to read on sight without sounding them out: at, gets, up, has, an, and, a, to, go, the, puts, it, in, her, his, are, on, near, sees, lives, with, for, how, from, be.
- The story is filled with many words with the short /a/ vowel sound, at least three examples per page. Short /a/ vowel words: at, has, taps, tap, Dad, pat, Jan, nap, tan, cat, jam, mat, van, hat, ham, sap, an, fat, wants, Sand, and, Camp, grabs, Land, Fran, glad, plan.
- Multisyllable words: culture, backpack, apple, teaches, story, Elder, breakfast.
- Content-specific vocabulary words and phrases include: Camp Culture, Elder, breakfast, yawns, dawn, Sand Lake, tap a tree for sap.

### Reading the Book

**1. Set a purpose by telling students to read the book to find and practice decoding words with the short /a/ vowel sound.** Additional purpose



## BEBOP CLASSROOM CONNECTION

for future re-readings: Learn how Jan and her dad spend their day. What does Jan do at Culture Camp?

**2. Have students read quietly, but out loud.** Each student should be reading at their own pace. Students should not read in chorus. Listen to students as they read by leaning in close or bending down beside each student.

**3. Look for these reading behaviors during the first reading:**

- Do they rely less on the pictures and more on print when reading?
- Do they sound out an unfamiliar new word correctly even if they do not know what it means?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?

**4. As students read, suggest reading strategies if they are struggling:** Encourage students to sound out each letter if the word can be phonetically decoded. Point out any consonant blends, digraphs, word families, and vowels sounds they may know.

### After the First Reading

**1. Possible teaching points to address based on your observations:**

- Call attention to all the high-frequency words

students have learned and used. Refer to the Word Lists on the last page of the book.

- Practice sounding out the multisyllable words.
- Be aware of the irregular or more challenging words: yawns, learn, how, puts, dawn, Culture, backpack, apple, teaches, story, Elder, breakfast, drive, time.
- Pick one of the short /a/ vowel words and have students find that word throughout the story.

**2. Make a photocopy of or put an overhead projector film sheet over the Read and Review and Fill in the Blanks sections you can find at the end of the book.** Using a whiteboard marker on the film sheet, students can follow the directions for both activities focused on words with the short /a/ vowel sound.

### Second Reading for Meaning and Comprehension

- Have students reread the book in a whisper voice or to a partner.
- Have students confirm their predictions and talk about what Jan did at Camp.
- Ask students to retell what happened in the story. Encourage them to share something they found funny, sad, or unexpected.
- Ask a combination of literal and higher thinking questions, including the following:
  - Where does Jan go? Whom does she go with?
  - Why do you think Dad wants to take Jan to

# JAN AT CAMP LESSON PLAN



## BEBOP CLASSROOM CONNECTION

Culture Camp?

- What is a Culture Camp?
- Who is Fran? Why do Jan and her dad refer to her as Elder? (Answer: Elder Fran is Knowledge Keeper and Language Keeper at the Culture Camp.)
- What does Jan learn how to do at Culture Camp?
- Why is it important to Dad and Jan that she learn stories at Culture Camp and how to tap a tree for sap?
- What do you think they might do with the sap they collect?
- After playing with the cat, what does Jan do next?
- What does Jan learn about spending time on the Land?
- Describe how Jan spends her day. Tell what she does first and then what came next and so on.
- Do you think Jan had a good time? How do you know?
- What responsibilities do you have when you are in nature?
- Do you think Jan was respectful to nature in the story? Why or why not?
- What special place does your family like you to be connected to? Why?
- What are some ways you and your family enjoy adventures together? Share a time you had a special day with someone. What did you do? Where did you go? What did you eat?
- Has anything similar in one of the story's scenes ever happened to you?

**5. This is a time for assessment.** While students are reading, watch what they do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

### Cross-Curricular Activities

**Language:** Make a photocopy of and place in sheet protectors or put an overhead projector film sheet over the Read and Review and Fill in the Blanks sections of the book. Using a whiteboard marker on the film sheet, students can follow the directions for both activities focused on short /a/ words.

List and practice reading multisyllable words and names from the book. Talk about how to divide each word into syllables and how that helps them read the words. Talk about open vs. closed syllables.

Encourage students to make a list of other short /a/ words they know.

Ask students to think of other words that *rhyme* with *cat*, *pat*, *mat*. Students can illustrate several of the other words they thought of.

Looking at the text, ask students to look for short /i/ words: *it*, *is*, *in*, *his*, *with*. Ask students to find long /a/ words: *a*, *take*, *takes*, *Lake*, *shares*, *play*. Ask students to find for long /e/ words: *be*, *tree*, *sees*, *near*.

Write out and cut up the words, *Jan*, *at*, and *Camp*. Encourage students to work in small groups to rearrange only these letters to make new words. How many words can they make? Encourage students to write down their new words or assist them in making a list.



## BEBOP CLASSROOM CONNECTION

**Reading:** Read the story, *All My Relations* (<https://goodminds.com/products/all-my-relations-hc-pre-order-for-aug-30-25>), written by Nikki Soliman and illustrated by Julian Grafenauer. In a First Nations, Inuit, and Métis context, this story will help children learn about our connections to each other and the world around us, including: The Winged Ones, The Swimmers, The Crawlers, The Four-Legged, The Two-Legged, and All Our Relations.

Read other books featuring how communities rely on and value trees, including: *Seeds of Change: Planting a Path to Peace* (<https://www.leeandlow.com/books/seeds-of-change/>), *The Mangrove Tree: Planting Trees to Feed Families* (<https://www.leeandlow.com/books/the-mangrove-tree/>), *The Bee Tree* (<https://www.leeandlow.com/books/the-bee-tree/>), and *If I Were a Tree* (<https://www.leeandlow.com/books/if-i-were-a-tree/>). What are some ways we use trees? What makes trees special and important to people?

Read more contemporary Indigenous and Native American stories of kids having fun and being kids. See the Additional Resources suggestions at the end of this lesson plan for curated book recommendations.

**Writing:** Encourage students to write and sketch a special place outside they like to go to enjoy nature. With whom do they go? Why is this place meaningful to them?

**Science:** Watch a few videos of tapping a tree for its sap. Make a list of steps together you observe that one needs to follow to tap a tree for sap. *Jan at Camp* is set in a First Nations Culture Camp in Canada. Look for video examples of Indigenous and Native American ways of tapping a tree. Here's a video from CBC/Radio Canada: "Gathering maple

sugar the traditional Anishinaabe way:" <https://www.youtube.com/watch?v=pYUyoDmFFGM>

<https://www.cbc.ca/news/indigenous/anishinaabe-woodsman-online-outdoor-classes-1.5509934>

**Math:** Write and practice simple cat story problems, such as "I see two big cats and three small cats. How many cats do I see in all?"

**Social Studies:** Discuss the different types of jobs people can have working with trees. Make a list with students and show pictures of people with different jobs (farmer, plant nursery worker, horticulturist, tree trimmer, firefighter, forester, urban planner, scientist, tour guide, park ranger, landscape architect, groundskeeper/gardener, and so on).

Read more about Culture Camps, places in Canada for community members to connect to the Land, share and engage in First Nations traditional knowledge, skills, and cultural teachings led by Indigenous Educators, Knowledge Keepers, Language Keepers, skilled Community Members, and Elders. Culture camps operate throughout Canada. Learn more here: <https://parks.canada.ca/lhn-nhs/nt/saoyuehdacho/decouvrir-decouvrir/culture-camp-culture/>.

Read additional contemporary Indigenous and Native American stories about showing thanks and gratitude toward Nature and being good stewards towards nature: including *When a Shadbush Blooms* (<https://www.leeandlow.com/books/when-the-shadbush-blooms/>), *Nibi's Water Song* (<https://www.leeandlow.com/books/nibis-water-song/>), *This Land is My Land* (<https://www.leeandlow.com/books/this-land-is-my-land/>), *What's the Most Beautiful Thing You Know About Horses?* (<https://www.leeandlow.com/books/whats-the-most-beautiful-thing-you-know-about-horses/>).



## BEBOP CLASSROOM CONNECTION

[most beautiful thing you know about horses/](https://www.leeandlow.com/books/all-around-us/), *All Around Us* (<https://www.leeandlow.com/books/all-around-us/>), *Where Wonder Grows* (<https://www.leeandlow.com/books/where-wonder-grows/>), *Giving Thanks* (<https://www.leeandlow.com/books/giving-thanks/>), and *The People Shall Continue* (<https://www.leeandlow.com/books/the-people-shall-continue/>).

Reach out to your county or state government to connect with local Indigenous and Native American communities. Invite Indigenous/Native American Language Keepers, Knowledge Keepers, Elders, librarians, and storytellers to share their stories. A local university or public library may also be a good resource to learn more.

Investigate if local Indigenous and Native American communities in your area integrate trees or other plants into their cultures, daily lives, and stories. There may be tribal websites or videos of contemporary and traditional ways Indigenous and Native American communities utilize trees today in your state.

Help students understand the importance of Land to Indigenous Peoples of Turtle Island (North America). Share a map of traditional territories. Talk about how different territory and geography influence culture, story, and language. Check out Native Land Digital <https://native-land.ca/> and "Coming Home to Indigenous Place Names in Canada" map from the University of Maine Canada-American Center: <https://umaine.edu/canam/coming-home-map/>.

Read more stories in the Drumbeat Decodable Book Collection: [www.leeandlow.com/books/drumbeat-decodable-book-collection](https://www.leeandlow.com/books/drumbeat-decodable-book-collection) and the Canadian editions <https://goodminds.com/collections/indigenous-education-press/products/drumbeat-decodable-set-1-5-books>.

**Multilingual Language Learners:** Draw and label the parts of a tree. Include the following terms: *trunk*, *leaves*, *branch*, *roots*, *fruit*, and *canopy/crown*, and so on. Compare the parts of a tree to those of a human being or another plant, like a flower. Diagrams and descriptions can be found here: <https://www.nps.gov/choh/learn/kidsyouth/activity-2-parts-of-a-tree.htm>.

Consider consulting [www.multilinguallearningtoolkit.org](https://www.multilinguallearningtoolkit.org) for more ideas on how to support Multilingual Learners.

**Additional Resources:** Seek out more First Nations, Inuit, Métis, Indigenous Peoples and Native American stories for the curriculum and classroom. From GoodMinds.com, Indigenous book distributor and publisher: "Indigenous stories have familiar connections for Indigenous healing, empowerment and resilience and enhance cultural understandings, mutual respect, empathy, and reconciliation through shared realities." Check out:

<https://goodminds.com/>

<https://cynthialeitchsmith.com/>

<https://americanindian.si.edu/nk360>

<https://ailanet.org/>

# DRUMBEAT DECODABLE LESSON PLANS

## BEBOP CLASSROOM CONNECTION

### Jan at Camp

Guided Reading Level: G  
DRA Level: 12  
Lexile Level: 340L

written by Sandra Samatte and illustrated by Julian Graf

**Overview:** Join Jan and her dad as they have a fun day at the Culture Camp with Elder Fran.

**About the Book**

**Drumbeat Decodable Series:** Each book contains a word list, high-frequency words, short vowel words, and fun activities for extended learning. Jan at Camp is part of the Drumbeat Decodable Book Collection, a groundbreaking beginning reader series designed to strengthen and advance phonics and reading skills ([www.leeandlow.com/books/drumbeat-decodable-book-collection](http://www.leeandlow.com/books/drumbeat-decodable-book-collection)).

**Page number:** 15, **Word Count:** 211

**Genre:** Realistic Fiction

**Focus: Concepts of Print and Reading Strategies**

- blend letter sounds to read phonetically regular words
- use high frequency words
- read varied sentences fluently, with expression and stamina

**Supportive Text Features:**

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive language

**High-frequency/Sight words:** gets, up, has, a, puts, it, in, her, lives, with, for, Note: words: List and Fry's

**Phonics:**

- decode v sound

**Lesson plan designed to support foundational language skills, K-2:**

- Common Core Standards
- Texas Essential Knowledge and Skills (TEKS)

**Reviews**

"Simple text with clear and specific targeted practice for emergent readers reinforce foundational and blending CVC words. . . Wonderful resources for parents to read together with children. The illustrations are breathtaking and lend themselves to lots of rich conversation." - School Library Journal, starred review

1 Jan at Camp

Drumbeat Decodables

leeandlow.com

## BEBOP CLASSROOM CONNECTION

### Duck and Cub

Guided Reading Level: D  
DRA Level: 4  
Lexile Level: 160L

written by Sandra Samatte and illustrated by Julian Grafenauer

**Overview:** Join Duck and Cub as they play in the mud then splash in a tub of suds! In Duck and Cub, young readers will practice reading words with the short /u/ vowel sound as Duck and Cub run in the mud then jump in a tub filled with suds.

**About the Book**

**Drumbeat Decodable Series:** Each book contains a word list, high-frequency words, short vowel words, and fun activities for extended learning. Duck and Cub is part of the Drumbeat Decodable Book Collection, a groundbreaking beginning reader series designed to strengthen and advance phonics and reading skills ([www.leeandlow.com/books/drumbeat-decodable-book-collection](http://www.leeandlow.com/books/drumbeat-decodable-book-collection)).

**Page number:** 13, **Word Count:** 116

**Genre:** Fiction

**Focus: Concepts of Print and Reading Strategies**

- blend letter sounds to read phonetically regular words
- use high frequency words
- read varied sentences fluently, with expression and stamina

**Supportive Text Features:**

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive language

**High-frequency/Sight words:** is, up, in, on, had, a, puts, of, too, for, Note: words based on Dolch List and Fry's Instant Words

**Phonics:**

- decode words with shi sound

**Lesson plan designed to support foundational language skills, K-2:**

- Common Core Standards
- Texas Essential Knowledge and Skills (TEKS)

**Reviews**

"Simple text with clear and specific targeted practice for emergent readers reinforce foundational and blending CVC words. . . Wonderful resources for parents to read together with children. The illustrations are breathtaking and lend themselves to lots of rich conversation." - School Library Journal, starred review

1 Duck and Cub

Drumbeat Decodables

leeandlow.com

## BEBOP CLASSROOM CONNECTION

### Grandfather Rock

Guided Reading Level: F  
DRA Level: 10  
Lexile Level: 270L

written by Sandra Samatte and illustrated by Julian Graf

**Overview:** In Grandfather Rock, young readers will practice words with the short /o/ vowel sound as Tom and his dog dock and leave an offering for Grandfather Rock.

**About the Book**

**Drumbeat Decodable Series:** Each book contains a word list, high-frequency words, short vowel words, and fun activities for extended learning. Rhett and Jett is part of the Drumbeat Decodable Book Collection, a groundbreaking beginning reader series designed to strengthen and advance phonics and reading skills ([www.leeandlow.com/books/drumbeat-decodable-book-collection](http://www.leeandlow.com/books/drumbeat-decodable-book-collection)).

**Page number:** 15, **Word Count:** 143

**Genre:** Realistic Fiction

**Focus: Concepts of Print and Reading Strategies**

- blend letter sounds to read phonetically regular words
- use high frequency words
- read varied sentences fluently, with expression and stamina

**Supportive Text Features:**

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive language

**High-frequency/Sight words:** his, a, to, the, I, like, I off, one, with, got, di, Note: words based on Dolch List and Fry's Instant Words

**Phonics:**

- decode words with sound

**Lesson plan designed to support foundational language skills, K-2:**

- Common Core Standards
- Texas Essential Knowledge and Skills (TEKS)

**Reviews**

"Simple text with clear and specific targeted practice for emergent readers reinforce foundational and blending CVC words. . . Wonderful resources for parents to read together with children. The illustrations are breathtaking and lend themselves to lots of rich conversation." - School Library Journal, starred review

1 Grandfather Rock

Drumbeat Decodables

leeandlow.com

## BEBOP CLASSROOM CONNECTION

### Rhett and Jett

Guided Reading Level: F  
DRA Level: 10  
Lexile Level: 280L

written by Sandra Samatte and illustrated by Julian Grafenauer

**Overview:** In Rhett and Jett, young readers will practice reading words with the short /e/ vowel sound as Rhett and Jett set a net and pitch a tent for a fun day of camping.

**About the Book**

**Drumbeat Decodable Series:** Each book contains a word list, high-frequency words, short vowel words, and fun activities for extended learning. Rhett and Jett is part of the Drumbeat Decodable Book Collection, a groundbreaking beginning reader series designed to strengthen and advance phonics and reading skills ([www.leeandlow.com/books/drumbeat-decodable-book-collection](http://www.leeandlow.com/books/drumbeat-decodable-book-collection)).

**Page number:** 15, **Word Count:** 142

**Genre:** Realistic Fiction

**Focus: Concepts of Print and Reading Strategies**

- blend letter sounds to read phonetically regular words
- use high frequency words
- read varied sentences fluently, with expression and stamina

**Supportive Text Features:**

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive language

**High-frequency/Sight words:** and, are, two, on, a, says, to, gets, the, in, up, in, for, Note: words based on Dolch Sight Words List and Fry's Instant Words lists

**Phonics:**

- decode words with short /e/ vowel sound

**Lesson plan designed to support foundational language skills, K-2:**

- Common Core Standards
- Texas Essential Knowledge and Skills (TEKS)

**Reviews**

"Simple text with clear and specific targeted practice for emergent readers reinforce foundational skills like segmenting and blending CVC words. . . Wonderful resources for parents to read together with children. The illustrations are breathtaking and lend themselves to lots of rich conversation." - School Library Journal, starred review

1 Rhett and Jett

Drumbeat Decodables

leeandlow.com

## BEBOP CLASSROOM CONNECTION

### Tim and Robin

Guided Reading Level: F  
DRA Level: 10  
Lexile Level: 280L

written by Sandra Samatte and illustrated by Julian Grafenauer

**Overview:** Can Tim help an injured robin heal its wing so it can fly again? In Tim and Robin, young readers will practice reading words with the short /i/ vowel sound as a kid named Tim helps fix a robin's wing so that the bird can zip and dip through the sky again.

**About the Book**

**Drumbeat Decodable Series:** Each book contains a word list, high-frequency words, short vowel words, and fun activities for extended learning. Tim and Robin is part of the Drumbeat Decodable Book Collection, a groundbreaking beginning reader series designed to strengthen and advance phonics and reading skills ([www.leeandlow.com/books/drumbeat-decodable-book-collection](http://www.leeandlow.com/books/drumbeat-decodable-book-collection)).

**Page number:** 15, **Word Count:** 155

**Genre:** Realistic Fiction

**Focus: Concepts of Print and Reading Strategies**

- blend letter sounds to read phonetically regular words
- use high frequency words
- read varied sentences fluently, with expression and stamina

**Supportive Text Features:**

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive language

**High-frequency/Sight words:** is, a, six, and, in, the, too, of, his, wants, to, big, for, there, asks, will, with, on, now, does, not, to, can, Note: words based on Dolch Sight Words List and Fry's Instant Words lists

**Phonics:**

- decode words with short /i/ vowel sound

**Lesson plan designed to support foundational language skills, K-2:**

- Common Core Standards
- Texas Essential Knowledge and Skills (TEKS)

**Reviews**

"Simple text with clear and specific targeted practice for emergent readers reinforce foundational skills like segmenting and blending CVC words. . . Wonderful resources for parents to read together with children. The illustrations are breathtaking and lend themselves to lots of rich conversation." - School Library Journal, starred review

1 Tim and Robin

Drumbeat Decodables

leeandlow.com

# CLASSROOM RESOURCES

- **GoodMinds.com**
- Author **Cynthia Leitich Smith** ([cynthialeitichsmith.com](http://cynthialeitichsmith.com))
- **National Museum of the American Indian's Native Knowledge 360** ([americanindian.si.edu/nk360](http://americanindian.si.edu/nk360))
  - Worksheet for Selecting Native American Children's Literature
  - Handout on Native American Cultures and Clothing: Native American Is Not a Costume
- **American Indian Library Association** ([ailanet.org](http://ailanet.org))
- **National Indian Education Association** ([niea.org](http://niea.org))
- **We Need Diverse Books' Indigenous Reads Rising** ([indigenousreadsrising.com](http://indigenousreadsrising.com))
- **Native Land Digital** ([native-land.ca](http://native-land.ca))
- U of Maine's **Coming Home to Indigenous Place Names in Canada** ([umaine.edu/canam/coming-home-map](http://umaine.edu/canam/coming-home-map))
- **Native Earth | Native Sky** ([nativeearthnativesky.org](http://nativeearthnativesky.org))



**NATIVE KNOWLEDGE 360**



# DRUMBEAT DECODABLE TAKEAWAYS



Elder Fran shares a story with Jan and Dad. Elder Fran teaches Jan and Dad how to tap a tree for sap.

Text copyright © 2025 by Sandra Samatte



Jan and Dad tap a tree. Jan and Dad tap a tree for sap.  
TAP, TAP, TAP!

Illustration copyright © 2025 by Julian Grafenauer

- Shows Indigenous Peoples and Native Americans in Nature through a contemporary lens
- Reinforces and builds on phonics programs
- Provides opportunities for students to connect with and learn from the books

# IN CONVERSATION WITH DEZI LYNN



**National Indian  
Education Association**

**[niea.org](http://niea.org)**

# NATIONAL INDIAN EDUCATION ASSOCIATION

## CORE PILLARS

### Policy & Advocacy

Advancing Native education policy at federal, tribal, state, and local levels.

### Tribal Education Capacity-Building

Supporting tribes to determine and build the capacity of their learning systems to effectively serve students in schools on their land.

### Whole Child Initiative

Creating a framework that is part of the academic wheel, closing gaps that address the social, mental, spiritual, physical, and emotional needs of Native students.

### Post-Secondary Success

Promoting opportunities for Native students to attend college, pursue careers, and support community readiness by developing post-secondary pathways that align with individual and community needs.



**STUDENTS, FAMILIES,  
COMMUNITY,  
STAKEHOLDERS**

© National Indian Education Association

## CORE PILLARS

### Research, Assessment, & Evaluation

Collaborating with Tribes and Native communities in the development of standards and assessments that respect and acknowledge language of instruction and cultural heritage.

### Teaching, Learning, & Leadership

Developing and implementing innovative, community-based strategies to solve the teacher and administrator pipeline challenge impacting Native students in both rural areas and urban settings.

### Language & Culture-Based Education

Strengthening the connections between language, culture, and education to ensure that Native learning systems are grounded in the community's identity.

# NATIONAL INDIAN EDUCATION ASSOCIATION

## National Educator Initiative

- NIEA Educator Initiative
- Recruit, Empower, Retain
- Serving educators that serve Indigenous Peoples and Native Americans

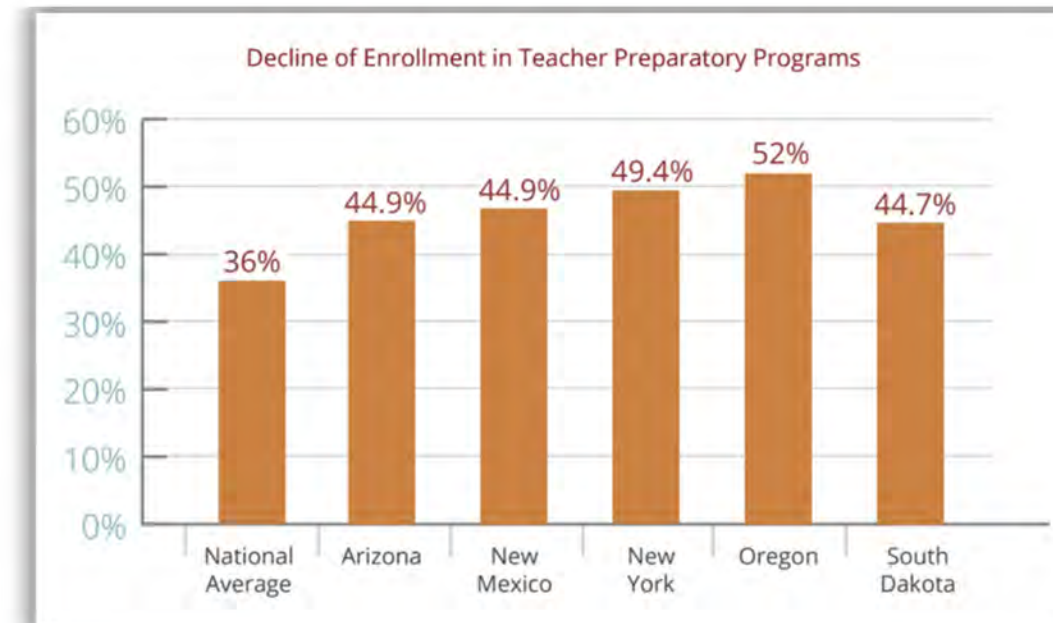


**Recruiting** and preparing Native educators for the education workforce

**Empowering** Native educators as skilled teaching professionals by providing culturally driven resources

**Empowering** educators to teach for, about, and with Native communities to support Native Education for All

**Retaining** Native educators for long-term careers and leadership



# FINDING QUALITY INDIGENOUS PEOPLES AND NATIVE AMERICAN CONTENT

- For years texts about Native peoples were rarely written BY Native peoples
- Currently there is a burgeoning of new Native authors and illustrators in children's and YA literature
- Assessing the authors, illustrators and the authenticity of Native representation is important to center Native voices in literature.
- With texts for younger children, notice the representation in the texts of who is represented, who is portrayed playing the roles, and how they are portrayed.
- NAU CRAIS Tool & Worksheet for Selecting Native American Literature



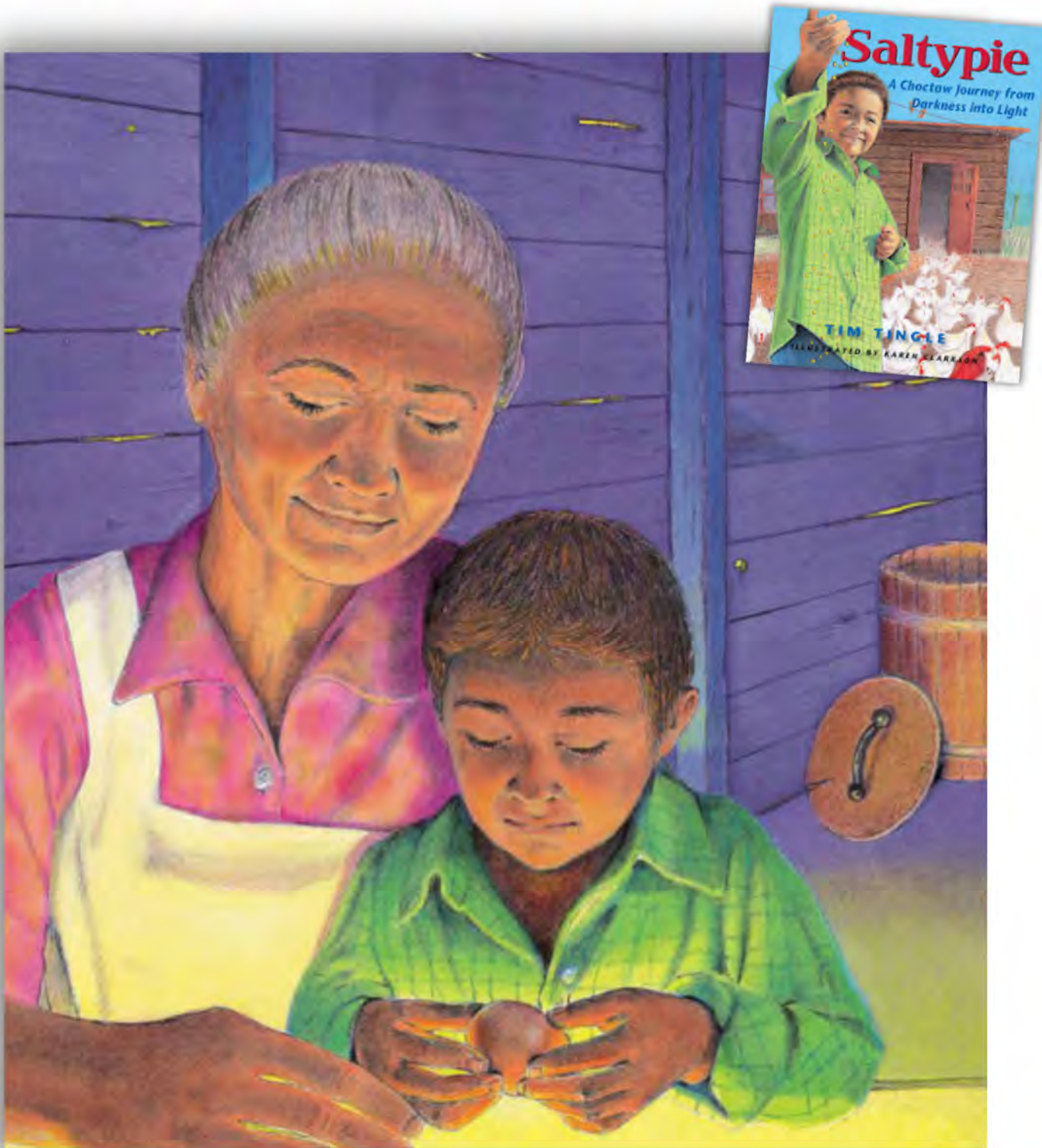
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# FINDING QUALITY INDIGENOUS PEOPLES AND NATIVE AMERICAN CONTENT

- These skills should be taught to students as well
- Conversations about the authors and illustrators and what nation they're from and how they are connected to their people are relevant
- Caregivers and educators have a voice to determine books they use in classrooms and control the conversations around the books



# FINDING PROBLEMATIC INDIGENOUS PEOPLES AND NATIVE AMERICAN CONTENT



Illustrations copyright © 2010 by Karen Clarkson

- This is an opportunity for conversation about who gets to tell our stories, who does not and WHY.
- These conversations require that educators and caregivers have the knowledge and understanding of the historical relevance of erasure and assimilation.

# SUPPORTING MULTILINGUAL INDIGENOUS PEOPLES AND NATIVE AMERICAN LEARNERS

- Intent and act of reading and writing in Native languages differs from Western academic purposes for reading:
- Western/academic purpose for reading:
  - practical application, to process information, to function in society
  - for leisure, to absorb storytelling, participate in recreational reading.
- For Native languages using reading & writing, the purpose is to be better SPEAKERS.



And most of all, thank you, Great Spirit, for giving us all these wonderful gifts, so we will be happy and healthy every day and every night.

# SUPPORTING MULTILINGUAL INDIGENOUS PEOPLES AND NATIVE AMERICAN LEARNERS

- Revitalizing languages means supporting Native Language teachers in schools and supporting Native languages spoken in the home
- Resources: local communities have their language-specific resources available. Turn to community.
- General Resources:
  - Systemic support for Native Language teachers
  - Future guides for support
  - NIEA webinar
- It requires more than just resources, it requires relationships, safe spaces and systems for Native language teachers to be part of the entire school system, and it requires the community



And most of all, thank you, Great Spirit, for giving us all these wonderful gifts, so we will be happy and healthy every day and every night.

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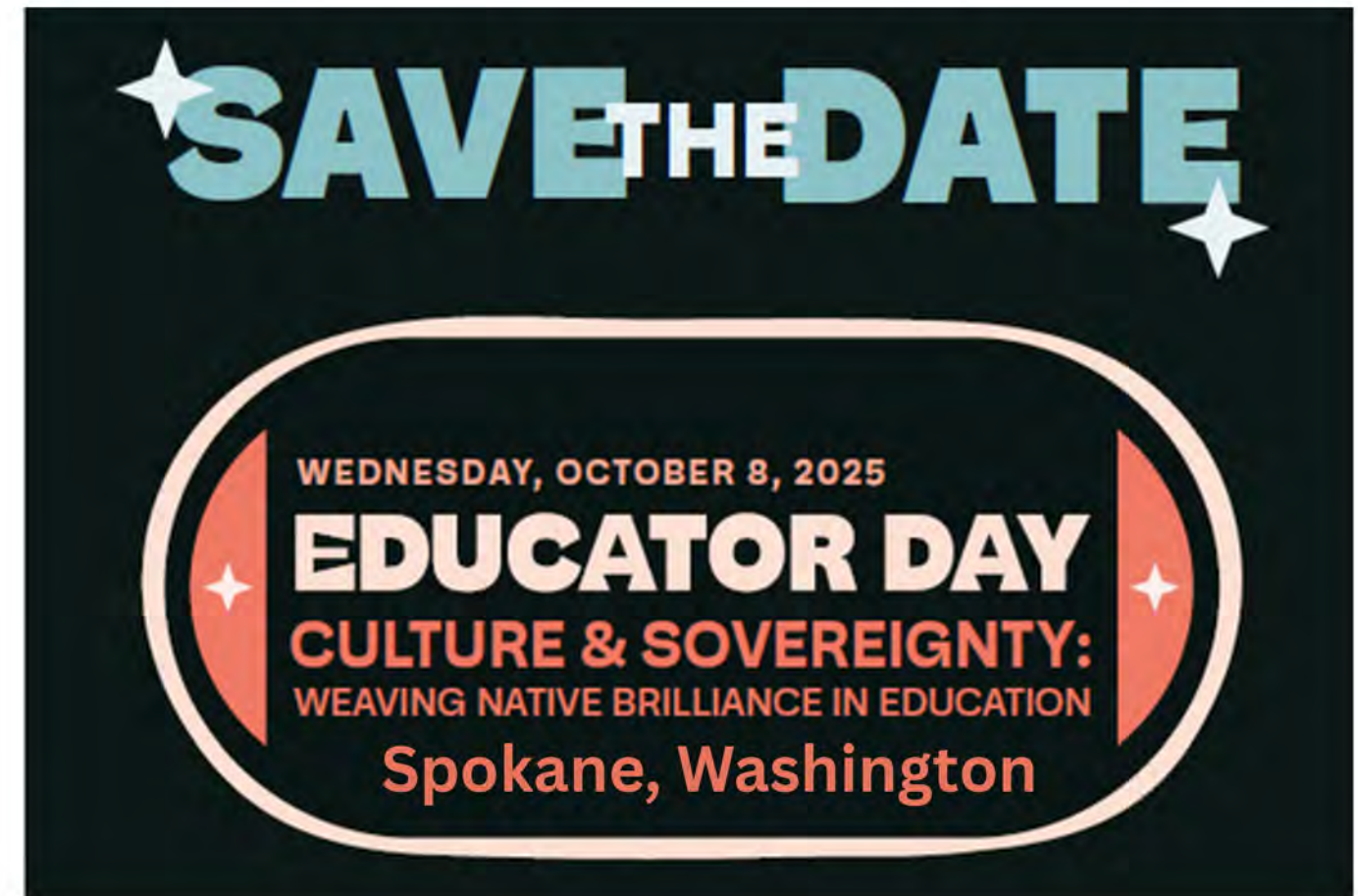
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# NATIONAL INDIAN EDUCATION ASSOCIATION

Keynote Authors:

Christine M'Lot - Highwater Press

Cynthia Leitich Smith- Heartdrum



## Pre-Educator Day Webinars:

**Christine M'Lot: "A Conversation on Indigenous Place and Worldviews in & out of the Classroom with Educator Day Keynote Author Christine M'Lot" Sep 9, 2025 04:30 PM Central Time**

**Cynthia Leitich Smith: "Native Authors for Young Readers: Stories and Voices for the Classroom" Including Karina Iceberg (Aleut (Unangaâ) and Alutiiq (Sugpiaq)), Christine Hartman (Cherokee), and Kauakanilehua Māhoe Adams (Native Hawaiian) September 16, 2025 4:30PM Central Time**

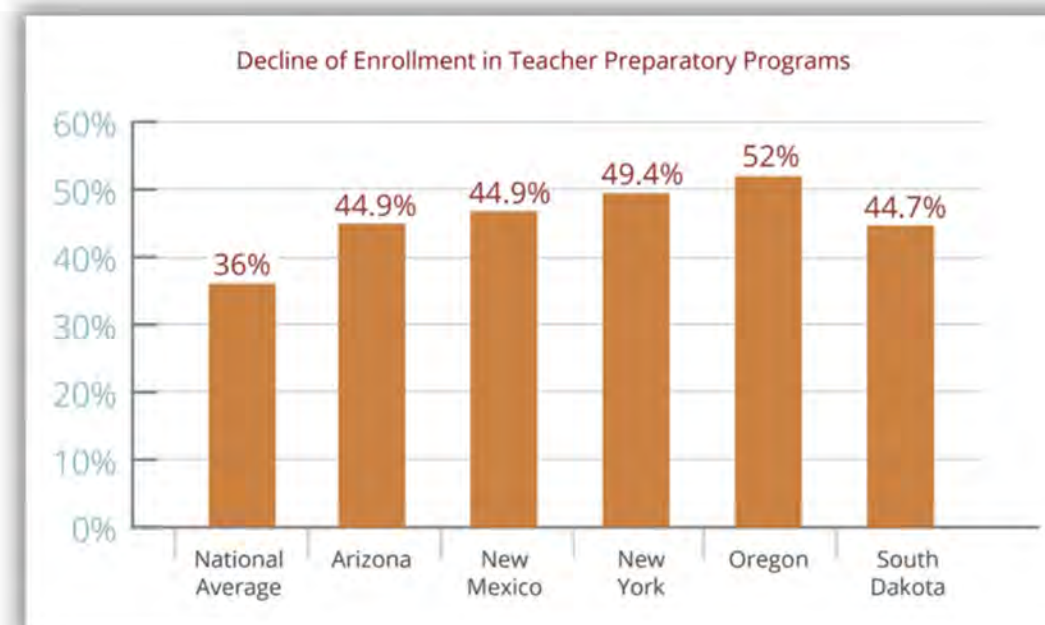
# NATIONAL INDIAN EDUCATION ASSOCIATION

## National Educator Initiative

- Recruit, Empower, Retain
- National Native American Educator Landscape Analysis
- 61% respondents have asked for culturally relevant pedagogical professional development and resources
- 64% of educators have considered leaving the field in the past year
- What do educators serving Native students need?



## National Native Educator Survey:



# COMING SPRING 2026!

8 titles in the  
Drumbeat  
Decodable  
Collection focused  
on Long Vowels



# BEBOP BOOKS® CATALOG

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# QUESTION & ANSWER



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