

Trey Hays | Session 3:

The Search Begins for Helpers

List of Required Supplies:

1. The book [Little Loksi](#) from Chickasaw/White Dog Press
2. White board and markers

Additional Links :

1. [Nashoba Theme Song](#) (arrangement by Zach Garcia, videography by Trey Hays at Quartz Mountain, Lone Wolf, Oklahoma)
2. [Oklahoma Department of Wildlife Conservation](#)
3. [The Itsy Bitsy Spider](#)
4. [Chickasaw Animals](#)
5. [The Spider Kept on Spinning](#)
6. [Giving Tree Music Drum Circle Interactive Play Along](#)

Space/Facility Requirements: Open floor space

Student Time Required: 60 minutes

Step-by-step Instructions:

Continuing to read through the book, [Little Loksi](#), use the following discussion examples:

Pages: 27-28

1. Choose a wolf (**Nashoba**) from the group. Set up the scene with all the other actors lying around Little Loksi.
 - i. Little Loksi
 - ii. Fochush
 - iii. Soba
 - iv. Chukfi (not lying down, but miming like he's still telling stories)
2. **Page 28:**

Have the animals who are lying down startle and look scared until Nashoba speaks.

3. Page 29-30:

- a. Choose a student to perch on a chair someplace in the room
- b. Write “**Osi**” on the board. Say, “How do you say this word?” Accept all answers. Now, write “**ohn-SEE**” on the board. When you see all caps, it means the syllable is stressed or emphasized in the Chickasaw language.
- c. Play the [*Nashoba Theme Song*](#) as Nashoba runs around the room and back to Osi who is perched on the chair.
- d. Pause the music: Read page 30 while Nashoba runs and then Osi mimes while you read what she says.
- e. Ask students, “What is an animal called that stays up all night? Can you name some animals that are nocturnal?”

4. Page 31-36

- a. Choose a skunk to waddle around on all hands and feet someplace away from Little Loksi in the room.
- b. Write “**Koni**” on the board. Say “How do you say this word?” Accept all answers. Now, write “**koh-NEE**” on the board. When you see all caps, it means the syllable is stressed or emphasized in the Chickasaw Language.
- c. Play [*Nashoba Theme Song*](#) while you read pages 31, 32, Nashoba runs around the room, stopping and sniffing other students, moving on, and comes near Koni as you read page 34. Pause Nashoba theme song.
- d. Nashoba pretends he is wiping his eyes like there is something in them while gasping and coughing.
- e. At this point, you ask what Koni is. Then ask, “Is a skunk a nocturnal animal? What do you think a skunk can do for Little Loksi?” Read page 36 and ask them what is Koni going to do? Answer: Spray any predators coming up to the scene of the accident if they seem to want to do harm.
- f. Have Koni waddle, with emphasis on shaking tail, over to Little Loksi and friends.

- g. You might have a child pretend to be a predator, (i.e. a coyote, or a bobcat) and come to the perimeter of the animals, growling, then have the skunk spray that animal, and the predator runs away, making that animal's "hurt" sound.

5. Page 37-61

- a. Play [Nashoba Theme Song](#) and have Nashoba run around the room as you read page 37 and come to a porcupine next. Pause the music. Have an actor playing the porcupine holding a pencil behind their back, backing up to an actor playing the part of a snake, pretending to stab the snake in the chest with it. Have the snake hold it in their hand against their chest when Nashoba arrives at the scene.
- b. Mention that the porcupine is now in the Chickasaw language because I had placed one in my book. It is not native to the area where the Chickasaws live in Oklahoma or even their homeland, which is in the Mississippi and Alabama area. The porcupine is native to western Oklahoma and is slowly moving east, as they have only one baby a year, called a porcupette. More information can be found at the [Oklahoma Department of Wildlife Conservation](#).
- c. The pronunciation for porcupine in Chickasaw is (**hock-neeep hee-SHEE huh-loh-PUH**) It literally means, "Its body-hair is sharp." Chickasaws use words already in their language to describe things that are not in the Chickasaw vocabulary. Those new descriptive words then become part of the Chickasaw language.
- d. Now read page 39. Haknip Hishi' Haloppa' then waddles off to the scene of the accident.
- e. Play [Nashoba Theme Song](#) while you read page 42 and Nashoba runs around sniffing everywhere when suddenly some students throw string on him or anything that he can act like he's tangled in. At the end of the page, where it reads, "...which gave him an idea!" he gets untangled and points his finger in the air, as though pointing at a lightbulb above his head.
- f. Sing, [The Itsy Bitsy Spider](#), arranged by Trey Hays
- g. Read page 44 while he rubs his chin as though thinking deeply.
- h. An actor playing a spider has been nearby in the previous scene.

- i. Read page 45 while Nashoba gets close and holds upstage hand against cheek as though whispering to spider. The reason it needs to be the upstage hand is that everything needs to be where the audience can see the action. The action, in this case, is that Nashoba's mouth is moving.
- j. **Cholhkun**, spider in Chickasaw, pronounced (**chohl-th-KOON**), grabs the "web" and holds both of Nashoba's hands behind Nashoba's back and they go back to the scene of Little Loksi's accident where the animals are.
- k. Read page 50 as Cholhkun wraps her web around Little Loksi's hand and leg on the same side.
- l. Read page 51, bring the lights up if you had them dimmed, and have the eagle spreading arms and fly around the room, then come to Little Loksi, grab the web with her hands and pull while Little Loksi turns back on his feet. All animals cheer.
- m. Read page 54 while Mama Loksi takes the "web" off Little Loksi.
- n. Read page 55 and 56 while everyone gathers around Nashoba to listen as he mimes the story.
- o. Read page 59, then play, sing, and act out the song, [Chickasaw Animals](#).
 - i. Children lie down like the animals mentioned in the song and at the appropriate time, get up, move and sound like a said animal:
 1. **Chukfi - Rabbit**
 2. **Fochush - Duck**
 3. **Osi - Eagle**
 4. **Soba - Horse**
 5. **Haknip Hishi' Haloppa' - Porcupine**
 6. **Sinti'- Snake**
 7. **Koni- Skunk**
 8. **Cholhkun- Spider**
 9. **Nashoba- Wolf**
 10. **Loksi- Turtle**

- p. Read page 61 and grab a skein of yarn to go around a circle doing the following activity from Lynn Kleiner's Musicbox: [***The Spider Kept on Spinning***](#)
- q. There are many, many spider yarn art projects you can find on YouTube
- r. End the book presentation with a drum circle. You can find all kinds of interesting drum circle ideas on YouTube. Here is one that may be useful: [***Giving Tree Music Drum Circle Interactive Play Along***](#)
- s. You can use basically anything to play along, even your hands. Or, you could just dance to it. Freeze dancing is fun to do with this video too. Just play the music and when you stop it, everyone must freeze. Have someone make an action and all others copy it. Any number of musical activities can be done at the end of the book.