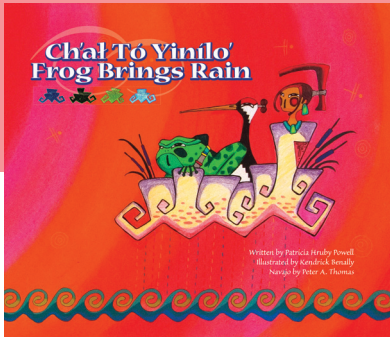


Teacher's Guide *Ch'at Tó Yinílo'* *Frog Brings Rain*

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About the Book

Frog Brings Rain shares a traditional Navajo teaching about how rain first came to the earth and the importance of respecting water. When fire spread across the mountains and threatened the First People, First Woman called upon the animals and water beings for help. Many turned away, but Frog—wearing his soft, sponge-like coat—answered her call. Carried by Crane high above the flames, Frog released black, blue, white, and yellow rains that cooled the earth and restored harmony. In gratitude, First Woman gave Frog the power to call the rain and named Crane the Rainbird. To this day, their story reminds us of the sacred role of water and the partnership between living beings and the natural world.

The illustrations in Frog Brings Rain vividly express the sacred colors of black, blue, white, and yellow—each representing a direction and a force of nature in Diné thought. Through the movement of fire, wind, mist, and water, students can see how these elements work together in balance. The artwork helps young readers follow Frog's journey and understand how cooperation and respect for nature bring life and renewal. The images and colors serve as meaningful connections to Navajo teachings about Hózhó (balance and beauty) and K'é (relationships and responsibility).

At its heart, this story teaches that courage, humility, and community effort are vital when facing challenges. Frog's willingness to act when others refused models responsibility and helpfulness—values deeply rooted in Diné culture. Teachers can link this story to science lessons about weather, the water cycle, and conservation. Students might explore where water comes from, why it must be protected, or how animals depend on it. They can also imitate the sounds of rain, act out the story, or reflect on what it means to "bring rain" in their own communities by caring for water and for one another.

Readability:

- Frog Brings Rain is accessible for early readers (ages 5–7) and suitable for shared read-aloud sessions or bilingual picture-book use with Navajo/English emergent readers.
Common Core Grade Band: Kindergarten – Grade 1

AZ Science Standards

Earth & Space Science

- 1.E1U1.x Observe and describe weather patterns and seasonal changes (no formal measurement emphasis)

Life Science

- 1.L2U2.7: Develop and use models about how living things use resources to grow and survive; design and evaluate habitats for organisms

Comprehension Questions for Grade 1 (AZ ELP Standards)

ELP Standard 1: Construct meaning from oral presentations and literary texts

Objective: Students will demonstrate understanding of key ideas and details from a read-aloud story.

Questions:

1. Who are the main characters in the story?
2. What problem happens on the mountain?
3. What does First Woman do to try to stop the fire?
4. Which animals refuse to help, and what reasons do they give?
5. What makes Frog different from the other animals?
6. How does Crane help Frog?
7. What happens when Frog releases the water from his coat?
8. What colors of rain does Frog make, and what do they stand for?
9. How does the story explain where rain comes from?
10. How do First Woman and First Man thank Frog and Crane at the end?

ELP Standard 2: Participate in grade-level discussions

Objective: Students will respond to and ask questions about the text using complete sentences.

Discussion Starters:

- Why do you think Frog decided to help when others said no?
- How do you think the First People felt when the fire was burning?
- What lesson does this story teach about helping others and caring for the earth?
- Have you ever helped someone even when it was hard?
- What do you notice about the way the colors and animals work together?

ELP Standard 3: Develop and use vocabulary

Objective: Students will use new vocabulary from the story to describe events and characters.

Vocabulary Focus: fire, mountain, rain, swamp, frog, crane, clouds, directions, mist

Prompt:

- Use three new words from the story to tell what happened.
- Which color of rain do you like best? Why?

ELP Standard 4: Construct grade-appropriate oral and written claims

Objective: Students will explain the main idea and moral of the story.

Prompts:

- What is this story mostly about?
- What can we learn from Frog's actions?
- How does this story show Hózhó—balance and harmony?

ELP Standard 6: Analyze and produce language in response to text

Objective: Students will connect illustrations to meaning and retell the story in sequence.

Tasks:

1. Look at the pictures. What is happening in each one?
2. What do the pictures help you understand about the fire and the rain?
3. Retell the story using the pictures in order—beginning, middle, and end.
4. Draw your own picture of Frog calling for rain. Label the colors of the rain.

5-Day Grade 1 Science Unit Plan Water, Rain, and Balance in Nature

Arizona Science Standards

- 1.E1U3.6: Observe, describe, and predict weather by measuring temperature, wind direction, and precipitation.
- 1.L2U1.7: Develop and use models about how living things use resources to grow and survive.
- 1.E1U3.7: Construct explanations of how water changes from one form to another.

Day 1 – Storytelling and the Gift of Rain

Objective (SWBAT):

Students will identify Frog and Crane’s roles in bringing rain and describe why rain is important for people, plants, and animals.

Vocabulary: rain, water, mountain, cloud, help, balance, Hózhó

Activities:

- Read aloud Frog Brings Rain (first half).
- Discuss: Why did the fire need to be stopped? Who tried to help? Why was Frog brave?
- Create a class chart “Water Helps All Living Things.”
- Students draw a picture of Frog helping First Woman.

Exit Ticket:

Students share one way water helps people or animals on the Navajo Nation.

Day 2: Rain and Weather

Objective (SWBAT):

Students will describe what happens when rain falls and name simple weather observations (sunny, cloudy, rainy).

Vocabulary: rain, cloud, sun, wind, storm, Rainbow

Activities:

- Observe the sky and record weather using simple icons.
- Review the sacred rain colors (black, blue, white, yellow) from the story.
- Experiment: Use a spray bottle to make “rain” fall over paper—observe the spread of water.
- Discuss how rain helps plants grow and fills rivers.

Exit Ticket:

Students point to the picture that shows rainy weather and explain one thing that changes when it rains

Day 3: Water in Our Homes and Communities

Objective (SWBAT):

Students will identify ways families and communities use water and discuss how to take care of water.

Vocabulary: drink, wash, conserve, respect, faucet, stream

Activities:

- Brainstorm uses of water in Navajo homes (washing hands, making food, herding animals).
- Adapted task: For students without running water, discuss how families save and collect water from barrels, springs, or wells.
- Compare clean vs. dirty water using two clear jars (one muddy, one clean).
- Navajo value connection: Respect for water—Tó éí íiná át'é (Water is life).

Exit Ticket:

Students finish the sentence: "I care for water by ____."

Day 4: The Water Cycle and Frog's Gift

Objective (SWBAT):

Students will describe how water moves through nature (rain, river, cloud, back to rain).

Vocabulary: evaporate, cloud, rain, cycle, sun, puddle

Activities:

- Simple demonstration: Place a small cup of water in sunlight; observe changes over the day.
- Create a circular diagram showing "sun – cloud – rain – river – sun."
- Connect to Frog Brings Rain: Frog's rain colors show the cycle of giving and balance.
- Chant Frog's call: "Har-ar-umph" as part of a weather song.

Exit Ticket:

Students draw or label one step in the water cycle.

Day 5: Caring for Water and the Earth

Objective (SWBAT):

Students will explain one way to protect and honor water in their community.

Vocabulary: protect, share, respect, conserve, K'é, Hózhó

Activities:

- Reread the ending of Frog Brings Rain.
- Class discussion: How do we show respect to water? Why did Frog share his water even though it was hard?
- Students create a "Water Promise" drawing—one way they can help.
- End with a circle reflection, sharing the Navajo phrase Tó éí íiná át'é ("Water is Life").

Exit Ticket:

Students say or draw one promise for keeping water clean and balanced.

Teacher Notes

- Integrate Navajo language where possible (e.g., tó = water, níłch'í = wind).
- Encourage storytelling and discussion to connect traditional teachings with modern science.
- Use local examples: springs, rivers, monsoon rains, water storage barrels.
- Early learners connect fun exploration to science inquiry.

Use: Engage curiosity and observation in early science learning.

Resources for Teachers

Navajo and Southwestern Stories

- Begay, S. (1995). *Ma'ii and cousin Horned Toad*. Northland Publishing.
Coyote (Ma'ii) tries to outsmart Horned Toad but learns a lesson about cleverness and humility.
Themes: Trickster story, friendship, problem-solving.
Use: Read-aloud for character education and Navajo oral storytelling connections.
- Begay, S. (2006). *Coyote and the sky: How the sun, moon, and stars began*. University of New Mexico Press.
Explains how Coyote's impatience scattered the stars.
Themes: Creation, consequences, respect for order.
Use: Link to astronomy, constellations, and cultural storytelling about the sky.
- Malotki, E., & Lomatuway'ma, M. (1985). *Gullible Coyote: A bilingual collection of Hopi Coyote stories*. University of Arizona Press.
Humorous short tales showing how Coyote learns lessons about greed and foolishness.
Themes: Trickster humor, teaching through story.
Use: Compare humor and morals in Navajo and Hopi stories.
- Johnson, J. (1994). *The bear and the cedar tree*. Roberts Rinehart.
A retelling of a traditional Navajo teaching about balance in nature.
Themes: Harmony, humility, strength.
Use: Pair with *Frog Brings Rain* to discuss cooperation and environmental balance.
- Arviso, D., & Nelson, S. (1996). *Navajo Coyote tales: The Curly Tó Aheadlíinii version*. University of New Mexico Press.
Coyote's adventures presented in bilingual format.
Themes: Trickster learning, traditional humor.
Use: Compare Navajo and English storytelling for bilingual literacy lessons.
- McDermott, G. (1994). *Coyote: A trickster tale from the American Southwest*. Harcourt.
Vibrant illustrations accompany a retelling of the Coyote fire-stealing story.
Themes: Trickster wisdom, natural phenomena.
Use: Integrate into art and science lessons about light and fire.
- Bruchac, J. (1993). *Thirteen moons on Turtle's Back: A Native American year of moons*. Philomel Books.
Explores moon cycles from various Indigenous nations, including Navajo.
Themes: Seasons, storytelling, nature's patterns.
Use: Connect to months, weather, and seasonal changes.
Rain and the Water Cycle

- Aliki. (1992). *A drop of water*. HarperCollins.
Beautifully illustrated nonfiction explaining water forms—steam, ice, and liquid.
Use: Science extension for observing evaporation and condensation.
- Dorros, A. (1993). *Follow the water from brook to ocean*. HarperCollins.
Simple introduction to the water cycle and how rivers connect to oceans.
Use: Build sequencing and map-skills activities.
- Gibbons, G. (1993). *Water pollution*. Holiday House.
Illustrates how pollution affects rivers and lakes.
Use: Add to Earth Day or stewardship lessons.
- Rissman, R. (2014). *Save water every day*. Capstone Press.
Clear, photo-supported text about conserving water at home and school.
Use: Ideal for early readers and classroom water-saving pledges.
- Usborne Beginners. (2010). *Rain and storms*. Usborne.
Engaging nonfiction with photos of weather events.
Use: Tie in with local Arizona weather patterns.
- Wade, M. (2008). *The water princess*. G. P. Putnam's Sons.
Based on the true story of a girl's journey to bring clean water to her village.
Use: Build empathy and global awareness of water scarcity.

Digital and Video Resources

Environmental Protection Agency. (n.d.). Saving water at home (EPA Kids). U.S. Environmental Protection Agency. <https://www.epa.gov/students>
Short kid-friendly PSA on turning off taps, fixing leaks, and using less water.
Use: Introduce conservation habits in daily routines.

McKinney, B. (Author), & StoryTime4Kids (Producers). (n.d.). A drop around the world [Video]. YouTube.
Animated read-aloud exploring how a single drop travels the globe.
Use: Support comprehension of the global water cycle.

NASA Climate Kids. (n.d.). The water cycle song. National Aeronautics and Space Administration. <https://climatekids.nasa.gov/water-cycle/>
Catchy animation showing how water moves between Earth and sky.
Use: Reinforce vocabulary—cloud, rain, ocean, evaporation.

PBS LearningMedia. (n.d.). Water all around us (Grades K–2). PBS Kids. <https://pbskids.org/learn>
Short animated clips explaining the water cycle and why water is precious.
Use: Day 3 of your science unit on evaporation and rain.

San Juan County School District Navajo Studies. (n.d.). Water is life [Video]. SJSD Navajo Studies YouTube.
Highlights Diné perspectives on the sacredness of water.
Use: Cultural connection for Navajo classrooms (Day 1 or Day 5 of unit).

Sesame Workshop. (n.d.). Murray explores: Where does water come from? [Video]. YouTube.
Friendly exploration of water sources and the water cycle for young children.
Use: Warm-up for weather and conservation lessons.