

Trey Hays | Session 2:

Exhibition of Talents

List of Required Supplies:

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

Additional Links :

1. [3 Little Ducks with Trey Hays](#)
2. [Fochush Theme by Zach Garcia](#) written for Trey Hays' book, Little Loksi
3. [Soba Theme by Zach Garcia](#) written for Trey Hays' book, Little Loksi
4. [Chukfi Theme by Zach Garcia](#) written for Trey Hays' book, Little Loksi
5. [The Tortoise and the Hare](#), retold by Trey Hays, illustrated by Eli Corbin
6. [When Carpets Fly](#) by [Dave Holland](#) from [Beatin' Path Rhythm Events](#)

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:

Page 11-14:

1. Write "**fochush**" on the board. Say "How do you say this word?" Accept all answers. Now, write "**foh-CHOOSH**" on the board. When you see all caps, it means the syllable is stressed or emphasized in the Chickasaw language.
2. What is a fochush in Chickasaw? A duck.
3. Sing: [3 Little Ducks with Trey Hays](#)
4. Ask students, "Can you walk, quack, or talk like a duck?" Have students say these words in a duck voice, "Quack, quack, maybe I can turn Little Loksi over with my long bill."

5. Have the student who said the previous sentence in the best duck voice waddle over to another student acting as Little Loksi lying on the ground. Circle around the student a time or two, waddling like a duck, turning your head back and forth, as though something appears to be wrong, but you don't understand what it is. After all, you've never seen one of your turtle friends lying like this. Now push your head under Little Loksi's side and lift as though you're lifting with your duckbill.
6. [Fochush Theme by Zach Garcia](#) Play the song link and read page 13 while students do the activity described in number 5 above.
7. Show the students pages 13 and 14 and ask how the author showed the action on the page. Look for the curved lines and the slight shadows underneath the turtle. Notice the turtle goes inside his shell and the action lines are around the duckbill in the second image.

Pages 15-16:

1. Write "**Soba**" on the board. Say, "How do you say this word?" Accept all answers. Now, write "**soh-BA**" on the board. When you see all caps, it means the syllable is stressed or emphasized in the Chickasaw language.
2. What is a soba in Chickasaw? A horse.
3. How do you say "Hika!?" (**hee-KAH!**) it means Whoa! Or Stop! in Chickasaw.
4. Choose a student to gallop around the room and come back to Little Loksi, who is still lying on his back. Have the student jump over Little Loksi and exclaim, "Hika! I'm glad I missed you, little fella!" Have the horse snort and whinny while using their hoof to gently paw Little Loksi. Little Loksi rocks back and forth while the horse paws him with her hoof.
5. [Soba Theme by Zach Garcia](#) Play the *Soba Theme* link and read page 17 while the students act out the scene in number 4 above.
6. How did the illustrator show action on page 18? As a supplemental activity, you could have the children draw an animal or even a stick person and draw the moving limbs lighter around the character as the illustrator did in Little Loksi, page 18.

Pages 19-20:

1. Write **“Chukfi”** on the board. Say “How do you say this word?” Accept all answers. Now, write **“Chook-FEE”** on the board. When you see all caps, it means the syllable is stressed or emphasized in the Chickasaw language.
2. What is a chukfi in Chickasaw? A rabbit.
3. **Chukfi Theme** Choose a student to hop like a rabbit around the room, and then to sit beside Little Loksi and the other animals who have tried to help with their own talents. As a supplement at this point tell the story of *The Tortoise and the Hare* using the following document **[The Tortoise and the Hare, retold by Trey Hays, Illustrated by Eli Corbin](#)**
4. At this point, all the animals are lying down and you should dim the lights and show **[Twinkle Twinkle Little Star](#)** video by Trey Hays and read page 26.
5. Play the following video and have the gathered animals and other students do ethereal dancing: **[When Carpets Fly](#)** by **[Dave Holland from Beatin’ Path Rhythm Events](#)**

Pages 27-28:

1. While the video is playing from #5 above, pick a student to play the wolf **(Nashoba) (pronounced Nah-sho-BAH)**, take him or her off to the side, and ask the actor to howl like a wolf when you point to them.
2. At the end of the video, point to the wolf (Nashoba). He or she howls, and all the children act shocked. If they aren’t acting scared or shocked, have them try again and exaggerate the acting.
3. Read **page 28** and ask:
 - a. What do you think might happen next?
 - b. Who do you think could help Little Loksi turn back over and how?