



This webinar will prepare TGH instructors to integrate Molly of Denali video content, digital games and informational texts into their curriculum.

Molly of Denali

- Introductions
- Overview of the Molly of Denali Initiative
- The Molly of Denali Curriculum
 - Alaskan Native Values
 - Using Informational Texts
- Molly of Denali Learning App
- Incorporating Informational Texts
 - Museum Planner
- Q&A





Episode to watch: Grandpa's Drum



VIDEO: Behind the Scenes with the Creators!



Overview of the Molly of Denali Initiative

Targets ages 4 to 8-years old



- GBH Channel 2 weekdays at 7am, 4pm and Saturdays at 9:30am
- pbskids.org/molly or YouTube
- PBS Kids Video app



Alaska Native Values

- **Showing Respect to Others** – Each Person Has a Special Gift
- **Sharing What You Have** – Giving Makes You Richer
- **Knowing Who You Are** – You Are an Extension of Your Family
- **Accepting What Life Brings** – You Cannot Control Many Things
- **Having Patience** – Some Things Cannot Be Rushed
- **Living Carefully** – Your Actions Have Consequences
- **Taking Care of Others** – You Cannot Live Without Them
- **Honoring Your Elders** – They Show You the Way in Life
- **Seeing Connections** – All Things Are Related

Alaskan Culture & Native Values

For more information to share with your learners, check out the file:

→ 02 Alaska Native Culture and Values.pdf



Alaska Native Culture

Introduction

An important mission of the MOLLY OF DENALI series, set in the fictional rural Alaskan village of Qyah, is to share with children—and grownups—a culturally authentic portrayal of Alaska Native culture and values.

Native American characters have long been absent or misrepresented in the media. They make up 0 to 4 percent of the characters in primetime television and popular movies and less than 1 percent in children's cartoons. When Native American characters are featured, the portrayal has usually been woefully inaccurate and negative. Often, the extensive and varied range of culture, language, and history, which is rich in its own diversity, is collapsed into a single identity: generic "Indians," clothed in buckskin, with feathers in their hair. Other familiar misconceptions include:

- Columbus "discovered" America; there was no one in America before Europeans "settled" here
- Native Americans lived here in the past and aren't part of contemporary American life.
- All Native Americans speak the same language or use sign language to communicate.
- Native Americans were either noble warriors or savages who needed to be "civilized."
- All Native Americans lived in teepees, killed buffalo, and dressed the same.
- All tribes in Alaska are called Eskimos and live in igloos.
- Sports mascots using stereotypical representations of Native Americans are harmless.

Combating these ideas is important for many reasons, including the fact that research has shown that children need to see themselves reflected in the popular and educational media they consume. The limited and inaccurate portrayal of Native Americans has had harmful effects not only on Native American children, but on children of all cultures, who may only know the stereotypes commonly found in books, comic books, movies, television shows, and other media.

According to the National Congress of American Indians, there are 573 federally recognized Indian Nations (previously called tribes, nations, bands, pueblos, communities, and native villages). Approximately 229 of these ethnically, culturally, and linguistically diverse nations are located in Alaska. The other federally recognized tribes are located in 35 other states. Additionally, there are state recognized tribes located throughout the U.S. recognized by their respective state governments.

Source: www.nai.org/about-us

1

Alaska Natives and MOLLY OF DENALI

MOLLY OF DENALI is the first nationally distributed children's series to feature a Native American as a lead character. Created by WGBH in conjunction with an Alaska Native creative producer, an Alaska Native advisory group, and a Native American cast, the series incorporates Alaska Native cultures and values in its characters and storylines. The human connection with and respect for the land and its creatures is a consistent theme throughout the series. Community members engage in traditional arts and crafts as well as time-honored hunting and fishing methods. Molly's world also includes the internet, cell phones, and other everyday conveniences of modern life.

Molly Mabray and her family are Athabascans. Molly's mother, Layla, is a pilot and her father, Walter, is a wilderness guide. They run the Denali Trading Post, a store/transit/information hub in Qyah (pronounced KI-yah, the word Qyah means "village" in the Dena'ina Athabascan language). Native Americans have lived in Alaska for hundreds of years. There are 11 Athabascan groups with distinct cultures and languages (including 22 dialects): Gwich'in, Koyukon, Ahtna, Dena'ina, Lower Tanana, Han, Deg Hit'an, Tanacross, Upper Tanana, Halkachuk, and Kikchikan. Molly and her family are Gwich'in/Koyukon/Dena'ina Athabascans.

A variety of Indigenous and other diverse cultures are represented in MOLLY OF DENALI. Molly's best friend Tooyi is Yup'ik/Koyukon/Japanese. Mr. Patak, the woodworker, is Inupiat. Molly's friend Timi and her father, Daniel, the local librarian, are African Americans from Texas who have recently moved to Alaska. Nina, an environmental journalist, and Connie, the local mechanic, are European American. In addition, people from all over the world—tourists, journalists, scientists—visit Denali. The Alaskan setting also offers the opportunity to learn about diverse plants and animal life and interesting land features, including forests, mountains, volcanoes, and lakes.

Part of telling the Native American story, then and now, is grappling with the difficult history that Indigenous peoples have experienced in America. These and other complex issues are incorporated into the MOLLY OF DENALI stories and live-action segments in age-appropriate ways and with great respect and sensitivity. By creating stories and characters that all children can relate to, while celebrating Molly's heritage and acknowledging the struggles of and injustices against her people, MOLLY OF DENALI offers a unique perspective. It also gives children of every background opportunities to recognize and learn about their own family's history and heritage.



2

Alaska Native Culture and Values

MOLLY OF DENALI offers not only cultural authenticity, but also insights into Alaska Native values. Grounded in the principles of respect, responsibility, kindness, empathy, generosity, and self-awareness, these values often align with social-emotional skills and the ideas of civic responsibility. Of course, the values expressed in the series are not necessarily those found in every Native American culture. Yet they will likely resonate with other Native American peoples and a broad range of diverse cultures, traditions, and customs.

As you use the series in the classroom, you may want to post the list (below) of Alaska Native values as a useful set of guidelines that you can use or add to your existing classroom rules. As you discuss the Alaska Native values, explore what they have in common with the various cultures of your students. You may also want to help children identify and celebrate the values that are unique and special to their particular region, ethnicity, language, and history.

Alaska Native Values

- Showing Respect to Others – Each Person Has a Special Gift
- Sharing What You Have – Giving Makes You Richer
- Knowing Who You Are – You Are an Extension of Your Family
- Accepting What Life Brings – You Cannot Control Many Things
- Having Patience – Some Things Cannot Be Rushed
- Living Carefully – Your Actions Have Consequences
- Taking Care of Others – You Cannot Live Without Them
- Honoring Your Elders – They Show You the Way in Life
- Seeing Connections – All Things Are Related

Source: Adapted from Alaska Native Values for Curriculum, Alaska Native Knowledge Network, <https://www.usaf.edu/aknn>



3

What Is Informational Text?

→ Informational Text (IT) can be defined as text whose primary purpose is to *convey information*.



- It exists in print, oral, audio, visual, and digital forms.
- It can be as short as a tweet or as lengthy as an encyclopedia.

Informational Text	Purpose	Examples
Informative/Explanatory	to convey information about the natural or social world	information books about science and social studies topics (e.g., frogs, Egypt); reference books such as atlases and field guides; some websites and apps; some magazine articles; some pamphlets; some posters
Procedural or How-To	to teach someone how to do something	text on how to carry out a science investigation; text on how to make something, such as an entree or craft; text on how to navigate to a particular place; text on how to administer first aid
Biographical	to interpret and share the experiences of a real person	profiles of individuals (e.g., on the web, on television); books that are biographies
Nonfiction Narrative	to interpret and share the story of a real event	the true story of a specific historical event; the history of a nation's development
Functional	to support the carrying out of everyday tasks	schedules, weather charts, lists, forms, basic labels, signs

Informational Text for Young Learners

For more information to share with your learners, check out the file:

→ 03 Informational Text for Young Learners_By GBH.pdf



Informational Text for Young Learners

What is Informational Text?

Four- to eight-year children are hardwired to explore our diverse and fascinating world, and informational text (IT) is key in helping them do that. IT can be defined as **text whose primary purpose is to convey information**. It exists in print, oral, audio, visual, and digital forms; it can be as short as a tweet or as lengthy as an encyclopedia. Note that IT is not synonymous with nonfiction. Nonfiction is any text that is true, such as a person's diary entry, whereas IT is true text whose primary purpose is to convey information.

There are many different types of IT. This table describes the five types that are found in the MOLLY OF DENALI series.

Informational Text	Purpose	Examples
Informative/Explanatory	to convey information about the natural or social world	information books about science and social studies topics (e.g., frogs, Egypt); reference books such as atlases and field guides; some websites and apps; some magazine articles; some pamphlets; some posters
Procedural or How-To	to teach someone how to do something	text on how to carry out a science investigation; text on how to make something, such as an entree or craft; text on how to navigate to a particular place; text on how to administer first aid
Biographical	to interpret and share the experiences of a real person	profiles of individuals (e.g., on the web, on television); books that are biographies
Nonfiction Narrative	to interpret and share the story of a real event	the true story of a specific historical event; the history of a nation's development
Functional	to support the carrying out of everyday tasks	schedules, weather charts, lists, forms, basic labels, signs

1

Molly of Denali 15 Learning Goals

We want young children to learn or begin to learn:

1. To use informational texts they access (read, listen to, and/or view) and/or create (write, speak, and/or present, including visually) to meet their needs and wants, including to help them solve real-world problems, to satisfy their curiosity, to take advantage of opportunities, to teach others, and to accomplish tasks.
2. To determine the purpose and/or topic of informational texts (including what might be learned from or taught by them) in order to choose the most appropriate text for a given purpose.
3. To view texts as fallible, realizing that texts can sometimes be poorly written, ill suited to their purpose, or outright wrong—because they are out of date, because the source is not sufficiently knowledgeable, or even because the source is deliberately misleading.
4. To compare texts and integrate information across multiple textual sources when reading or researching (this could, but need not, lead to writing or developing a presentation).
5. To create an informative/explanatory or procedural text through writing and/or developing a presentation.
6. To pay attention to whether what they are reading is making sense and, if it isn't, to employ strategies, such as rereading, to fix the situation.
7. To compare and integrate what they already know (background or prior knowledge) with information provided in a text when reading, listening, and/or viewing.
8. To "read between the lines" of text when reading or listening, generating inferences that are important to constructing meaning with text but aren't explicitly stated in the text.
9. To ask themselves and others questions as they read or listen to a text or texts, using question words including how and why.
10. To generate mental pictures/images while reading or listening to text and/or to use detailed description in writing or presenting to help readers generate mental pictures.
11. To identify how a text is or can be organized to effectively convey information when reading, listening, writing, and/or presenting.
12. To use strategies to figure out the meanings of unfamiliar words when reading, including saying the word aloud, examining written context and/or graphics around the word, perhaps looking at word parts, and perhaps drawing on cognates.
13. To use a variety of language, navigational, structural, and graphical text features to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning (which vary depending upon the type of informational text). These include, but aren't necessarily limited to:
Language features: definitions, explanations, description, denotative language, new terms/vocabulary (see also Goal #12)
Navigational features: tables of contents, indexes, headings and subheadings, search boxes, electronic menus
Structural features: introductions, conclusions, glossaries, titles, materials, specific text structures (see also Goal #10); in procedural or how-to text, titles, materials, numbered steps
Graphical features: photographs and illustrations, captions, labels, diagrams, tables, charts, graphs, maps, bold print
14. To make informational texts they are writing or presenting better (e.g., by adding detail, by clarifying) to most effectively convey information to the audience.
15. To determine the main idea as well as key details in a text, in some cases resulting in a summary of what has been read or listened to.



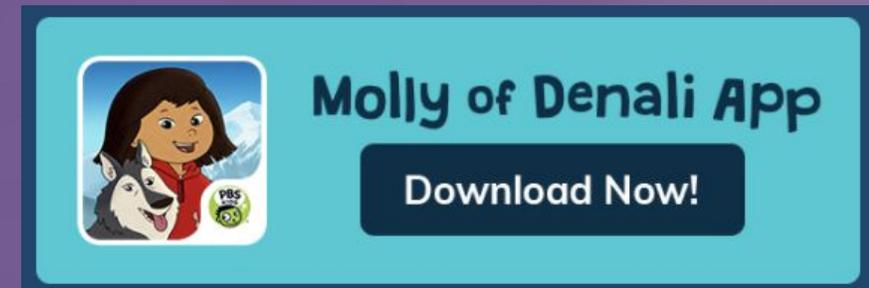
6

7 Pages covering these topics:

- What Is Informational Text?
- What Isn't Informational Text?
- The Need for Informational Text
- Creating a Text-Rich Classroom Environment
- Informational Text and Molly of Denali
- IT Learning Goals in Molly of Denali
- Additional Reading

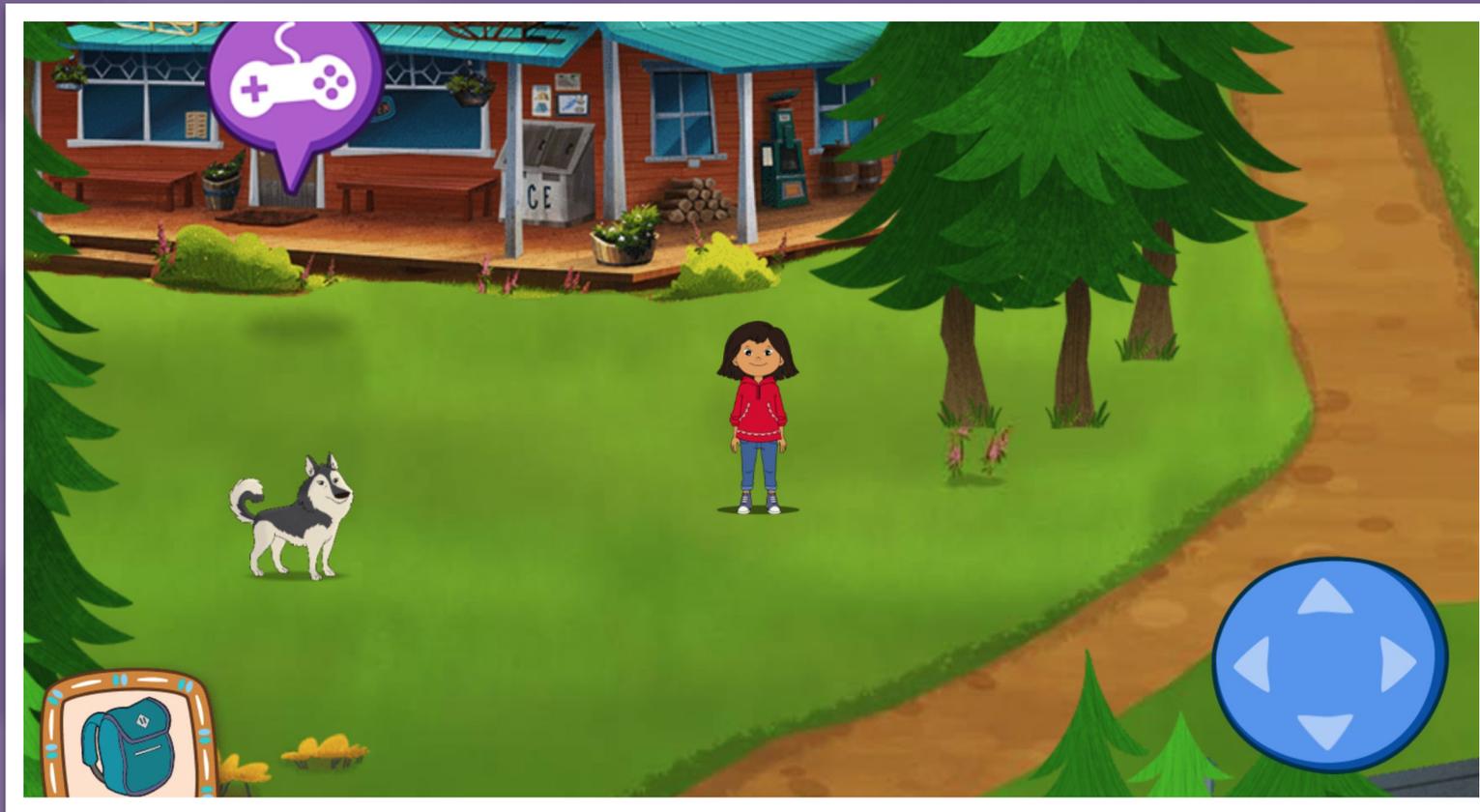
Molly of Denali Learning App

- The Molly of Denali Learning App works on iPads, Android tablets, and smartphones. Requires online connectivity only for initial download.
- Download for free from
 - iOS App Store for iPhone and iPad
 - Google Play for Android phones and tablets
 - Amazon Store for Kindle Tablet
- You can also experience the Molly app through your computer's web browser at www.pbskids.org/molly/games/qyah
- English only, though Alaskan Native phrases used!





Explore Qyah, Molly's Village



Help Family and Friends





Fishing Game





Fishing Hooks
 To catch a fish with a fishing rod, the line needs a hook at the end.

Some hooks look like food to get the fish to bite it. This is called a lure.

Page 2

Parts of a Fishing Rod

Handle: The handle is the place to hold the rod.

Line: The line is the long string that goes into the water.

Reel: The reel is used to pull up the line.

Hook: The hook catches the fish.

Page 1



Dog Sledding Game







Main Menu



Dog Care



Dog Gear



Sled



Parts of a Sled

Snow hook

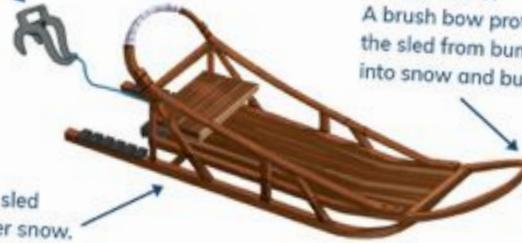
A snow hook sticks into the snow to keep the sled and dogs in place.

Runners

Runners make the sled move smoothly over snow.

Brush bow

A brush bow protects the sled from bumps into snow and bushes.



Brush Bow

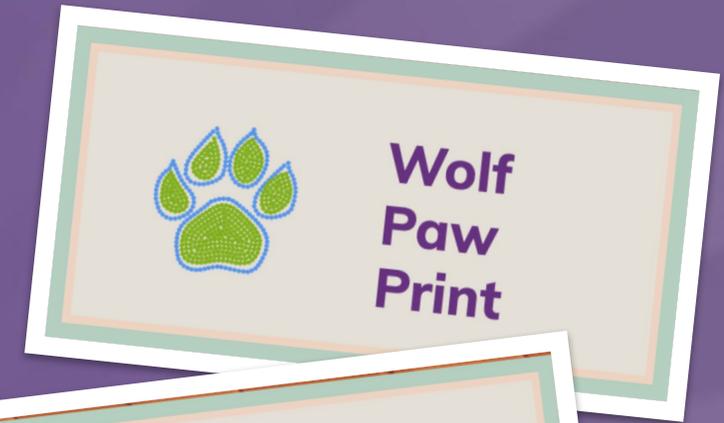
Snow Hook

Ski Wax

Beading Game



A screenshot of a beading game interface. The background is a wooden floor. In the top left corner, there is a circular icon of a girl's face and a blue square icon with a white house symbol. The main area shows a white fabric patch with a scalloped edge. On the patch, a butterfly is partially beaded with red, purple, and pink beads. The body and wings are outlined in white. Below the patch, there is a white instruction box with a purple diamond containing the number '9' and the text 'Stitch the white beads until you're done.' To the right of the text is a small icon of a needle and thread.



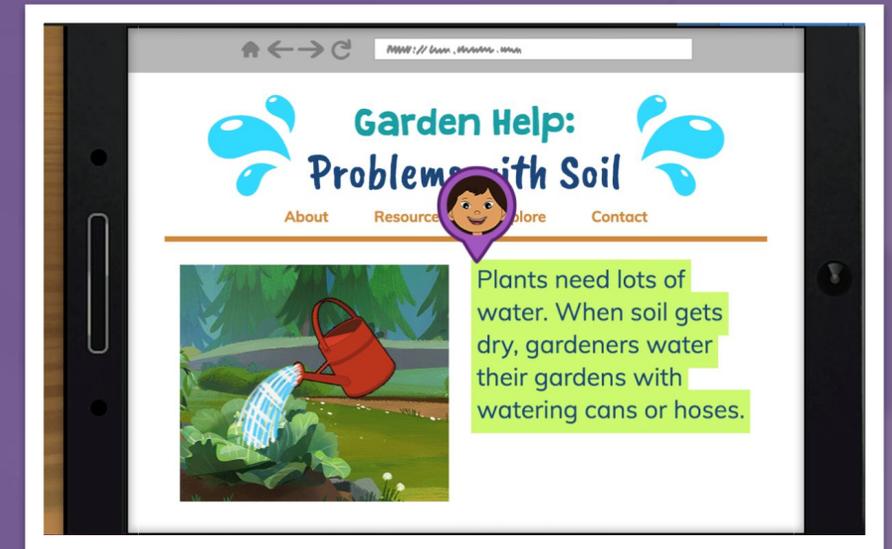


Trading Post Game

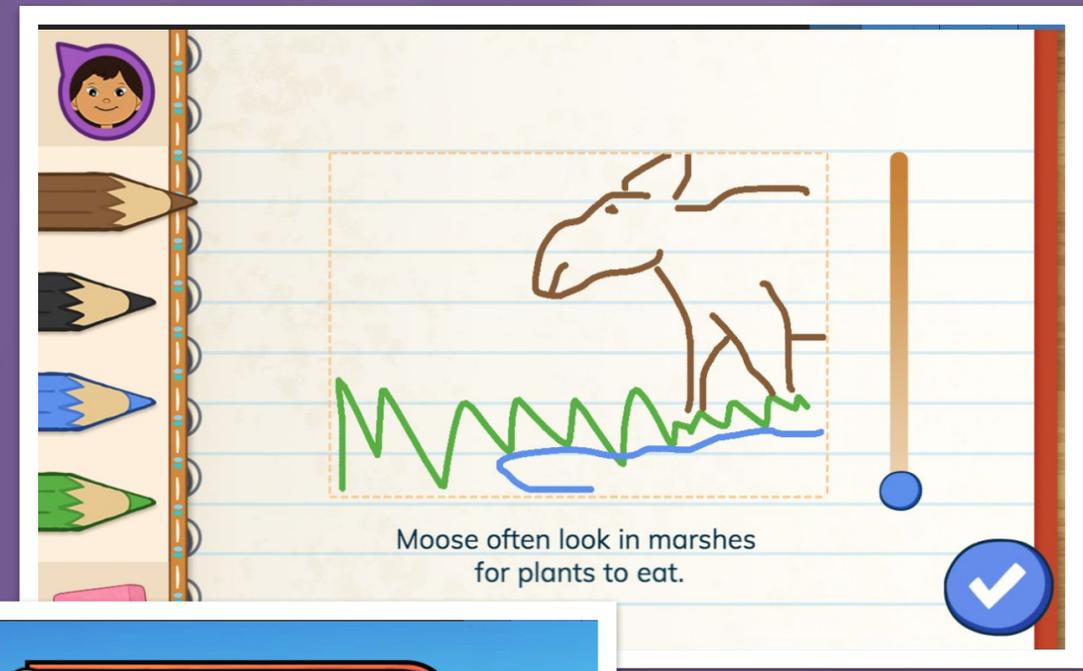




Gardening Game



Field Journal Game



Incorporating Informational Texts



→ From a picture book about how rainbows appear in the sky to an in-depth website on car repair, informational texts help us follow our interests and solve our problems.

- For young children, listening to, reading, writing, and illustrating informational texts is a great way to build knowledge and vocabulary in science, social studies, and the arts - and a great foundation for success in school and life.
- Informational Texts can be incorporated into almost any activity at home or at school!



Here are some suggestions for families on how to incorporate informational texts at home:

- Find your child's informational interests. Help your child conduct internet searches for books, articles, images, or videos on topics of interest. Does your child love dinosaurs? Dolphins? Dogs? As you are searching, encourage your child to help you think of good search terms.
 - Create recipes and cook up some learning. While cooking your child's favorite meal, talk about the ingredients and steps. Help your child write down the recipe or video record the preparation as your child describes each step ("Cut . . ." "Stir. . ."). Then, share the written or video recipe with friends or other family members, especially for occasions when your little one is their guest!
- 

- Make running errands faster and more interesting. Make a list of errands with your child and then use a map to plan the route together. Ask your local librarian for child-friendly informational materials related to the errands, such as books about how foods you buy at the grocery store are made.
- Watch Molly of Denali on PBS KIDS! Molly is a resourceful and curious 10-year-old who loves to explore the world around her. She also enjoys using informational texts to solve problems and help others. As you watch Molly of Denali with your child, talk about the different types of texts Molly uses and creates. Discuss how Molly uses these texts to solve real-world problems, satisfy her curiosity, and teach others.

Source: <https://www.naeyc.org/our-work/families/using-informational-texts>



Molly & Me Museum Planner

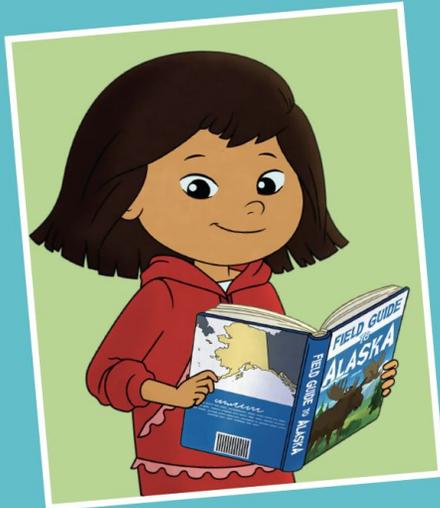


- The Museum Planner is a set of activities designed to encourage children to use and create informational texts.
- It's also a great way to get ideas on how to incorporate informational texts into your lessons!

- The Museum Planner is a project composed of a collection of activities.
- Each activity is based on Alaskan Native Values and encourages children to explore their own cultures, communities and families.
- Each activity encourages researching and creating informational texts.
- Activities are completed by incorporating the use of digital media and creating hands-on projects with drawing, sculpting and other tactile tasks.

TABLE OF CONTENTS

Welcome Letter from Molly.....	1
Alaska Native Values.....	2
What is a value?	
Our Values	
Molly's Artifact: Boreal Owl Placard.....	5
What is a museum placard?	
Investigating Animals: Our Research Page	
My Artifact: An Animal in Our Community	
Molly's Artifact: A Biosketch of Mr. Patak.....	9
What is a biosketch?	
Learning About Each Other: Our Research Page	
My Artifact: A Biosketch	
Molly's Artifact: Animal Camera Map.....	13
What is a map?	
Exploring My Community: Our Research Page	
My Artifact: A Place in Our Community	
Molly's Artifact: Molly's Nivagi Recipe.....	17
What is a tradition?	
Celebrating Traditions: Our Research Page	
My Artifact: A Tradition	



MOLLY & ME

Museum Planner

THIS PLANNER BELONGS TO:

Quick Glance at The Museum Planner

See file: 04-01_Molly & Me Museum Planner_English.pdf

Also provided:

→ Certificate:
05_Molly Certificate.pdf

→ Map of Alaska:
06_Molly's Alaska Map_English.pdf




CERTIFICATE OF ACHIEVEMENT

Awarded to:

Congratulations on all of your hard work.
You helped create an awesome museum full of
interesting information about our community!



Date



Signature

Powered by a Ready to Learn Grant





ALASKA



ARCTIC NATIONAL WILDLIFE REFUGE

Located in the Alaska North Slope region in northeastern Alaska, the wildlife refuge is home to many animals including moose and the Porcupine Caribou Herd numbering 200,000 animals.

DENALI NATIONAL PARK AND PRESERVE

This National Park is home to the tallest peak in North America, Denali. Young Alaskan huskies are trained at the park to become sled dogs that help patrol the park, especially in the winter. You can also find grizzly bears, moose, caribou and Dall sheep.

SITKA NATIONAL HISTORICAL PARK

This park is famous for totem poles placed along park trails. They remind visitors of Alaska's history. These totem poles originally stood in front of clan houses along a beach facing the water. The most common type of totem poles are crest poles, which identified the clan that lived in the house.

KENAI FJORDS NATIONAL PARK

Puffins at the Kenai Fjords National Park in Alaska are black and white with orange beaks and webbed feet. Colonies of puffins nest at the tops of cliffs in rookeries. Babies are called "pufflings."

MOLLY OF DENALI™ is produced by PBS Kids and Alaska's Children in need of a Good Day. PBS Kids and PBS Kids Kids are registered trademarks of Public Broadcasting Service. Molly of Denali is a registered trademark of PBS. © 2019 PBS Kids. All rights reserved.

Reading by MOLLY OF DENALI™ is provided by Ready to Learn—Grant from the U.S. Department of Education. The Corporation for Public Broadcasting, a private company, funded by the National People's Party and public television stations, followed funding made possible by the Corporation for Public Broadcasting. Production Services: The North Carolina State University. © 2019 PBS Kids. All rights reserved.

The contents of this program were developed under a grant from the Department of Education. These contents do not necessarily represent the policy of the Department of Education and are subject to review and endorsement by the State of Alaska. This program is funded by a Ready to Learn Grant (PB190110001). © 2019 PBS Kids. All rights reserved. Information about this site: <http://www.alaska.org/teach/teach-alaska>

Also provided:

→ Booklist:

07_One-Sheet Booklist.pdf

→ Includes:

- Books about Nature
- Books about People
- Books with Maps
- Books about Traditions

→ You can use these books to create more projects and activities that utilize informational texts and teach learners about other important topics.



Read and explore more about nature, people, maps, and traditions!

Here are some suggestions. Remember, your local librarian can help you find more books on any topic you're interested in exploring further!

Books about Nature

- *Thunder Birds: Nature's Flying Predators* by Jim Arnosky (Ages 6 - 10)
- *Plant Secrets* by Emily Goodman (Ages 4 - 8)
- *Butterflies* by Seymour Simon (Ages 6 - 10)
- *Insects* by Seymour Simon (Ages 6 - 10)
- *The Animal Book: A Collection of the Fastest, Fiercest, Toughest, Cleverest, Shyest—and Most Surprising—Animals on Earth* by Steve Jenkins (Ages 6 - 9)

Books about People

- *A Weed Is a Flower: The Life of George Washington Carver* by Alikei Brandenburg (Ages 4 - 8)
- *Odd Boy Out: Young Albert Einstein* by Don Brown (Ages 4 - 7)
- *Pablo Neruda: Poet of the People* by Monica Brown (Ages 6 - 9)
- *Planting Stories: The Life of Librarian and Storyteller Pura Belpre* by Anika Aldamuy Denise (Ages 4 - 8)
- *Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist* by Jess Keating (Ages 4 - 8)
- *Harlem's Little Blackbird* by Renée Watson (Ages 3 - 7)

Books with Maps

- *Beginner's United States Atlas* by National Geographic Kids (Ages 5 - 9)
- *Me on the Map* by J. Sweeney (Ages 3 - 7)

Books about Traditions

- *Twists, Braids, & Ponytails* by Joel Benjamin (Ages 7 - 10)
- *Holidays Around the World: Celebrate Passover: With Matzah, Maror, and Memories* by Deborah Heiligman (Ages 6 - 9)
- *Mom and Me Cookbook* by Annabel Karmel (Ages 4 - 8)
- *Moonbeams, Dumplings, and Dragon Boats: A Treasury of Chinese Holiday Tales, Activities & Recipes* by Nina Simonds (Ages 4 - 7)

Continue incorporating informational texts in your projects and assignments!

- Teach learners how to identify reliable sources of informational texts!
- Encourage *researching* informational texts to
 - learn
 - explore
 - and solve problems
- Encourage *creating* informational texts on topics
 - that your learners are interested in
 - and are learning about



Continue incorporating Alaskan Native Values into projects:

- that explore social-emotional learning
- and our relationships with ourselves, our families, communities and the planet!

Q&A

Did you know?

Alaska is the only state name that you can type on one row of a keyboard!

