

LANGUAGE ARTS, SCIENCE, SOCIAL STUDIES AND ART ACTIVITIES

LUMP LUMP AND THE BLANKET OF DREAMS:
INSPIRED BY NAVAJO CULTURE & FOLKLORE

LANGUAGE ARTS ACTIVITIES

1. Pre-Reading Questions:

- A. What do you think this book will be about?
- B. Do you know anything about black bears?
- C. Do you know anything about Navajo Indians?
- D. Have you ever been to western U.S.?
- E. What is your favorite picture in this book? Why?
- F. What are the main colors in the book's pictures?

2. Post-Reading Questions:

- A. Do you have a question to ask Spider Woman?
- B. What did Lump Lump do to show that he was a kind bear?
- C. Why did Lump Lump try to catch the rain in the net of twilight? What is twilight?
- D. Why did they need a rainbow for their blanket of dreams?

3. Activities: Vocabulary List

- | | |
|--------------|--------------|
| a. Weaver | f. Den |
| b. Twilight | g. Herbs |
| c. Mesa | h. Stash |
| d. Rainbow | i. Regret |
| e. Honeycomb | j. Hibernate |

4. Finish the sentences below using your word list above:

- a. The most colorful thing in the sky is a _____.

b. After the day is done and before nightfall is _____.

[> space

c. If I am sorry, I _____ what I have done.

d. My _____ is a lot of candy under the bed.

e. A fox lives in a _____.

f. We gather _____ to make our meals delicious.

g. Bears who sleep in winter _____.

5. Activities: Sequencing Skills

Put the following events in the order in which they happened:

a. Lump Lump gives Spider Woman his honeycombs.

b. Hawk gets the red light of evening for Mother Bear and Lump Lump.

c. Blue Bird finds a weaver.

d. The blanket of dreams is finished.

e. Mother Bear tells Lump Lump about hibernation.

f. Fox brings back a piece of the rainbow.

6. Activities: Poetry/Onomatopoeia

Onomatopoeia is when words sound like what they are. For example, boo-hoo, hah-hah, splash, crash, gulp.

Brainstorm more words.

In The Blanket of Dreams: Inspired by Navajo Culture and Folklore, examples of onomatopoeia are:

- a. "Che-check" (says Blue Bird)
- b. Click-click (of the tree branches)
- c. "phlaaatt-phlaaatt"
- d. Whoosh! (Blue Bird flaps her wings)

7. Activities: Writing Prompts

Continue the story beginning with the sentences or phrases below:

- A. Lump Lump showed how kind he was in many ways. He _____.
- B. The blanket of dreams helped the bears because _____.
- C. If I had a blanket of dreams like Lump Lump, _____.
- D. Spider Woman walked in the desert alone _____.
- E. Blue Bird was a great gatherer of news because _____.

8. Activities: Library Skills

Using the picture book collection in the school or public library, pupils try to find another book with one of the following:

A. Black bears

space → B. Bluebirds

C. Foxes

D. Navajo Indians

E. Woven cloth

Students work in teams. Share as a group.

9. Activities: Character/elements

A. Who are the main characters? Write on board:

Lump Lump

Mother Bear

Blue Bird

Spider Woman

Blanket of Dreams

10. Activities: Repetition

Give examples of repetition from the story:

A. "The white light of morning, the red light of evening, the falling rain, and the r-aa-iii-nnnn-bow."

→ *space*

B. "All the way home..."

C. "Whoosh!"

11. What do the following parts of the story mean to Lump Lump?

A. Honeycomb -- pleasure

B. Blue Bird -- guidance

C. The blanket of dreams -- security/love

SCIENCE ACTIVITIES

1. Before and after reading the book

K

W

L

Chart Graphic
Organizer

What do I

What do I

What have

Know about

Want to know

I learned

Black Bears

Hibernation

Honeycombs

2. Brainstorm a list of other animals living in a wood or forest.

3. Share a number of other picture books starring bears.

4. Name other kinds of bears besides black bears.

SOCIAL STUDIES

Activities: Map Reading Skills

1. Using a linear map only (handout) of the Southwest, children fill in the following with a complete map:

- a. Desert
- b. Navajo reservation
- c. States
- d. Cities
- e. Bodies of water, mountains

2. Vocabulary

- a. Mesa
- b. Capital city
- c. Navajo
- d. Bear's den
- e. Hawk habitat

ART

1. Activities: Show various pictures of Navajo weaving designs.
 - a. Children color handouts with Navajo designs in linear form – line drawings.
 - b. Discuss Southwestern colors.

2. Activities: Paper weaving project
 - a. Begin with strips of paper
 - b. Color the strips
 - c. Weave them together
 - d. Glue the back

Activities submitted by Susan Forbes, B.A. English, Temple University, M.Ed. Reading Specialist, Arcadia University.

Thirty years' experience includes: developmental reading, remedial reading, social studies (integrated with language arts), team leader, and writing leader.