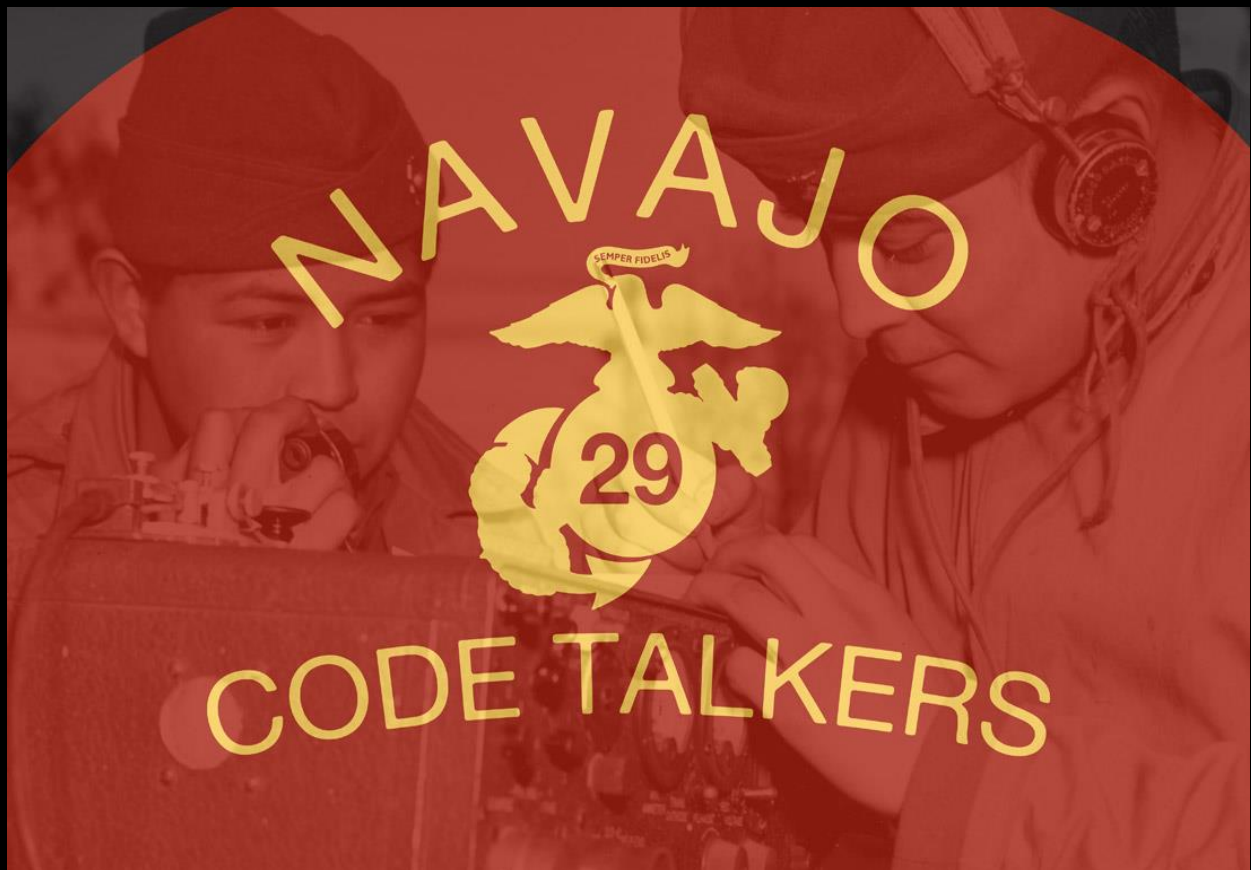


4<sup>th</sup> Grade Lesson Plan  
*The Unbreakable Code*  
The Navajo Code Talkers



# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 4 <sup>th</sup> Grade	Lesson: Navajo Code Talkers

<p><b>OBJECTIVES:</b> CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><b>STRATEGIES:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Write/Pair/Share</li> <li><input type="checkbox"/> Collaboration</li> <li><input type="checkbox"/> Discussion Questions</li> <li><input type="checkbox"/> Small Groups</li> <li><input type="checkbox"/> Large Group</li> </ul>
<b>MATERIALS:</b>	Computer/laptop; internet (with access to YouTube); Smart Board; Copies of <i>The Unbreakable Code</i> Write-Pair-Share Activity; Copies of the Graphic Organizer for <i>The Unbreakable Code</i> ; Copies of <i>The Unbreakable Code</i> Discussion Questions; copies of the Navajo Code Talking Activity; Copies of the Navajo Code Using the English Alphabet; Copies of <i>The Unbreakable Code</i> Word Search Puzzle
<b>Engage:</b> Hook the students	Play the YouTube read aloud book, <i>The Unbreakable Code</i> , Author-Sara Hoagland Hunter, Illustrator-Julia Miner; <a href="https://youtu.be/2ZcNoIVJgAA">https://youtu.be/2ZcNoIVJgAA</a> Hand out Write/Pair/Share Activity. <b>Write/Pair/Share Activity-Tell the students they will have 5 minutes to write their answer to the following question: If the author wrote a sequel or a continuation of this story, what do you think the sequel would be about?</b> At the end of 5 minutes, pair the students with a partner, tell the students to read their written response to their partner.
<b>Explore:</b> Students make sense of a concept through observations.	Students will complete the Graphic Organizer for <i>The Unbreakable Code</i> . Students will reflect on <i>The Unbreakable Code</i> by answering the Discussion Questions. Students will complete an activity utilizing the Navajo Code to create messages about the Navajo Code Talkers from <i>The Unbreakable Code</i> . Students will complete <i>The Unbreakable Code</i> Word Search Puzzle.
<b>Explain:</b> Teacher introduces formal vocabulary and language to students.	<i>The Unbreakable Code</i> is an example of <b>Historical Fiction</b> . Historical Fiction is set in a real place, during a recognizable time. The details and the action in the story can be a mix of actual events and ones from the author’s imagination. Characters can be pure fiction or based on real people.
<b>Elaborate:</b> Students apply what they have learned.	Students will describe how the Navajo Code Talkers were willing to serve in the United States military, even though they had been treated badly. The student will explain the impact of the Navajo Code Talkers on the outcome of World War II.
<b>Evaluate:</b> assessment.	Teachers should choose which activities to use as formal/informal assessments.
<b>Enrichment/Service-Learning Project</b>	Students will brainstorm a way to serve in their local community in honor of the Navajo Code Talkers. See a list of potential projects on the last page.

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Name \_\_\_\_\_

**Write-Pair-Share**

**You will have 5 minutes to write your answer to the following question:  
If the author wrote a sequel or a continuation of this story, what do you think the sequel would be about?**

At the end of 5 minutes, you will be paired with a partner, you will read your answer to your partner and they will read their response to you. Write on the back if necessary.

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---cut here-----cut here-----cut here---

Name \_\_\_\_\_

**Write-Pair-Share**

**You will have 5 minutes to write your answer to the following question:  
If the author wrote a sequel or a continuation of this story, what do you think the sequel would be about?**

At the end of 5 minutes, you will be paired with a partner, you will read your answer to your partner and they will read their response to you. Write on the back if necessary.

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Name \_\_\_\_\_

### Graphic Organizer

Author:	Title:
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Main Character(s):
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Setting:
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What is the main conflict?
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Main Events:
•
•
•
•

How was the main conflict resolved? What impact did the Navajo Code Talkers have on World War II?
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**Wreaths Across America  
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**Discussion Questions for The Unbreakable Code**

Answer the following questions in the space provided.

1. What do you think the author wanted you to learn from this text?

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2. Summarize this text in 2-4 sentences.

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3. What would you have done differently from the main character?

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4. Think about an unusual detail in the text. Why do you think the author included it?

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**Wreaths Across America  
Lesson Plan**

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**Navajo Code Talking Activity**

**Directions: Using the Navajo Code Words, write three sentences about this story.**

For example: Grandfather joined the Marines.

Goat-rabbit-ant-nut-deer-fox-ant-turkey-horse-elk-rabbit / jack-owl-ice-nut-elk-deer  
turkey-horse-elk / Mouse-ant-rabbit-ice-nut-elk-sheep.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Wreaths Across America

## Lesson Plan

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### Navajo Code Using the English Alphabet

Alphabet (English)	Code language (English)
A	Ant
B	Bear
C	Cat
D	Deer
E	Elk
F	Fox
G	Goat
H	Horse
I	Ice
J	Jack
K	Kid
L	Lamb
M	Mouse
N	Nut
O	Owl
P	Pig
Q	Quiver
R	Rabbit
S	Sheep
T	Turkey
U	Ute
V	Victor
W	Weasel
X	Cross
Y	Yucca
Z	Zinc



## Wreaths Across America Lesson Plan

Teacher:	Date:
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Name \_\_\_\_\_

### The Unbreakable Code Word Search

Q	A	R	M	T	S	U	R	I	B	A	C	H	I
B	O	A	R	D	I	N	G	S	C	H	O	O	L
Z	W	D	S	X	E	D	C	R	O	F	U	V	T
R	G	I	B	Y	H	N	U	J	D	M	R	I	F
E	B	O	O	T	C	A	M	P	E	K	M	O	L
C	L	P	H	A	I	R	C	U	T	Q	O	D	A
R	A	Z	W	S	X	E	D	C	A	R	T	E	G
U	F	W	A	L	L	E	T	V	L	T	H	C	G
I	B	Y	H	N	U	J	M	I	K	S	E	O	K
T	O	J	A	P	A	N	E	S	E	H	R	D	L
S	P	Q	A	Z	W	S	M	A	R	I	N	E	S
O	P	E	R	A	T	I	O	N	S	P	X	E	D

Navajo	radio	code talkers	boarding school
Marines	haircut	bootcamp	decode
recruits	operations	Our Mother	Mt. Suribachi
Japanese	flag	ship	wallet



# Wreaths Across America Lesson Plan

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Name \_\_\_\_\_

## Answer Key

### The Unbreakable Code Word Search

Q	A	R	M	T	S	U	R	I	B	A	C	H	I
B	O	A	R	D	I	N	G	S	C	H	O	O	L
Z	W	D	S	X	E	D	C	R	O	F	U	V	T
R	G	I	B	Y	H	N	U	J	D	M	R	I	F
E	B	O	O	T	C	A	M	P	E	K	M	O	L
C	L	P	H	A	I	R	C	U	T	Q	O	D	A
R	A	Z	W	S	X	E	D	C	A	R	T	E	G
U	F	W	A	L	L	E	T	V	L	T	H	C	G
I	B	Y	H	N	U	J	M	I	K	S	E	O	K
T	O	J	A	P	A	N	E	S	E	H	R	D	L
S	P	Q	A	Z	W	S	M	A	R	I	N	E	S
O	P	E	R	A	T	I	O	N	S	P	X	E	D

Navajo	radio	code talkers	boarding school
Marines	haircut	bootcamp	decode
recruits	operations	Our Mother	Mt. Suribachi
Japanese	flag	ship	wallet

# Wreaths Across America

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### Find A Way to Serve

1. Draw pictures or make cards for servicemen and women overseas or veterans at a local VA Hospital or VA Home. [Operation Gratitude](#) sends over 250,000 packages to Servicemen and Women, and First Responders annually, the link above provides guidelines for participation in their program.
2. Make cards for Senior citizens in your community for the various holidays. Teachers/Parents can help their children by:
  - \* contacting local nursing homes, senior centers and VA Homes to determine the procedure they have for community involvement, the numbers of residents, etc.
  - \* setting up a calendar as a reminder to your child letting them know when certain holidays are coming.
  - \* providing materials: crayons, paper, coloring sheets for younger students
  - \* setting up a time for delivery of the cards to the facility, or help your child mail the cards at the Post Office.
3. Decorate placemats to be used for Senior citizens during the holidays with a special note or picture! Many agencies deliver meals to Seniors who have mobility problems and are on a fixed income. Teachers/Parents can help their children by:
  - \* contacting local agencies that provide meals for Seniors, coordinate with the agency to provide placemats for an upcoming holiday
  - \* talking with your child's teacher to see if this could be a classroom project
  - \* provide materials
4. Donate gently used or new stuffed animals to a local fire department or police station to give to children in emergencies.
5. During your birthday month, donate cake mix, frosting, candles, and an age-appropriate toy in a box. Donate items to a local food pantry or school social worker for families in need of a birthday cake. Let your child decorate the bag/box with a birthday message. Parents can help their children by:
  - \* contacting a local food bank or their child's school to arrange a drop-off point
  - \* purchasing the items to donate
  - \* taking their child to be a part of the drop-off
6. Collect school supplies, coloring books/crayons or games to donate to local homeless shelters or local children's hospitals.
  - \* contacting a local food bank or their children's hospital to arrange a drop-off point
  - \* purchasing the items to donate
  - \* taking their child to be a part of the drop-off
7. Make a no-sew fleece blanket for a child in need with [Project Linus](#), or a Veteran in need with [Soldiers' Angels](#). Parents can help their children by:
  - \* log on to the Project Linus or Soldiers' Angels to check out the specifications for the blankets,
  - \* help their child purchase materials
  - \* help their child make the blanket if necessary
  - \* take their child to ship or deliver the blanket