

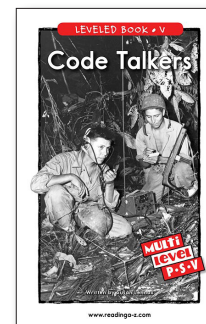
Key Question

Why were the Navajo Code Talkers so important to winning the war?

Vocabulary

Academic vocabulary: *method (n.), plan (n.), received (v.), secure (adj.), symbols (n.), transmit (v.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.



Story words

- *code talkers (n.), cryptographic (adj.), decipher (v.), discrimination (n.), encryption (n.), NavajoDECI (n.)*

Enrichment words

- *casualties (n.), intercepted (v.), recipient (n.), reservation (n.), translation (n.), transmit (v.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Code Talkers*, level V.

Ask and answer questions

Before reading, model a think-aloud while taking a picture walk through the book. Annotate the text with questions, reactions, or wonderings in the margin. Have students read to find answers to the questions or add any other information to the annotations. After they read, allow the students to discuss their annotations with a partner.

Text features: Photographs and captions

Explain that photographs are important when reading because they provide the reader with additional information. Have students locate the photographs within the book. Ask the students to provide information that they learn from looking at the photographs and their captions. Discuss what information readers can learn from the photographs and captions that support the text.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *Why was the Navajo language good for code? (level 2)*
- *What is steganography? (level 1)*
- *What were some of the ways secret messages were sent? (level 2)*
- *Why could the Japanese break US codes so easily? (level 1)*
- *What were the two parts of the Navajo coding system? (level 2)*
- *In what year did the Native Americans in Utah get to vote? (level 1)*
- *Why are codes so important to use during wartime? (level 3)*

Graphic organizer: Problem and solution


Use the lesson [graphic organizer](#) to have students identify the problems and solutions in the book. Model and discuss how to use the organizer by locating evidence from the text.

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: Write the problem described in the book in the top box, and write three possible solutions on the lines below it. Write at least one good result and one bad result about each solution. On the bottom, describe the solution presented in the book, and explain some of the consequences of that solution.

Problem	
	
Possible Solutions	
1. _____	Good _____ Bad _____
2. _____	Good _____ Bad _____
3. _____	Good _____ Bad _____
Chosen Solution	Result
_____	_____