
✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe what our country is like today (e.g., there are many people; people talk on phones; people shop at the grocery store; etc.)
- ✓ Describe what our country was like long ago (e.g., there were fewer people; there weren't any cities; people hunted for their food; etc.)
- ✓ State that Native Americans were the first people to live in America

Language Arts Objectives

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about "The Native Americans" (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, retell important facts and information from "The Native Americans" (RI.P.2)
- ✓ With prompting and support, ask and answer questions about the phrase *Native Americans* in reading and discussing "The Native Americans" (RI.P.4)
- ✓ With prompting and support, use words and phrases describing Native Americans that were acquired through conversations, reading and being read to, and responding to "The Native Americans" (L.P.6)
- ✓ With prompting and support, dictate an informative text about Native Americans, naming the topic and supplying some information (W.P.2, W.P.8)

- ✓ With prompting and support, distinguish events in “The Native Americans” that describe something that happened long ago from contemporary or current events (RI.P.2)
- ✓ With prompting and support, sort, classify, and describe pictures according to the concept of time explained in “The Native Americans” (RI.P.3)
- ✓ Classify by other conceptual categories (L.P.5a)

Core Vocabulary

baskets, *n.* Containers that hold things and are sometimes made out of twigs or straw

Example: When I help my mom clean up, we put our blocks and trains away in baskets.

Variation(s): basket

before, *prep.* Sooner or earlier than

Example: My older brother was born two years before I was born.

Variation(s): none

cities, *n.* Places that have tall buildings, busy roads, buses, and trains, where many people live close together

Example: I like to visit cities so that I can ride on trains and buses.

Variation(s): city

many, *adj.* A large number; more than a few

Example: When I color, I like to use many different crayons so that my picture is very colorful.


Variation(s): none

Native Americans, *n.* The first people who lived in the country we now call The United States of America

Example: Native Americans grew corn and hunted in the forest.

Variation(s): Native American

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Where Are We?		5
	W Purpose for Listening		
Presenting the Read-Aloud	W The Native Americans	plastic box; woven basket made with natural materials; natural building material examples (see Advance Preparation)	10
Deepening Understanding	W Deepening Understanding: <i>Native Americans</i>	Image Cards 1A-1, 1A-2	10
 Complete remainder of lesson later in the day			
Extension Activity	S Native American Chart	<i>Important People</i> Flip Book; Image Cards 1A-3—1A-8; chart paper or whiteboard, marker	10

Take-Home Material

Important People in American History Family Letter

Give students the following material to take home to their family:

- **Activity Page 1A-1: *Important People in American History: Family Letter***

Advance Preparation

Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

Presenting the Read-Aloud

Collect sticks, bark, leaves, reeds, straw, and/or any other natural building material to demonstrate to students how Native Americans used found materials from the natural environment to make things.

Extension Activity

Use the chart paper and a marker to make two charts (one for each Small Group) comparing students today and Native Americans long ago. Cut apart Image Cards 1A-3—1A-4 and use them as the headers for the columns and rows. Also cut apart Image Cards 1A-3—1A-8 for use during this activity.

	Food (1A-3d)	Clothing (1A-3c)	Shelter (1A-4a)
Students Today (1A-3a)			
Native Americans Long Ago (1A-3b)			



Note: Prior to teaching this lesson, we recommend you research the history of Native American tribes that were or are local to your area and prepare materials and facts to discuss with students. This read-aloud teaches about the Wampanoag tribe, a Native American tribe originating in Massachusetts, to which Squanto belonged. This tribe is thought to have interacted with the Pilgrims shortly after they arrived in America. However, habits of this tribe are not necessarily typical of all Native Americans. To broaden students' knowledge of Native American tribes indigenous to America, consider conducting an additional lesson on tribes historically or currently local to your town, city, or state. (See **Introduction: Suggested Reading and Resources for Teachers.**)

Teaching Tip

Show students a map that shows at least the lower forty-eight states of the United States, or a globe. Identify your own location with a sticker on the map and point to the town/city, state, and country on the map. You might also discuss where students have travelled, to another city, state, or even country.

Teaching Tip

If your students are not located in one of the fifty states (i.e., Washington, D.C., or a U.S. territory), you could skip the "Where Are We?" portion of the lesson, or explain your locale's relationship to the United States.

Where Are We?

- Tell students that the country where we live today is called the United States of America, or just America.

"The country we live in today is called the United States of America. The United States of America is a lot of words to say, so sometimes we just call our country 'America' or 'the United States'."

- Tell students that the United States is a great, big country with lots of states, cities, and towns.

"The United States is a really big country. It has many towns, cities, and states. We live in a town/city called [your town/city]. [Your town/city] is in the state of [your state]. Did you know that there are forty nine other states in the United States of America? That is a lot of states! The United States is a really big country where lots of people live in cities/towns like ours and other states like ours."

Purpose for Listening

- Tell students that they are going to hear a read-aloud about people called Native Americans who lived in America a long time ago. Tell students it is a true story.

"Today you are going to hear a read-aloud about people called Native Americans who lived in America a long time ago. It is a true story—that means it really happened."

- Tell students to listen to find out how life was different for Native Americans who lived a long time ago.

“Listen to find out how life was different for Native Americans who lived a long, long time ago. They did not live like we do today.”

PRESENTING THE READ-ALOUD

The Native Americans

10 MINUTES

1A



◀ SHOW FLIP BOOK PAGE 1A-1: Four modern-day activities

We live in a country called the United States of America. In the United States today, people like to talk on the phone, shop in the grocery store, play on computers, and watch television.

- Ask students if they have done these things.

"Raise your hand if you have talked on the phone. Raise your hand if you have been to a grocery store. Raise your hand if you have used a computer. Raise your hand if you have watched TV."



◀ SHOW FLIP BOOK PAGE 1A-2: City and farm

Some people in the United States live in big cities with tall buildings and lots of traffic. Some people live in the country where there is lots of green grass and people drive tractors.

- Ask students whether they live in the city or the country, or somewhere in between.

"Do you live in a city or in the country? Do you live where there are lots of buildings or lots of grass? Some people live in places that are kind of like a city and kind of like the country. These places are called suburbs."



◀ **SHOW FLIP BOOK PAGE 1A-3: City scene**

In the United States today, there are **many**, many towns and cities. There are many people, cars, and buildings. But things in the United States were not always the way they are today.

- Tell students that this is a city scene and describe what a city is like.

"This is a picture of a busy city. There are lots of people, buildings, and cars in cities. Some cities have buses and trains. Today in America, there are lots of busy cities."

- Ask students if they have been to a city and what they might have seen there.

"Raise your hand if you have been to or live in a city. What kinds of things do you see when you are in the city?"



◀ **SHOW FLIP BOOK PAGE 1A-4: Forest photo with deer**

Long, long ago, long **before** your mother and father were born, and even long before your grandparents were born, the United States looked very different. There were no phones or computers, there were no tall buildings. There were no cars or tractors, and there were no grocery stores. Not as many people lived here.

- Ask students to describe the Flip Book illustration, emphasizing that there were not any cars, phones, etc.

"This is a picture of how a part of our country might have looked a long, long time ago. Do you see any phones or computers in this picture? Do you see any cars or tractors? What do you see in this picture?"

- Call on a few students to respond.



◀ **SHOW FLIP BOOK PAGE 1A-5: Native American with deer**

In that time long, long ago—four hundred years ago—there were trees and rivers. There were rocks and mountains. There were wild animals, like deer and birds. The only people who lived here way back then were **Native Americans**.

- *Explain that four hundred years ago is a long time ago.*

“Four hundred years ago means a really, really long time ago. “400” is a big, huge number.”

- *Identify the Native American man and remind students what you told them about differences between long ago and today. Ask students what they notice is different about this man as compared to men that they might see today, whether they live in the city or country. Ask students to make inferences about Native American life based on the picture and what you told them about the differences between long ago and today.*

“This person is called a Native American. Native Americans are the only people who lived in America long, long ago. Do you remember what I said earlier about how different things were? long, long ago? What did I say about computers, cities and grocery stores long, long ago? Do you think Native Americans played on the computer? Do you think that Native Americans lived in cities? Do you think Native Americans shopped at the grocery store?”



◀ **SHOW FLIP BOOK PAGE 1A-6: Native American daily life**

Native Americans knew many things about how to live here way back then. They knew how to plant seeds in the ground and grow corn, pumpkins, and beans to eat. They knew how to hunt deer and turkey. They knew how to catch fish to eat.

- *Emphasize that things were different long ago.*

"Native Americans long ago lived very differently from the way live we live today. Native Americans long ago did not get their food at the grocery store—there weren't any grocery stores. Do you remember how they got their food?"

- *Call on a few students to respond.*

"Long ago, Native Americans caught fish, hunted animals, and grew their own vegetables to eat."



← **SHOW FLIP BOOK PAGE 1A-7: Native Americans weaving and cooking**

Native Americans also knew how to build houses. Some Native Americans used materials they could find, like branches, tree bark, and animal skins. They knew how to make **baskets** out of straw. They knew how to make clothing from the skins and furs of the animals that they hunted. They knew how to use fires to cook their food. Native Americans long ago lived very differently from the way we live today.

- Define *BASKET* and show a plastic container and, if available, a basket made of straw, reeds, or wood.

"A basket is a container that holds things and is sometimes made out of twigs or straw. This woman is making a basket. Here is her basket. In our classroom today, we use plastic boxes to hold our things. Native Americans did not have things made of plastic; they used things they found in nature like straw and grass. Some Native Americans used the straw to make their baskets."

- Emphasize that things were different long ago.

"Some Native Americans built their own houses out of the things in the woods. Things were very different long, long ago when the Native Americans were the only people living here."

- Show students the natural building materials you gathered (see *ADVANCE PREPARATION*) and discuss how one could use them to build a house or basket.

Whole Group

Deepening Understanding: Native Americans

Defining Native Americans

- Reread the part of the read-aloud text that contains the phrase *Native Americans*.

“Remember, in our read-aloud, we heard the words Native Americans. Listen for the words Native Americans while I read part of the read-aloud you heard before.”



◀ SHOW FLIP BOOK PAGE 1A-5: Native American with deer

Long, long ago, long before your mother and father were born, and even long before your grandparents were born, the United States looked very different. In that time long, long ago there were trees and rivers. There were rocks and mountains. There were wild animals, like deer and birds. The only people who lived here way back then were the Native Americans.”

- Define the phrase *Native Americans*.

“Native Americans are the first people who lived in the country we now call the United States of America. This man is a Native American.”

- Have students say the words with you.

“Say those words with me—Native Americans.”

Reviewing Native Americans



◀ SHOW FLIP BOOK PAGE 1A-6: Native American daily life

- With the support of the image, give some examples of things some Native Americans did long, long ago.

“Long, long ago Native Americans lived very differently than we live today. They did not have grocery stores and cities. Some Native Americans lived in houses they built themselves out of branches, tree bark, and animal skins. They did not shop for food at grocery stores. They hunted, fished, and grew their own food in gardens. Who can tell me about something else that was different about the way Native Americans lived long, long ago? Look at this picture to help you think of something.”



- Call on a few students to respond, confirming and recasting their answers to include the words *Native Americans*.

◀ **SHOW FLIP BOOK PAGE 1A-7: Native Americans weaving and cooking**

- Ask students to tell you some more things about the way Native Americans lived long ago.

“Who can tell me about something else that was different about the way Native Americans lived long, long ago? Look at this picture to help you think of something.”

- Call on a few students to respond.

Expanding Native Americans: Wampanoag Tribe and Native Americans Today

Note: *The Wampanoag tribe lived in the northeastern United States in what is today Rhode Island and Massachusetts. They are the tribe the Pilgrims encountered when they came to America.*

- Tell students that the group, or tribe, of Native Americans you have been talking about are called the Wampanoag (*WAHMP-ann-oh-ag*).

“The Native Americans we have been learning about have a special name. They are a group, or tribe, of Native Americans called the Wampanoag. A long, long time ago, there were many groups, or tribes, of Native Americans living all over the United States. Tribes are groups of people and each group does things a little bit differently. That is like in our school where we have different classes. Our class does things a little differently from _____’s class. We are like a tribe. Native American tribes all had different names. The tribe of Native Americans we are learning about are called the Wampanoag. Can you say Wampanoag with me?”

- Show students **Image Card 1A-1: Native American boy in headdress** and **Image Card 1A-2: Native American family** and tell students Native Americans still live in the United States today.

“Native Americans still live in the United States today. This is a photograph of a Native American boy wearing clothing that is like the clothing some Native Americans wore long ago. This is a photograph of a Native American family. There is a mom, a dad, and a son.”



Complete remainder of lesson later in the day



Note: You might have all students participate in the Extension Activity on the day you teach Lesson 1A OR the day you teach Lesson 1B. Alternatively, you might have half of the students participate in the activity each day.

Native American Chart

Students will complete a chart comparing students today to Native Americans long ago.

- Show students the chart you made (see **Advance Preparation**) and explain that you are going to compare the way students live today to the way Native Americans lived long ago. Explain that you are going to talk about food, clothing, and shelter.
- Review the Flip Book images from the read-aloud “The Native Americans,” reminding students of the way people live today and the way Native Americans lived long ago.
- Ask students how they live today.
- Ask students how Native Americans lived long ago.
- Help students complete the chart by filling in the boxes labeled “Students Today” and “Native Americans Long Ago,” and posting **Image Cards 1A-3–1A-8**.
- Point out that some of the things Native Americans did long ago we still do today (e.g., hunt, fish, wear shoes made out of animal skin, etc.).

	Food (1A-3d)	Clothing (1A-3c)	Shelter (1A-4a)
Students Today (1A-3a)	<i>grocery store</i> <i>hot dogs</i> <i>cupcakes</i> <i>hamburgers</i> (Image Cards 1A-5a—1A-5d)	<i>t-shirts</i> <i>jeans</i> <i>sneakers</i> (Image Cards 1A-7c—1A-7d)	<i>houses made of bricks</i> <i>apartment buildings</i> (Image Cards 1A-8b—1A-8d)
Native Americans Long Ago (1A-3b)	<i>hunted</i> <i>fish</i> <i>corn</i> <i>grew gardens</i> (Image Cards 1A-6a—1A-6d)	<i>animal skins</i> <i>animal fur</i> (Image Cards 1A-7a—1A-7b)	<i>house made of branches, tree bark, and animal skins</i> (Image Cards 1A-8a)

✓ Lesson Objectives

Core Content Objectives

Students will:





- ✓ Describe what our country is like today (e.g., there are many people; people talk on phones; people shop at the grocery store; etc.)
- ✓ Describe what our country was like long ago (e.g., there were fewer people; there weren't any cities; people hunted for their food; etc.)
- ✓ State that Native Americans were the first people to live in America

Language Arts Objectives

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about "The Native Americans" (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, retell important facts and information from "The Native Americans" (RI.P.2)
- ✓ With prompting and support, ask and answer questions about the word *before* in reading and discussing "The Native Americans" (RI.P.4)
- ✓ With prompting and support, use the word *before* that was acquired through conversations, reading and being read to, and responding to "The Native Americans" (L.P.6)
- ✓ Show understanding of and use in context the temporal words *before* and *after* (L.P.5c)

- ✓ Use present and past verb tense (L.P.1b)
- ✓ With prompting and support, dictate an informative text about Native Americans, naming the topic and supplying some information (W.P.2, W.P.8)
- ✓ With prompting and support, distinguish events in “The Native Americans” that describe something that happened long ago from contemporary or current events (RI.P.2)
- ✓ With prompting and support, sort, classify, and describe pictures according to the concept of time explained in “The Native Americans” (RI.P.3)
- ✓ Classify by other conceptual categories (L.P.5a)

At a Glance		Exercise	Materials	Minutes
Picture Talk		The Native Americans		15
Deepening Understanding		Deepening Understanding: Before		10
 Complete remainder of lesson later in the day				
Extension Activity		Native American Chart	<i>Important People</i> Flip Book; Image Cards 1A-3—1A-8; chart paper or whiteboard; marker	10

Take-Home Material

Important People in American History: The Native Americans

Give students the following material to take home to their family:

- **Activity Page 1B-1, *Important People in American History: The Native Americans***

Whole Group

The Native Americans

Note: Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



◀ SHOW FLIP BOOK PAGE 1A-3: City scene

- Ask students if they remember what our country is called.
“Who remembers the name of the country we live in today?”
- Call on a few students to respond. (the United States of America (U.S.A), the United States (U.S.), or America)
- Remind students that this is a picture of a city today and ask students to describe what they might see in a city.

“This is a picture of a busy city in our country today. Today, in America, there are lots of busy cities. What kinds of things might you see in a city today?”

- Call on a few students to respond. (cars, trains, buses, roads, crowds of people, etc.)



◀ SHOW FLIP BOOK PAGE 1A-5: Native American with deer

- Ask students if there were cities and people living here a long, long time ago.

“Long ago, our country looked very different than it looks today. Were there any cities in our country long, long ago? Were there people living here long, long ago?”

- Ask students what the people who lived here long, long ago were called.

“Who remembers what the people are called who lived here long, long ago [point to Native American man]?”

- Call on a few students to respond. (Native Americans, Wampanoag)



◀ **SHOW FLIP BOOK PAGE 1A-6: Native American daily life**

- Tell students that Native Americans lived very differently long, long ago.

“Native Americans’ lives were very different from our lives today. Their houses looked very different from our houses. They did not have phones or television. They did not play on the computer. They did not shop at the grocery store. Who remembers what sorts of things Native Americans did every day? Look at the picture to help you remember.”

- Call on a few students to respond. (hunted; fished; grew corn, peas, and beans)



◀ **SHOW FLIP BOOK PAGE 1A-7: Native Americans weaving and cooking**

- Ask students to tell you more about the way Native Americans lived long, long ago. (made houses out of logs, sticks, leaves, and vines; made baskets out of straw; made clothing out of skins and fur; cooked over a fire)

“In this picture, we can see some more things that Native Americans did long, long ago. Who can tell me what the Native Americans are doing in this picture?”

- Remind students that Native Americans lived very differently from the way we live today by rereading the text to bring closure to the Picture Talk.

Native Americans long ago lived very differently from the way we live today.

Whole Group

Deepening Understanding: *Before*

Defining Before

- Reread the part of the read-aloud text that contains the word *before*.

“Remember, in our read-aloud, we heard the word *before*. Listen for the word *before* while I read part of the read-aloud you heard before.”



◀ SHOW FLIP BOOK PAGE 1A-4: Forest photo with deer

*Long, long ago, long **before** your mother and father were born, and even long before your grandparents were born, the United States looked very different.*

- Define the word *before*.

“The word before means that something happened sooner or earlier than something else. Native Americans lived here before anyone in your family.”

- Have students say the word with you.

“Say that word with me—before.”

Reviewing Before

- Give some examples of things you do before you do something else.

“Let’s talk about some things you do before you do other things. You put on your socks before you put on your shoes. You put toothpaste on your toothbrush before you brush your teeth. You cook your food before you eat it. What do you do before you come to school? (e.g. get up out of bed, get dressed, eat breakfast, etc.) ”

- Call on a few students to respond, confirming and recasting their answers to include the word *before*.

Teaching Tip

You might use *before* and *after* to talk about your daily schedule at school throughout the day. Also, if students are ready, teach them more words that have opposites (e.g., hot/cold, tall/short, under/over, day/night, happy/sad, etc.).

Expanding Before: Opposites

- Tell students that the opposite of the word *before* is *after*.

“After is the opposite of before—it means something completely different. After means later than. You put on your shoes after you put on your socks. You brush your teeth after you put toothpaste on your toothbrush. You eat your food after you cook it. What do you do after school?”

- Call on a few students to respond, confirming and recasting their answers to include the word *after*.



Complete remainder of lesson later in the day

Extension Activity

10 minutes

Small
Group

Native American Chart

Continue this activity in Small Groups. See **Day 1A: Native American Chart** for detailed instructions on this Extension Activity.