



Native Americans

Tell It Again!™ Read-Aloud Supplemental Guide





Native Americans

Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
KINDERGARTEN

Core Knowledge Language Arts®
New York Edition



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Table of Contents

Native Americans

Supplemental Guide to the
Tell It Again!™ Read-Aloud Anthology

Preface to the <i>Supplemental Guide</i>	v
Alignment Chart for <i>Native Americans: Supplemental Guide</i>	xvii
Introduction to <i>Native Americans: Supplemental Guide</i>	1
Lesson 1: Introduction to Native Americans	16
Lesson 2: Little Bear Goes Hunting	49
Lesson 3: Where's Winona?	75
Pausing Point	93
Lesson 4: Bear, Gull, and Crow	97
Lesson 5: The Lenape: The People of the Seasons.	117
Lesson 6: Native Americans Today.	133
Domain Review	147
Domain Assessment	150
Culminating Activities	153
Appendix	157



Preface to the Supplemental Guide

Native Americans

The *Supplemental Guide* is designed as a companion to the Core Knowledge Language Arts *Tell It Again! Read-Aloud Anthologies*. There is one *Supplemental Guide* per domain. This preface to the *Supplemental Guide* provides information about the guide's purpose and target audience, describes how it can be used flexibly in various classroom settings, and summarizes the features of the guide that distinguish it from the *Tell It Again! Read-Aloud Anthologies*.

Intended Users and Uses

This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. The use of this guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. Such teachers might use the Vocabulary Instructional Activities and some of the modified read-alouds during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Supplemental Guide* is designed to allow flexibility with regard to lesson pacing, and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content presented.

Supplemental Guide Contents

The *Supplemental Guide* contains modified read-alouds, tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. For each modified read-aloud, a variety of Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities are available for classroom use, affording students additional opportunities to use domain vocabulary. The activities integrated into the lessons of the *Supplemental Guide* create a purposeful and systematic setting for English language learning. The read-aloud of each story or nonfiction text builds upon previously taught vocabulary and ideas, and introduces language and knowledge needed for subsequent more complex text. The *Supplemental Guide*'s focus on oral language in the earlier grades addresses the language learning needs of students with limited English language skills, who may not be exposed to the kind of academic language found in written texts outside of a school setting.

Modified Read-Alouds

The modified read-alouds in the *Supplemental Guide*, like the read-alouds in the corresponding *Tell It Again! Read-Aloud Anthology*, are content-rich and designed to build students' listening comprehension, which is a crucial foundation for their reading comprehension abilities. You may notice that not all of the read-alouds in the *Tell It Again! Read-Aloud Anthology* appear in the corresponding *Supplemental Guide*. Some of the read-alouds were omitted to provide ample time for teachers to review read-aloud content and language, and to engage students in extended dialogue about the text. Nonetheless, students who listen to the *Supplemental Guide* read-alouds will learn the same core content as students who listen to read-alouds from the corresponding *Tell It Again! Read-Aloud Anthology*.

In the modified read-alouds, the teacher presents core content in a clear and scaffolded manner. Lessons are designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers in an accommodating and safe environment. Maximizing time for student conversation by structuring supportive situations—where students can engage in meaningful, collaborative discussions with their teacher and peers—is an important catalyst to oral language development.

Tips and Tricks for Managing the Flip Book During the Read-Alouds

Please note that many modified read-alouds ask that you show Flip Book images in a non-sequential order that differs from the order in which the images are arranged in the Flip Book. Furthermore, some modified read-alouds make use of Flip Book images from two or more separate lessons.

It is highly recommended that you preview each modified read-aloud, with the Flip Book in hand, before teaching a lesson. It is critical that you be familiar with the order of the Flip Book images for a given read-aloud, so that you are able to confidently present the read-aloud text and the appropriate image without searching through pages in the Flip Book.

We recommend that you consider using one or more of the following tips in preparing the Flip Book prior to the read-aloud to ensure a smooth transition in moving from one image to the next:

- Number the Flip Book thumbnails in each read-aloud lesson of the *Supplemental Guide*. Place corresponding, numbered sticky notes in the order Flip Book images will be shown, projecting from the side of the Flip Book so that each number will be clearly seen. (For example, if the number “3” is written next to an image thumbnail in the read-aloud, write the number “3” on a sticky note, and then place this on the appropriate image so the sticky note projects from the side of the Flip Book.)
- Alternatively, write the Flip Book image numbers as they appear in the read-aloud lesson of the *Supplemental Guide* (e.g., 4A-3) on sticky notes that project out from the side of the Flip Book so that image numbers are clearly visible.
- If you need to show images from two separate, nonconsecutive lessons, use different colored sticky notes for the different lessons. Be aware that images are printed on both sides of pages in the Flip Book. In some instances, you may need to be prepared to physically turn the Flip Book over to locate the next image and continue the read-aloud.

Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding			
Multiple Meaning			
Phrases			
Cognates			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers, which are generally categorized as follows:

- Tier 1 words are words that are likely to appear in the basic repertoire of native English-speaking students—words such as *baby*, *climb*, and *jacket*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *analysis*, *create*, and *predict*.
- Tier 3 words are content-specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words such as *photosynthesis*, *alliteration*, and *democracy*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and they may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010, 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers

should be aware of and model their use as much as possible before, during, and after each individual lesson, in addition to using these words to connect lessons. The Vocabulary Chart is also a good starting point and reference for keeping track of students' oral language development and retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

Multiple Meaning Word Activities

Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through the different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings, and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

Syntactic Awareness Activities

Syntactic Awareness Activities call students' attention to sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, relationships between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

Vocabulary Instructional Activities

Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in a variety of written texts. Vocabulary Instructional Activities support students' learning of Tier 2 words, and deepen their knowledge of academic words and the connections of

these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, as well as the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

The *Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home-literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom. Further, it outlines teaching strategies that address those challenges.

English Language Learners

The *Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) to fully participate in the read-alouds and activities in the *Tell It Again! Read-Aloud Anthology*, and to strengthen ELLs' understanding of the core content presented in the Anthologies.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their first language, and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an educational setting.

Language Acquisition Stage	Comprehension and Production	Accommodations and Support Strategies
Preproduction ("The Silent Period")	<ul style="list-style-type: none"> • Produces little or no English • May refuse to say or do anything • Responds in non verbal ways • Has a minimal receptive vocabulary in English 	<ul style="list-style-type: none"> • Use predictable phrases for set routines • Use manipulatives, visuals, realia, props • Use Total Physical Response (TPR) to indicate comprehension (point, nod, gestures) • Use lessons that build receptive vocabulary • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content • Use simple questions that require simple nonverbal responses (e.g., "Show me...", "Circle the...") • Use a slow rate of speech, and emphasize key words • Model oral language, but do not force student to produce oral language
Early Production	<ul style="list-style-type: none"> • Responds with one- or two-word phrases • Understands basic phrases and words • Uses abundant fillers (e.g., "er" and "um") when speaking • Includes frequent, long pauses when speaking • Has basic level of English vocabulary (common words and phrases) 	<ul style="list-style-type: none"> • Use repetition, gestures, and visual aids to facilitate comprehension and students' responses • Use small-group activities • Use charades and linguistic guessing games • Use role-playing activities • Use lessons that expand receptive and expressive vocabulary • Use increasingly more difficult question types as students' receptive and expressive language skills improve: <ul style="list-style-type: none"> • Yes/no questions • Either/or questions • Questions that require short answers • Open-ended questions to encourage expressive responses • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content • Allow for longer processing time • Continue to allow participation to be voluntary

Speech Emergence (Low Intermediate)	<ul style="list-style-type: none"> • Speaks in short phrases and simple sentences • Makes multiple grammatical errors • Begins to use context to infer the meanings of unknown words heard or read • Can produce some narratives and understand some details of a story • Uses many fillers (e.g., “um” and “like”) when speaking • Repeats individual phrases multiple times • Has a much larger receptive than expressive vocabulary in English 	<ul style="list-style-type: none"> • Model correct language forms • Use more complex stories and books • Start to focus on Tier 2 vocabulary • Pair with high-level English speakers for activities and discussions focused on the English language • Provide some extra time to respond • Use increasingly difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> • Questions that require short sentence answers • <i>Why</i> and <i>how</i> questions • Questions that check for literal and abstract comprehension • Engage students in producing language
Intermediate Fluency (High Intermediate)	<ul style="list-style-type: none"> • Engages in conversations • Produces connected narrative • Makes few grammatical errors • Uses some fillers when speaking • Shows good comprehension • Has and uses expanded vocabulary in English 	<ul style="list-style-type: none"> • Model correct language forms • Introduce academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Pair with native English speakers • Use questions that require opinion, judgment, and explanation
Advanced Fluency	<ul style="list-style-type: none"> • Uses English that nearly approximates the language of native speakers • Understands most conversations and can maintain a two-way conversation • Uses more complex grammatical structures, such as conditionals and complex sentences • Has and uses an enriched vocabulary in English 	<ul style="list-style-type: none"> • Continue to build background knowledge • Build high-level/academic language • Expand figurative language (e.g., by using metaphors and idioms) • Focus on high-level concepts • Pair with students who have a variety of skills and language proficiencies • Use questions that require inference and evaluation

(Adapted from Hirsch and Wiggins 2009, 362–364; Smyk et al. 2013)

Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

Pacing

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on the needs of the class, and then follow each portion of the lesson with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

Goals and Expectations

Make sure that students know the purpose and desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

Directions

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

Instruction Format and Grouping

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

Instructional Strategies

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance the retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and hands-on activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, story maps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

References

1. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus: SRA/McGrawHill.
2. Franzone, Ellen L. 2009. "Overview of Task Analysis." Madison, WI: National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin.
3. Hall, Tracey, Anne Meyer and Nicole Strangman. 2003. "Differentiated Instruction and Implications for UDL Implementation." National Center on Accessing the General Curriculum.
4. Hirsch, Jr., E. D. and Alice K. Wiggins. 2009. *Core Knowledge Preschool Sequence and Teacher Handbook*. Charlottesville, VA: Core Knowledge Foundation.

5. National Governors Association Center for Best Practices, Council of Chief State School Officers. 2010. "Appendix A," in *Common Core State Standards: English Language Arts Standards*. Washington DC: National Governors Association Center for Best Practices, Council of Chief State School Officers.
6. Rao, Shaila M. and Brenda Gagie. 2006. "Learning Through Seeing and Doing: Visual Supports for Children with Autism." *Teaching Exceptional Children* 38 (6): 26–33.
7. Scruggs, Thomas E., M. A. Mastropieri, Sheri Berkeley, and Janet E. Graetz. 2010. "Do Special Education Interventions Improve Learning of Secondary Content? A Meta-Analysis." *Remedial and Special Education* 31: 437–449.
8. Smyk, Ekaterina, M. Adelaida Restrepo, Joanna S. Gorin, and Shelley Gray. 2013. "Development and Validation of the Spanish-English Language Proficiency Scale (SELPS)." *Language, Speech, and Hearing Services in Schools* 44: 252–65.
9. Stahl, Robert J. 1990. "Using 'Think-Time' Behaviors to Promote Students' Information Processing, Learning, and On-Task Participation: An Instructional Module." Tempe, AZ: Arizona State University.

Alignment Chart for Native Americans: Supplemental Guide

The following chart contains core content objectives addressed in their domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Native Americans: Supplemental Guide		Lesson					
		1	2	3	4	5	6
Core Content Objectives							
Recall that Native Americans were the first-known inhabitants of North America		✓					
Recognize that there are many tribes of Native Americans		✓					
Explain that all tribes need food, clothing, and shelter to survive		✓					
Explain the importance of the buffalo to the Lakota Sioux			✓	✓			
Recognize that the Lakota Sioux had a nomadic lifestyle			✓	✓			
Describe the food, clothing, and shelter of the Lakota Sioux, the Wampanoag, and the Lenape			✓	✓	✓	✓	
Describe the environment in which the Lakota Sioux, the Wampanoag, and the Lenape lived			✓	✓	✓	✓	
Explain that Native Americans still live in the United States today							✓
Recognize that the food, clothing, and shelter of Native Americans today may be different from the food, clothing, and shelter of Native Americans long ago							✓
Explain how some Native Americans today keep alive some of the traditions and practices of their ancestors							✓
Reading Standards for Literature: Kindergarten							
Key Ideas and Details							
STD RL.K.1	With prompting and support, ask and answer questions about key details in a text.						
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of details and/or facts of a fiction read-aloud		✓	✓	✓		
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships		✓	✓	✓		
STD RL.K.2	With prompting and support, retell familiar stories, including key details.						
CKLA Goal(s)	With prompting and support, retell or dramatize fiction read-alouds, including characters and beginning, middle, and end events of the story in proper sequence		✓				

**Alignment Chart for
Native Americans: Supplemental Guide**

Lesson

		1	2	3	4	5	6
STD RL.K.3	With prompting and support, identify characters, settings, and major events in a story.						
CKLA Goal(s)	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud		✓	✓	✓		
Craft and Structure							
STD RL.K.4	Ask and answer questions about unknown words in a text.						
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in fiction read-alouds and discussions		✓	✓	✓		
STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).						
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems		✓	✓	✓		
STD RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.						
CKLA Goal(s)	With prompting and support, describe the role of an author and illustrator in a fiction text			✓			
Integration of Knowledge and Ideas							
STD RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.						
CKLA Goal(s)	With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read aloud		✓	✓	✓		
Range of Reading and Level of Text Complexity							
STD RL.K.10	Actively engage in group reading activities with purpose and understanding.						
CKLA Goal(s)	Actively engage in fiction read-alouds with purpose and understanding		✓	✓	✓		
Reading Standards for Informational Text: Kindergarten							
Key Ideas and Details							
STD RI.K.1	With prompting and support, ask and answer questions about key details in a text.						
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud	✓				✓	✓
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	✓				✓	✓




**Alignment Chart for
Native Americans: Supplemental Guide**

Lesson

		1	2	3	4	5	6
STD RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.						
CKLA Goal(s)	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud	✓	✓	✓	✓	✓	✓
Craft and Structure							
STD RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.						
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions	✓				✓	✓
STD RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.						
CKLA Goal(s)	With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text	✓				✓	✓
Integration of Knowledge and Ideas							
STD RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).						
CKLA Goal(s)	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read aloud	✓				✓	✓
STD RI.K.8	With prompting and support, identify reasons an author gives to support points in a text.						
CKLA Goal(s)	With prompting and support, identify reasons or facts an author gives to support points in a nonfiction/informational read-aloud	✓	✓		✓	✓	✓
STD RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).						
CKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds	✓			✓	✓	✓
Range of Reading and Level of Text Complexity							
STD RI.K.10	Actively engage in group reading activities with purpose and understanding.						
CKLA Goal(s)	Actively engage in nonfiction/informational read-alouds with purpose and understanding	✓				✓	✓
Writing Standards: Kindergarten							
Text Types and Purposes							
STD W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.						
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details	✓		✓	✓	✓	




**Alignment Chart for
Native Americans: Supplemental Guide**

Lesson

Alignment Chart for Native Americans: Supplemental Guide		1	2	3	4	5	6
Production and Distribution of Writing							
STD W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.						
CKLA Goal(s)	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed	✓		✓	✓	✓	
Research to Build and Present Knowledge							
STD W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.						
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions	✓	✓			✓	
Speaking and Listening Standards: Kindergarten							
Comprehension and Collaboration							
STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.						
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).						
CKLA Goal(s)	Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)						
STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.						
CKLA Goal(s)	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud						
STD SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.						
CKLA Goal(s)	Ask and answer questions to clarify directions, exercises, and/or classroom routines						
Presentation of Knowledge and Ideas							
STD SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.						
CKLA Goal(s)	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail	✓	✓	✓			✓
STD SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.						
CKLA Goal(s)	Add drawings or other visual displays to descriptions as desired to provide additional detail	✓		✓	✓	✓	✓

**Alignment Chart for
Native Americans: Supplemental Guide**

Lesson

Language Standards: Kindergarten		1	2	3	4	5	6
Conventions of Standard English							
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
STD L.K.1d	Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>).						
CKLA Goal(s)	Ask questions beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , or <i>how</i>	✓	✓		✓		
STD L.K.1f	Produce and expand complete sentences in shared language.						
CKLA Goal(s)	Answer questions orally in complete sentences						
	Produce and expand complete sentences in shared language activities	✓	✓		✓		
Vocabulary Acquisition and Use							
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.						
STD L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).						
CKLA Goal(s)	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)	✓	✓		✓		✓
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.						
STD L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent						
CKLA Goal(s)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent	✓					
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).						
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).						
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.						
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts						
	Learn the meaning of common sayings and phrases	✓		✓			



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Native Americans

Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching the *Native Americans* domain. The *Supplemental Guide for Native Americans* contains six lessons. The first two lessons are two instructional days each, and the following four lessons are one instructional day each.

Lesson Structure

Lessons 1 and 2

On the first instructional day, Parts A and B of the lesson (50 minutes total) are to be covered at different intervals during the day. Part A (35 minutes) includes:

- Introducing the Lesson
- Presenting the Read-Aloud
- Discussing the Read-Aloud

If necessary, Part A can be divided into two sessions with 15 minutes for Introducing the Read-Aloud up to Purpose for Listening, and 20 minutes for Purpose for Listening, Presenting the Read-Aloud and Discussing the Read-Aloud.

Later in the day, Part B (15 minutes) will be covered and includes the activities unique to the *Supplemental Guide*:

- Multiple Meaning Word Activity
- Syntactic Awareness Activity
- Vocabulary Instructional Activity

Each activity may take up to 5 minutes to complete. The Multiple Meaning Word Activity helps students to determine and clarify the different meanings of words. The Syntactic Awareness Activity calls students' attention to sentence structure, word order, and grammar. The Vocabulary Instructional Activity focuses on building students' general academic, or Tier 2, vocabulary. Part B concludes with an interim assessment opportunity called an End-of-Lesson Check-In. This is a

dual opportunity for the teacher to 1) focus on a select group of students to directly assess the students' language and content knowledge in a low-stress environment; and 2) gauge which students may be in need of additional language or content support.

Second Instructional Day

On the second instructional day, Parts C and D of the lesson (50 minutes total) are to be covered at different intervals during the day. Part C (35 minutes) includes:

- Reviewing the Read-Aloud
- Presenting the Interactive Read-Aloud
- Discussing the Read-Aloud

If necessary, Part C can be divided into two sessions with 10 minutes for Reviewing the Read-Aloud up to Purpose for Listening and 25 minutes for Purpose for Listening, Presenting the Interactive Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part D (15 minutes) will be covered and includes extension activities similar to those of the related lesson in the *Tell It Again! Read-Aloud Anthology for Native Americans*.

Lessons 3–6

Please note that Lessons 3–6 are one instructional day each, with Extension activities alternating between *Supplemental Guide* activities in Lesson 4 and content-related activities in Lessons 3, 5, and 6.

This domain includes a Pausing Point following Lesson 3 after the Lakota Sioux have been introduced. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than twelve days total on this domain.**

Week One: Anthology				
Day 1 #	Day 2 ⑩	Day 3 ⑩	Day 4	Day 5 #⑩
Lesson 1A: "Introduction to Native Americans" (35 min.)	Lesson 2A: "The Lakota Sioux and the Buffalo" (35 min.)	Lesson 3A: "Where's Winona?" (35 min.)	Lesson 4A: "Little Bear Goes Hunting" (35 min.)	Pausing Point (50 min.)
Lesson 1B: Extensions (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: Extensions (15 min.)	Lesson 4B: Extensions (15 min.)	
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)
Week One: Supplemental Guide				
Day 1 #⑩	Day 2 #	Day 3 ⑩	Day 4 #	Day 5 #
Lesson 1A: "Introduction to Native Americans" (Day 1 of 2) (35 min.)	Lesson 1C: "Introduction to Native Americans" (Day 2 of 2) (35 min.)	Lesson 2A: "Little Bear Goes Hunting" (Day 1 of 2) (35 min.)	Lesson 2C: "Little Bear Goes Hunting" (Day 2 of 2) (35 min.)	Lesson 3A: "Where's Winona?" (35 min.)
Lesson 1B: SG Activities (15 min.)	Lesson 1D: Extensions (15 min.)	Lesson 2B: SG Activities (15 min.)	Lesson 2D: Extensions (15 min.)	Lesson 3B: Extensions (15 min.)
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)

Week Two: Anthology				
Day 6	Day 7 #	Day 8	Day 9	Day 10 #
Lesson 5A: "Bear, Gull, and Crow" (35 min.)	Lesson 6A: "The Lenape, The People of the Seasons" (35 min.)	Lesson 7A: "A Native American Alphabet" (35 min.)	Lesson 8A: "Native Americans Today" (35 min.)	Domain Review (50 min.)
Lesson 5B: Extensions (15 min.)	Lesson 6B: Extensions (15 min.)	Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)
Week Two: Supplemental Guide				
Day 6 #⑩	Day 7 #⑩	Day 8 #	Day 9 #	Day 10 #
Pausing Point (50 min.)	Lesson 4A: "Bear, Gull, and Crow" (35 min.)	Lesson 5A: "The Lenape: The People of the Seasons" (35 min.)	Lesson 6A: "Native Americans Today" (35 min.)	Domain Review (50 min.)
	Lesson 4B: SG Activities (15 min.)	Lesson 5B: Extensions (15 min.)	Lesson 6B: Extensions (15 min.)	
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)

Week Three	
Day 11 ⑩	Day 12 #
Domain Assessment (50 min.)	Culminating Activities (50 min.)
(50 min.)	(50 min.)

⑩ Lessons include Student Performance Task Assessments.

Lessons require advance preparation and/or additional materials; please plan ahead.

Note: Use this chart to see how lessons in the *Tell It Again! Read-Aloud Anthology for Native Americans* correlate with the lessons in the *Supplemental Guide*.

Lesson Match-up for Native Americans	
Anthology	Supplemental Guide
Lesson 1: Introduction to Native Americans	Lesson 1: Introduction to Native Americans
Lesson 2: The Lakota Sioux and the Buffalo	Lesson 2: Little Bear Goes Hunting
Lesson 3: Where's Winona	Lesson 3: Where's Winona
Lesson 4: Little Bear Goes Hunting	Lesson 2: Little Bear Goes Hunting
Lesson 5: Bear, Gull, and Crow	Lesson 4: Bear, Gull, and Crow
Lesson 6: The Lenape: The People of the Seasons	Lesson 5: The Lenape: The People of the Seasons
Lesson 7: A Native American Alphabet	Culminating Activities
Lesson 8: Native Americans Today	Lesson 6: Native Americans Today

Lesson Implementation

It is important to note a major instructional shift between Part A and Part C, especially during *Presenting the Read-Aloud*. In Part A, the teacher takes on the central role as the guide—the “ideal reader”—to lead discussion and model proper language use, whereas in Part C, the teacher serves more as a facilitator for interactions among student partners.

Student Grouping

Teachers are encouraged to assign partner pairs prior to beginning a domain, and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances a group of three would benefit beginning ELLs, and an older student or adult volunteer may be a better learning partner for some students with disabilities. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home-language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

Graphic Organizers and Domain-Wide Activities

Several different organizers and activity suggestions are included to aid students in their learning of the content in the *Native Americans* domain.

- A Native American Chart is used throughout this domain beginning in Lesson 1D. This chart displays four categories: environment, clothing, food, and shelter. The Native American Chart allows students to visually compare and contrast their lives with the lives of three Native American tribes presented in this domain. You will be instructed to attach Image Cards for Native Americans to specific cells on the chart. You may also wish to use Instructional Master 1D-1 for large, cutout images of the Native American tribes and attach them to their corresponding rows.
- Response Cards for *Native Americans* (Instructional Master 1A-1, three total) are included to help students remember and review the three Native American tribes presented in this domain: the Lakota Sioux, the Wampanoag, and the Lenape. Each Response Card shows four things: the environment in which each tribe lived; examples of their food; articles of clothing; and a depiction of one type of shelter.
- The *Native Americans Book* is an informational text project that students will be working on throughout this domain. It is comprised of four Culture Sheets (or five Culture Sheets if you decide to present a local Native American tribe). Students will show their understanding of a lesson on a designated Culture Sheet and will present their Culture Sheets to their partner, small group, and/or home-language peers.
- You may wish to lead your class in a Group Research Project to learn about a local Native American tribe. Please consult local community groups working with Native American tribes and the U.S. Department of the Interior Indian Affairs website for information.
- You may wish to create a class Native Americans Alphabet Book as you progress through this domain. You could post the various letter pages on the wall before binding it into a book at the close of this domain. Please refer to examples of various alphabet books listed in the Resources section at the end of this Introduction in addition to Lesson 7 in the *Tell It Again! Read-Aloud Anthology for Native Americans* for ideas.

Anchor Focus in Native Americans

This chart highlights several Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.K.2	<i>Native Americans Book</i> : Informative/explanatory text: draw, dictate, label, share, name the topic, describe
	W.K.5	Revise Culture Sheet based on teacher and/or peer comments: ask and answer questions, comment on similarities and differences, I can see . . ., _____ is not clear, I like . . ., revise
Speaking and Listening	SL.K.2	Ask questions to clarify information about the read-aloud: I have a question about . . ., I do not understand . . ., What does _____ mean?
	SL.K.3	Ask questions to clarify directions, exercises, and/or classroom routines: Can you say that again please?; What was step number _____?; What am I supposed to do?; I did not understand the directions; What should I do next?
Language	L.K.1d	Understand and use question words (e.g., who, what, where, when and why)

Domain Components

Along with this *Supplemental Guide*, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book** for Native Americans
- *Tell It Again! Image Cards* for Native Americans
- *Tell It Again! Read-Aloud Anthology* for Native Americans for reference

*The *Tell It Again! Multiple Meaning Word Posters* for Native Americans are found at the back of the *Tell It Again! Flip Book*.

Recommended Resource:

Core Knowledge Kindergarten Teacher Handbook, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004)
ISBN: 978-1890517694

Why Native Americans Are Important

The *Native Americans* domain introduces students to the broad concept that indigenous people lived on the continents of North and South America long before European explorers visited and settled in this area. Students will learn that there were many, many different tribes of Native Americans, and that each tribe had its own way of eating, dressing, and living, depending on where they lived. Students will learn about three tribes in particular: the Lakota Sioux of the Great Plains region, and the Wampanoag and the Lenape, both of the Eastern Woodlands region. They will begin to understand how different geographical regions influenced different lifestyles. Students will learn that each Native American group has its own distinctive culture. The last read-aloud focuses on Native Americans today.

Core Vocabulary for Native Americans

The following list contains all of the core vocabulary words in *Native Americans* in the forms in which they appear in the domain. These words appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. In the read-alouds, all instances where core vocabulary is used are boldfaced to make apparent the context in which core vocabulary appears and to provide a quick way for teachers to identify these words.] The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

borrow
coast
deserts
roamed
shelter
tribes

Lesson 2

galloping
finally
horizon
moccasins
succulent

Lesson 3

chief
mischief
parfleche
tipis

Lesson 4

bay
feast
rockweed
wading

Lesson 5

burrows
canoes
harvested
trekked
wigwam

Lesson 6

harmony
powwows
traditions

In addition to this core vocabulary list, every lesson includes its own tiered Vocabulary Chart categorized according to the model for conceptualizing words presented by Beck, McKeown, and Kucan (2008). Words in this chart either appear several times in the read-aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the *General Service List of English Words* (West 1953) or part of the Dale-Chall (1995) list of 3000 familiar words known by fourth grade. Moreover a conscious effort has been made to include words from the *Primary Priority Words* according to Biemiller's (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for Introduction to Native Americans			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	canoe deserts forest moccasins tipi tribes wigwam wetus lake mountain	borrow* clothing decorated lifestyle <i>region</i> roamed	different horses food Some/Others themselves travel walk water
Multiple Meaning	coast plain	shelter* nature	<u>foot</u>
Phrases	American Indians Native Americans North America South America	way of life	Long ago
Cognates	canoa desierto mocasin tribu costa llanura América del Norte América del Sur lago montaña	decorar naturaleza <i>región</i>	diferente otro(a)

References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. *Creating robust vocabulary: Frequently asked questions and extended examples*. New York, NY: Guilford, 2008.
2. Biemiller, Andrew. *Words Worth Teaching*. Columbus: SRA/McGraw-Hill, 2010.
3. Dale, Edgar, and Jeanne Chall. *Readability Revisited: The New Dale-Chall Readability Formula*, 1995.
4. West, Michael. *A General Service List of English Words*. London: Longman, Green and Co., 1953.

Comprehension Questions


In the *Supplemental Guide for Native Americans*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.K.1) and Reading Standards for Informational Text 1 (RI.K.1).

Inferential questions ask students to infer information from the text and to think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–4 (RL.K.2–RL.K.4) and Reading Standards for Informational Text 2–4 (RI.K.2–RI.K.4).


Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.K.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.K.9) and Reading Standards for Informational Text 9 (RI.K.9).

The *Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands that aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.K.7) and Reading Standards for Informational Text 7 (RI.K.7) are addressed as well.

Student Performance Task Assessments

In the *Supplemental Guide for Native Americans*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observation opportunities, such as the End-of-Lesson Check-In and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Supplemental Guide for Native Americans*, there are numerous opportunities in the lessons and the Pausing Points to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and identified with this icon: .

Supplemental Guide

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple-meaning words in the read-alouds are underlined. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: ↔.

Recommended Trade Books for Native Americans

Trade Book List

The *Supplemental Guide* includes a number of opportunities in Extensions, the Pausing Point, and Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature.

If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

General

1. *D is for Drum: A Native American Alphabet*, by Michael and Debbie Shoulders and illustrated by Irving Toddy (Sleeping Bear Press, 2011) ISBN 978-1585362745
2. *Many Nations: An Alphabet of Native America*, by Joseph Bruchac and illustrated by Robert F. Goetzl (Troll Communications, 1998) ISBN 978-0816744602
3. *Native Americans*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050010
4. *The Story of Jumping Mouse: A Native American Legend*, by John Steptoe (HarperTrophy, 1989) ISBN 978-0688087401

Tribes Discussed in the Domain

5. *Clambake: A Wampanoag Tradition*, by Russell M. Peters and photographs by John Madama (Lerner Publications Company, 1992) ISBN 978-0822596219
6. *If You Lived with the Sioux Indians*, by Ann McGovern (Scholastic Inc., 1992) ISBN 978-0590451628
7. *The Legend of the Indian Paintbrush*, by Tomie dePaola (Puffin, 1996) ISBN 978-0698113602
8. *The Sioux*, by Alice Osinski (Children's Press, 1984) ISBN 978-0516019291*
9. *Squanto and the Miracle of Thanksgiving*, by Eric Metaxas and illustrated by Shannon Stirnwells (Rabbit Ears Books, 2012) ISBN 978-1575055855
10. *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*, by Kate Waters and photographs by Russ Kendall (Scholastic, Inc., 1996) ISBN 978-0590202374
11. *The Wampanoags*, by Alice K. Flanagan (Children's Press, 1998) ISBN 978-0516263885
12. *When the Shadbush Blooms*, by Carla Messinger and Susan Katz and illustrations by David Kanietakeron Fadden (Tricycle Press, 2007) ISBN 978-1582461922

Supplementary Reading, Tribes Not Discussed in the Domain

13. *Buffalo Bird Girl: A Hidatsa Story*, by S.D. Nelson (Abrams Books for Young Readers, 2012) ISBN 978-1419703553
14. *Coyote: A Trickster Tale from the American Southwest*, retold and illustrated by Gerald McDermott (Voyager, 1999) ISBN 978-0152019587
15. *How the Stars Fell into the Sky: A Navajo Legend*, by Jerrie Oughton and illustrated by Lisa Desimini (Sandpiper, 1996) ISBN 978-0395779385
16. *If You Lived with the Hopi*, by Anne Kamma and illustrated by Linda Gardner (Scholastic, Inc., 1999) ISBN 978-0590397261
17. *If You Lived with the Indians of the Northwest Coast*, by Anne Kamma and illustrated by Pamela Johnson (Scholastic Inc., 2002) ISBN 978-0439260770

18. *If You Lived with the Iroquois*, by Ellen Levine and illustrated by Shelly Hehenberger (Scholastic, Inc., 1998) ISBN 978-0590674454
19. *The Legend of the Bluebonnet*, by Tomie dePaola (Penguin Putnam Books for Young Readers, 1996) ISBN 978-0698113596
20. *Raven: A Trickster Tale from the Pacific Northwest*, by Gerald McDermott (Harcourt, 1993) ISBN 978-0152656614
21. *Totem Tale: A Tall Story from Alaska*, by Deb Vanasse and illustrated by Erik Brooks (Sasquatch Books, 2006) ISBN 978-1570614392

Native Americans Today

22. *Children of Native America Today*, by Yvonne Wakim Dennis and Arlene B. Hirschfelder (Charlesbridge, 2003) ISBN 978-1570914997
23. *Jingle Dancer*, by Cynthia Leitich Smith and illustrated by Cornelius Van Wright and Ying-Hwa Hu (Morrow Junior Books, 2000) ISBN 978-0688162412
24. *Meet Lydia: A Native Girl from Southeast Alaska (My World: Young Native Americans Today)*, by Miranda Belarde-Lewis and photographs by John Harrington (Council Oak Books, 2004) ISBN 978-1571781475
25. *Meet Mindy: A Native Girl from the Southwest (My World: Young Native Americans Today)*, by Susan Secakuku and photographs by John Harrington (Council Oak Books, 2006) ISBN 978-1571781482
26. *Meet Naiche: A Native Boy from the Chesapeake Bay Region (My World: Young Native Americans Today)*, by Gabrielle Tayac and photographs by John Harrington (Council Oak Books, 2007) ISBN 978-1571781468*
27. *Songs from the Loom: A Navajo Girl Learns to Weave (We Are Still Here: Native Americans Today)*, by Monty Roessel (Lerner Publishing Group, 1995) ISBN 978-0822597124

***Note:** These books contain a great deal of pertinent information but may be above grade level. Feel free to read sections of these books as you see fit.

Websites and Other Resources

Student Resources

1. **National Museum of the American Indian**
<http://nmai.si.edu/visit/newyork/>
<http://nmai.si.edu/visit/washington/>
2. **Native American Homes**
<http://www.native-languages.org/houses.htm>

Teacher Resources

3. **Bureau of Indian Affairs**
<http://www.bia.gov/index.htm>
4. **Classroom Lessons from the National Museum of the American Indian**
<http://nmai.si.edu/explore/foreducatorsstudents/classroomlessons/>
5. **Map of Native American Tribes**
http://images.wikia.com/oraltradition/images/d/dc/Native_American_Tribes_Map_2.jpg
6. **Native American Environment**
http://cpluhna.nau.edu/Research/native_americans1.htm
7. **Pictures of Native Americans**
http://kids.nationalgeographic.com/kids/photos/native-americans/#/1003043_14107_600x450.jpg
8. **Wampanoag Tribe**
<http://www.indians.org/articles/wampanoag-indians.html>



Introduction to Native Americans

1

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Recall that Native Americans were the first-known inhabitants of North America
- ✓ Recognize that there are many tribes of Native Americans
- ✓ Explain that all tribes need food, clothing, and shelter to survive

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between the different environments where the Native Americans tribes lived and their different ways of life (RI.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text on Native Americans in general (RI.K.6)
- ✓ With prompting and support, identify reasons or facts given in the read-aloud to show that Native Americans had different ways of life based on the region where they lived, and identify that all tribes needed food, clothing, and shelter (RI.K.8)
- ✓ With prompting and support, tell about basic similarities and differences between Native American tribes (RI.K.9)
- ✓ Use a combination of drawing and dictating to present information about students' culture, naming the topic and supplying some details (W.K.2)

- ✓ With guidance and support from adults, respond to comments and suggestions from peers to revise Culture Sheet #1 as needed (W.K.5)
- ✓ With assistance, categorize and organize information about the environment, food, clothing, and shelter of students (W.K.8)
- ✓ Describe familiar places, such as the home where students live (SL.K.4)
- ✓ Add drawings to the *Native Americans Book* to present information about students' culture (SL.K.5)
- ✓ Ask questions beginning with *who*, *what*, *where*, *when*, and *why* (L.K.1d)
- ✓ Ask and answer questions in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *foot*, and apply them accurately (L.K.4a)
- ✓ Visually and orally sort objects into the categories—*shelter* and *not a shelter* (L.K.5a)
- ✓ Identify real-life connections between words—*tribe*, *region*, *roam*, *shelter*, and *borrow*—and their use (L.K.5c)
- ✓ Distinguish shades of meaning for the verb *roam* by acting out its meaning (L.K.5d)
- ✓ Explain the meaning of the phrase “way of life” or “lifestyle” and use in appropriate contexts (L.K.6)

Core Vocabulary

borrow, v. To take or use something for a while and then return it

Example: Cristal wants to borrow a box of crayons from Ben.

Variation(s): borrows, borrowed, borrowing

coast, n. The land next to the sea or ocean; the shore

Example: As their boat got closer to land, they could see many trees along the coast.

Variation(s): coasts

deserts, n. Large, dry areas with little rain

Example: There are some very hot and sandy deserts in Arizona.

Variation(s): desert

roamed, v. Wandered; moved around

Example: The herd roamed the countryside looking for food.

Variation(s): roam, roams, roaming

shelter, n. A place that gives protection from the weather and/or danger

Example: The boathouse was a wonderful shelter during the storm.

Variation(s): shelters

tribes, n. Groups of similar people who share common ancestors, customs, and laws

Example: There are many tribes of Native Americans living across the country.

Variation(s): tribe

Vocabulary Chart for Introduction to Native Americans			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	canoe deserts forest lake moccasins mountain tipi tribes wigwam wetus	borrow* clothing decorated lifestyle <i>region</i> roamed*	different horses food Some/Others travel walk water
Multiple Meaning	coast plain	nature shelter*	<u>foot</u>
Phrases	American Indians Native Americans North America South America	way of life	Long ago
Cognates	canoa desierto lago mocasín montaña tribu costa llanura América del Norte América del Sur	decorar naturaleza <i>región</i>	diferente otro(a)

Image Sequence


This is the order in which Flip Book images will be shown for this read aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 1A-1: Woods and plains
2. 1A-3: Deserts and mountains
3. 1A-5: Animals and insects
4. 1A-21: Native Americans in regional traditional dress
5. 1A-6: Desert and ocean
6. 1A-2: Rivers and lakes
7. 1A-1: Woods and plains
8. 1A-18: Iroquois Trail
9. 1A-19: Sioux on horseback with travois
10. 1A-20: Native American canoe
11. 1A-12: Vegetables and fruits
12. 1A-13: Buffalo
13. 1A-15: Fish
14. 1A-22: Native American clothing made from animal skins
15. 1A-23: Native American clothing made from plants
16. 1A-24: Moccasins
17. 1A-7: Tipi
18. 1A-8: Wetu
19. 1A-11: Longhouses
20. 1A-12: Vegetables and fruits



Introduction to Native Americans

1A
Day 1 of 2

<i>At a Glance (Parts A & B)</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Domain Introduction	globe; U.S. map	15
	Making Connections	Instructional Master 1A-1	
	Vocabulary Preview: Tribe, Region	Response Cards 1–3	
	Purpose for Listening		
Presenting the Read-Aloud	Introduction to Native Americans	globe	10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Roamed		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Foot	Poster 1M (Foot)	15
	Syntactic Awareness Activity: Asking Questions		
	Vocabulary Instructional Activity: Shelter	Instructional Master 1B-1	
	End-of-Lesson Check-in		
Take-Home Material	Family Letter	Instructional Masters 1B-2–1B-4	

Advance Preparation

Prepare copies of Instructional Master 1A-1 for each student. Refer to them as Response Card 1 (Lakota Sioux), Response Card 2 (Wampanoag), and Response Card 3 (Lenape). Each Response Card shows four things: the environment in which each tribe lived; examples of their food; articles of clothing; and a depiction of one type of shelter. Students can use these Response Cards for discussion, for review, and to answer questions.

For the Vocabulary Instructional Activity, prepare a copy of Instructional Master 1B-1 for each student. Refer to it as Culture Sheet #1. Culture Sheet #1 is about the students. Students will draw pictures of their

home for this activity, later they will draw pictures of the foods they like to eat, and their clothing. This Culture Sheet will be part of their *Native Americans Book*.

Note to Teacher

You may wish to introduce or review the lessons with short video clips that show content associated with the read-alouds. Be sure to preview the videos for classroom appropriateness.

Introducing the Read-Aloud

15 minutes



Domain Introduction

◀ **Show image 1A-25: Collage of Native Americans in different dress**

- Tell students that they will be learning about Native Americans. Explain that learning about Native Americans is important because Native Americans were the first people to live in North America and South America.

[Point to the locations of North America and South America on a globe.]

- Tell students that they live in North America.
- Tell students that another term for Native American is American Indian.
- Explain to students that although we use the terms Native American or American Indian when we talk about the group as a whole, there are *many, many* different groups of Native Americans. These groups are called tribes.
- Tell them that they will hear about three tribes in particular:

[Have students say the names of the tribes with you. Give students some time to look at each image and talk with their partner about what they see.]



◀ **Show image 3A-2: Mapiya's family**

- The Lakota Sioux (la-KO-tuh soo)
- Point to South Dakota, Wyoming, and Montana on a map of the United States.



← **Show image 5A-13: Wampanoag dancing**

- The Wampanoag (*WAHMP-ann-oh-ag*)
- Point to Rhode Island and Massachusetts on the map.



← **Show image 6A-2: The Lenape in the spring**

- The Lenape (*lun-NAH-pay*)
- Point to New York, Pennsylvania, and Delaware on the map.

Making Connections

- Distribute Response Cards 1 through 3 (Instructional Master 1A-1) to each student.
- Explain to students that even though there are many, many Native American tribes, each group, or tribe, has similar needs.
- Ask students: “Look at your Response Cards. What do you think each tribe needs to stay alive?” Call on two volunteers to answer.
- Tell students that all tribes need food, clothing, and shelter to stay alive, but each tribe had their own way of eating, dressing, and living, depending on where they lived.

[You may wish to have students make up motions to refer to *food, clothing, and shelter*.]
- Say to students: “Tell your partner about what you need to stay alive. Tell your partner about the food you eat, the clothes you wear, and where you live.” Allow one minute for students to talk. Call on two students to share what their partner said.

Vocabulary Preview

Tribe

1. You will learn about three different *tribes*.
2. Say the word *tribe* with me three times.
3. A tribe is a group of people who have the same ancestors (like great-grandparents) who speak the same language; who have the same ways of eating and dressing; and who follow the same laws.
4. Every tribe has their own way of eating, dressing, and living.
5. Many tribes of Native Americans live all over North America and South America.

6. [Hold up Response Cards 1 through 3 one at a time, and name the tribe on the card.] This is the _____ tribe.

Region

1. Native Americans lived in different *regions* across this country.
2. Say the word *regions* with me three times.
3. A region is a part of a country, or an area of land, that has similar characteristics.
4. Some Native Americans lived in a forest region. Other Native Americans lived in a desert region. [Say the name of the region as you show each image.]



◀ **Show image 1A-1: Woods and plains**

This region is a forest. What do you see in this forest region?

This region is a plain. What do you see in this plain region?



◀ **Show image 1A-6: Desert and ocean**

This region is a desert. What do you see in this desert region?

This region is a coast, near the ocean. What do you see in this coastal region?

Purpose for Listening

Tell students to listen to find out what different Native American tribes ate, what they wore, and where they lived.

By the end of the lesson, students should be able to:

- ✓ Recall that Native Americans were the first-known inhabitants of North America
- ✓ Recognize that there are many tribes of Native Americans
- ✓ Explain that all tribes needed food, clothing, and shelter to survive



Introduction to Native Americans

◀ Show image 1A-1: Woods and plains

Long, long ago—long before you and I can remember—there were no people living on the land where we live today.

There were forests and plains, but no people.

[Invite a student to point to the forest and the plains.]



◀ Show image 1A-3: Deserts and mountains

There were **deserts** and mountains, but no people. A **desert** is a large, dry area of land that gets very little rain. A mountain is like a big and steep hill.

[Point out the desert and the mountains.]



◀ Show image 1A-5: Animals and insects

There were plenty—or a lot of—animals and insects . . . but there were no people.



◀ Show image 1A-21: Native Americans in traditional, regional dress

There were no people living where we live today, until the Native Americans or American Indians came to live in North America and South America.

[On a globe, point out the continents of North America and South America. Tell students that many people believe that the Native Americans were the first people to live in these areas.]



◀ Show image 1A-6: Desert and ocean

Native Americans lived in different regions.

[Point out each region as you say them.]

Some lived in the **desert**—a very, very dry land. Others lived on the **coast**—or land right next to the ocean. Native Americans who lived in the **desert** had a different way of life—or lifestyle—than Native Americans who lived on the **coast**. They ate different things, wore different clothes, lived in different homes, spoke different languages, and played different games. Different Native American **tribes** had different ways of life.



◀ **Show image 1A-2: Rivers and lakes**

Some lived in the mountains. Others lived next to a lake.

Native Americans who lived in the mountains had a different way of life than those who lived next to a lake.



◀ **Show image 1A-1: Woods and plains**

Some lived in the forest—or on land that is covered with many trees. Others lived on a plain—or on land that is large and flat with a lot of grass but not many trees.

Native Americans who lived in the forest had a different lifestyle than Native Americans who lived on a plain.

Over the next few weeks, we will find out that Native Americans lived in different regions and had different ways of life.



◀ **Show image 1A-18: Iroquois Trail**

Long ago, Native Americans did not have cars, trucks, and motorcycles like we do now. Long ago, Native Americans traveled by foot—this means they walked everywhere they went. There were no roads. Wherever they **roamed**—or wandered by foot—paths were made in the dirt by their footsteps and the hooves of their animals.

[At a later time or during lunch recess, you may wish to locate spots on the school grounds where footpaths or “cut-through” paths have been made. You may wish to ask students if they have ever walked on a footpath in a park or on a hiking trail.]



◀ **Show image 1A-19: Sioux on horseback with travois**

After many years of **roaming** around by foot, they started riding horses.



◀ **Show image 1A-20: Native American canoe**

Native Americans who lived near water began to travel by canoe to carry them across the waters.

No matter how Native Americans traveled to get to different places, they all needed the same things. In fact, they needed the same things we need today! They needed food, clothing, and **shelter**.

[As a class, come up with motions or gestures to show the words *food*, *clothing*, and *shelter*.]



◀ **Show image 1A-12: Vegetables and fruits**

Native Americans needed food and water to stay alive.

[Do the motion for *food* with students.]

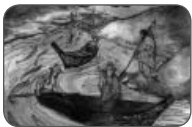
Do you need food and water to stay alive?

Some Native Americans grew their own vegetables and fruit. We will learn about two **tribes**—or groups of people—who grew their own food.



◀ **Show image 1A-13: Buffalo**

Others hunted buffalo. We will learn about a **tribe**—or group of Native Americans—who hunted buffalo.



◀ **Show image 1A-15: Fish**

Others caught fish from rivers, lakes, and oceans. We will learn about a **tribe** that caught something near the water called clams.

Native Americans needed food and water to survive.



◀ **Show image 1A-22: Native American clothing made of animal skins and fur**

All Native Americans needed clothing to keep themselves dry and warm.

[Do the motion for *clothing* with students.]

Native Americans made all of their own clothes. Some Native Americans wore clothing made of animal skins. They decorated their clothes with beads and porcupine quills. During the cold winter months, they wore coats of animal fur to stay warm.



◀ **Show image 1A-23: Native American clothing made from plants**

Others wore clothing made from plants and decorated them with animal bones. In winter, they covered themselves with cloaks—like a coat without any sleeves.



◀ **Show image 1A-24: Moccasins**

Many men, women, boys, and girls from a lot of different **tribes** wore moccasins on their feet. They decorated their moccasins in their own special ways. Some Native Americans did not wear anything on their feet—they walked around with bare feet.



◀ **Show image 1A-7: Tipi**

All Native Americans needed **shelter**—a place to protect themselves from the weather and wild animals.

[Do the motion for *shelter*.]

Some Native Americans lived in tipis. We will learn about a **tribe** that lived in tipis.



◀ **Show image 1A-8: Wetu**

Some lived in wetus (*WEE-toos*). We will learn about a **tribe** that lived in wetus.



◀ **Show image 1A-11: Longhouses**

Some lived in longhouses or wigwams. We will learn about a **tribe** that lived in wigwams.

Native Americans had the same needs as we have today. They needed food, clothing, and **shelter**.



◀ **Show image 1A-12: Vegetables and fruits**

Native Americans of long ago knew a lot about nature—about the earth, the plants, and the animals that surrounded them. And everywhere they **roamed**—or wandered—these Native Americans found ways to **borrow**—or use only what they needed—from nature all that they needed to live.

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Who did you hear about in this read-aloud?
 - I heard about Native Americans in this read-aloud.
2. *Literal* What three things do all people, including Native Americans, need to live?
 - All people need food, clothing, and shelter to live.
3. *Evaluative* [Have students name the regions and describe the following images.]



← Show image 1A-1: Woods and plains



← Show image 1A-6: Desert and ocean

4. *Inferential* Did all Native American tribes live in the same region?
 - No, all Native American tribes did not live in the same region.
5. *Inferential* Did all Native American tribes eat the same food?
 - No, all Native American tribes did not eat the same food.
6. *Evaluative* [Have students describe the following images.]



← Show image 1A-22: Native American clothing made of animal skins



← Show image 1A-23: Native American clothing made from plants

7. *Inferential* Did all Native American tribes wear the same clothes?
 - No, all Native American tribes did not wear the same clothes.
8. *Literal* [Show images 1A-7, 1A-8, and 1A-11. Ask students if they remember the names of the different types of shelter]
 - tipi, wetu, and wigwam

9. *Inferential* Did all Native American tribes live in the same kind of house?

- No, all Native American tribes did not live in the same kind of house.

Word Work: Roamed

1. In the read-aloud you heard, “Wherever [Native Americans] *roamed*, or wandered, paths were made in the dirt by their own footsteps.”
2. Say the word *roamed* with me three times.
3. *Roamed* means to have walked or wandered around freely.
4. Some Native American tribes roamed around to look for food.
Rohan roamed across the field during recess.
5. If what I say is an example of *roamed*, stand up. If it’s not an example of *roamed*, stay seated.
 - Kelsey quickly walked to class.
 - stay seated
 - The buffalo slowly wandered around the plains.
 - stand up
 - Jack jumped over the candlestick.
 - stay seated
 - Janie ran to her mother to give her a hug.
 - stay seated
 - Johnny Appleseed traveled all around the country planting apple seeds.
 - stand up
6. What’s the word we’ve been talking about?

Use an *Acting* activity for follow-up. Directions: Think of how you can act out an example of *roamed* and an example that is not *roamed*. Act them out to your partner, and have your partner decide which one shows *roamed*.



Complete Remainder of the Lesson Later in the Day



Introduction to Native Americans

1B
Day 1 of 2

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Context Clues: Foot

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Foot).] In the read-aloud you heard that long ago Native Americans traveled by *foot*. Here *foot* means the part of the body at the end of the leg. Which picture shows this?
 - one
2. Foot is also a measurement of length. Twelve inches equal one foot. Which picture shows this?
 - two
3. I'm going to say some sentences with the word *foot*. Hold up one finger if my sentence tells about *foot* in picture one; hold up two fingers if my sentence tells about *foot* in picture two.
 - We will measure this book to see if it is longer than a foot.
 - two
 - This ruler shows a foot; there are twelve inches in a foot.
 - two
 - A class rule is to keep our feet to ourselves. (We use *feet* when we talk about more than one foot.)
 - one
 - [Place two classroom objects about one foot away from each other.] They are about a foot apart.
 - two
 - You kick a soccer ball with your foot.
 - one

↔ Syntactic Awareness Activity

Asking Questions

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and their uses. These syntactic activities should be used in conjunction with the content presented in the read-aloud. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical. If necessary, have students repeat your sentence.

Directions: Today you will learn about and use question words. We use question words to get more information.

[Please place emphasis on italicized words.]



◀ Show image 1A-25: Collage of Native Americans in different dress

1. *Who* do you see in this picture?

- Native Americans are in this picture.

We use the question word *who* to show that we are asking about someone.

2. [Point to the man in the middle.] *What* does he have on his head?

- He has feathers on his head.

We use the question word *what* to show that we are asking about something.

3. *When* did the Native Americans start living in North America or in this country?

- Native Americans started living in North America long ago.

We use the question word *when* to show that we are asking about time.



◀ Show image 1A-3: Deserts and mountains

4. *Where* is this picture taken?

- This picture is taken in the desert.

We use the question word *where* to show that we are asking a place.

5. *Why* is the desert so dry?

- The desert is so dry because it gets very little rain.

We use the question word *why* to show that we are asking for a reason. We usually use the word *because* in our answer.



← **Show image 1A-12: Vegetables and fruits**

6. Ask your partner questions about this picture using the question words *who*, *what*, *when*, *where*, and *why*.

↔ **Vocabulary Instructional Activity (Instructional Master 1B-1)**

Word Work: Shelter

1. In the read-aloud you heard, “All Native Americans needed *shelter*—a place to protect themselves from the weather and wild animals.”
2. Say the word *shelter* with me three times.
3. A shelter is something that protects you from bad weather or from danger.

[You may wish to remind students about what they heard in the *Farms* domain, and how farm animals were protected in the barn, pen, or coop.]

4. A tipi was a shelter for some Native Americans.

Roberto and Angel used a cardboard box and pretended it was their shelter.

5. Show the image below, and ask students “Is this a shelter?”

[Have students stand up if the image is an example of a shelter or stay seated if it is not an example of a shelter. Have students repeat the names of the shelters.]



← **Show image 1A-13: Buffalo**

- That’s not a shelter.



← **Show image 1A-7: Tipi**

- A tipi is a shelter.



← **Show image 1A-8: Wetu**

- A wetu is a shelter.



← **Show image 1A-24: Moccasins**

- That’s not a shelter.



← **Show image 1A-10: Pueblo**

- A pueblo is a shelter.

6. What's the word we've been talking about?

Use a *Drawing* activity for follow-up. Directions: [Give each student a copy of Instructional Master 1B-1.] This Culture Sheet is about you, and it will go into your *Native Americans Book*. Draw what your shelter looks like on the top box. Then describe your shelter using your picture.

- Have a few students dictate what they have drawn. Be sure to repeat what students say as you write on their paper.
- Make sure that students can name the topic of their picture—their shelter—and describe their picture.
- Have students share their drawing in small groups or with home-language peers.
- Encourage students to ask and answer questions about the pictures as well as comment on the pictures (e.g., the similarities and differences among the pictures, something they learned from others' pictures, etc.).
- If time allows, have students edit their pictures based on their classmates' comments.

10 End-of-Lesson Check-In

Introduction to Native Americans

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about Native Americans.
- Ask them to talk to their partner about what they have learned today, using as many new words and as much new information as they can.
- You may wish to ask specifically about Native American food, clothing, and shelter, showing related images from the lesson as they apply.

- Students may use this time to ask their partner about unknown words from the read-aloud.
- Students may use this time to ask and answer questions to clarify information from the read-aloud.

Items to listen for:

- the words *Native American* and *tribes*
- the words *region*, *desert*, *plains*, *coast*, and *forest*
- the words *roam* and *shelter*
- the needs of Native Americans: food, clothing, and shelter

Take-Home Material


Family Letter

Send home Instructional Masters 1B-2, 1B-3, and 1B-4.



Introduction to Native Americans

1c
Day 2 of 2

<i>At a Glance (Parts C & D)</i>	Exercise	Materials	Minutes
Reviewing the Read-Aloud	What Have We Learned?	globe	10
	Vocabulary Review: Tribe, Region	U.S. map	
	Purpose for Listening		
Presenting the Interactive Read-Aloud	Introduction to Native Americans	Response Cards 1–3; U.S. map; globe	15
Discussing the Read-Aloud	Comprehension Questions	Response Cards 1–3	10
	Word Work: Borrow		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Native American Chart	Instructional Master 1D-1; drawing paper, drawing tools; Culture Sheet #1	15
	Domain-Related Trade Book		

Advance Preparation

Prepare a large Native American Chart to be displayed throughout this domain. You may wish to use the three images in Instructional Master 1D-1 as labels on the chart for the three Native American tribes. For Students Today, you may wish to use a class picture as well as pictures of present-day clothing, food, and shelter. Students will continue to fill in Culture Sheet #1 about themselves as you complete the class Native American Chart.

Note to Teacher

As part of the Interactive Read-Aloud, your students will explore different regions such as desert, coast, mountain, lake, forest, and plains. You may wish to divide students into several small groups to focus on one of the topographical areas or regions. Use video clips, additional images, and colorful trade books about each area, as necessary. Be prepared to scaffold students' thought processes with intriguing prompts.

What Have We Learned?

- Ask students: “Who are Native Americans?”
 - Native Americans were the first-known people to live in North America and South America.

[Invite a student to point to North America and South America on a globe.]
- Ask students: “Where do we live?”
 - Tell students the name of their country, state, and city as you point to them on a map.
- Say to students: “Think about what you heard yesterday. Tell your partner about three things Native Americans needed to survive, or stay alive.” Allow fifteen seconds for students to talk. Call on two partner pairs to share.

Vocabulary Review

Tribe

1. In the read-aloud you heard that “Some Native Americans grew their own vegetables and fruit. We will learn about a tribe who grew their own food. Others hunted buffalo. We will learn about a tribe who hunted buffalo.
2. A tribe is a group of people who have the same ancestors (like great-grandparents); who speak the same language; who have the same ways of eating and dressing; and who follow the same laws.
3. You will learn about three Native American tribes.



◀ Show image 3A-2: Mapiya’s family

The Lakota Sioux (la-KO-tuh soo)

[Point to South Dakota, Wyoming, and Montana on a map of the United States.]



◀ Show image 5A-13: Wampanoag dancing

The Wampanoag (WAHMP-ann-oh-ag)

[Point to Rhode Island and Massachusetts on the map.]



← **Show image 6A-2: The Lenape in the spring**

The Lenape (lun-*NAH*-pay)

[Point to New York, Pennsylvania, and Delaware on the map.]

Region



← **Show image 1A-6: Desert and ocean**

1. In the read-aloud you heard, “Native Americans lived in different regions. Some lived in the desert. Others lived on the coast.”
2. A region is a part of a country, or an area of land, that has similar characteristics.

[Have students point to the desert region and the coastal region. Call on two students to describe those regions.]
3. With your partner, think of three characteristics of the region you live in.

[If necessary, prompt students by asking questions such as the following: Are there mountains where we live? Are we near the ocean? Are there a lot of skyscrapers? Are there farms nearby?]

Purpose for Listening

Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because they will do most of the talking about what they have learned so far about Native Americans and what they ate, what kinds of clothes they wore, and what kinds of shelters they lived in. Prior to presenting this read-aloud, distribute Response Cards 1 through 3. Tell students to keep them on their laps and that you will tell them when it is time to use them.

By the end of the lesson, students should be able to:

- ✓ Recall that Native Americans were the first-known inhabitants of North America
- ✓ Recognize that there are many tribes of Native Americans
- ✓ Explain that all tribes needed food, clothing, and shelter to survive

You may alter the dialogic factors and instructional conversations within the lesson based on the needs of the class and your professional judgment. Please keep in mind the Core Content Objectives for this lesson as you make adjustments to this interactive read-aloud.

Introduction to Native Americans

[Show students a map of the United States of America. Point out the region in which they live.]

Long, long ago—long before you and I can remember—there were no people living on the land where we live today.

I will show you pictures of different regions. With your partner, decide what that region is called, and describe that region.

[Allow fifteen seconds for students to talk about each region. Call on a different partner pair to describe each image.]



◀ **Show image 1A-1: Woods and plains**



◀ **Show image 1A-3: Deserts and mountains**



◀ **Show image 1A-5: Animals and insects**

Long, long ago there were plenty, or a lot of, animals and insects. . .

But were there people?

- No, not yet.



◀ **Show image 1A-21: Native Americans in traditional, regional dress**

Who were the first-known people to live in North America and South America?

- Native Americans were the first-known people to live in North America and South America.

[Have students point out the continents of North America and South America on a globe. Ask students which continent they live on.]

- North America

[Explain that some people believe that Native Americans were the first people to live in North and South America.]



Show image 1A-6: Desert and ocean

[Allow fifteen seconds for students to talk about each region. Call on a different volunteer to describe what it might be like to live in each region. Alternatively, you may wish to divide students into several small groups to focus on one of the topographical areas. Use video clips, additional images, and colorful trade books about each area, as necessary. Scaffold students' thought process with intriguing prompts, such as the following:]

- What kinds of plants and animals would you see? What kind of sounds would you hear? What kind of scents would you smell?
- I wonder if I lived in [name of area], what would the air smell like?
- I know I am living in [name of area] because . . .
- Native Americans lived in different regions.
- Some lived in the **desert**—or on dry land that gets little rain. Others lived on the **coast**—or on land that is next to the ocean. Native Americans who lived in the **desert** had a different way of life—or lifestyle—than Native Americans who lived on the **coast**. They lived in different **shelters**, ate different food, wore different clothes, spoke different languages, and played different games.



◀ Show image 1A-2: Rivers and lakes

Some lived in the mountains. Others lived next to a lake. Native Americans who lived in the mountains had a different way of life—or lifestyle—than Native Americans who lived near a lake.

Can you think of some ways their lifestyle would be different?



◀ Show image 1A-1: Woods and plains

Some lived in the forest—or a place with many, many trees. Others lived on the plains—a large, flat land covered with grass. Native Americans who lived in the forest had a different lifestyle than Native Americans who lived on the plains.

Talk to your partner about how life might be different in the forest than on the plains.



← **Show image 1A-18: Iroquois Trail**

Long ago, did Native Americans have cars and trucks?

- No, Native Americans did not have cars and trucks long ago.

How did Native Americans travel?

- Long ago, Native Americans traveled by foot—they walked everywhere.

There were no roads, so Native Americans had to walk everywhere. Wherever they **roamed**—or wandered—paths were made in the dirt by their own footsteps and by the hooves of their animals.



← **Show image 1A-19: Sioux on horseback with travois**

What is another way Native Americans traveled?

- They started riding horses.

With your partner, think about the regions where riding a horse would be helpful.

[Allow fifteen seconds for students to talk. Call on two students to answer.]



← **Show image 1A-20: Native American canoe**

What is another way Native Americans traveled?

- Native Americans traveled by canoe.

With your partner, think about the regions where riding a canoe would be helpful.

[Allow fifteen seconds for students to talk. Call on two students to answer.]

No matter where Native Americans **roamed** or how Native Americans traveled to get to different places, they all needed the same things. In fact, they needed the same things we need today!

What did Native Americans need?

- They needed food, clothing, and shelter.

[Do the motions for *food*, *clothing*, and *shelter* with students.]



← **Show image 1A-12: Vegetables and fruits**

Native Americans needed food and water to stay alive.

[Do the motion for *food* with students.]

Some Native Americans grew their own vegetables and fruit. We will learn about two **tribes**—or a Native American group—that grew their own food.



← **Show image 1A-13: Buffalo**

Others hunted buffalo. We will learn about a **tribe** that hunted buffalo.

Look at Response Cards 1 through 3 with your partner. Which **tribe** do you think ate buffalo for food: the Lakota Sioux, the Wampanoag, or the Lenape?

- The Lakota Sioux ate buffalo.



← **Show image 1A-15: Fish**

Others caught fish from rivers, lakes, and oceans. We will learn about a **tribe** that caught clams from the water.

Look at Response Cards 1 through 3 with your partner. Which **tribe** do you think got their food from the ocean: the Lakota Sioux, the Wampanoag, or the Lenape?

- The Wampanoag got some of their food from the ocean.



← **Show image 1A-22: Native American clothing made of animal skins**

What did all Native Americans need to keep themselves dry and warm?

- All Native Americans needed clothing.

[Do the motion for *clothing* with students.]

Native Americans made all of their own clothes. Some Native Americans wore clothing made of animal skins. They decorated their clothes with beads and porcupine quills. During the cold winter months, they wore coats of animal fur to stay warm.



← **Show image 1A-23: Native American clothing made from plants**

Others wore clothing made from plants and decorated them with animal bones. In winter, they covered themselves with cloaks—like a coat without any sleeves.



← **Show image 1A-24: Moccasins**

What is this a picture of?

- This is a pair of moccasins.

Many men, women, boys, and girls from a lot of different **tribes** wore moccasins on their feet. Some Native Americans did not wear anything on their feet.



◀ Show image 1A-7: Tipi

What did all Native Americans need to protect themselves from the weather and wild animals?

- All Native Americans needed shelter.

[Do the motion for *shelter* with students.]

Some Native Americans lived in tipis. We will learn about a **tribe** that lived in tipis.

Look at Response Cards 1 through 3 with your partner. Which **tribe** do you think lived in tipis: the Lakota Sioux, the Wampanoag, or the Lenape?

- The Lakota Sioux lived in tipis.



◀ Show image 1A-8: Wetu

Some lived in wetus (*wee-toos*). We will learn about a **tribe** that lived in wetus.

Look at Response Cards 1 through 3 with your partner. Which **tribe** do you think lived in wetus: the Lakota Sioux, the Wampanoag, or the Lenape?

- The Wampanoag lived in wetus.



◀ Show image 1A-11: Longhouses

And others lived in longhouses or wigwams. We will learn about a **tribe** that lived in wigwams.

Look at Response Cards 1 through 3 with your partner. Which **tribe** do you think lived in wigwams: the Lakota Sioux, the Wampanoag, or the Lenape?

- The Lenape lived in wigwams.



◀ Show image 1A-12: Vegetables and fruits

The Native Americans of long ago all needed the same things. They needed food and water to stay alive. They needed clothing to stay warm. They needed **shelter** to protect themselves. Native Americans had the same needs as we have today. We also need food, clothing, and **shelter**.

Native Americans of long ago knew a lot about nature—about the earth, the plants, and the animals that surrounded them. And

everywhere they **roamed**—or wandered—these Native Americans found ways to **borrow**—or use and return—from nature all that they needed to live. And they used only what they needed from nature. In the next few lessons we will learn about three Native American **tribes** and how they found ways to **borrow** from nature all that they needed to live—the things for food, clothing, and **shelter**.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What three things do all people need to live?
 - All people need food, clothing, and shelter.
2. *Inferential* Where did Native Americans get their food, clothing, and shelter?
 - Native Americans got their food, clothing, and shelter from nature.
3. *Evaluative* [Have students work in partner pairs for this question. Call on a different partner pair to share about each set of images.]



◀ Show image 1A-1: Woods and plains

How might your way of life, or lifestyle, in the forest be different from your way of life on the plain?



◀ Show image 1A-2: Rivers and lakes

How might your way of life, or lifestyle, in the mountains be different from your way of life next to a lake?



◀ Show image 1A-6: Desert and ocean

How might your way of life, or lifestyle, in the desert be different from your way of life on the coast?

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask some questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Would you like to live in a forest region? (Yes/No)

I would live in a _____ region.

In a _____ region I would eat _____, wear _____, and live in a _____.

4. *Evaluative Think Pair Share*: If you could choose to live in any region, like the ones you have seen in this lesson, which region would you like to live in? What kind of food, clothing, and shelter do you think you would have?
5. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Borrow

1. In the read-aloud you heard, "Native Americans found ways to *borrow*, or use and return, from nature all that they needed to live."
2. Say the word *borrow* with me three times.
3. To borrow means to take or use something for a while and then return it. To borrow can also mean to take something and use only what you need.
4. Every Wednesday, Carlos and his family go to the library to borrow books and DVDs.
Ahn wants to borrow crayons from Minh.
5. Have you ever borrowed something from someone? What did you borrow? [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I borrowed _____ from _____."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: If any of the things I say is an example of borrowing, say, “That’s borrowing.” If any of the things I say is not an example of borrowing, say, “That’s not borrowing.”

1. Jordan asks Kato if he can play with his toy cars for a few minutes and then give them back to Kato.
 - That’s borrowing.
2. The Lenape get their food from crops and then plant the seeds of the crops into the soil.
 - That’s borrowing.
3. Karina’s mother asks her neighbor if she could use little bit of their salt.
 - That’s borrowing.
4. Mei asks Lucas if she can look at his picture book and then give it back to him.
 - That’s borrowing.
5. Pedro’s uncle gives him a birthday present.
 - That’s not borrowing.
6. Lelani picks some flowers and puts them in some water at home.
 - That’s not borrowing.
7. Lelani picks some flowers and plants the seeds from the flowers in your backyard.
 - That’s borrowing.



Complete Remainder of the Lesson Later in the Day



Introduction to Native Americans

1D
Day 2 of 2

Extensions

15 minutes

Native American Chart (Culture Sheet #1)

	Environment	Clothing	Food	Shelter
Students Today	Drawing/ pictures of local environment	Drawing/ pictures of present-day children's clothing	Drawing/ pictures of different kinds of food	Drawing/ pictures of present-day housing
Lakota Sioux				
Wampanoag				
Lenape				

On a large sheet of chart paper, recreate the chart shown above. Be sure to leave enough space so that two Image Cards can fit in each box. You may wish to use a class picture and the images on Instructional Master 1D-1 to represent the different tribes.

Note: If you decide to research a local tribe or a tribe that lives in your state, make another row for that tribe.

- Tell students that they will complete this chart together as a class.
- Point to the first column, *Environment*. Tell students that *environment* means the way an area looks and the things that area has. For example, someone's environment could be in the mountains, or it could be on the coast near the ocean, or it could be in a city. The environment could also refer to how warm or cold an area is; whether it is usually hot and sunny, or whether it gets lots of snow and rain. Discuss with students what their environment is like.
- Have students draw a picture of what their environment is like, or paste a photograph of your area's landscape (mountains, beach, skyscrapers, etc.) in the Students Today row.

- Point to the second column, *Clothing*. Tell students that clothing helps to keep us warm and dry. Remind students that Native Americans made their own clothes. Discuss with students the types of clothing they wear today.
 - Have students draw a picture of the clothing they wear on Culture Sheet #1.
- Point to the third column, *Food*. Tell students that all people need food and water to stay alive. Remind students that Native Americans got their food by farming, hunting, and fishing. Talk with students about the foods they enjoy eating and where those foods comes from.
 - Have students draw a picture of some of the foods they eat on the bottom box of Culture Sheet #1.
- Point to the fourth column, *Shelter*. Tell students that shelter helps protect people from bad weather and wild animals. Remind students that Native Americans lived in different kinds of shelters. Discuss with students the different kinds of shelters they live in.
 - Have students review the shelter they have drawn on Culture Sheet #1.
 - Tape pictures of different kinds of housing in the Students Today row.
- Review the *Students Today* row. Have students tell you about the environment they live in, the clothes they wear, the foods they eat, and the homes they live in.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction and choose a general informational text about Native Americans to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called the illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion about the ways in which this book’s information relates to what they have learned.



Little Bear Goes Hunting

2

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Recognize that the Lakota Sioux had a nomadic lifestyle
- ✓ Explain the importance of the buffalo to the Lakota Sioux
- ✓ Identify that the Lakota Sioux lived on the plains
- ✓ Describe the food, clothing, and shelter of the Lakota Sioux

Language Arts Objectives

The following language arts objectives are addressed in this lesson.

Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, retell the fiction read-aloud “Little Bear Goes Hunting” (RL.K.2)
- ✓ With prompting and support, use narrative language to describe characters, setting, events, and facts from “Little Bear Goes Hunting” (RL.K.3)
- ✓ Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems (RL.K.5)
- ✓ With prompting and support, describe the connection between the importance of buffalo to the Lakota Sioux and their nomadic lifestyle (RI.K.3)
- ✓ With prompting and support, identify reasons or facts given in the read-aloud to show that buffalo were important to the Lakota Sioux (RI.K.8)
- ✓ With assistance, categorize and organize information about the environment, clothing, food, and shelter of the Lakota Sioux (W.K.8)

- ✓ With guidance and support from adults, recall information from “Little Bear Goes Hunting” to identify which items are made from buffalo (W.K.8)
- ✓ Describe familiar people such as relatives (SL.K.4)
- ✓ Give step-by-step directions explaining how to do something (SL.K.4)
- ✓ Ask questions beginning with *who*, *what*, *where*, *when*, and *why* (L.K.1d)
- ✓ Ask and answer questions in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *plain*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*Lakota Sioux*, *hunt*, *relatives*, *finally*, and *design*—and their use (L.K.5c)

Core Vocabulary

galloping, v. Moving at the fastest pace of a horse

Example: All the horses were galloping toward the buffalo herd.

Variation(s): gallop, gallops, galloped

finally, adv. After everything else; at the end of a process

Example: First Juan washed his hands, then he peeled the banana, and finally he ate his snack.

Variation(s): none

horizon, n. The place off in the distance where the land appears to meet the sky

Example: When the captain looked at the horizon, he saw the sails of a tall ship appear.

Variation(s): horizons

moccasins, n. Soft shoes made of leather, sometimes decorated with beads and feathers

Example: The Sioux used buffalo hides to make moccasins.

Variation(s): moccasin

succulent, adj. Full of juice

Example: The tomatoes we picked off the vine in August were succulent and tasty.

Variation(s): none

Vocabulary Chart for Little Bear Goes Hunting			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	arrowheads buffalo moccasins pemmican tipis <i>hunt</i> leather	crafted Finally* horizon practice provided relatives* galloping nuzzled succulent tousled First Then	arrow bones bow father/mother/ brother/sister grass family
Multiple Meaning	stew <u>plain</u>	designs*	skin
Phrases	Great Plains herds of buffalo <i>Lakota Sioux</i>	woken up	_____ years old After that moved from place to place ride a horse the very first time
Cognates	búfalo	Finalmente horizonte práctica suculento	padre familia madre

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that this image sequence includes images from two separate read-alouds in the *Tell It Again! Read-Aloud Anthology*.

1. 4A-1: Little Bear waking before sunrise
2. 2A-4: Sioux boys playing and riding
3. 4A-1: Little Bear waking before sunrise
4. 4A-2: Herd of buffalo
5. 2A-9: Food from the buffalo
6. 2A-6: Items made of soft leather
7. 2A-7: Tipi with painted images
8. 2A-8: Tools made from bone and horn
9. 4A-3: Lakota Sioux women making clothes and moccasins
10. 4A-1: Little Bear waking before sunrise
11. 4A-4: Little Bear and his brother's horse
12. 4A-5: Little Bear and his mother
13. 4A-6: Little Bear setting off with the hunting party



Little Bear Goes Hunting

2A
Day 1 of 2

At a Glance (Parts A & B)	Exercise	Materials	Minutes
Introducing the Read-Aloud	Where are We?	Response Card 1	15
	Essential Background or Terms		
	Vocabulary Preview: Lakota Sioux, Hunt		
	Purpose for Listening		
Presenting the Read-Aloud	Little Bear Goes Hunting		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Relatives		
👉 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Plains	Poster 2M (Plain)	15
	Syntactic Awareness Activity: Asking Questions		
	Vocabulary Instructional Activity: Finally		
	End-of-Lesson Check-in		

Introducing the Read-Aloud

15 minutes



Where are We?

◀ Show image 2A-1: Map of the Great Plains of the U.S.

- Show students the area of the United States known as the Great Plains.
- Ask students: “Do you remember what the plains region is like?”
 - The plains region is a large area of fairly flat land with lots of grass but few trees.
- Tell students that, long ago, some Native American tribes lived in the Great Plains. One of those tribes was the Lakota Sioux (la-KO-tuh soo).

[Give students Response Card 1. Have students say *Lakota Sioux* with you three times.]



Essential Background and Terms

◀ Show image 2A-2: Buffalo

- Tell students that this is a picture of a buffalo.
 - Have students say *buffalo* with you three times.
- Tell them that buffalo are wild animals. They are both larger and stronger than most horses. Some buffalo can weigh as much as or more than ten adults.

[For comparison, have fifteen students stand close to each other. Tell students that the smallest full-grown buffalo are usually heavier than a group of fifteen kindergarten students.]



◀ Show image 2A-3: Sioux hunting buffalo

- Tell students that buffalo lived in and roamed around the Great Plains.
- The buffalo were important to the Lakota Sioux, so the Lakota Sioux followed the buffalo wherever they roamed. Because the buffalo roamed throughout the Great Plains, the Lakota Sioux also moved around the Great Plains.

Vocabulary Preview

Lakota Sioux



◀ Show image 4A-6: Little Bear setting off with the hunting party

1. Today you will hear a story about a boy from the *Lakota Sioux* tribe.
2. Say the phrase *Lakota Sioux* with me three times.
3. The Lakota Sioux lived on the plains and hunted buffalo.
4. Little Bear and his family are members of the Lakota Sioux tribe. Buffalo were important to the survival of the Lakota Sioux.
5. Tell your partner one thing you would like to learn about the Lakota Sioux. [You may wish to use the responses to prompt further discussion about the Lakota Sioux. You may also wish to explain that Native American tribes used different ways to name their children. Some Native Americans have names based on nature, animals, and unique characteristics. Native Americans can also have different names at different stages in their life.]

Hunt

1. Little Bear is going to *hunt* buffalo for the very first time.
2. Say the word *hunt* with me three times.
3. *To hunt* for something means to look for it. Sometimes when you hunt something you need to chase it or run after it in order to catch it in order to keep it or use it.
4. In today's story Little Bear goes with other Lakota Sioux men to hunt buffalo.
5. Why do you think Little Bear is going to hunt buffalo?

Purpose for Listening

Tell students that they will hear a story about a Lakota Sioux boy named Little Bear. Tell them to listen carefully to find out why the buffalo were so important to Little Bear's tribe.

By the end of the lesson, students should be able to:

- ✓ Explain the importance of the buffalo to the Lakota Sioux
- ✓ Identify that the Lakota Sioux lived on the plains
- ✓ Describe the food, clothing, and shelter of the Lakota Sioux



Little Bear Goes Hunting

◀ Show image 4A-1: Little Bear waking before sunrise

Little Bear woke up before the sun did.

[Ask students: “How do you know that Little Bear woke up very early, even before the sun was up?” Prompt students to use clues in the illustration to answer.]

Today was a very important day. Now that Little Bear was ten years old, he would be allowed to hunt buffalo.

[Define *hunt* to mean chase and catch.]

Even though one buffalo could weigh as much as ten grown men, Little Bear was not frightened. He was excited.



◀ Show image 2A-4: Sioux boys playing and riding

Not all boys got to hunt buffalo; hunting buffalo took a lot of practice and skill. Little Bear began training—or getting ready—for buffalo hunts at a young age. He learned to ride a horse by the time he was five years old. Little Bear learned to stay on a **galloping** horse that was running very, very fast without falling off. He practiced throwing a pole through the center of hoops while riding a **galloping** horse.

[Ask students: “Which one do you think might be Little Bear? How do you know?” Prompt students to use clues in the illustration to answer.]



◀ Show image 4A-1: Little Bear waking before sunrise

Little Bear was a Lakota Sioux Indian. He lived on the Great Plains with his family. This area, called the plains, was fairly flat and was filled with grass and buffalo.

[Have a student point out the plains in the image. Emphasize that the plains are flat and do not have many trees.]

His home was wherever his family and their group of relatives—like aunts, uncles, grandparents, cousins—placed their tipis. And where they placed their tipis depended on the buffalo.

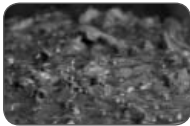
[Have a student point out the tipis in the image. Remind students that the Lakota Sioux lived in tipis on the plains.]



← **Show image 4A-2: Herd of buffalo**

The buffalo lived on the Great Plains, too. However, large herds of buffalo moved from place to place. They moved as they grazed on the wild grasses that grow across this wide stretch of land.

Because the buffalo were their main food source—the Lakota Sioux used the buffalo for food—the Lakota Sioux moved with the herds. The Lakota Sioux moved around to follow the buffalo.



← **Show image 2A-9: Food from the buffalo**

The buffalo provided Little Bear's people with fresh meat. The Lakota Sioux made stew with the **succulent**—juicy and tasty—meat. The buffalo meat could also be dried to eat at a later time, especially during the cold, winter months.



← **Show image 2A-6: Items made of soft leather**

In fact, almost every part of the buffalo had a special use for Little Bear's people. The buffalo provided them with warm fur. The buffalo provided soft leather to make **moccasins** and clothes. **Moccasins** are soft shoes made of leather. Sometimes **moccasins** are decorated with beads and feathers.

[Ask students what kind of decoration are on the moccasins in the picture.]



← **Show image 2A-7: Tipi with painted images**

The Lakota Sioux often painted beautiful designs or pictures on the buffalo skin they used to make their homes. A design is a pattern of lines, colors, flowers, animals, or shapes used to decorate something.

[Ask students what kind of design they see on the tipi.]

A Lakota Sioux painted a design of horses and buffalo on this tipi.



← **Show image 2A-8: Tools made from bone and horn**

The bones of the buffalo were made into knives, arrowheads, and paintbrush handles. Even toys were made from the bones of a buffalo.



← **Show image 4A-3: Lakota Sioux women making clothes and moccasins**

When he was younger, Little Bear had watched his grandmother, mother, and sisters while they worked to make tipis, clothing, and **moccasins** from buffalo skin. There were many steps to turn buffalo

skin into something useful. First, it first had to be stretched and scraped.

[Point to the buffalo being stretched in the background. Make a scraping motion.]

Then it was soaked—put in water—and dried—put out in the sun—several times. After that, it was pulled and stretched to make it soft.

[Make a pulling and stretching motion.]

Finally—the last step—it was ready to be cut and sewn into the things Little Bear’s people needed. Little Bear’s sister made him his first pair of **moccasins**. She decorated them by sewing on a beautiful design with colorful beads.



◀ **Show image 4A-1: Little Bear waking before sunrise**

Little Bear dressed quickly and then stepped outside of his family tipi. The rising sun was now just a faint glimmer on the **horizon**.

[Define *horizon* as a far-off place where the land seems to meet the sky. Point to the horizon. Mention that it is easy to see the horizon on the plains.]

Even without the sun, it was already warm. Little Bear looked around. No one else had woken up yet. He was the only one, and this made the day seem even more important. Little Bear sniffed the air the way his grandfather did. He could not smell rain. He could smell the remains of the fires that had burned the night before. Buffalo meat had been cooked on those fires. Little Bear could still taste the **succulent**—juicy and tasty—meat.



◀ **Show image 4A-4: Little Bear and his brother’s horse**

Little Bear made his way to where the horses that chased the buffalo grazed. Today he would ride his brother’s horse to go hunting. He would also carry a bow and arrow. His father had crafted—or made with his hands—Little Bear’s bow and arrow for him. Little Bear had helped to shape the arrow tip.

[Ask students: “What do you think the arrow tip was made out of?”] The arrow tip was made out of buffalo bone.

- Hunting the buffalo was not easy. These animals could run like the wind. It often took several men to take down one buffalo. Little Bear hoped that he would be brave. He wanted his father to be proud of him, the way he was proud of Little Bear’s older brother.

Little Bear stroked his brother's horse and whispered to him. He asked the horse to help him catch the buffalo. The horse nuzzled Little Bear's neck as he spoke to him. Little Bear laughed as the horse's mane tickled his nose.



◀ **Show image 4A-5: Little Bear and his mother**

Before long, the sun began to rise. Little Bear noticed that other people had woken up and were emerging—coming out—from their tipis. He saw his mother begin to breathe life back into their fire—she was making the fire strong again. She, along with his sisters, would prepare food for the hunting party. A hunting party is a group of people who go out together to hunt. After they ate, it would be time to go.

Little Bear made his way back to his tipi. He sat on the ground beside his mother. His mother smiled at him and tousled his hair, making it messy.

“You will be a brave buffalo hunter just like your brother,” Little Bear’s mother said to him.

Little Bear smiled at his mother. He knew she was wise and kind. He loved her very much.

Before long, Little Bear was joined by his grandfather, father, and brother. When the hunting party were gathered around the fire, Little Bear’s mother and sisters served them **succulent** buffalo stew. It tasted good.



◀ **Show image 4A-6: Little Bear setting off with the hunting party**

Then it was time to go. The men and boys, including Little Bear, mounted—or got on—their horses. As they rode out of their village, Little Bear looked back at his mother. She was still standing by the fire. She smiled at him, and then she put her hand on her heart.

“She is telling me I will be a brave hunter,” said Little Bear to himself. With that thought in mind, Little Bear smiled at his mother and then **galloped** off to hunt the buffalo for the very first time.

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* Who is the main character in today's story?
 - Little Bear is the main character in today's story.
2. *Inferential* Why was Little Bear excited?
 - Little Bear was excited because he was going to hunt buffalo for the first time.
3. *Literal* What is the name of the Native American tribe that Little Bear belongs to?
 - Little Bear belongs to the Lakota Sioux tribe.
4. *Literal* Which region did the Lakota Sioux live in?
 - The Lakota Sioux lived in the Great Plains region. The Lakota Sioux lived on the plains.
5. *Literal* What is the name of the type of house Little Bear and his family lived in?
 - Little Bear and his family lived in a tipi.
6. *Literal* What is the name of the animal that the Lakota Sioux depended on for their food?
 - The Lakota Sioux depended on buffalo for much of their food.
7. *Inferential* What else could the Lakota Sioux make with buffalo?

[You may wish to review images from Lesson 2A that show the different items made from buffalo.]

 - The Lakota Sioux could make tipis, moccasins, clothing, toys, arrowheads, etc. with buffalo.
8. *Evaluative* What might happen to the Lakota Sioux if there were no buffalo to hunt?
 - Answers may vary, but should include that they would have a hard time surviving.

Word Work: Relatives

1. In the story you heard, “[Little Bear’s] home was wherever his family and their group of *relatives* placed their tipis.”
2. Say the word *relatives* with me three times.
3. Relatives are all the people in your family. This includes your mother, father, brothers, sisters, grandparents, aunts, uncles, and cousins.
4. Little Bear’s family lived in a tipi near their relatives.
Holidays are times when relatives come together to eat, talk, and play.
5. Tell me what you like to do when you are with your relatives.
[Ask two or three students. If necessary guide and/or rephrase the students’ responses: “When I am with my relatives, I like to . . .”]
6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: Tell your partner the names of all the relatives you know and, if you know, tell your partner where they live.

- You may wish to turn this into a *Drawing* activity and have students draw a picture of some of their relatives. Remind them that relatives include their immediate family and also their grandparents, aunts, uncles, and cousins.



Complete Remainder of the Lesson Later in the Day



Little Bear Goes Hunting

2B
Day 1 of 2

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Sentence in Context: Plains

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Plain).] In the read-aloud you heard, “Little Bear was a Lakota Sioux Indian. He lived on the Great *Plains* with his family. This area, called the plains, was fairly flat and was filled with grass and buffalo.” A plain is a large, flat, open land. Which picture shows this?
 - one
2. *Plain* also means something else. *Plain* is used to describe something that is not decorated and looks simple. Something that is plain does not have extra things added to it. Which picture shows this?
 - two
3. Now with your partner, make a sentence for each meaning of *plain*. Try to use complete sentences. I will call on a few of you to share your sentences.

↔ Syntactic Awareness Activity

Asking Questions



◀ Show image 4A-4: Little Bear and his brother’s horse

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and their uses. These syntactic activities should be used in conjunction with the content presented in the read-aloud. There may be variations in the sentences created by your class. Allow for these variations, and restate students’ sentences so that they are grammatical. If necessary, have students repeat your sentence.

Directions: Today you will practice using question words to ask Little Bear questions. Remember, we use question words *who*, *what*, *when*, *where*, and *why* to ask questions when we want to get more information.

1. Make up a question to ask Little Bear using the word *who*. We use the question word *who* to ask about a person.
2. Now, make up a question to ask Little Bear using the word *what*. We use the question word *what* to ask about something.
3. Next, make up a question to ask Little Bear using the word *when*. We use the question word *when* to ask about time.
4. Now, make up a question to ask Little Bear using the word *where*. We use the question word *where* to ask about a place.
5. Finally, make up a question to ask Little Bear using the word *why*. We use the question word *why* to ask for a reason.

Variations

- ✈ Above and Beyond: You may wish to do this activity in partner pairs, where one student asks the questions and the other student plays the role of Little Bear to answer the questions. Then have partner pairs switch roles.
- In addition, you may wish to have students do this activity in their home language.

↔ Vocabulary Instructional Activity

Word Work: Finally

1. In the read-aloud you heard, “There were many steps to turn buffalo skin into something useful. First, it first had to be stretched and scraped. Then it was soaked and dried several times. After that, it was pulled and stretched to make it soft. *Finally*, it was ready to be cut and sewn into the things Little Bear’s people needed.”
2. Say the word *finally* with me three times.
3. Finally is a word you use to mean “at last” or “at the end.”
4. After baking the cupcakes for twenty-five minutes, Aunt Rose finally pulled them out of the oven.

5. Have you ever heard the word *finally* when somebody tells you directions about how to do something? People often say *first* to tell you what you should do at the beginning, and then they say *then* or *next* to show you what to do next. They might say *after that* to tell you about another step. For the last and final step, they say *finally* to tell you that it is the last thing for you to do.

[Have students repeat these temporal words in order with you: *first, then, after that, finally.*]

6. What's the word we've been talking about?

Use a *Sharing* activity for follow-up. Directions: Pretend you are giving your partner step-by-step directions on how to do something. Use the words we talked about: *first, then, after that* with each step as appropriate. Use the word *finally* when you say the last step.

- You may wish to have students act out the steps as they give their directions.

[If necessary, prompt students with some ideas, such as how to wash their hands; how to brush their teeth; how to prepare cereal for breakfast; how to play a simple game; how to draw a picture.]

10 End-of-Lesson Check-In

Little Bear Goes Hunting

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about the Lakota Sioux tribe.
- Ask them to talk to their partner about what they have learned today, using as many new words and as much new information as they can.
- You may wish to ask specifically about the food, clothing, and shelter of the Lakota Sioux, showing related images from the lesson as they apply.

- Students may use this time to ask their partner about unknown words from the read-aloud.
- Students may use this time to ask and answer questions to clarify information from the read-aloud.


Items to listen for:

- the words *Lakota Sioux*
- the words *hunt, plains, buffalo, relatives, tipi*
- any information related to the Lakota Sioux



Little Bear Goes Hunting

2c
Day 2 of 2

<i>At a Glance (Parts C & D)</i>	Exercise	Materials	Minutes
Reviewing the Read-Aloud	What Have We Learned?	globe	10
	Vocabulary Review: Lakota Sioux, Hunt	Response Card 1	
	Purpose for Listening		
Presenting the Interactive Read-Aloud	Little Bear Goes Hunting		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Designs	Instructional Master 2C-1; items with different designs	
 Complete Remainder of the Lesson Later in the Day			
Extensions	Native American Chart	Native American Chart	15
	Made from a Buffalo	Instructional Master 2D-1	

Advance Preparation

For Word Work, make a copy of Instructional Master 2C-1 for each student. Students will draw a design on, or color in, their own tipi. Bring in several items that have distinct designs on them (e.g., blanket, clothing, cups), and have students briefly describe the design on them.

Note to Teacher

Students will work together to retell the story “Little Bear Goes Hunting” using Flip Book images from Lesson 4 of the *Tell It Again! Flip Book* for *Native Americans*. If this exercise is too difficult, you may wish to reread the scaffolded read-aloud from Lesson 2A of this *Supplemental Guide*, or read the read-aloud portion of Lesson 4 in the *Tell It Again! Read-Aloud Anthology*.

What Have We Learned?

- Ask students: “Who are Native Americans?”
 - Native Americans were the first-known people to live in North America and South America.

[Invite a student to point to North America and South America on a globe.]

- Ask students: “What were the three things Native Americans needed to survive, or stay alive?”
 - Native Americans needed food, clothing, and shelter to survive.
- Say to students: “Tell your partner why buffalo were so important to the Lakota Sioux.” [You may wish to look at some images from Lesson 2 as a class and talk about the items made from buffalo.]

Vocabulary Review

Lakota Sioux



◀ Show image 2A-1: Map of the Great Plains of the U.S.

1. In the story you heard, “Little Bear was a *Lakota Sioux* Indian. He lived on the Great Plains with his family.” [Point to the Great Plains region.]
2. The Lakota Sioux are a Native American tribe who lived on the plains and hunted buffalo.
3. Using Response Card 1, talk with your partner about the food, clothing, and shelter of the Lakota Sioux. [Allow thirty seconds for students to talk. Call on two partner pairs to share.]

Hunt

1. In the story you heard, “Now that Little Bear was ten years old, he would be allowed to *hunt* buffalo.”
2. To hunt for something means to look for it. Sometimes when you hunt something, you need to chase it or run after it in order to catch it to keep or use.
3. Have you ever hunted for something? [Tell students that sometimes people will use the word *hunt* to talk about the action of looking very hard for something, like to hunt for a lost marker that rolled under the sofa or parents hunting for their lost keys.]

Purpose for Listening

Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because they will retell the story, “Little Bear Goes Hunting.”

By the end of the lesson, students should be able to:

- ✓ Recognize that the Lakota Sioux had a nomadic lifestyle
- ✓ Explain the importance of the buffalo to the Lakota Sioux
- ✓ Identify that the Lakota Sioux lived on the plains
- ✓ Describe the food, clothing, and shelter of the Lakota Sioux

You may alter the dialogic factors and instructional conversations within the lesson based on the needs of the class and your professional judgement. Please keep in mind the Core Content Objectives for this lesson as you make adjustments to this interactive read-aloud.

Little Bear Goes Hunting

[Prior to presenting this interactive read-aloud, you may wish to have students work in partner pairs, in small groups, or with home-language peers to retell parts of the story. Use the prompts under each image to support students' retelling of the story as needed.]



◀ Show image 4A-1: Little Bear waking before sunrise

Where does Little Bear live?

What tribe does Little Bear belong to?

What time of day is it?

Why is this day special to Little Bear?

How old is Little Bear?

How long has Little Bear been training or learning to hunt buffalo?

[Words to elicit: *plains, Lakota Sioux, hunt, buffalo*]



◀ Show image 4A-2: Herd of buffalo

What are these animals called?

Where do they live?

How are buffalo important to the Lakota Sioux?

Why did the Lakota Sioux move around to follow the buffalo?

What are some things that are made from buffalo?

[Words to elicit: *buffalo, plains, food, move from place to place, clothing, tipis*]



← **Show image 4A-3: Lakota Sioux women making clothes and moccasins**

Who are the people in this picture?

What are they doing?

What is Little Bear's sister making for him?

[Words to elicit: *grandmother, mother, sisters, buffalo skin, moccasins*]



← **Show image 4A-1: Little Bear waking before sunrise**

What might Little Bear be thinking at this time?

What was cooking on the fire the night before?

[Words to elicit: *succulent, meat*]



← **Show image 4A-4: Little Bear and his brother's horse**

Who does the horse belong to?

What might Little Bear be saying to his brother's horse?

[Words to elicit: *brother, nuzzled*]



← **Show image 4A-5: Little Bear and his mother**

What did Little Bear's mother cook for the hunting party?

What might Little Bear and his mother be saying to one another?

[Words to elicit: *hunting party, tousled, buffalo stew*]



← **Show image 4A-6: Little Bear setting off with the hunting party**

Where is the hunting party going?

What is Little Bear's mother doing?

What is she telling him?

[Words to elicit: *galloped, brave hunter*]

Little Bear smiled at his mother and then **galloped** off to hunt the buffalo for the very first time.

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What is the name of the Native American tribe that Little Bear belongs to?

- Little Bear belongs to the Lakota Sioux tribe.



◀ **Show image 4A-6: Little Bear setting off with the hunting party**

2. *Inferential* Describe the land where Little Bear and his family live.

- Little Bear and his family live on the plains. The plains are mostly flat land with grass and very few trees.



◀ **Show image 4A-5: Little Bear and his mother**

3. *Inferential* What are tipis made out of?

- Tipis are made out of buffalo skin.

Who made the tipis?

- The Lakota Sioux women made the tipis.

What kind of design or picture is drawn on the tipi?

- The tipi has an animal design of horses and buffalo heads.

4. *Inferential* Do Little Bear and his family keep their tipi in the same place all the time, or do they move it around from place to place?

- Little Bear and his family move the tipi from place to place.

Why do the Lakota Sioux move from place to place?

- The Lakota Sioux move from place to place to follow the buffalo.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.



Sentence Frames

Do you think the hunting party
will catch a buffalo? (Yes/No)

After Little Bear left with the
hunting party . . .

Little Bear galloped until . . .
Then . . . Finally . . .

← Show image 4A-6: Little Bear setting off with the hunting party

5. *Evaluative Think Pair Share*: What might have happened to Little Bear after he left with the hunting party? Continue the story of “Little Bear Goes Hunting.”
6. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Designs (Instructional Master 2C-1)

1. In the read-aloud you heard, “The Lakota Sioux often painted beautiful *designs* or pictures on the buffalo skin they used to make their homes.”
2. Say the word *designs* with me three times.
3. Designs are patterns of lines, colors, flowers, animals, or shapes used to decorate something.
4. Little Bear’s tipi has animal designs of horses and buffalo on it. Do your clothes have any designs on them?
5. Look at the following things, and see if you can tell what kind of design they have. [Show students the items you have prepared. Or, point out areas or items in the room that have particular designs. Ask a different student to talk about the design. If necessary, guide and/or rephrase students’ responses: “This _____ has a design of _____.”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw special designs, or use special colors for your tipi. Remember: designs are patterns of lines, colors, flowers, animals, or shapes. Think about what kind of designs or colors you would like to use before you start to draw on your tipi.

- Have students describe their design with their partner, in small groups, or with home-language peers. Encourage them to use the word *designs* when they share.



Complete Remainder of the Lesson Later in the Day



Little Bear Goes Hunting

2D
Day 2 of 2

Extensions

15 minutes

Native American Chart

	Environment	Clothing	Food	Shelter
Students Today	Drawing/ pictures of local environment	Drawing/ pictures of present-day children's clothing	Drawing/ pictures of different kinds of food	Drawing/ pictures of present-day housing
Lakota Sioux	Image Card 1	Image Card 3 Image Card 4	Image Card 2	Image Card 5
Wampanoag				
Lenape				

- Review the terms in the header of the Native American Chart—environment, clothing, food, shelter—while reviewing the information about your students in the first row. Briefly discuss the environment in which your students live, what they wear, what they eat, and what their homes look like.
- Then point to the second row, and have students tell you the name of the tribe they learned about in “Little Bear Goes Hunting.”
- Ask them to describe the environment in which the Lakota Sioux lived. Show Image Card 1 (Great Plains Landscape). Have students describe the Great Plains environment with their partner or home-language peers. Place the Great Plains card in the Lakota Sioux row in the *Environment* column.



◀ **Show image 4A-3: Lakota Sioux women making clothes and moccasins**

- Ask students to describe the clothing they see the Lakota Sioux women wearing. Encourage them to talk about the design on the women's clothes. Ask students where the Lakota Sioux get their clothes from. (Hint: Have students look at what is stretched out behind the women.) Then, show students Image Card 3 (Lakota Sioux Women's Clothing) and Image Card 4 (Lakota Sioux Men's Clothing). Tell students that these clothes were made from buffalo skin. Place these cards in the Lakota Sioux row in the *Clothing* column.
- Ask students what the Lakota Sioux ate as food. Remind students of the succulent stew and the dried buffalo meat. Place Image Card 2 (Buffalo) of the Lakota Sioux row in the *Food* column.
- Ask students what type of house Little Bear and his family and relatives had. Show students Image Card 5 (Tipi), and place it in the Lakota Sioux row in the *Shelter* column.

Made from a Buffalo (Instructional Master 2D-1)

Have students circle the items that might have been made from parts of the buffalo. Follow-up with a discussion about how those things were useful to the Lakota Sioux.



Where's Winona?

3

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Recognize that the Lakota Sioux had a nomadic lifestyle
- ✓ Explain the importance of the buffalo to the Lakota Sioux
- ✓ Identify that the Lakota Sioux lived on the plains
- ✓ Describe the clothing and shelter of the Lakota Sioux

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, use narrative language to describe characters, setting, events, and facts from “Where’s Winona?” (RL.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a fiction story about Native Americans (RL.K.6)
- ✓ With prompting and support, describe the connection between the importance of buffalo to the Lakota Sioux and their nomadic lifestyle (RI.K.3)
- ✓ Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems (RL.K.5)
- ✓ Use a combination of drawing and dictating to present information about the Lakota Sioux culture, naming the topic and supplying some details (W.K.2)
- ✓ With guidance and support from adults, respond to comments and suggestions from peers to revise Culture Sheet #2 as needed (W.K.5)

- ✓ Describe familiar things, such as a special doll or toy (SL.K.5)
- ✓ Add drawings to the *Native Americans Book* to present information about the Lakota Sioux (SL.K.5)
- ✓ Identify real-life connections between words—*chief*, *search*, and *mischievous*—and their use (L.K.5c)
- ✓ Explain the meaning of the saying “Practice makes perfect,” and use it in appropriate contexts (L.K.6)

Core Vocabulary

chief, n. The head or ruler of a tribe or clan

Example: The chief was shown much respect in Native American tribes.

Variation(s): chiefs

mischievous, n. Behavior that can be annoying or against the rules

Example: Tashna was always getting into mischief by playing jokes on her friends.

Variation(s): none

parfleche, n. (*PAR*-flesh) A bag made from untanned and hairless animal hides

Example: The women each made a parfleche to hold their belongings on the trip north.

Variation(s): none

tipis, n. Cone-shaped tents made from long poles and covered with animal skins

Example: The Plains Indians built tipis for their homes.


Variation(s): tipi

Vocabulary Chart for Where's Winona?			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	cradleboard buffalo moccasins parfleche tipi travois hunt	First Then Finally loaded mischief* <i>search</i> pack/unpack traveling toddles worried	doll family/father/ mother grandmother grass moving pole
Multiple Meaning	chief summer camp		hide raise
Phrases	smoke hole	in charge of look forward to put back together/ take apart	baby brother/little sister don't worry fell out
Cognates	búfalo jefe	finalmente	familia padre madre

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Please note that it uses the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 3A-1: Mapiya
2. 3A-2: Mapiya's family
3. 3A-3: Mapiya's family traveling
4. 3A-4: Mapiya packing her doll
5. 3A-5: Sioux camp
6. 3A-6: Mapiya's mother leaning a cradleboard against the tree
7. 3A-7: Mapiya's mother erecting the tipi
8. 3A-8: Mapiya looking for her doll
9. 3A-9: Mapiya talking to her father about her lost doll
10. 3A-10: Family scene; Mapiya's mother cooking
11. 3A-11: Mapiya cheering Chetan
12. 3A-12: Tashna taking Mapiya's doll out of her hands and back to Chetan

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned?	Native American Chart	15
	Introducing “Where’s Winona?”		
	Vocabulary Preview: Chief, Search		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Where’s Winona?	model tipi	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Mischief		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: Practice Makes Perfect		15
	The Lakota Sioux Culture	Instructional Master 3B-1; Response Card 1; <i>Native Americans Book</i> ; drawing tools	
	Domain-Related Trade Book		

Advance Preparation

For Presenting the Read-Aloud, you may wish to bring in a model tipi with cloth, poles, and strings to demonstrate how to put up and take apart a tipi.

For Lakota Sioux Culture, prepare a copy of Instructional Master 3B-1 for each student. Refer to it as Culture Sheet #2. Culture Sheet #2 is about the Lakota Sioux. Students will draw pictures of Lakota Sioux shelter, food, and clothing. This culture sheet will be part of their *Native Americans Book*.



Where's Winona?

3_A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

	Environment	Clothing	Food	Shelter
Students Today	Drawing/ pictures of local environment	Drawing/ pictures of present-day children's clothing	Drawing/ pictures of different kinds of food	Drawing/ pictures of present-day housing
Lakota Sioux	Image Card 1	Image Card 3 Image Card 4	Image Card 2	Image Card 5
Wampanoag				
Lenape				

- Display the Native American Chart, reminding students that in “Little Bear Goes Hunting” they learned about a Native American tribe called the Lakota Sioux.
- Ask students: “Where did the Lakota Sioux live?”
 - They lived in the Great Plains region.
- Ask students: “What was their clothing like? What were their clothes made out of?” Have students describe the clothing on the chart.
 - Their clothes were made of buffalo skin.
- Ask students: “How did the Lakota Sioux get their food? What did they eat?”
 - The Lakota Sioux got their food by hunting buffalo.
- Ask students: “What kind of shelter did the Lakota Sioux live in?”
 - The Lakota Sioux lived in tipis.

Introducing “Where’s Winona”

- Tell students that they will hear about another Lakota Sioux family. This time the story is about a Lakota Sioux girl named Mapiya (mah-*PEE*-yah).

Picture Walk

- Tell students that they will take a picture walk through some of the pictures in this story to help prepare them to listen to the story.
- Remind them that the person who wrote this story is called the author and the person who drew the pictures for this story is called the illustrator.



◀ Show image 3A-1: Mapiya

- Tell students that the girl in the picture is the main character of the story. Her name is Mapiya.
- Have students say the name *Mapiya* with you three times.



◀ Show image 3A-2: Mapiya’s family

- Tell students that this is Mapiya’s family.
- Have them point out the mother, father, and grandmother.
- Tell them that Mapiya has a little sister, Tashna (*TASH*-nah), and a little brother Chetan (*sh-THAN*).



◀ Show image 3A-3: Mapiya’s family traveling

- Ask students what it looks like the family is doing.
- Ask students why they think the family may be moving.



◀ Show image 3A-4: Mapiya packing her doll

- Tell students that Mapiya’s bag is called a parfleche (*PAR*-flesh). It is also made from buffalo skin.
- Point to her doll. Tell students that this is Winona. Tell students that in the story something happens to Winona.



◀ Show image 3A-7: Mapiya’s mother erecting the tipi

- Ask students what they see in the picture.
- Tell students that they will hear about the steps to put together a tipi.

Vocabulary Preview

Chief



◀ Show image 7A-25: Man in specific tribal dress

1. Today you will hear that the Lakota Sioux put their tipis around the tipi of their *chief*.
2. Say the word *chief* with me three times.
3. A chief is the leader of a tribe.
4. Many Native American tribes had a chief and everyone in the tribe respected and listened to their chief.
5. Describe this picture of a Lakota Sioux chief. How might you know that he is a chief?

Search

1. In today's story Mapiya *searches* for something she thinks is lost.
2. Say the word *search* with me three times.
3. To search for something means to look for it because you think it is lost. You search for something you cannot find.
4. Donald's family searched all around the neighborhood for his lost turtle.
Ruby searched all around her room for her lost ring.
5. Have you ever searched for something you thought you lost? What was it? Where did you search for it? Did you find it?

Purpose for Listening

Tell students that they will hear a story about a Lakota Sioux girl named Mapiya. Tell them to look and listen carefully to find out more about the clothes the Lakota Sioux wore and the type of house they lived in. Tell them also to listen to find out what happens to Winona

By the end of the lesson, students should be able to:

- ✓ Recognize that the Lakota Sioux had a nomadic lifestyle
- ✓ Explain the importance of the buffalo to the Lakota Sioux
- ✓ Identify that the Lakota Sioux lived on the plains
- ✓ Describe the clothing, and shelter of the Lakota Sioux



Where's Winona?

◀ Show image 3A-1: Mapiya

This is Mapiya (mah-*PEE*-yah), a Lakota Sioux girl.

[Say to students: “Look at Mapiya’s face. How do you think she feels right now? Why is Mapiya so happy?” Call on two students to answer.]

Every year Mapiya looks forward to moving with her family to their summer camp.

[Explain to students that to “look forward to” something means to really want it to happen soon.]

After several days of traveling from their winter camp, they have finally arrived at Mapiya’s favorite place—the summer camp. They have moved here to hunt buffalo. While the men hunt for buffalo, Mapiya and her family will live in this special spot with other Lakota Sioux families. Mapiya and her family will live here all summer long until fall comes.



◀ Show image 3A-2: Mapiya’s family

This is Mapiya’s family: her mother; her father; her grandmother; her little sister, Tashna (*TASH*-nah); and her baby brother, Chetan (*sh-THAN*).

[Have students identify the different characters as you say their names. Have students identify things in the picture made from buffalo.]

- Their clothes, moccasins, and tipis are made from buffalo skins.

Think how easy it would be to carry your house with you if you lived in a **tipi**! **Tipis** are easily taken apart and put back together again.

[Quickly demonstrate taking apart a tipi while saying “take apart,” and put it back together while saying “put back together.”]

Look closely at the picture. Do you see the two poles near the horse’s head?

[Point out the two poles, and follow the poles to the sled behind the horse.]

A frame is connected to the poles behind the horse forming a type of sled used to pull the family’s **tipi** and other belongings. This type of sled is called a travois (*truh-voy*).



← **Show image 3A-3: Mapiya's family traveling**

Mapiya's mother packs and unpacks the **tipi** and belongings. Before leaving the winter camp, Mapiya's mother piled their clothing, blankets, and rugs onto the backs of horses.

[Have a student point to the piles on the horses.]

Many other things were loaded onto a travois. Even Grandmother and Tashna rode on a travois! Chetan traveled in a cradleboard on Mother's back.

[Point to Grandmother and Tashna on the travois and Chetan in a cradleboard. Explain that a cradleboard is a board that many Native American tribes used to carry babies around in.]



← **Show image 3A-4: Mapiya packing her doll**

Mapiya packed her toys into a **parfleche** (*PAR*-flesh), a small bag made of buffalo hide—or skin.

She took special care with her doll, Winona, wrapping her up in a little fur blanket before putting her into the parfleche.

[Have a student point to the parfleche and to Winona.]

Mother made Winona for Mapiya. Mother also helped Mapiya sew clothes and little, beaded moccasins for the doll. Mapiya loves Winona very much.



← **Show image 3A-5: Sioux camp**

The Lakota Sioux are busy setting up their new summer camp. Their **tipis** form a circle with all the doorways facing in the same direction—east, away from the strong winds that blow across the plains from the west.

[Point out the doorways to show how they all face the same direction.]

They are set up in order of the family's importance. Because the **chief** is the person in charge of the tribe, his **tipi** is the most important. Mapiya's father is a respected hunter and warrior, or fighter, so his family's **tipi** is placed near the **chief's**.



← **Show image 3A-6: Mapiya's mother leaning a cradleboard against the tree**

Mapiya's family will raise—or set up—their **tipi** beside some cottonwood trees.

Mother leans Chetan's cradleboard against a tree trunk in the shade. He is fast asleep. Mapiya usually has to watch over little Tashna, but today Grandmother will look after her. Grandmother will take Tashna over to visit Mapiya's aunt because her **tipi** has been raised already.

Mapiya is glad to be given a break. Tashna is always getting into **mischief**, or trouble. Sometimes Tashna can be very naughty!

Mid-story Check-in

1. *Literal* Whose family is this story about? Which tribe are the characters in this story part of?
 - This story is about Mapiya's family. They are part of the Lakota Sioux tribe.
2. *Literal* Where does Mapiya's family go for the summer? How does Mapiya's family travel?
 - Mapiya's family goes to a summer camp in the summer. They travel on horses.
3. *Literal* What is Mapiya's doll's name?
 - Mapiya's doll's name is Winona.



← **Show image 3A-7: Mapiya's mother erecting the tipi**

[You may wish to demonstrate each step with a model tipi.]

Mother starts raising the tipi's frame with its long, thin, wooden poles. To build the tipi, Mother first ties three poles together. Then, using a long rope, she pulls them upright to form the shape of a triangle. This makes a strong base. Then she adds more poles to the frame, leaning them against the notch formed by the three poles at the top.

After that, the tipi cover is attached to the last pole. Lifting that pole up at the back of the tipi, Mother leans it onto the other poles. Then Mapiya helps her pull the cover around the poles, making the walls of the tipi. Finally, they join the two sides of the cover with pegs, leaving an opening for the doorway under the last peg.



During the hot summer months, they will roll the tipi cover up from the bottom to let in air. The smoke hole at the top of the tipi can be opened and closed too, allowing smoke to escape.

← **Show image 3A-8: Mapiya looking for her doll**

At last the tipi is completed. Mapiya and her mother have finished setting up their family's tipi.

Mapiya thinks about her own toy tipi. She wants to set it up for her doll, Winona. Mapiya took the toy tipi apart before packing it and will put it together again just as her mother did with the family's tipi. By copying her mother in her play, Mapiya learns how to do things she will have to do when she is a grown-up.

Mapiya finds the parfleche in which she packed her toys lying open on the ground. She reaches inside and pulls out the soft deerskin tipi cover and little wooden poles. Winona's little fur blanket is there, too. But Winona is not inside the blanket. Mapiya pulls everything out of the bag. No Winona!

[Say to students: "Check the picture. What do you see on the ground next to Mapiya's parfleche? Do you see Winona?" Call on two students to answer.]

Worried, Mapiya searches through the other bags. But her doll is not inside any of them. Did Winona fall out of the bag while the family was traveling here? Is the little doll lost in the long grass that covers the plains? So much grass! Such a long trip! If Winona fell out along the way, how will Mapiya find her?



← **Show image 3A-9: Mapiya talking to her father about her lost doll**

Mapiya's father finds her searching for Winona in the long grass.

"Have you seen my doll?" Mapiya asks him.

"No," he answers.

"I found my parfleche open. Maybe Winona fell out along the way!"

"Don't worry," Father says. "I was the one who took all the parfleche off the horses when we got here. None of them were open. Your doll could not have fallen out along the way."

[Ask students: "Do you think that Mapiya's father is right and that Winona did not fall out of Mapiya's parfleche?" Call on two students to answer.]



← **Show image 3A-10: Family scene; Mapiya's mother cooking**

Mapiya joins her mother, who has made a fire and is starting to cook. Father tightens his bow as Chetan continues to sleep.

[Have students point out Mother, Father, Mapiya, and Chetan.]

"Mother, have you seen Winona?" asks Mapiya.

"No," says mother, "I haven't seen your doll."



← **Show image 3A-11: Mapiya cheering up Chetan**

Just then Chetan wakes up and starts to cry. Of all the family, Mapiya is the best at getting Chetan to stop crying. She goes over to the tree, makes a silly face, and sticks out her tongue.

[Invite students to show their partner the kind of silly face they might make to try to stop a crying baby.]

Chetan stops crying. He laughs and laughs.

And that's when Mapiya sees them!

[Ask students: "Do you see what Mapiya sees? What does she see?" Call on two students to answer.]

Two, little, beaded moccasins poking upside down from the cradleboard! She tugs hard. Out come the legs, then the dress, then the arms and head of _____ !

[Have students complete the sentence.]

Mapiya gives Winona a big hug.

Mapiya asks, "How did you get in there, silly girl?"

[Say to students: "With your partner, think of how Winona got inside Chetan's cradleboard." Call on two partner pairs to share their answer.]



← **Show image 3A-12: Tashna taking Mapiya's doll out of her hands and back to Chetan**

At that moment, Tashna toddles over from Auntie's tipi.

[Explain that Tashna does not walk very well, so she toddles. Demonstrate *toddling*.]

Grandmother is trying her best to keep up with toddling Tashna. Tashna sees the doll.

“Nona!” she exclaims. She pulls Winona out of Mapiya’s hand and sticks the doll back inside Chetan’s cradleboard.

“Now I know who did it!” says Mapiya. “It was Little Sister!”

“You are right, Mapiya!” says Mother. “I suppose tomorrow I will have to make Tashna a doll of her own.”

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* Who is the main character in today’s story?
 - Mapiya is the main character in today’s story.
2. *Literal* Why is Mapiya so happy?
 - Mapiya is so happy because she is going to her favorite place—the summer camp.
3. *Inferential* Does Mapiya’s family live in the same place all the time?
 - No, Mapiya’s family does not live in the same place all the time.

Why does Mapiya’s family move from place to place?

- Mapiya’s family moves from place to place to hunt buffalo.



◀ Show image 3A-2: Mapiya’s family

4. *Inferential* Which region does Mapiya’s family live in? How do you know?
 - Mapiya’s family lives on a plain. A plain has a lot of grass, and there is a lot of grass in the picture.
5. *Inferential* Describe the clothing Mapiya’s family wears.
 - Mapiya’s family wears clothing made from buffalo skin. The women wear dresses with decorative fringes; some dresses have designs on them. Her father wears pants and a band around his arm. They wear moccasins.
6. *Literal* What kind of shelter do Mapiya and her family live in?
 - Mapiya and her family live in tipis.

7. *Inferential* How did Mapiya learn to set up a tipi?

[You may wish to demonstrate how to set up a model tipi.]

- Mapiya learned to set up a tipi by helping her mother set up their family tipi and by setting up her toy tipi.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you two questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.



◀ **Show image 3A-4: Mapiya packing her doll**

8. *Evaluative Think Pair Share:* Mapiya's mother made her a special doll. Mapiya calls her doll Winona. Do you have a special doll or toy? How would you feel if you lost that special toy?
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Sentence Frames

Do you have a special toy you love? (Yes/No)

My special toy is . . .

If I lost my toy, I would feel. . .

Word Work: Mischief

1. In the story you heard, "Tashna is always getting into *mischief*!"
2. Say the word *mischief* with me three times.
3. Mischief is behavior that can make others upset or impatient. Mischief is behavior that might be against the rules.
4. Jin's little brother gets into mischief when he hides her favorite doll. When Raj's grandmother saw him digging up her plants, she told him to stop getting into mischief.
5. Have you ever gotten into mischief, or can you think of an example of getting into mischief? Try to use the word *mischief* when you talk about it.

[Ask two or three students. If necessary guide and/or rephrase the students' responses: "I got into mischief when . . ."]

6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some things that may or may not describe getting into mischief. If you think what I describe is an example of getting into mischief, say, “[Name of person] is getting into mischief.” If you do not think so, say, “[Name of person] is not getting into mischief.”

1. Carl put a fly in his sister’s water glass.
 - Carl is getting into mischief.
2. Tanya opened the door for her mother.
 - Tanya is not getting into mischief.
3. Derek carefully put his toys back in their correct places.
 - Derek is not getting into mischief.
4. Maya pulled the blankets off the bed that her mother had just made.
 - Maya is getting into mischief.
5. Angel keeps poking his sister’s back.
 - Angel is getting into mischief.



Complete Remainder of the Lesson Later in the Day



Where's Winona?

3_B

Extensions

15 minutes

Sayings and Phrases: Practice Makes Perfect

- Ask students if they have ever heard the phrase “Practice makes perfect.”
 - Have students say “practice makes perfect” with you three times.
- Explain to students that “practice makes perfect” means that they can get better and better at doing something by practicing a lot, doing it over and over and over again.
- Provide students with a few examples like riding a bicycle, writing their letters and numbers, playing a sport, etc.
- Have students think about the story “Where’s Winona?” Ask if they can think of something Mapiya practiced over and over again until she was very good at it.
 - putting together and taking apart a toy tipi
- Have students think of something Little Bear practiced until he was very good at it.
 - riding a horse, throwing a pole through the center of a hoop
- Say to students: “Tell your partner about something you learned to be very good at because you practiced it over and over again. Be sure to use the saying ‘Practice makes perfect’ when you tell about it.”

The Lakota Sioux Culture (Instructional Master 3B-1)

- Tell students that they will create a page for the Lakota Sioux for their *Native Americans Book*. Give each student Instructional Master 3B-1: Culture Sheet #2.
- In the top box, have students draw a picture of the kind of shelter the Lakota Sioux lived in.
- In the bottom box, have students draw a picture of what the Lakota Sioux ate.
- On the person, have students draw clothing that the Lakota Sioux wore. They can choose to make the person a boy or girl.

- Circulate among students as they work on drawings about the Lakota Sioux, asking them questions and encouraging them to use the domain vocabulary.
- You may wish to have students reference the *Native American Chart* or Response Card 1 as they work on this exercise.
- Have a few students dictate what they have drawn. Be sure to read what you have written on their papers.
- Make sure that students can name the topic of their pictures—the Lakota Sioux—and describe their pictures.
- Have students share what they have drawn with their partner, in small groups, or with home-language peers.
- Encourage students to ask and answer questions about the pictures as well as comment on the pictures (e.g., the similarities and differences among the pictures, or something they learned from others' pictures, etc.).
- If necessary, have students edit their pictures based on the responses of their teacher and peers.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction and choose a fiction story about the Lakota Sioux to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called the illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion about the ways in which this book's information relates to what they have learned.



Pausing Point

PP

Note to Teacher

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of Native Americans. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Recall that Native Americans were the first-known inhabitants of North America
- ✓ Recognize that there are many tribes of Native Americans
- ✓ Explain that all tribes needed food, clothing, and shelter to survive
- ✓ Explain the importance of the buffalo to the Lakota Sioux
- ✓ Recognize that the Lakota Sioux had a nomadic lifestyle
- ✓ Describe the food, clothing, and shelter of the Lakota Sioux
- ✓ Identify that the Lakota Sioux lived on the plains

Student Performance Task Assessment

10 The Great Plains (Instructional Master PP-1)

One blank sheet of paper per student; scissors; glue or tape

Instructional Master PP-1 contains six images; four of them are about the Lakota Sioux culture, and two of them are not. Have students cut out the four images that relate to the Lakota Sioux and glue or tape them on the blank sheet of paper.

Activities

Image Review

You may show the Flip Book images from any read-aloud again and have students retell the read-aloud using the images.

Riddles for Core Content

Ask students riddles such as the following to review core content:

- I am made from buffalo hide, and I keep out the cold wind that blows across the plains. I am a home for people. What am I?
 - tipi
- I am made from buffalo hide, and I am worn on the feet of men and boys, women and girls. What am I?
 - moccasins
- I am an animal that was very important to the Lakota Sioux people. What animal am I?
 - buffalo
- I am grassy, flat land where buffalo roam. What am I?
 - The Great Plains or plains

Class Book: An Alphabet of the Lakota Sioux

Materials: Drawing paper, drawing tools; chart paper

Tell students that they are going to make a class alphabet book to help them remember what they have learned thus far in this domain.

You may wish to begin this activity by reading an example of an alphabet book. (For alphabet books specific to Native Americans, see the first two trade book suggestions in the Introduction.)

Have students brainstorm important information they have learned so far about Native Americans and the Lakota Sioux.

Note: Prior to recording students' responses, point out that you are going to write down what they say, but that they are not expected to read what you write because they are still learning the rules for decoding words. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the chart to them.

Write their words on chart paper, underlining the beginning letters of each word. Decide which words would be easiest to illustrate. Have each

student choose one word to illustrate. Help students write their word on top of their picture.

Tell students that they do not have to use all twenty-six letters of the alphabet right now because they will be adding more pages as they learn more about Native Americans.

Domain-Related Trade Book or Student Choice

Materials: Trade book

You may choose to read a trade book to reinforce the core content addressed so far; refer to the trade books listed in the Introduction. You may also have students select a read-aloud to be heard again.

Exploring Student Resources

Materials: Domain-related student websites

Pick appropriate websites from the Internet or from the websites listed in the Introduction for further exploration of topics already covered in this domain: different regions (the desert, forest, coast), the Lakota Sioux.

Domain-Related Videos

Materials: Short, child-friendly videos on Native Americans

Carefully peruse the Internet for short (5 minutes or less) videos related to Native Americans in general or the Lakota Sioux tribe.

Prepare some questions related to the videos.

Discuss how watching a video is the same as and different from listening to a read-aloud or storybook.

Have students ask and answer questions using the question words *who*, *where*, *what*, and *why* regarding what they see in the videos.

Tipi Craft

Note: This can be done in coordination with the art teacher. The teacher will need to prepare the necessary materials and present the steps to make the tipi.

Remind students that different Native American tribes had different types of shelter or homes. The Lakota Sioux lived in tipis because they moved from place to place to hunt buffalo. Tipis were easy to take apart and put back together.

Tell students that they will create their own tipi and learn to put it together just like Mapiya did in “Where’s Winona?” Tell students that they will also decorate their tipis with a special design.

You Were There: Buffalo Hunt

Have students pretend that they are on a buffalo hunt and act out the hunt with you. You may wish to create a classroom tipi using a blanket and desks and/or chairs. Ask students to describe what they see and hear, and how they feel. For example, they may describe the difficulty of holding onto the horse, of throwing a spear, or of shooting an arrow. They may describe the noise of the hooves and the heavy breathing of the animals. When they return from the “hunt,” they may wish to create decorations for the tipi that describe their adventures.



Bear, Gull, and Crow

4

Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the food, clothing, and shelter of the Wampanoag
- ✓ Identify that the Wampanoag lived near the bay

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, use narrative language to describe characters, setting, events, and facts from “Bear, Gull, and Crow?” (RL.K.3)
- ✓ Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems (RL.K.5)
- ✓ With prompting and support, describe the connection between the environment where the Wampanoag lived and the food they ate (RI.K.3)
- ✓ With prompting and support, identify reasons or facts given in the read-aloud to show the Wampanoag did not move from place to place (RI.K.8)
- ✓ With prompting and support, compare and contrast what the Lenape do in the different seasons (RI.K.9)
- ✓ With prompting and support, compare and contrast similarities and differences between the Lakota Sioux and the Wampanoag (RI.K.9)
- ✓ Use a combination of drawing and dictating to present information about the Wampanoag culture, naming the topic and supplying some details (W.K.2)

- ✓ With guidance and support from adults, respond to comments and suggestions from peers to revise Culture Sheet #3 as needed (W.K.5)
- ✓ Add drawings to the *Native Americans Book* to present information about the Wampanoag (SL.K.5)
- ✓ Ask questions beginning with *who*, *what*, *where*, *when*, and *why* (L.K.1d)
- ✓ Ask and answer questions in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *saw*, and apply them accurately (L.K.4a)
- ✓ Demonstrate understanding of adjective—*shallow*—by relating it to its opposite—*deep* (L.K.5b)
- ✓ Identify real-life connections between words—*Wampanoag*, *bay*, *shallow*, and *spy*—and their use (L.K.5c)

Core Vocabulary

bay, n. An area of the sea that is enclosed by a deep curve in the coastline

Example: The Wampanoag often went out to the bay to collect clams.

Variation(s): bays

feast, v. To partake of a large meal; to eat heartily

Example: Every Thanksgiving my family likes to feast on turkey, mashed potatoes, stuffing, green beans, cranberries, and pumpkin pie.

Variation(s): feasts, feasted, feasting

rockweed, n. Greenish-brown rubbery seaweed that grows on rocks in coastal areas

Example: The Wampanoag placed rockweed beneath the clams to protect them from being scorched by the hot fire at the clambake.

Variation(s): none

wading, v. Walking through shallow water

Example: Jim and his father went wading in the river to look for crawfish.


Variation(s): wade, wades, waded

Vocabulary Chart for Bear, Gull, and Crow			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	appanaug clams clambake rockweed wading <i>Wampanoag</i> wetu <i>bay</i>	chat collected dug hid hunted spy* mouthwatering	basket Bear corn Crow fire grass Gull hole nest wood
Multiple Meaning		feast shallow*	cave fish rocks sand <u>saw</u>
Phrases	Great Spirit high tide low tide Upright Walkers	bigger than	lickety-split Long ago
Cognates		charlar espía*	hoyo nido cueva

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Please note that it is the same as the sequence in the *Tell It Again! Read-Aloud Anthology*.

1. 5A-3: Bear, Gull, and Crow
2. 5A-4: Upright Walkers
3. 5A-5: Man and boy in the bay
4. 5A-6: Bear spying
5. 5A-7: Crow spying
6. 5A-8: Gull spying
7. 5A-9: Bear and Gull talking
8. 5A-10: Wampanoag in the cornfield
9. 5A-11: Starting the fire
10. 5A-12: Clambake feast
11. 5A-13: Wampanoag dancing
12. 5A-14: Wampanoag girl offering food to Bear, Gull, and Crow

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Where Are We?	an image of a bay	15
	Introducing “Bear, Gull, Crow”	Response Card 2	
	Vocabulary Preview: Wampanoag, Bay	Response Cards 1, 2; an image of a bay	
	Purpose for Listening		
Presenting the Read-Aloud	Bear, Gull, and Crow	pictures of high tide vs. low tide	10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Shallow		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Saw	Poster 3M (Saw)	15
	Syntactic Awareness Activity: Asking Questions		
	Vocabulary Instructional Activity: Spy	“I Spy” or hidden picture books	
	End-of-Lesson Check-in	Instructional Master 4B-1	
	Family Letter	Instructional Masters 4B-2; 4B-3	

Advance Preparation

Prepare images of a bay, high tide, and low tide (or tide pools) to show students what a coastal environment looks like and what the bay looks like at high tide and low tide. You may wish to introduce students to tide pools and point out some common marine animals like mussels, clams, seaweed, hermit crabs, red algae, sea urchins, sea stars, etc.

For Vocabulary Instructional Activity, bring in several copies of “I Spy” or hidden picture books.

For Wampanoag Culture, prepare a copy of Instructional Master 4B-1 for each student. Refer to it as Culture Sheet #3. Culture Sheet #3 is about the Wampanoag. Students will draw pictures of Wampanoag shelter, food, and clothing. This culture sheet will be part of their *Native Americans Book*.



Bear, Gull, and Crow

4_A

Introducing the Read-Aloud

15 minutes

Where are We?



◀ Show image 5A-2: U.S. map, highlighting Rhode Island and Massachusetts

- Point to the highlighted area of Rhode Island and Massachusetts on the map.
- Tell students that they will hear about a Native American tribe that lived in this area of the United States.
- Show students an image of a bay (or show image 1A-6, right side).
- Say to students: “Describe what it might be like to live near the bay. What would you see? What would you smell? What would you eat?” Allow fifteen seconds for students to talk. Call on two partner pairs to share.

Introducing “Bear, Gull, and Crow”



◀ Show image 5A-8: Gull spying

- Tell students that this is a picture of a Wampanoag (WAHMP-ann-oh-ag) man, boy, and girl.
- Have students say *Wampanoag* with you three times.
- Ask students: “What region or area does it look like the Wampanoag live in?”
 - It looks like the Wampanoag live near the bay, or near the water.



◀ Show image 5A-1: Clams

- Tell students that the Wampanoag in the previous picture are collecting clams.
- Ask students: “Has anyone seen or eaten clams before?”
- Give students Response Card 2 (Wampanoag).
- Tell students that the Wampanoag lived near the bay or in a coastal region and in the forest.

- Have students point to the forest and the coastal region on Response Card 2 (Wampanoag).
- Tell students that besides collecting clams near the bay, the Wampanoag got their food by hunting animals in the forest, fishing in the water, and growing crops like corn and squash on the land.

Picture Walk

- Tell students that they will take a picture walk through some of the pictures in this story to help prepare them to listen to the story.
- Remind them that the person who wrote this story is called the author and the person who drew the pictures for this story is called the illustrator.



◀ **Show image 5A-3: Bear, Gull, and Crow**

- Point out each animal character, and have students repeat their names with you: Bear, Gull, and Crow.



◀ **Show image 5A-5: Man and boy in the bay**

- Tell students that this is a Wampanoag man and boy in the bay.
- Have students describe what the man and the boy are doing.



◀ **Show image 5A-11: Starting the fire**

- Have students describe what the Wampanoag are doing in this picture.
- Tell students that the Wampanoag are preparing for something special.

Vocabulary Preview

Wampanoag



◀ **Show image 5A-4: Upright Walkers**

1. Today you will hear a story about a Native American tribe called the *Wampanoag*.
2. Say the word *Wampanoag* with me three times.
3. The Wampanoag lived in the forest and near the water.
4. [Briefly describe the Wampanoag's food, clothing, and shelter as shown on Response Card 2 (Wampanoag).]

5. Compare the pictures for the Lakota Sioux on Response Card 1 and the pictures for the Wampanoag on Response Card 2. Tell your partner any differences you see in their food, clothing, and shelter.

Bay

1. You will hear that the Wampanoag fished in the bay.
2. Say the word *bay* with me three times.
3. [If available show students a picture of the bay.] The bay is part of the coast where the water meets the land.
4. The Wampanoag go to the bay to collect clams.
5. What else do you think the Wampanoag can get from the bay?
[If necessary, prompt students by asking if they have been to the bay before and by asking what they might find in the water of the bay.]

Purpose for Listening

Tell students that they will hear a story about the Wampanoag and something special called the appanaug. Tell them to listen carefully to find out what the appanaug is.

By the end of the lesson, students should be able to:

- ✓ Describe the food, clothing, and shelter of the Wampanoag
- ✓ Identify that the Wampanoag lived near the bay



Bear, Gull, and Crow

◀ Show image 5A-3: Bear, Gull, and Crow

Long ago there were three animal friends who lived in a land of wild forest, green fields, and shining waters. Gull made her home in the marsh grass near the **bay**.

[Define *bay* as part of the coast where the water meets the land. The Wampanoag lived near the bay.]

Bear lived in a cave deep in the woods. And Crow had a nest in an old oak tree at the edge of a garden.

[Have a different student point out Gull, whose home is near the bay; Bear, whose home is in a cave; and Crow, whose home is in a nest.]

Bear, Gull, and Crow often got together to visit and chat—or talk in a friendly way. One of the things they talked about was the Upright Walker beings who lived nearby.

[Ask students: “What do you think an ‘Upright Walker’ is? Why do you think the animals called people Upright Walkers?” Explain that an Upright Walker is a human. Humans can stand upright. (Show students what upright looks like) Humans can also walk.]

These beings called themselves the Wampanoags, but the animals called them Upright Walkers because they walked upright on two legs all the time and never flew.



◀ Show image 5A-4: Upright Walkers

The Upright Walkers lived in houses that they called *wetu* (*WEE-too*), built from bent saplings and tree bark.

[Say to students: “Do you see the *wetu* in this picture? Tell your partner what the *wetu* looks like. You can talk about what a *wetu* is made out of, its shape, its color, and where it is built.” Allow fifteen seconds for students to talk. Call on two partner pairs to share.]

They could make fire to cook their food. They grew corn from kernels planted in small, earth hills. These kernels were sweet, crunchy nuggets that Crow loved to steal! They fished in the bay using nets, spears, hooks, and lines. The Upright Walkers also hunted in the

forest with bows and arrows, so Bear was always very careful to keep his distance! Bear made sure to stay away from the hunters.

[Review how the Wampanoag got their food—from growing corn, fishing, and hunting. Have a different student point to these three things in the picture.]



◀ **Show image 5A-5: Man and boy in the bay**

One day Gull said to Bear and Crow, “Today I saw some Upright Walkers **wading** in the bay.”

[Define *wading* as walking through shallow water—water that is not very deep.]

“There was a man and a boy. They lifted many smooth rocks from the water and carried them into the forest. They said the rocks were for the appanaug (APP uh-nawg).”

[Have students say *appanaug* with you.]

“I wonder what an appanaug is.”

[Ask students: “Can you guess what an appanaug is?” Call on three students to answer.]

Crow thought hard for a minute. “An appanaug must be an animal,” he said, “an animal that eats rocks!”

“Can there be an animal bigger than I am?” said Bear. “I want to see this animal. Tomorrow I will go and spy on the appanaug.”

[Define *spy* as to watch in a secret way.]



◀ **Show image 5A-6: Bear spying**

The next day Bear found the pile of stones. He hid behind the trees and waited.

[Ask students: “Where is Bear?”]

Before long the Upright Walkers came. They dug a very shallow hole in the ground—the hole was not deep. Then they carefully laid the rocks into it and went away. Bear waited and waited, but the appanaug did not come to eat the rocks.

Tired of waiting, Bear went to tell Gull and Crow what had happened.

“The Upright Walkers dug a shallow hole and filled it with rocks. But the appanaug did not come.”



“Leave it to me,” said Crow. “Tomorrow I will figure out what is going on.”

◀ **Show image 5A-7: Crow spying**

The next day Crow perched in a tree near the rock pit.

[Ask students: “Where is Crow?”]

Soon the Upright Walkers returned. They collected lots of dry wood and piled it next to the pit.

Crow flew hurriedly to find Bear and Gull.

“The Upright Walkers collected wood. They are going to build a wetu for the appanaug!” said Crow. “The appanaug will live in our forest in its own wooden house!”

[Ask students: “Do you think the Wampanoag are really building a wetu?”]

He thought for a moment. “But what if it is not a friendly appanaug?”

Bear and Gull looked worried.

Mid-story Check-in

1. *Literal* Which characters have you met in this story?
 - I have met Bear, Gull, Crow, and the Upright Walkers.
2. *Literal* What are the animals waiting to see?
 - The animals are waiting to see the appanaug.
3. *Evaluative* Do you think the appanaug will be friendly?



◀ **Show image 5A-8: Gull spying**

The next morning at sunrise, as Gull was winging—or flying around—over the bay, she saw the Upright Walker man and boy on the beach. There was a girl with them, too. Low tide had uncovered some wet sand that had been underwater at high tide.

[If available, show pictures of low tide and high tide, and have students compare them.]

The Upright Walkers were looking for little holes in the wet sand. From time to time water shot up from these holes. They were the breathing holes of soft-shelled clams that lived under the sand. Gull watched as the Upright Walkers dug the clams out with long sticks. Some clams spit water even after they were dug up. Soon the Upright Walkers



had filled a large basket with the clams. They waded into the shallow water and filled another basket with larger clams.

◀ **Show image 5A-9: Bear and Gull talking**

Later on, Gull told Bear excitedly, “The Upright Walkers collected many clams. They said they were glad to have found so many clams for their appanaug. I hope the appanaug does not eat up all the clams and fish in the bay!”

Gull went on, “Next those Upright Walkers gathered the **rockweed** that grows on the rocks in shallow water.”

[Explain that rockweed is a type of seaweed. If available, point out the seaweed in the picture of low tide.]

“That appanaug is going to eat the rockweed, too,” said Bear.

Bear looked around. “Where is Crow? Wasn’t he supposed to meet us here? Do you think appanaugs eat crows?” No sooner had Bear spoken than he saw Crow flying toward them.



◀ **Show image 5A-10: Wampanoag in the cornfield**

“I saw the Upright Walkers in the cornfield!” exclaimed Crow. “They picked baskets full of corn. They said it was for the appanaug, *today!* The appanaug is coming today!”

Bear, Crow, and Gull looked at one another.

[Say to students: “Tell your partner how Bear, Crow, and Gull might have felt when they heard that the annanaug is coming.”]



◀ **Show image 5A-11: Starting the fire**

“Let’s go!” said Bear, and lickety-split—very, very quickly—they set off for the rock pit. There they hid among the trees.

[Ask students: “Do you see where Bear, Gull, and Crow are hiding?”]

Before long, some Upright Walkers started to gather. Then more and more came. There were men, women, and children—big and small, old and young.

[Have students describe the clothing of the Wampanoag. Point out that their clothing looks like it is made from animal skin. It does not look like there are colorful designs on their clothing. You may wish to mention that Wampanoag warriors painted their faces.]

The Upright Walkers took the dry wood from its pile and laid it over the stones. One man started the wood burning. Others stayed by the fire and kept it going. They raked the burning wood so that hot ashes fell into the cracks between the rocks. Soon, ashes covered the rocks, heating them up.



◀ **Show image 5A-12: Clambake feast**

The Upright Walkers laid rockweed over the ashes. Steam rising from the damp rockweed gave off a sharp smell of salt. The Upright Walkers placed heaps of clams on top of the rockweed, together with lobsters, corn, and potatoes. When all the food was loaded on, they covered it with more rockweed. Bear, Crow, and Gull sniffed the mouthwatering aromas of the cooking food.

Now everyone fell silent as a very old Upright Walker stepped forward and said a prayer to the Great Spirit. He thanked the Great Spirit for the animals, plants, rocks, and trees. The other Upright Walkers joined hands in a circle and stood in silence.

[Ask students: “Who did the Wampanoag give thanks to? Does your family do something like this before a meal?” Call on two volunteers to share.]



◀ **Show image 5A-13: Wampanoag dancing**

Then as a flute and drum sounded, the Upright Walkers began to dance.

When the dancing had ended, the old Upright Walker spoke again. “This is a fine day for our appanaug. The appanaug is a celebration—a fun and happy event—a time for our people to come together, to give thanks to the Great Spirit and to **feast** on delicious food.

“So let the feasting begin!” The rockweed covering was lifted off and the Upright Walkers began to load their bowls with food.

Bear, Gull, and Crow looked at one another. An appanaug was not a huge, rock-eating animal with big teeth, after all!

[Ask students: “What is an appanaug?”]

- An appanaug is a celebration and feast.

An appanaug was a celebration, where the Upright Walkers had a clambake feast—a mouthwatering, nose-tickling feast!

[Say to students: “Tell your partner about foods that seem mouthwatering and nose-tickling to you. Tell your partner about foods that you think are very

delicious and smell really good.” Allow thirty seconds for students to talk. Call on two students to share what their partner said.]

How they wished they could leap out from their hiding place and join in. But what would the Upright Walkers think of having uninvited guests?

[Ask students: “Do you think the Wampanoag would be nice to the animals if they came out of their hiding place?”]



◀ **Show image 5A-14: Wampanoag girl offering food to Bear, Gull, and Crow**

Just then a girl walked toward their hiding place carrying a bowl piled high with food. It was the girl that Gull had seen digging in the sand for clams. The girl laid the bowl on the ground. Before running back to join the other Upright Walkers she called out, “To the birds and animals who share the forest and the bay with us Wampanoags: may you enjoy sharing our appanaug, our clambake feast!”

And that is just what Bear, Gull, and Crow did.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What tribe is this story about?
 - This story is about the Wampanoag tribe.
2. *Literal* Who are the animals talking about when they say “Upright Walkers”?
 - The animals are talking about humans when they say “Upright Walkers”.
3. *Literal* What are the Wampanoag preparing for?
 - The Wampanoag are preparing for the appanaug.

What did the animals think an appanaug was? What is an appanaug?

- The animals think an appanaug is an animal. An appanaug is a feast.



← **Show image 5A-8: Gull spying**

4. *Inferential* How would you describe the clothing worn by the Wampanoag?
 - The Wampanoag wore light-colored clothes, probably made from animal skins. Some wore necklaces made from seashells.



← **Show image 5A-4: Upright Walkers**

5. *Literal* What is this type of shelter called? What is it made out of?
 - It is a wetu. It is made out of tree bark and tree branches.



← **Show image 3A-7: Mapiya's mother erecting the tipi**

6. *Evaluative* Compare and contrast the tipi to the wetu.
7. *Evaluative* Do you think the Wampanoag moved from place to place like the Lakota Sioux? Why or why not?
 - The Wampanoag did not move from place to place. They lived in one place. They did not depend on buffalo like the Lakota Sioux, so they did not have to move around to follow the buffalo. The wetu cannot be easily taken apart and put back together like a tipi.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.



← **Show image 5A-13: Wampanoag dancing**

8. *Evaluative Think Pair Share:* What would it be like to go to a clambake or an appanaug?

[Encourage students to think about what they would do, eat, and say at an appanaug. You may wish to have students think of their past experiences at a party or celebration.]

9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Sentence Frames:

Would you like to go to an appanaug? (Yes/No)

An appanaug is . . .

I think an appanaug would be like . . .



Word Work: Shallow

◀ Show image 5A-5: Man and boy in the bay

1. In the story you saw the Wampanoag as they went into the *shallow* water to collect rocks.
2. Say the word *shallow* with me three times.
3. When something is shallow, it is not deep. It is not very far from the top to the bottom.
4. The Wampanoag boy could stand up in the shallow water of the bay.
[Point to the shallow water, and say *shallow*. Then move your finger up around the heads of the people, and say *deep*.]
5. What do you think is the opposite of shallow?
[Ask two or three students. If necessary guide and/or rephrase the students' responses: "The opposite of *shallow* is *deep*."]
6. What's the word we've been talking about?

Use an *Opposites* activity for follow-up. Directions: With your partner, think of two things that are shallow and two things that are deep.

- If necessary, prompt students with suggestions like two sides of a pool, a puddle versus an ocean, different kinds of bowls, etc.



Complete Remainder of the Lesson Later in the Day



Bear, Gull, and Crow

4_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Saw

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Saw).] In the read-aloud you heard Gull telling Bear and Crow, “Today I saw some Upright Walkers wading in the bay.” In this sentence, saw means to see. Which picture shows this?

- one

[Have students make up a sentence using saw and the names of the animal characters (e.g., Bear saw the Wampanoag piling up rocks).]

2. Saw also means something else. A saw is a tool used to cut wood. Which picture shows this?

- two

3. Now that we have reviewed the different meanings for saw, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, “Maurice’s uncle uses a saw to cut off the branches of a tree.” And your partner should respond, “That’s number 2.”

↔ Syntactic Awareness Activity

Asking Questions



- ◀ **Show image 5A-14: Wampanoag girl offering food to Bear, Gull, and Crow**

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and their uses. These syntactic activities should be used in conjunction with the content presented in the read-aloud. There may be variations in the sentences created by your class. Allow for these variations, and restate students’ sentences so that they are grammatical. If necessary, have students repeat your sentence.

Directions: Today you will practice using question words to ask the Wampanoag girl questions. Remember, we use the question words *who*, *what*, *when*, *where*, and *why* to ask questions when we want to get more information.

1. Make up a question to ask the girl using the question word that asks about a person. Remember, we use the question word *who* when we are asking about a person.
2. Now, make up a question to ask the girl using the question word that asks about something. We use the question word *what* when we are asking about something.
3. Next, make up a question to ask the girl using the question word that asks about time. We use the question word *when* when we are asking about time.
4. Now, make up a question to ask the girl using the question word that asks about a place. We use the question word *where* when we are asking about a place.
5. Finally, make up a question to ask the girl using the question word that asks for a reason. We use the question word *why* when we want to know a reason for something.

Variations

- You may wish to do this activity in partner pairs, where one student asks the questions and the other student plays the role of the Wampanoag girl to answer the questions. Then have partner pairs switch roles.
- In addition, you may wish to have students do this activity in their home language.

Vocabulary Instructional Activity

Word Work: Spy

1. In the read-aloud you heard Bear say to Gull and Crow, “Tomorrow I will go and *spy* on the appanaug.”
2. Say the word *spy* with me three times.
3. To *spy* on something means to look at it secretly. You do not want people to know when you *spy* on them.
4. Javier’s sister’s favorite place to *spy* on her brother is behind the couch.

5. [Show images 5A-6 to 5A-8.] Pretend you are the animal in the picture, and tell me what you are doing.

[Have a different student describe a different picture. If necessary, guide and/or rephrase the students' responses: "I spy on the Upright Walkers from behind the trees. I spy on the Upright Walkers from a tree branch. I spy on the Upright Walkers from the air."]

6. What's the word we've been talking about?

Use a *Word to World* activity for follow-up.

- Place students into groups of three or four per table. Give each group an "I Spy" book or a hidden picture activity you have prepared. Have them work together to find the pictures using the sentence frame, "I spy a _____. Can you find it?"

10 End-of-Lesson Check-In (Instructional Master 4B-1)

Bear, Gull, and Crow

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about the Wampanoag tribe.
- Ask them to talk to their partner about what they have learned today using as many new words and as much new information as they can.
- Give each student Instructional Master 4B-1: Culture Sheet #3. Have them draw pictures of the Wampanoag food, shelter, and clothing. You may wish to have students reference Response Card 2 (Wampanoag) as they work on this exercise.
- Circulate among students as they work on their drawings, asking them questions and encouraging them to use domain vocabulary.
- Have a few students dictate what they have drawn. Be sure to repeat what they say as you write on their paper.

- Make sure that students can name the topic of their pictures—the Wampanoag—and describe their pictures.
- Have students share what they have drawn with their partner, in small groups, or with home-language peers.
- Encourage students to ask and answer questions about the pictures as well as comment on the pictures (e.g., the similarities and differences among the pictures, something they learned from others' pictures, etc.).
- If necessary, have students edit their pictures based on the responses of their teacher and peers.

Items to listen for:

- the words *Wampanoag* and *tribe*
- the words *wetu*, *clambake*, *appanaug*, *bay*, *shallow*
- any information related to the Wampanoag

Take-Home Material

Family Letter

- Send home Instructional Masters 4B-2; 4B-3; and 4B-4.



The Lenape: The People of the Seasons

5

Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the food, clothing, and shelter of the Lenape
- ✓ Identify that the Lenape lived in the woodlands

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between the different seasons and the activities of the Lenape (RI.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a nonfiction/information text on the Wampanoag or the Lenape (RI.K.6)
- ✓ With prompting and support, identify reasons or facts given in the read-aloud to show that the Lenape were able to get everything they needed from the world around them (RI.K.8)
- ✓ Use a combination of drawing and dictating to present information about the Lenape culture, naming the topic and supplying some details (W.K.2)
- ✓ With guidance and support from adults, respond to comments and suggestions from peers to revise Culture Sheet #4 as needed (W.K.5)
- ✓ With assistance, categorize and organize information about the environment, clothing, food, and shelter of the Wampanoag and the Lenape (W.K.8)
- ✓ Add drawings to the *Native Americans Book* to present information about the Lenape (SL.K.5)

- ✓ Identify real-life connections between words—*Lenape*, *harvested*, and *prepared*—and their use (L.K.5c)

Core Vocabulary

burrows, n. Holes or tunnels used by animals as homes or hiding places

Example: While Julian was hiking, he came across several animal burrows and even saw a rabbit jump into one!

Variation(s): burrow

canoes, n. Light, narrow boats made from long, hollowed-out logs

Example: The Lenape moved silently down the river in their canoes.

Variation(s): canoe

harvested, v. Gathered crops when they were ripe

Example: The farmer harvested the wheat crop at the end of the summer.

Variation(s): harvest, harvests, harvesting

trekked, v. Traveled slowly, with difficulty

Example: The mountain climbers trekked up the mountain in the middle of a blizzard.

Variation(s): trek, treks, trekking

wigwam, n. A dome-shaped dwelling used by Native American tribes of northeastern North America

Example: The Lenape made sure their wigwam was built well enough to withstand the cold winter wind.


Variation(s): wigwams

Vocabulary Chart for The Lenape: The People of the Seasons			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	autumn burrow canoe elders elk <i>Lenape</i> springtime snowshoes summer summertime wigwam winter	also harvested hunted gathered prepared* trekked	basket beans bear bird corn deer nest river sunflower
Multiple Meaning	blossoms season spring squash	crops	fish
Phrases	Eastern Woodlands Great Spirit	During the _____ rhythm of life	told stories warm and cozy
Cognates	otoño Gran espíritu	preparar*	nido

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Please note that it is the same as the sequence in the *Tell It Again! Read-Aloud Anthology*.

1. 6A-1: Four seasons of the Eastern Woodlands
2. 6A-2: The Lenape in the spring
3. 6A-3: The Lenape in the summer
4. 6A-4: Lenape in the fall
5. 6A-5: The Lenape in the winter
6. 6A-6: Lenape foods

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned?	Image Cards 6–9; Native American Chart	15
	Introducing “The Lenape”	Response Card 3; U.S. map	
	Vocabulary Preview: Lenape, Harvest	examples of corn, beans, squash, gourds, and pumpkins	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Lenape: The People of the Seasons	U.S. map; various pictures and/or realia	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Prepared		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Native American Chart	Image Cards 10–13; Native American Chart	15
	The Lenape Culture	Instructional Master 5B-1; <i>Native Americans Book</i> ; Response Card 3	
	Domain-Related Trade Book		

Advance Preparation

Prepare various pictures and realia to help make this lesson come to life. You may wish to bring in examples of corn, squash, beans, gourds, and pumpkins, as well as pictures of salmon, herring, or shad to show students the foods the Lenape ate. You may wish to prepare pictures of bear, deer, elk, and raccoon to show students the animals the Lenape hunted.

Note: Be sure to check with your school’s policy regarding food distribution and allergies.

For Lenape Culture, prepare a copy of Instructional Master 5B-1 for each student. Refer to it as Culture Sheet #4. Culture Sheet #4 is about the Lenape. Students will draw pictures of Lenape shelter, food, and clothing. This culture sheet will be part of their *Native Americans Book*.



The Lenape: The People of the Seasons

5A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

	Environment	Clothing	Food	Shelter
Students Today	Drawing/ pictures of local environment	Drawing/ pictures of present-day children's clothing	Drawing/ pictures of different kinds of food	Drawing/ pictures of present-day housing
Lakota Sioux	Image Card 1	Image Card 3 Image Card 4	Image Card 2	Image Card 5
Wampanoag	Image Card 6	Image Card 8	Image Card 7	Image Card 9
Lenape				

- Display the Native American Chart, reminding students that in “Bear, Crow, and Gull” they learned about a Native American tribe called the Wampanoag.
- Tell students that they will now complete the row of the chart for the Wampanoag.



◀ Show image 5A-8: Gull spying

- Ask students: “Where did the Wampanoag live?”
 - The Wampanoag lived in a forest near the coastal region, or by the bay.
- Place Image Card 6 (Coastal Area) in the *Wampanoag* row in the *Environment* column.



◀ Show image 5A-4: Upright Walkers

- Ask students: “What kinds of food did the Wampanoag eat?”
 - The Wampanoag ate corn that they grew, animals that they hunted, and fish and clams from the water.
- Place Image Card 7 (Clams) in the *Wampanoag* row in the *Food* column.

- Ask students to describe the clothing that the Wampanoag wore.
- Place Image Card 8 (Clothing) in the *Wampanoag* row in the *Clothing* column.
- Ask students to describe the shelter that the Wampanoag lived in.
- Place Image Card 9 (Wetu) in the *Wampanoag* row in the *Shelter* column.
- Say to students: “Look at the chart for information about the Lakota Sioux and the Wampanoag. Talk with your partner about how these two tribes are the same and how they are different.” Allow thirty seconds for students to talk. Call on two volunteers to share.

Introducing “The Lenape”

- Tell students that they will hear about another tribe—the Lenape (lun-NAH-pay).
- Have students say *Lenape* with you three times.
- Tell students that the Lenape lived close to where the Wampanoag lived (Rhode Island and Massachusetts), but further inland.
- Point to the states New York, Pennsylvania, and Delaware on the U.S. map.



◀ Show image 1A-1: Woods and plains

- Tell students that the Lenape lived in a woodland region.
- Have students say *woodlands* with you.
- Ask students: “Which side shows you the woodlands? Can you tell what the woodlands region is like?”
 - The woodlands region has many trees, but also many open areas where the sun can shine through. The woodlands also has different kinds of plants and grass.
- Give each student Response Card 3 (Lenape).
- Say to students: “Tell your partner what you see about the Lenape on your Response Card. Talk about the home they lived in, the food they ate, and the clothes they wore.” Allow thirty seconds for students to talk.

Vocabulary Preview

Lenape



◀ Show image 6A-1: Four seasons of the Eastern Woodlands

1. Today you will learn about the *Lenape*. As you can see from this picture, the *Lenape* did different things during the different seasons. [Point to each picture as you say its season: top, left: spring; top, right: summer; bottom, left: autumn; bottom, right: winter.]
2. Say the word *Lenape* with me three times.
3. The Lenape is a Native American tribe that lived in the Eastern Woodlands.
4. The Lenape got everything they needed from the world around them.
5. Look at these images of the Lenape during the different seasons. Pick one season, and think about what their life might have been like during that season.

Harvested

1. The Lenape *harvested* different types of crops.
2. Say the word *harvested* with me three times.
3. Harvested means gathered crops when they were ready to be picked or when they were ripe. [Show examples of each crop as you name them.]
4. The Lenape harvested corn, beans, and squash in the summer. The Lenape harvested gourds and pumpkins in the autumn.
5. Do you think harvesting crops is easy work or hard work? Do you think all the Lenape people, even the children, helped to harvest the crops?

Purpose for Listening

Tell students that they will hear about the Lenape tribe. Tell them to look and listen carefully to find out about the Lenape and what they did during each season.

By the end of the lesson, students should be able to:

- ✓ Describe the food, clothing, and shelter of the Lenape
- ✓ Identify that the Lenape lived in the woodlands



The Lenape: The People of the Seasons

◀ Show image 6A-1: Four seasons of the Eastern Woodlands

The Lenape people have lived in the Eastern Woodlands of North America for thousands of years.

[Point to the states of New York, Pennsylvania, and Delaware on a map of the U.S.]

The Lenape got everything they needed from the land and living things around them. They hunted for animals and gathered different kinds of plants and berries. Then later, they began farming—they planted crops for food.

[You may wish to remind students of some crops they learned about in the *Farms* domain: wheat and corn.]

They lived their lives season by season. Each season was different, and during each season they prepared different things—they did different things and made different things.

[Point to each picture in the image, and tell students the season it represents. Then have students briefly describe what might be happening in each picture. (top, left: spring; top, right: summer; bottom, left: autumn; bottom, right: winter)]



◀ Show image 6A-2: The Lenape in the spring

Springtime meant that the days were warmer and brighter. Springtime also meant that new life was appearing everywhere. One of the first signs of springtime was the appearance of the black cherry blossoms.

[Point out the white-colored, black cherry blossoms. Remind students that blossoms are flowers on a plant or tree; they learned about blossoms in the *Plants* domain.]

The sight of the beautiful white blossoms made the Lenape people smile.

As the sunshine warmed the earth, the Lenape people set to work. They planted their spring crops.

[Point out the Lenape planting seeds in the background.]

They planted corn, squash, and beans.

[Show examples of corn, squash, and beans.]

They also planted sunflowers.

As the Lenape people worked in the fields, the animals began working too. Some animals dug **burrows**—or holes to make their homes in—and birds built nests to prepare a home for their babies.

[Point to the animal in the burrow and the bird next to its nest.]

The Lenape and the animals and birds worked side by side.

In the springtime, Lenape men and older boys went on hunting trips. Sometimes they traveled by foot, and sometimes they traveled far from their homes in their dugout **canoes**.

[Point to the dugout canoe.]

Their canoes glided smoothly and silently along the rivers. The Lenape hunted animals such as bear, deer, elk, and raccoon. They also hunted birds.

[Show pictures of the different animals the Lenape hunted.]



◀ **Show image 6A-3: The Lenape in the summer**

Spring slowly turned into summer. In the summertime, the heat from the sun became even stronger. During this time the Lenape people fished for salmon, herring, and shad.

[Show pictures of salmon, herring, and shad.]

Lenape children played in the sparkling rivers. As they played, they searched for turtles.

In the summer, the Lenape people **harvested**—or gathered and collected—their corn, beans, and squash.

[Point to the harvested squash and corn.]

Corn was one of their most important food crops. It was ground to make cornmeal. It was used to make bread. It was roasted in the fire. Often, the kernels were stored—put away—to plant the next year.



← Show image 6A-4: The Lenape in the fall

In the autumn, the Lenape harvested their gourds and pumpkins.

[Show an example of a gourd and pumpkin.]

They gathered nuts, roots, and berries such as huckleberries, raspberries, and strawberries. They made beautiful baskets to store their winter food in. They strengthened their **wigwams**—the homes the Lenape lived in—in preparation for the winter winds and snow.

[Ask students: “Who is preparing the wigwam for the winter?” (The mother is preparing the wigwam for the winter.)]

In late autumn, the golden, red, and orange leaves fell from the trees. The Lenape children rushed to catch them. Gradually the leaves blew away and winter arrived.



← Show image 6A-5: The Lenape in the winter

During the wintertime, the Lenape people spent more time in their warm homes called wigwams. Their wigwams were made from plants and plant parts, such as saplings, rushes, and tree bark.

[If available, show students the different materials wigwams were made out of.]

The inside of the wigwam was warm and cozy—it was very comfortable, nice, and warm. Inside the wigwams, the elders—or older people—told stories. They told stories about the history of the Lenape. They told stories about the creation of the earth and the Great Spirit.

[Point to the storyteller, and ask what kind of story he might be telling.]

Inside the warm and cozy wigwam, the women and girls prepared clothes and moccasins for their family while the men and boys prepared their bows and arrows for hunting. When snow fell from the dark, wintry sky, the Lenape children rushed outside to play in it.

The men and older boys still went off to hunt in the winter. They **trekked** through the deep snow on snowshoes. They walked very slowly because it was hard to walk in the snow. They followed animal tracks in the snow. If they returned with meat, the family would have mouthwatering soup to drink and succulent meat to eat.



◀ Show image 6A-6: Lenape foods

One season followed another—spring, summer, autumn, and winter. The Lenape listened to the earth’s rhythm of life—earth’s pattern of the seasons. The Lenape got everything they needed from the world around them. The Lenape lived their lives season by season.

[Say to students: “Tell your partner three things the Lenape got from the world around them.” Allow fifteen seconds for students to talk. Call on two partner pairs to share.]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What is the name of the tribe this read-aloud is about?

- This read-aloud is about the Lenape.

2. *Inferential* What kind of region did the Lenape live in?

- The Lenape lived in a woodland region.



◀ Show image 6A-4: The Lenape in the fall

3. *Literal* What kind of home did the Lenape live in?

- The Lenape lived in wigwams.

4. *Evaluative* Did the Lenape move around from place to place? Why or why not?

- The Lenape did not move around from place to place because they got everything they needed from the world around them. Their wigwams could not be moved.



◀ Show image 6A-6: Lenape foods

5. *Evaluative* Remember what the word *harvest* means? Look at this picture, and tell me which foods are harvested and which foods are not harvested.



- To harvest means to gather crops when they are ready to be picked, when they are ripe.
- The pumpkin, gourds, beans, wheat, and corn are harvested. The deer, turkey, and fish are not harvested.

◀ **Show image 6A-1: Four seasons of the Eastern Woodlands**

6. *Evaluative* The Lenape lived by earth's rhythm of life; they lived season by season. What did the Lenape do during each season?
- In the springtime they planted crops and went hunting. In the summertime they harvested crops and fished. In the autumn they continued to harvest and prepared their wigwams for the winter. In the winter they listened to stories in their wigwams, made clothes, and hunted.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Would you like the summertime the best? (Yes/No)

I would like the _____ the best.

If I were a Lenape child, I would like _____ the best because

...

7. *Evaluative Think Pair Share:* If you were a Lenape child, which season would you like best?
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Prepared

1. In the read-aloud you heard, "Each season was different, and during each season [the Lenape] prepared different things."
2. Say the word *prepared* with me three times.
3. *Prepared* means that you have made sure that it is ready.
4. In the spring, the Lenape prepared the ground to plant crops. In the summer, the Lenape prepared for the harvest. In the autumn, the Lenape prepared their wigwams for the winter. In the winter, the Lenape prepared their clothes and their bows and arrows.

5. Tell me what you did this morning when you prepared to come to school.

[Ask two or three students. If necessary guide and/or rephrase the students' responses: "This morning I prepared. . ." Suggestions: backpack, lunchbox, breakfast]

6. What's the word we've been talking about?

Use a *Word to World* activity for follow-up. Directions: I will tell you about something that needs to be prepared. Think about who prepared it for you, and tell your partner. Use the sentence frame "_____ prepared my _____."

1. your breakfast
2. your lunch
3. your dinner
4. your backpack
5. the classroom



Complete Remainder of the Lesson Later in the Day



The Lenape: The People of the Seasons

5_B

Extensions

15 minutes

Native American Chart

	Environment	Clothing	Food	Shelter
Students Today	Drawing/ pictures of local environment	Drawing/ pictures of present-day children's clothing	Drawing/ pictures of different kinds of food	Drawing/ pictures of present-day housing
Lakota Sioux	Image Card 1	Image Card 3 Image Card 4	Image Card 2	Image Card 5
Wampanoag	Image Card 6	Image Card 8	Image Card 7	Image Card 9
Lenape	Image Card 10	Image Card 11	Image Card 12	Image Card 13

- Review the terms in the header of the *Native American Chart*—environment, clothing, food, shelter.
- Then point to the fourth row, and have students tell you the name of the tribe they learned about in this read-aloud.
- Ask students: “In which region did the Lenape live?” Show students Image Card 10 (Deciduous Forest), and tell them that you are going to use it to represent the Eastern Woodlands where the Lenape lived. Place the Eastern Woodlands card in the *Lenape* row in the *Environment* column. Have students briefly describe the woodlands.
- Ask students: “What kind of clothing did the Lenape wear?” Show students Image Card 11 (Lenape Clothing). Place this card on the chart in the *Lenape* row in the *Clothing* column. Tell students that the Lenape wore clothes made from animal skin and used animal furs to keep warm during the cold winter months.
- Ask students: “What did the Lenape eat?” Show students Image Card 12 (Lenape Food). Place this card in the *Lenape* row in the *Food*

column. Remind students that, because the Lenape did not move from place to place, they planted vegetables to eat, and they hunted and fished in the area in which they lived.

- Ask students: “What is the name of the type of house the Lenape lived in?” Show students Image Card 13 (Wigwam). Place the card in the *Lenape* row in the *Shelter* column.

The Lenape Culture (Instructional Master 5B-1)

- Tell students that they will create a page for the Lenape in their *Native Americans Book*. Give each student Instructional Master 5B-1: Culture Sheet #4. [You may wish to have students reference the Native American Chart or Response Card 3 (Lenape) as they work on this exercise.]
- In the top box, have students draw a picture of the kind of shelter the Lenape lived in.
- In the bottom box, have students draw a picture of what the Lenape ate.
- On the person, have students draw clothing that the Lenape wore. They can choose to make the person a boy or girl.
- Circulate among students as they work on drawings about the Lenape, asking them questions and encouraging them to use the domain vocabulary.
- Have a few students dictate what they have drawn. Be sure to repeat what they say as you write on their paper.
- Make sure that students can name the topic of their pictures—the Lenape—and describe their pictures.
- Have students share what they have drawn with their partner, in small groups, or with home-language peers.
- Encourage students to ask and answer questions about the pictures as well as comment on the pictures (e.g., the similarities and differences among the pictures, something they learned from others’ pictures, etc.).
- If necessary, have students edit their pictures based on the responses of their teacher and peers.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction and choose a book about the Wampanoag or the Lenape to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called the illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion about the ways in which this book’s information relates to what they have learned.



Native Americans Today

6

Lesson Objectives

Core Content Objectives

Students will:

- ✓ Explain that Native Americans still live in the United States today
- ✓ Recognize that the food, clothing, and shelter of Native Americans today may be different from the food, clothing, and shelter of Native Americans long ago
- ✓ Explain how some Native Americans today keep alive some of the traditions and practices of their ancestors

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between the ways of life of the Native Americans long ago and their ways of life today (RI.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a nonfiction/information text on Native Americans today (RI.K.6)
- ✓ With prompting and support, identify reasons or facts given in the read-aloud to show that Native American life is not the same as it was long ago (RI.K.8)
- ✓ With prompting and support, compare and contrast similarities and differences between students today, the Lakota Sioux, the Wampanoag, and the Lenape (RI.K.9)
- ✓ Describe a familiar event such as a family tradition (SL.K.4)
- ✓ Add drawings to accompany an oral description of a family tradition (SL.K.5)

- ✓ Identify new meanings for the word *wear*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*no longer*, *harmony*, and *traditions*—and their use (L.K.5c)

Core Vocabulary

harmony, n. Pleasing combination

Example: When voices sing in harmony, they produce a pleasant combination of sounds.

Variation(s): harmonies

powwows, n. Gatherings of Native Americans, held to celebrate common traditions

Example: Some Native Americans hold several powwows every year.

Variation(s): powwow

traditions, n. Repeated customs, often passed down from generation to generation

Example: One of my family's favorite traditions is to eat pancakes on our birthdays.


Variation(s): tradition

Vocabulary Chart for Native Americans Today			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Lakota Sioux Lenape powwow tribes Wampanoag hunted farmed fished	clothing harmony nature shelter traditions*	dancing drumming food singing today
Multiple Meaning		still	<u>wear</u>
Phrases		From the . . . to the . . . <i>no longer</i>	Long ago special events
Cognates	tribu	armonía naturaleza tradición*	eventos especiales

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it uses images from several read-alouds in the *Tell It Again! Read-Aloud Anthology*.

1. 8A-1: Native Americans of long ago
2. 3A-2: Mapiya's family
3. 5A-4: Upright Walkers
4. 6A-3: The Lenape in the summer
5. 6A-6: Lenape foods
6. 4A-3: Lakota Sioux women making clothes and moccasins
7. 6A-4: The Lenape in the fall
8. 1A-1: Woods and plains
9. 1A-6: Desert and ocean
10. 8A-2: Urban scene with tall buildings
11. 8A-3: Native Americans shopping in supermarket
12. 8A-1: Native Americans of long ago
13. 7A-28: Tipi, longhouse, pueblo, hogan, and wetu
14. 8A-4: Native American drummers
15. 8A-5: Native American powwow

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned?	Native American Chart	
	Vocabulary Preview: No longer, Harmony	song with harmony	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Native Americans Today	images of current Native American tribes	
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Response Cards 1–3	
	Word Work: Traditions		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Wear	Poster 4M (Wear)	
	Where Are They Today?	recent images of the Lakota Sioux, Wampanoag, and Lenape and the reservations that some of them live on; U.S. map	
	Domain-Related Trade Book		

Advance Preparation

Prepare several current, present-day pictures of Native Americans, preferably of the Lakota Sioux, Wampanoag, and Lenape tribes.

For Vocabulary Preview, bring in a familiar song sung or played with a harmony.

Note to Teacher

You may wish to preview the Extension activity, Where Are They Today? For this activity you would need to gather up-to-date information about the tribes and think of how to present the information in a developmentally appropriate and sensitive way. For example you may wish to bring up the fact that many Native American tribes had to leave the land they lived on to live on reservations, but you may not want to get into the political details surrounding Indian reservations with kindergartners.



Native Americans Today

6_A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

	Environment	Clothing	Food	Shelter
Students Today	Drawing/ pictures of local environment	Drawing/ pictures of present-day children's clothing	Drawing/ pictures of different kinds of food	Drawing/ pictures of present-day housing
Lakota Sioux	Image Card 1	Image Card 3 Image Card 4	Image Card 2	Image Card 5
Wampanoag	Image Card 6	Image Card 8	Image Card 7	Image Card 9
Lenape	Image Card 10	Image Card 11	Image Card 12	Image Card 13

- Display the Native American Chart, reminding students that they have learned about three Native American tribes—the Lakota Sioux, the Wampanoag, and the Lenape.
- Tell students that they have now completed the chart and that you will review the information on the chart with them to help them remember what they have learned.
- Compare and contrast the four cultures depicted on the chart (the students', the Lakota Sioux, the Wampanoag, and the Lenape) by prompting the follow discussions:

[You may wish to limit the discussion to two questions or have different groups of students answer different questions.]
- Say to students: "Tell your partner how your food, clothing, and shelter are similar to that of the Lakota Sioux, the Wampanoag, and the Lenape."
- Say to students: "Tell your partner how your food, clothing, and shelter are different from that of the Lakota Sioux, the Wampanoag, and the Lenape."

- Say to students: “Tell your partner how the Lakota Sioux, the Wampanoag, and the Lenape are similar to each other.”
- Say to students: “Tell your partner how the Lakota Sioux, the Wampanoag, and the Lenape are different from each other.”

Vocabulary Preview

No longer

1. Today you will hear that many Native Americans *no longer* live in tipis, wetus, and wigwams.
2. Say the phrase *no longer* with me three times.
3. The phrase *no longer* means not any more.
4. The Lakota Sioux no longer hunt buffalo for food, clothing, and shelter. Imani’s little brother no longer sucks on his pacifier.
5. Can you think of something that you used to do but that you no longer do? Use the phrase *no longer* when you tell about it. [If necessary guide/rephrase their sentences, “I used to . . . , but I no longer do that.”]

Harmony

1. In the read-aloud you will hear that Native Americans lived in *harmony* with nature.
2. Say the word *harmony* with me three times.
3. *Harmony* means to live together in peace without fighting.
4. *Harmony* also means nice musical sounds played at the same time. [If available, play a song that has a musical harmony.]
5. Samir likes it when his family lives in harmony with each other. Pashna likes the way that song is sung in harmony.
6. How do you think the Native Americans lived in harmony with the earth? [If necessary, prompt students to think about whether the Native Americans hunted more buffalo than they needed, cut down a lot of trees, ruined the land that they lived on, collected more clams than they needed, etc.]

Purpose for Listening

Tell students that they will hear about Native Americans and how they live today. Ask them to think about what Native Americans might eat; what they might wear; and where they might sleep. Tell students to listen carefully for the answers to those questions.

By the end of the lesson, students should be able to:

- ✓ Explain that Native Americans still live in the United States today
- ✓ Recognize that the food, clothing, and shelter of Native Americans today may be different from the food, clothing, and shelter of Native Americans long ago
- ✓ Explain how some Native Americans today keep alive some of the traditions and practices of their ancestors



Native Americans Today

◀ Show image 8A-1: Native Americans of long ago

We've learned about three Native American tribes. They are the Lakota Sioux, the Wampanoag, and the Lenape. But did you know that there are hundreds of Native American tribes living in the U.S. today?



◀ Show image 3A-2: Mapiya's family

Which tribe is Mapiya from? Tell your partner what you know about that tribe.

[Allow thirty seconds for students to talk. Call on two partner pairs to share about the Lakota Sioux.]



◀ Show image 5A-4: Upright Walkers

Which tribe is this family from? Tell your partner what you know about that tribe.

[Allow thirty seconds for students to talk. Call on two partner pairs to share about the Wampanoag.]



◀ Show image 6A-3: The Lenape in the summer

Which tribe is this family from? Tell your partner what you know about that tribe.

[Allow thirty seconds for students to talk. Call on two partner pairs to share about the Lenape.]



◀ Show image 6A-6: Lenape foods

Long ago, these Native Americans hunted for animals, farmed different crops like corn, and fished in the rivers for their food. Which foods can you get by hunting, farming, or fishing?

[Have different students come up and point to the different foods.]



◀ Show image 4A-3: Lakota Sioux women making clothes and moccasins

Long ago, Native Americans made their own clothing from animal skins and plants. Tell your partner what the women are doing in this picture. Which tribe are they from? What do they use to make their clothes?

[Allow fifteen seconds for students to talk.]

- They are from the Lakota Sioux tribe. They use buffalo skin to make their clothes.



◀ **Show image 6A-4: The Lenape in the fall**

Long ago, Native Americans made their shelter from the things around them, from animal skins, fur, and trees.

Tell your partner what the people in this picture are doing. What tribe are they from? What are they preparing?

[Allow fifteen seconds for students to talk.]

- They are from the Lenape tribe. They are preparing the wigwam and storing food in baskets for the winter.

[Have students name the regions they see in the pictures. Point to each region as students name them.]



◀ **Show image 1A-1: Woods and plains**



◀ **Show image 1A-6: Desert and ocean**

From the forests to the plains and from the desert to the coast, Native Americans lived in **harmony** with nature. They lived peacefully with nature, taking only what they needed from it. They were able to get their food, clothing, and shelter from nature.



◀ **Show image 8A-2: Urban scene with tall buildings**

Does this picture look different from the pictures you saw before of forests and plains? How is it different?

[Call on three students to share.]

Today, North America looks very different than it did long ago. Many forests have disappeared. Plains have roads and highways going through them so that buffalo are no longer free to roam—and move around from place to place. Today, Native Americans no longer get everything they need from nature.



◀ **Show image 8A-3: Native Americans shopping in supermarket**

Some Native Americans still hunt, gather, and fish for some of their food. Native Americans still eat corn, squash, fish, and meat just as they did long ago. But today, most of them buy food from the supermarkets.



◀ **Show image 8A-1: Native Americans of long ago**

Native Americans no longer wear moccasins or tribal clothing all the time. Sometimes they will wear their special clothes for special events and celebrations. But today, most Native Americans wear jeans, sneakers, and other clothing worn by other Americans.



◀ **Show image 7A-28: Tipi, longhouse, pueblo, hogan, and wetu**

Do you know the names of any of these types of Native American homes?

[The tipi, wetu, and wigwam should be familiar.]

Most Native Americans no longer sleep in tipi, wetus, and wigwams. They still keep some of these shelters to have special events in and to visit. But today, most Native Americans sleep in houses, apartments, and mobile homes.



◀ **Show image 8A-4: Native American drummers**

Native Americans still remember their tribal **traditions** of long ago. **Traditions** are events or activities that a family or tribe has had for a long time.

The Wampanoag still have the **tradition** of clambakes along the coast of Massachusetts today, just like the appanaug in the story “Bear, Gull, and Crow.”

The Lakota Sioux still have the **tradition** of dancing, drumming, and singing to honor the buffalo that roam the plains.

The Lenape still have the **tradition** of passing down their stories to their children and grandchildren.



◀ **Show image 8A-5: Native American powwow**

Today many Native American tribes have **powwows**. At a **powwow**, people often dress in native clothes trimmed with beads, feathers, shells, and bones. At a **powwow**, Native Americans honor the past and tell family stories. They dance, sing, and honor American Indian culture with everybody. The Native Americans were the first-known people to live on this land, and today they still carry on some of their **traditions** from long ago.

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Are there still Native Americans living in the United States today?
 - Yes, there are still Native Americans living in the United States today.
2. *Inferential* How are the ways in which Native Americans get their food today different from how they got their food long ago?
 - Often Native Americans go to the supermarket to get their food instead of hunting, farming, and fishing.
3. *Inferential* How are the clothes Native Americans wear today different from the clothes they wore long ago?
 - Today, Native Americans only wear moccasins and tribal clothes for special events.
4. *Inferential* How are the homes Native Americans live in today different from the homes they had long ago?
 - Most Native Americans no longer live in tipis, wetus, or wigwams. They live in houses, apartments, and mobile homes.
5. *Inferential* Do Native Americans still keep their traditions? What are some examples of their traditions?
 - Yes, Native Americans still keep their traditions. The Wampanoag still have the tradition of clambakes. The Lakota Sioux still have the tradition of dancing, drumming, and singing to honor the buffalo. The Lenape still have the tradition of passing down their stories.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Is your life different today? (Yes/
No)

My life is be different because . . .

Today I no longer . . .

6. *Evaluative Think Pair Share*: Using Response Cards 1 through 3, choose one tribe that we learned about to focus on. Pretend that you are a member of that tribe. Think about how your life is different today than it was long ago.
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Traditions

1. In the read-aloud you heard, "Native Americans still remember their tribal traditions of long ago."
2. Say the word *traditions* with me.
3. Traditions are customs that are often passed down from one generation to another.
4. The Lakota Sioux still carry on the tradition of honoring the buffalo. The Wampanoag still have the tradition of having the appanaug. The Lenape still have the tradition of telling stories about the Great Spirit.
5. Think of traditions your family may have. Try to use the word *traditions* when you tell about it.

[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "A tradition my family has is . . ."]

6. What's the word we've been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of one of your favorite traditions.

- ✈ Above and Beyond: For those students who are able to do so, have them label their picture.



Complete Remainder of the Lesson Later in the Day



Native Americans Today

6_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Sentence in Context: Wear

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Wear).] In the read-aloud you heard that “Native Americans no longer *wear* moccasins or tribal clothing all the time.” Here *wear* means to be dressed in something. Which picture shows this?
 - one
2. You can also use the word *wear* in the phrase *wear out*. You could say, “Running around during recess wears me out. I am so tired!” Which picture shows this?
 - three
3. *Wear* can also mean getting old, broken, or dirty because it has been used a lot. Sometimes this is called wear and tear. Which picture shows this?
 - two
4. Now with your partner, make a sentence for each meaning of *wear*. Try to use complete sentences. Remember that you can use *wear* in a phrase like *wear out* or *worn out*. I will call on some of you to share your sentences.

Where Are They Today?

Note: Please review this activity, and determine whether this is an activity you feel would be appropriate for your class.

- Research the current status of the tribes covered in this domain—the Lakota Sioux, the Wampanoag, and the Lenape.

- You may want to find out where they live now. If some members of the tribe live on reservations. You may want to explore how they had to leave their land to live on reservations, you may wish to explain that on the reservations, Native Americans are allowed to follow their own laws and practice their traditions.
- Encourage students to draw their own conclusions about whether the current state of the Native American tribe is better or worse off than their life from long ago, as depicted in the read-alouds.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction and choose a book about Native Americans to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called the illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion about the ways in which this book’s information relates to what they have learned.



Domain Review

DR

Note to Teacher

You should pause here and spend one day reviewing and reinforcing the material taught in this domain. You may have students do any combination of the activities provided, in either whole group or small group settings.

Core Content Objectives Addressed in this Domain

Students will:

- ✓ Recall that Native Americans were the first-known inhabitants of North America
- ✓ Recognize that there are many tribes of Native Americans
- ✓ Explain that all tribes needed food, clothing, and shelter to survive
- ✓ Explain the importance of the buffalo to the Lakota Sioux
- ✓ Recognize that the Lakota Sioux lived a nomadic lifestyle
- ✓ Describe the food, clothing, and shelter of the Lakota Sioux, the Wampanoag, and the Lenape
- ✓ Describe the environment in which the Lakota Sioux, the Wampanoag, and the Lenape lived
- ✓ Explain that Native Americans still live in the U.S. today
- ✓ Explain how some Native Americans today keep alive some of the traditions and practices of their ancestors

Activities

Image Review

You may show the Flip Book images from any read-aloud again and have students retell the read-aloud using the images.

Native American Chart

Materials: Image Cards 1–13; Native American Chart; Response Cards 1–3

Review the images and information in the Native American Chart. Ask students to describe what they see in each image. You may also have students review the environment, clothing, food, and shelter of each tribe using their Response Cards.

Riddles for Core Content

Ask students riddles such as the following to review the core content:

Note: You may wish to have students identify these items, whenever applicable, on their Response Cards, or have students hold up the corresponding Response Card that represents the tribe being described.

- We are shellfish found in Massachusetts bays and have been eaten by Wampanoag for hundreds of years. What are we?
 - clams
- Buffalo is very important to my people. Who am I?
 - a Lakota Sioux
- I am a type of boat that the Lenape used to travel on the river. What am I?
 - canoe
- I am a type of shelter that is easy to take apart and put together. What am I?
 - tipi
- I am a dome-shaped hut made from the bark of trees and used as shelter by the Wampanoag. What am I?
 - wetu

- My tribe has the tradition of having clambakes or an appanaug. Who am I?
 - a Wampanoag
- I am from another Native American tribe that was located in the Eastern Woodlands of North America. Who am I?
 - a Lenape
- I am the type of shelter the Lenape lived in. What am I?
 - wigwam
- Little Bear and the hunting party ride on this kind of animal while going on buffalo hunts. What is it?
 - horse

Student Choice

You may choose to have students select a read-aloud to be heard again.

You Were There

Materials: Flip Book images 3A-10: Family scene (the Lakota Sioux); 5A-4: Upright Walkers (the Wampanoag); and 6A-4: Lenape in the fall (the Lenape)

Using these images, have students describe and talk about what it might be like to live in those environments. Ask about what they might see in the environment, what their shelter would be like, the kinds of food they might eat, what they might do for fun, the sounds they might hear, and the smells that might be in the air.

- ✈ Above and Beyond: You may wish to divide the class into three groups and have each group focus on one image. Then have each group present to the class what it might be like to live there.



Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words as well as the core content targeted in *Native Americans*. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Part II of the assessment addresses the core content targeted in *Native Americans*.

10 Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Canoes:** Native Americans used canoes to travel in rivers and lakes.
 - smiling face
2. **Moccasins:** Native Americans used moccasins to keep their hands warm.
 - frowning face
3. **Chief:** The chief is the leader of a tribe.
 - smiling face
4. **Plain:** A plain is flat land that has a lot grass.
 - smiling face
5. **Tribe:** A tribe is different people from many different groups.
 - frowning face
6. **Powwows:** Some Native American tribes still hold powwows today to celebrate their traditions.
 - smiling face

7. **Bay:** A bay is a hot, dry area that gets very little rain.
 - frowning face
8. **Tipis:** Tipis are easy to move around and easy to set up and take down.
 - smiling face
9. **Harvested:** The Lenape harvested the animals.
 - frowning face
10. **Wigwam:** A wigwam is a type of food.
 - frowning face

Directions: I am going to read more sentences using other words you have heard in the read-alouds. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Shelter:** Shelter protects people from bad weather.
 - smiling face
12. **Search:** When you search for something, you are looking very hard for it.
 - smiling face
13. **Borrow:** When you borrow something from someone, you will not give it back.
 - frowning face
14. **Harmony:** When there is harmony, there is no fighting; everything is peaceful.
 - smiling face
15. **Roam:** Buffalo roam around on the plains to find grass to eat.
 - smiling face

10 Part II (Instructional Master DA-2)

Directions: I will read a sentence about one of the Native American tribes or about Native Americans today. Look and point to the pictures in the row as I name them: Lakota Sioux, Wampanoag, Lenape, and Native Americans today. Circle the picture that my sentence is about. I will say each sentence two times.

1. They collected clams by the bay.
 - Wampanoag
2. They hunted buffalo.
 - Lakota Sioux
3. They buy their food from grocery stores.
 - Native Americans today
4. They lived in tipis.
 - Lakota Sioux
5. They traveled in canoes down the river.
 - Lenape
6. They moved from place to place to hunt buffalo.
 - Lakota Sioux
7. They lived in wetus.
 - Wampanoag
8. They have powwows to celebrate their traditions.
 - Native Americans today



Culminating Activities

CA

Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular areas of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities;
- revisiting lesson Extensions; and
- rereading and discussing select read-alouds.

Enrichment

Native American Alphabet

Materials: *Tell it Again! Read-Aloud Anthology, Lesson 7*

Read the read-aloud portion of Lesson 7, "Native American Alphabet."

Domain-Related Trade Book

Materials: Trade book

Read a trade book about a tribe not discussed in this domain or about Native Americans today. Please refer to the books listed in the Introduction.

Exploring Student Resources

Materials: Domain-related student websites

Choose appropriate websites from the Internet or from the websites listed in the domain introduction for further exploration of topics related to Native Americans.

Domain-Related Videos

Materials: Short, child-friendly videos about Native Americans

Carefully peruse the Internet for short (5 minutes or less) videos related to topics covered in this domain. Prepare some questions related to the videos. Discuss how watching a video is the same as and different from listening to a read-aloud or storybook. Have students ask and answer questions using the question words *who*, *where*, *what*, and *why* regarding what they see in the videos.

Native Americans of Your Local Area/State

If you have chosen to do so, continue class investigation of local Native American customs. You may wish to have students create a Culture Sheet for this tribe to add to their Native Americans Book.

Celebratory Feast and/or Powwow

Talk with students about the Wampanoag's clambake feast and/or present-day powwows. Have them brainstorm ideas for their own feast and/or powwow. You may want to coordinate with music, physical education, and drama teachers. Invite others to join you in the celebration.

Class Book: An Alphabet of the Lakota Sioux, Wampanoag, and Lenape

Materials: Drawing paper, drawing tools

You may have already begun an alphabet book with students earlier in the domain. If so, continue to work on the book. Otherwise, tell the class or a group of students that they are going to make an alphabet book to help them remember what they have learned in this domain. Have students brainstorm important information about the Lakota Sioux, Wampanoag, and Lenape. Write their words on chart paper, underlining the beginning letters of each word. If some words begin with the same letter, decide which word would be easiest to illustrate. Then, have each

student choose one word to draw a picture of, and help them write the word on top of their picture. Bind the pages to make a book to put in the class library for students to read again and again.

Moccasins

Materials: Construction paper cut into the shape of a pair of moccasins; cloth scraps; beads; feathers

Remind students that many Native American tribes wore moccasins on their feet, but not all moccasins looked the same or had the same design. Invite students to create their own moccasins with a unique design.



Above and Beyond: The Eastern Woodlands and/or The Atlantic Coastal Area

Materials: Mural paper; craft materials

Have students create a mural of a woodland and/or a coastal environment. Some students may draw the scenery, creating a backdrop. Others may draw, cut, and paste wetus, people, woodland animals, fish, etc., onto the mural, portraying the way the Wampanoag and Lenape lived long ago.

Alternatively, you may wish to make this a three-dimensional display using clay, twigs, sand, grasses, etc.

Invite An Expert

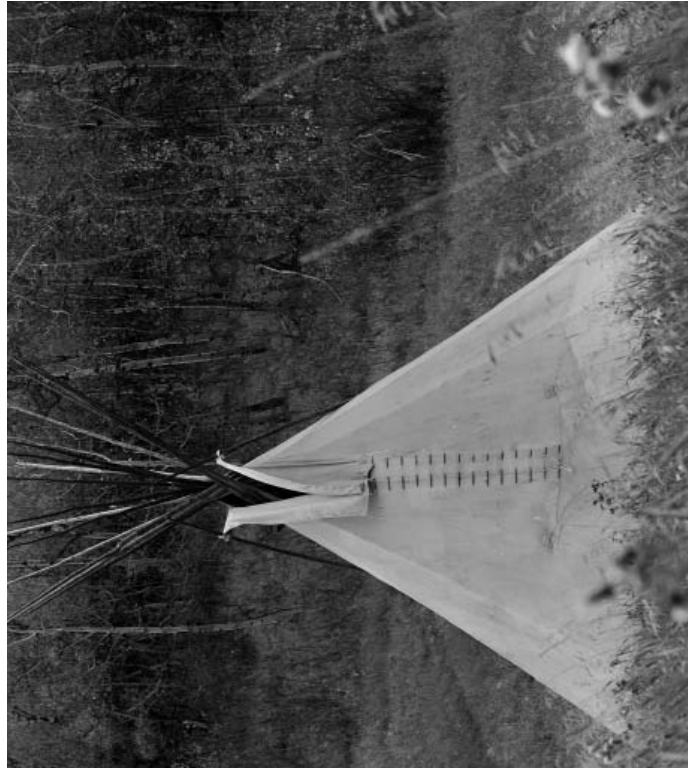
If you have Native American students in your class and/or school, invite his/her parents to share additional knowledge with your class. If you know of anyone who gives school presentations on Native Americans of your area, invite him/her to your class.

For Teacher Reference Only:

Instructional Masters for
Native Americans



Lakota Sioux



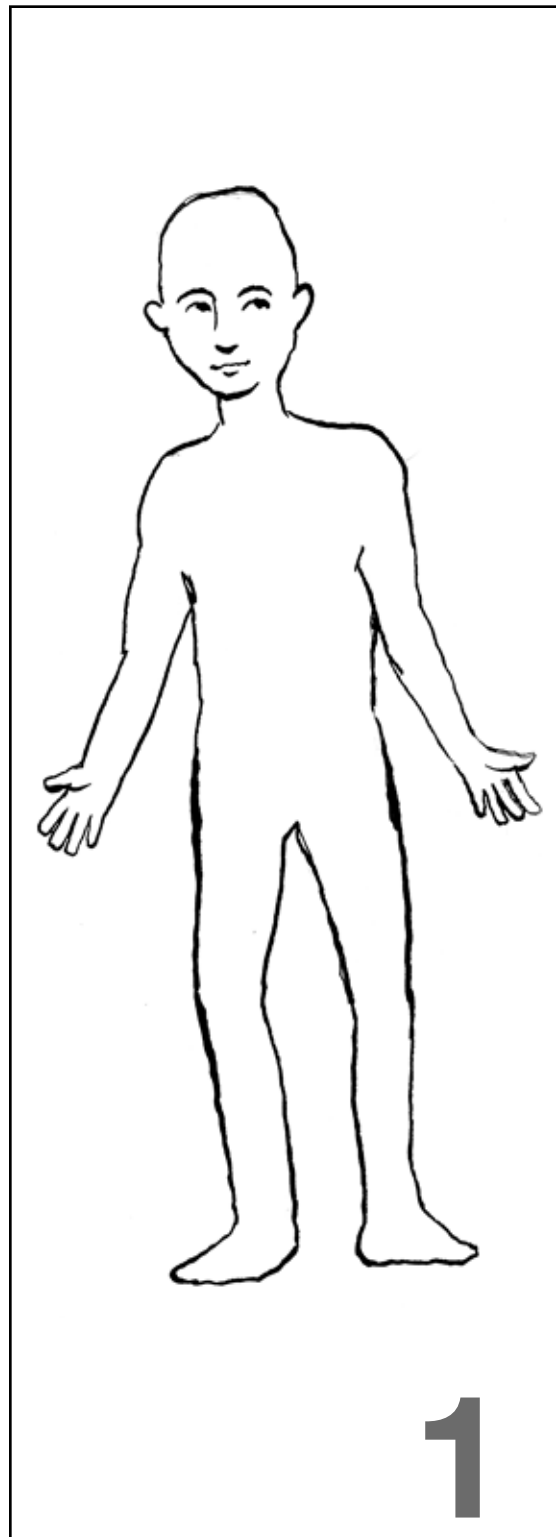
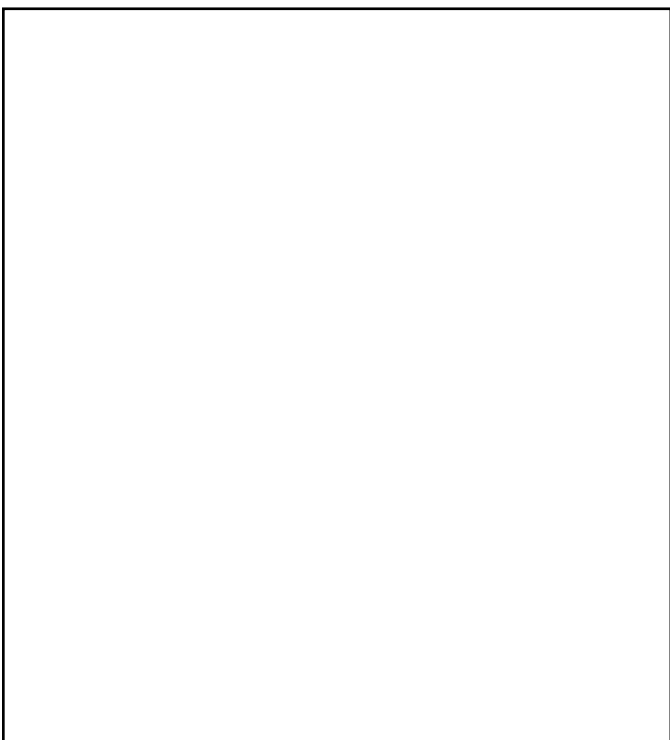
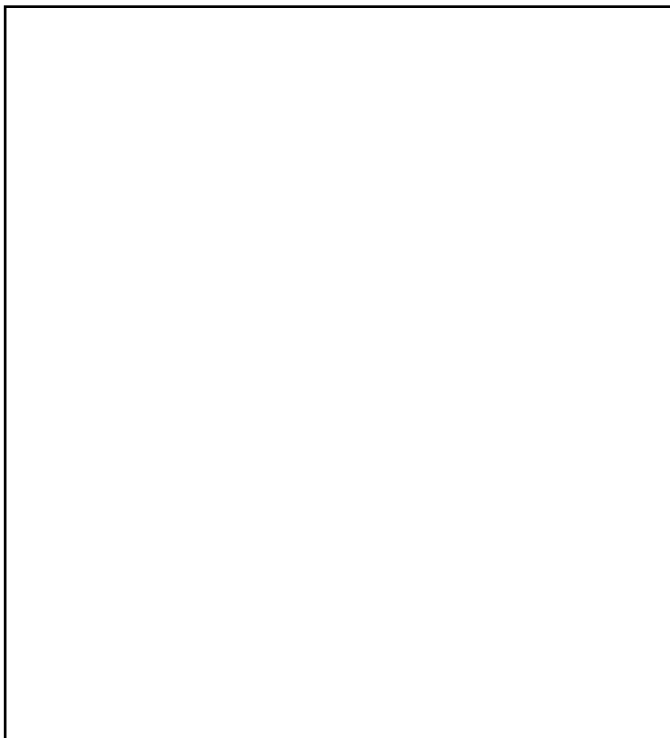
Wampanoag



Lenape



Directions: 1. In the top box, draw a picture of your shelter, or where you live. 2. In the bottom box, draw a picture of the food you eat. 3. On the person, draw a picture of yourself and the clothes you wear.





Dear Family Member,

Over the next several days, your child will be learning about Native Americans and the ways they lived long, long ago.

The focus of the first part of this domain is on different regions—or places where different Native American tribes lived including

- the plains—a large grassy area;
- the coast—next to the ocean;
- the desert—a very hot and dry place with sand; and
- the forest—a place with many trees.

Your child will learn about the Lakota Sioux (la-ko-tuh soo). The Lakota Sioux lived in the Great Plains region of the United States.

Below are some suggestions for activities that you and your child can do at home to support what your child is learning about Native Americans at school.

1. Clothing Designs

A design is a pattern of lines, colors, flowers, animals, or shapes used to decorate something. Your child will learn that the Lakota Sioux often decorated their clothing with beautiful designs, pictures, and beads. Invite your child to create their own design in the Lakota Sioux clothing outline provided with this letter.

2. Where Are We?

Show your child the map of the United States on the back of this letter. Point out the state in which you live. Then help your child locate the Great Plains area where the Lakota Sioux lived. (South Dakota, Wyoming, and Montana) Ask your child what s/he thinks life would be like if your family lived on the Great Plains.

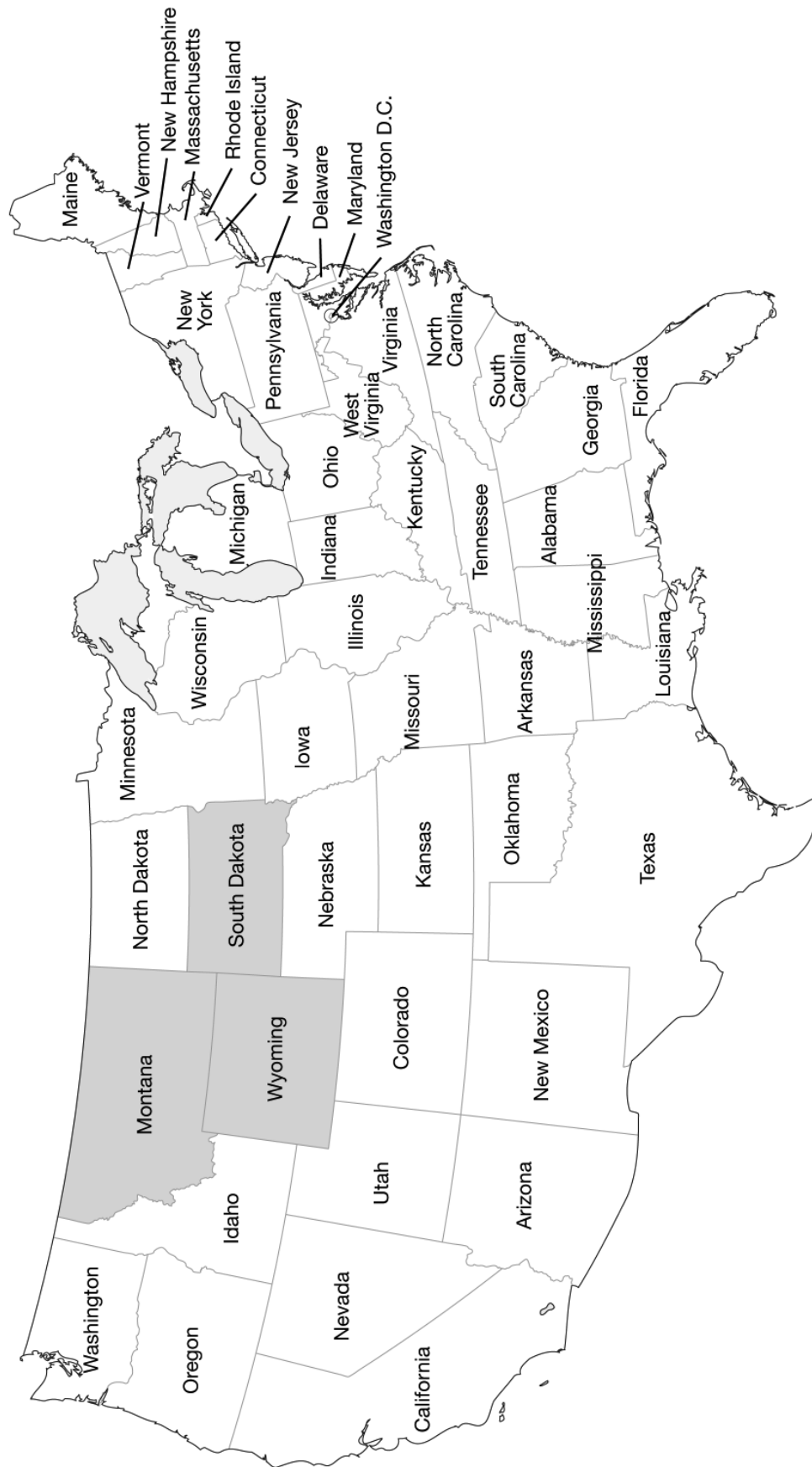
3. Sayings and Phrases: Practice Makes Perfect

Your child will learn the saying “practice makes perfect.” This means that they can get better and better at doing something by practicing a lot and doing it over and over again. Share some examples from your life where “practice made perfect,” and point out when your child is getting better at something with practice.

4. Read Aloud Each Day

It is very important that you read to your child each day. You may wish to see if your child’s teacher has books on Native Americans that you can borrow from the classroom. Please use the book list attached to this letter for suggested books to read.

Be sure to talk with your child about what s/he has learned about Native Americans.



Recommended Trade Books for Native Americans

Trade Book List

General

1. *D is for Drum: A Native American Alphabet*, by Michael and Debbie Shoulders and illustrated by Irving Toddy (Sleeping Bear Press, 2011) ISBN 978-1585362745
2. *Many Nations: An Alphabet of Native America*, by Joseph Bruchac and illustrated by Robert F. Goetzl (Troll Communications, 1998) ISBN 978-0816744602
3. *Native Americans*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050010
4. *The Story of Jumping Mouse: A Native American Legend*, by John Steptoe (HarperTrophy, 1989) ISBN 978-0688087401

Tribes Discussed in the Domain

5. *Clambake: A Wampanoag Tradition*, by Russell M. Peters and photographs by John Madama (Lerner Publications Company, 1992) ISBN 978-0822596219
6. *If You Lived with the Sioux Indians*, by Ann McGovern and illustrated by Jean Drew (Scholastic, Inc., 1992) ISBN 978-0590451628
7. *The Legend of the Indian Paintbrush*, by Tomie dePaola (Puffin, 1996) ISBN 978-0698113602
8. *The Sioux*, by Alice Osinski (Children's Press, 1984) ISBN 978-0516019291*
9. *Squanto and the First Thanksgiving*, by Eric Metaxas and illustrated by Michael Donato (Rabbit Ears Books, 2012) ISBN 978-1575055855
10. *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*, by Kate Waters and photographs by Russ Kendall (Scholastic, Inc., 1996) ISBN 978-0590202374

11. *The Wampanoags*, by Alice K. Flanagan (Children's Press, 1998) ISBN 978-0516263885
12. *When the Shadbush Blooms*, by Carla Messinger and Susan Katz and illustrated by David Kanietakeron Fadden (Tricycle Press, 2007) ISBN 978-1582461922

Supplementary Reading, Tribes Not Discussed in the Domain

13. *Buffalo Bird Girl: A Hidatsa Story*, by S.D. Nelson (Abrams Books for Young Readers, 2012) ISBN 978-1419703553
14. *Coyote: A Trickster Tale from the American Southwest*, retold and illustrated by Gerald McDermott (Voyager, 1999) ISBN 978-0152019587
15. *How the Stars Fell into the Sky: A Navajo Legend*, by Jerrie Oughton and illustrated by Lisa Desimini (Sandpiper, 1996) ISBN 978-0395779385
16. *If You Lived with the Hopi*, by Anne Kamma and illustrated by Linda Gardner (Scholastic, Inc., 1999) ISBN 978-0590397261
17. *If You Lived with the Indians of the Northwest Coast*, by Anne Kamma and illustrated by Pamela Johnson (Scholastic Inc., 2002) ISBN 978-0439260770
18. *If You Lived with the Iroquois*, by Ellen Levine and illustrated by Shelly Hehenberger (Scholastic, Inc., 1998) ISBN 978-0590674454
19. *The Legend of the Bluebonnet*, by Tomie dePaola (Penguin Putnam Books for Young Readers, 1996) ISBN 978-0698113596
20. *Raven: A Trickster Tale from the Pacific Northwest*, by Gerald McDermott (Harcourt, 1993) ISBN 978-0152656614
21. *Totem Tale: A Tall Story from Alaska*, by Deb Vanasse and illustrated by Erik Brooks (Sasquatch Books, 2006) ISBN 978-1570614392

Native Americans Today

22. *Children of Native America Today*, by Yvonne Wakim Dennis and Arlene B. Hirschfelder (Charlesbridge, 2003) ISBN 978-1570914997
23. *Jingle Dancer*, by Cynthia Leitich Smith and illustrated by Cornelius Van Wright and Ying-Hwa Hu (Morrow Junior Books, 2000) ISBN 978-0688162412
24. *Meet Lydia: A Native Girl from Southeast Alaska (My World: Young Native Americans Today)*, by Miranda Belarde-Lewis and photographs by John Harrington (Council Oak Books, 2004) ISBN 978-1571781475
25. *Meet Mindy: A Native Girl from the Southwest (My World: Young Native Americans Today)*, by Susan Secakuku and photographs by John Harrington (Council Oak Books, 2006) ISBN 978-1571781482
26. *Meet Naiche: A Native Boy from the Chesapeake Bay Region (My World: Young Native Americans Today)*, by Gabrielle Tayac and photographs by John Harrington (Council Oak Books, 2007) ISBN 978-1571781468*
27. *Songs from the Loom: A Navajo Girl Learns to Weave (We Are Still Here: Native Americans Today)*, by Monty Roessel (Lerner Publishing Group, 1995) ISBN 978-0822597124

***Note:** These books contain a great deal of pertinent information but may be above grade level. Feel free to read sections of these books as you see fit.



Vocabulary List for Native Americans (Part I)

This list includes many important words your child will learn about in **Native Americans**. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ borrow
- ☐ coast
- ☐ deserts
- ☐ roamed
- ☐ shelter
- ☐ tribes
- ☐ galloping
- ☐ finally
- ☐ horizon
- ☐ moccasins
- ☐ succulent
- ☐ chief
- ☐ mischief
- ☐ parfleche
- ☐ tipis

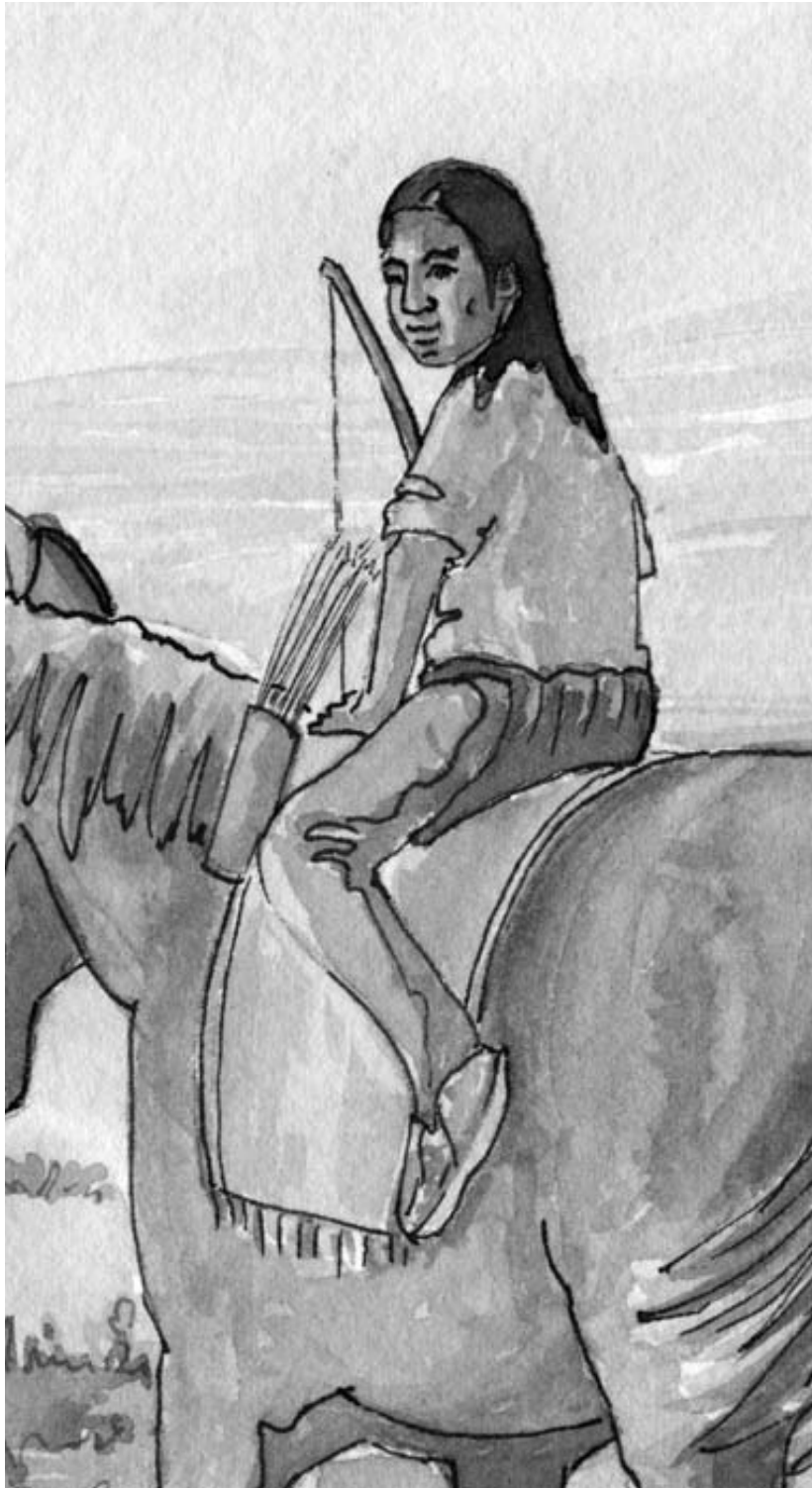
Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

	Draw it
	Count the number of letters
	Find an example
	Tell a friend about it
	Act it out
	Make up a song using it



Lakota Sioux

Directions: You may wish to use these images to represent the Lakota Sioux, the Wampanoag, and the Lenape on the Native American Chart.



Wampanoag

Directions: You may wish to use these images to represent the Lakota Sioux, the Wampanoag, and the Lenape on the Native American Chart.

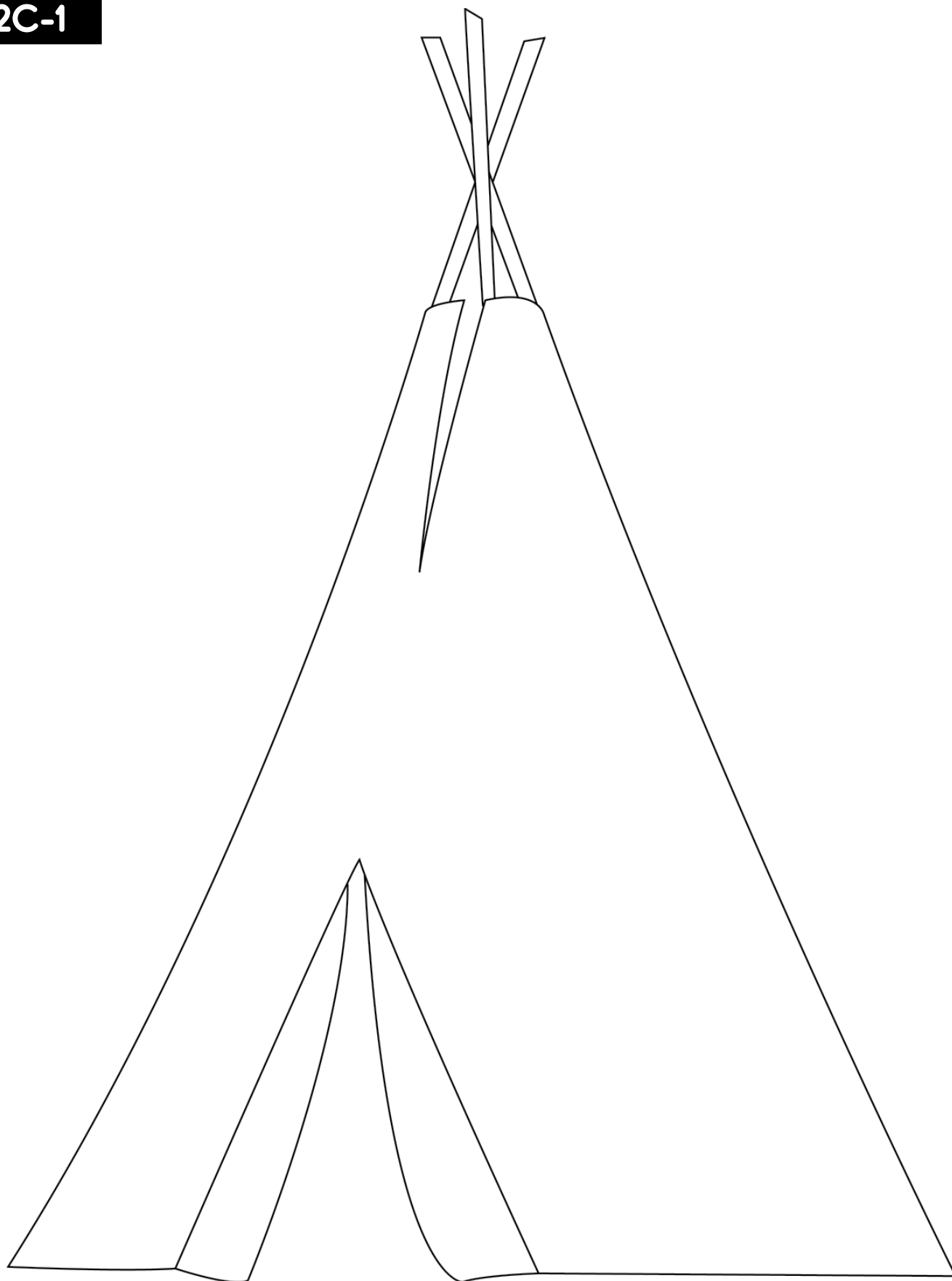


Lenape

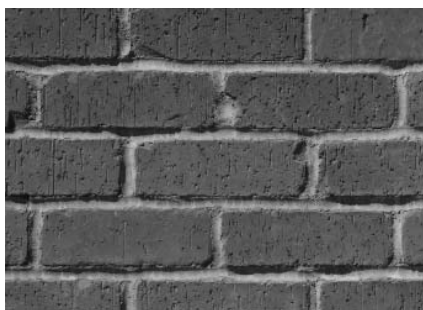
Directions: You may wish to use these images to represent the Lakota Sioux, the Wampanoag, and the Lenape on the Native American Chart.



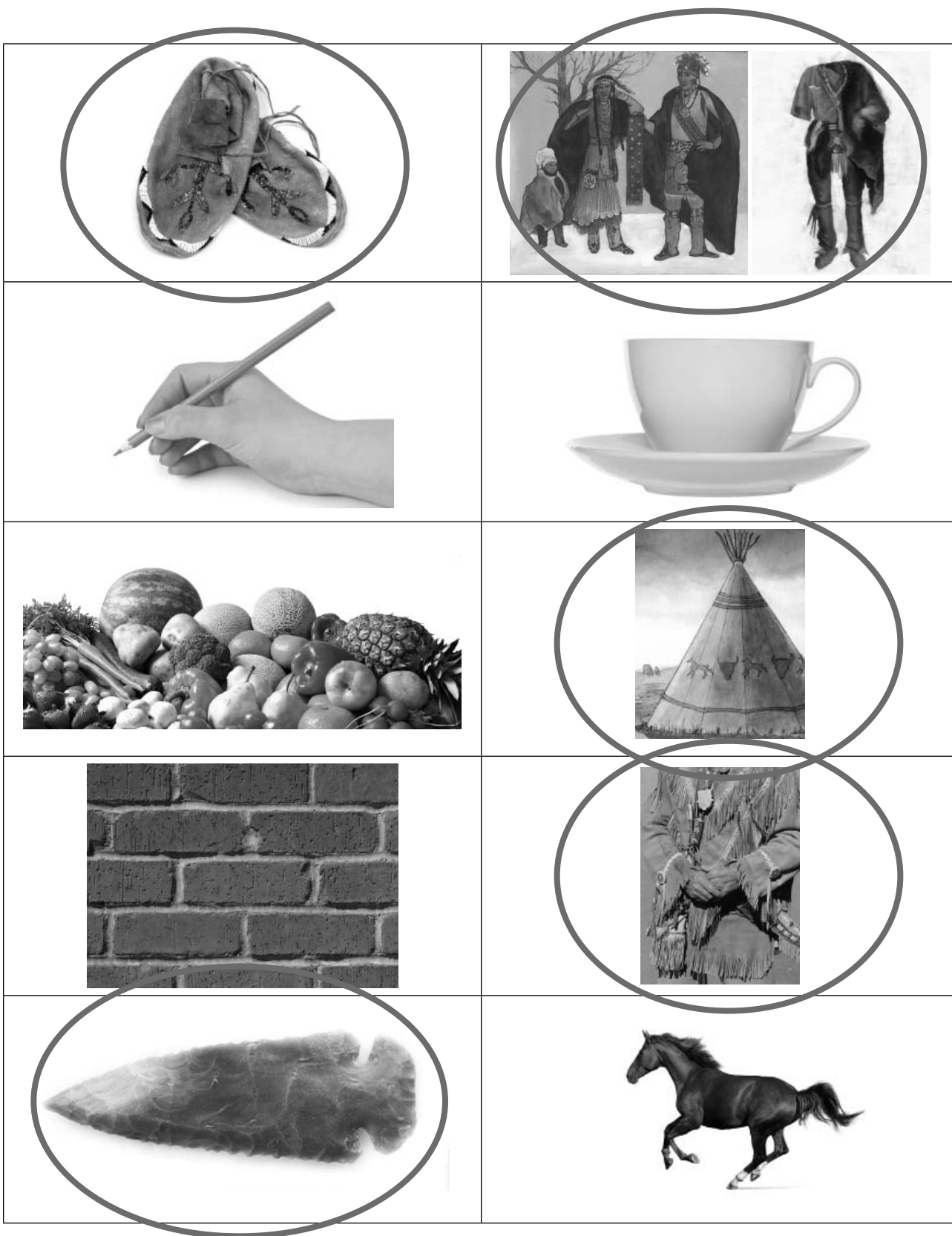
Directions: Think about what kind of design or colors you would like to have on your tipi. Then draw your design on the tipi.



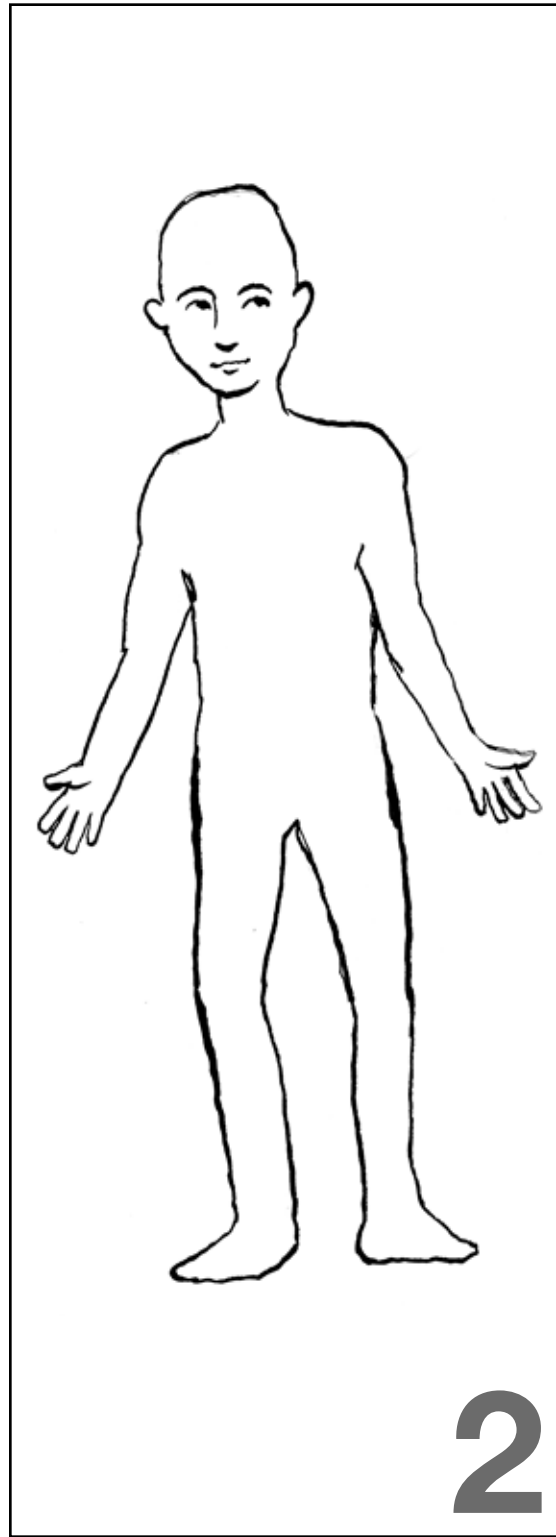
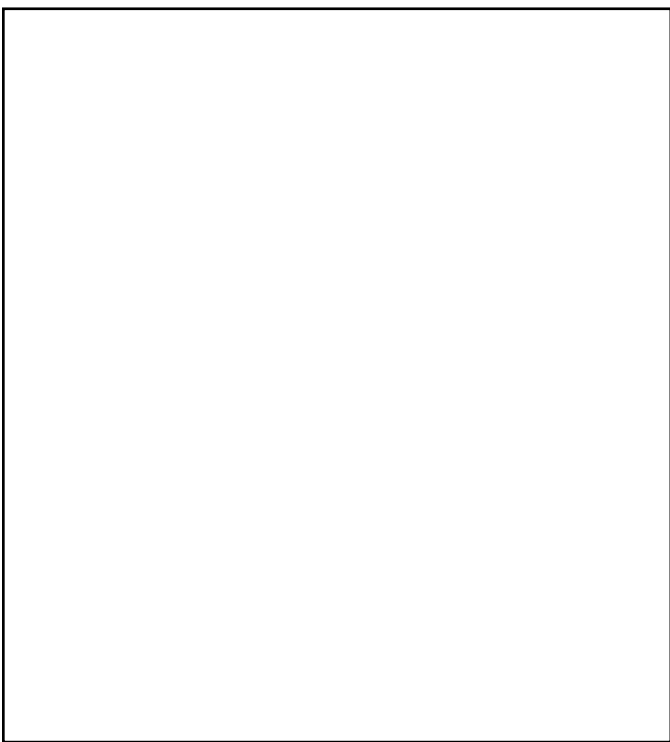
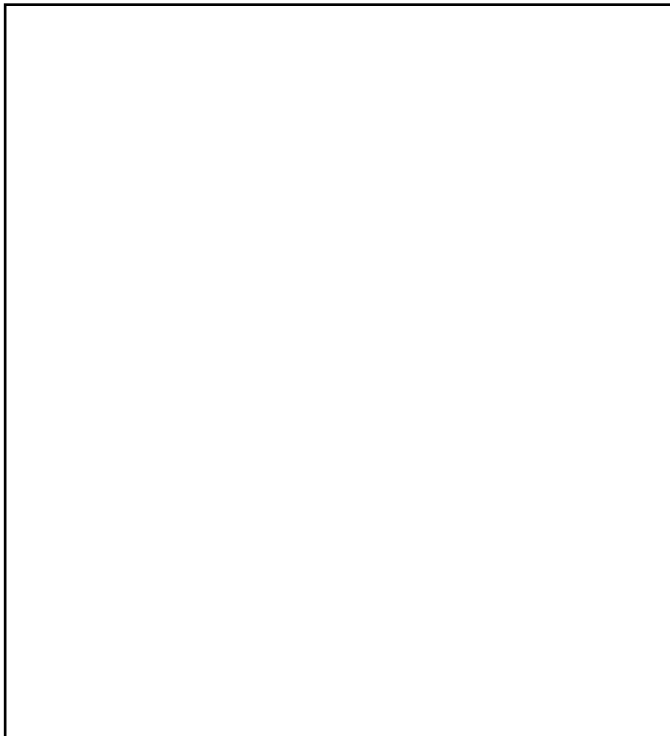
Directions: Circle the items that might have been made from parts of the buffalo.



Directions: Circle the items that might have been made from parts of the buffalo.



Directions: 1. In the top box, draw a picture of the kind of shelter the Lakota Sioux lived in. 2. In the bottom box, draw a picture of what the Lakota Sioux ate. 3. On the person, draw clothing that the Lakota Sioux wore. You may choose to make the person a boy or girl.



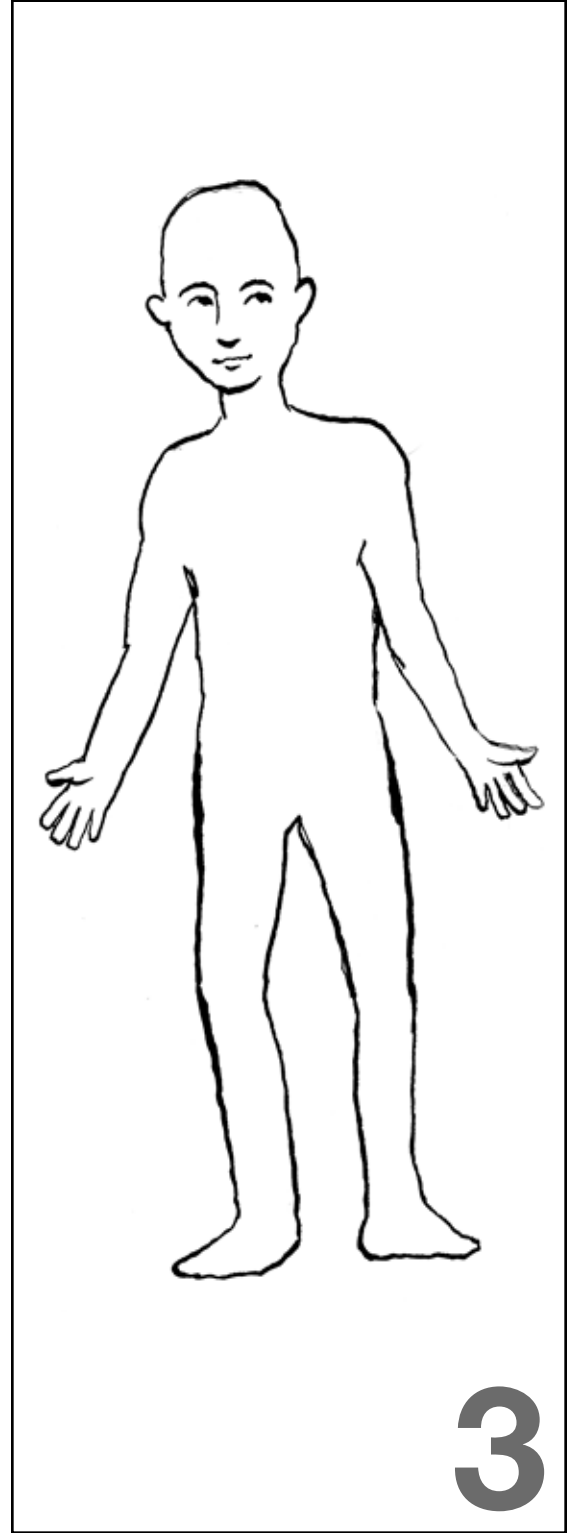
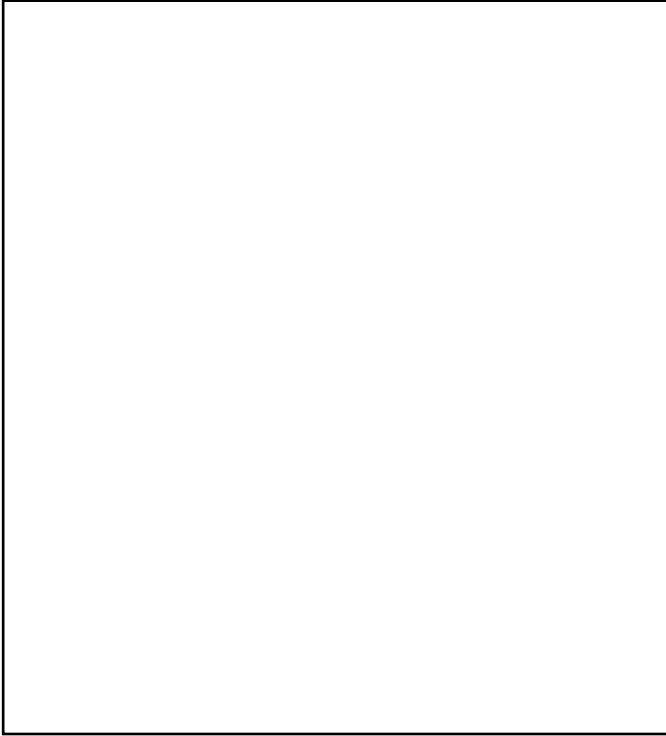
Directions: Cut out the four images that are related to the Lakota Sioux people, and tape or glue them on another piece of paper.



Directions: Cut out the four images that are related to the Lakota Sioux people, and tape or glue them on another piece of paper.



Directions: 1. In the top box, draw a picture of the kind of shelter the Wampanoag lived in. 2. In the bottom box, draw a picture of what the Wampanoag ate. 3. On the person, draw clothing that the Wampanoag wore. You may choose to make the person a boy or girl.





I hope your child has enjoyed learning about the Lakota Sioux (la-KO-tuh soo) Native American tribe. Over the next several days, your child will be learning about the Wampanoag (WAHMP-ann-oh-ag) and Lenape (lun-NAH-pay) tribes. These tribes lived in the Eastern Woodlands of the United States. Your child will learn how these Native American tribes lived, including clothes they wore, food they ate, and homes they lived in.

Below are some suggestions for activities that you can do at home to support what your child is learning about Native Americans at school.

1. Bear, Gull, and Crow

Your child will hear a Wampanoag story called “Bear, Gull, and Crow.” Ask your child to retell this story using the images and captions provided with this letter. Ask your child about the characters, settings, and plot as well as their favorite part of this story.

2. Where Are We?

Show your child the map of the United States on the back of this letter. See if your child can point out the state in which you live. Then help your child locate where the Wampanoag and the Lenape tribes lived in the Eastern Woodlands (for the Wampanoag: Rhode Island and Massachusetts; for the Lenape: New York, Pennsylvania, and Delaware).

3. If You Were There

With your child, imagine what it would have been like to live without any of our modern conveniences, like electricity, the microwave, television, or supermarkets. What would it be like to depend only upon nature for food, clothing, and shelter?

4. Read Aloud Each Day

Set aside time to read to your child each day. Please refer to the list of books sent home with the previous family letter.

Be sure to talk to your child about the interesting things s/he has learned about Native Americans.



Vocabulary List for Native Americans (Part II)

This list includes many important words your child will learn about in **Native Americans**. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ bay
- ☐ feast
- ☐ rockweed
- ☐ wading
- ☐ burrows
- ☐ canoe
- ☐ harvested
- ☐ trekked
- ☐ wigwam
- ☐ harmony
- ☐ powwows
- ☐ traditions

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

	Draw it
	Count the number of letters
	Find an example
	Tell a friend about it
	Act it out
	Make up a song using it



Bear, Gull and Crow A Wampanoag Story



1 Three animal friends.



2 The Wampanoag collecting smooth rocks for the appanaug.



3 The Upright Walkers collecting clams for the appanaug.



4 Getting ready for the feast.

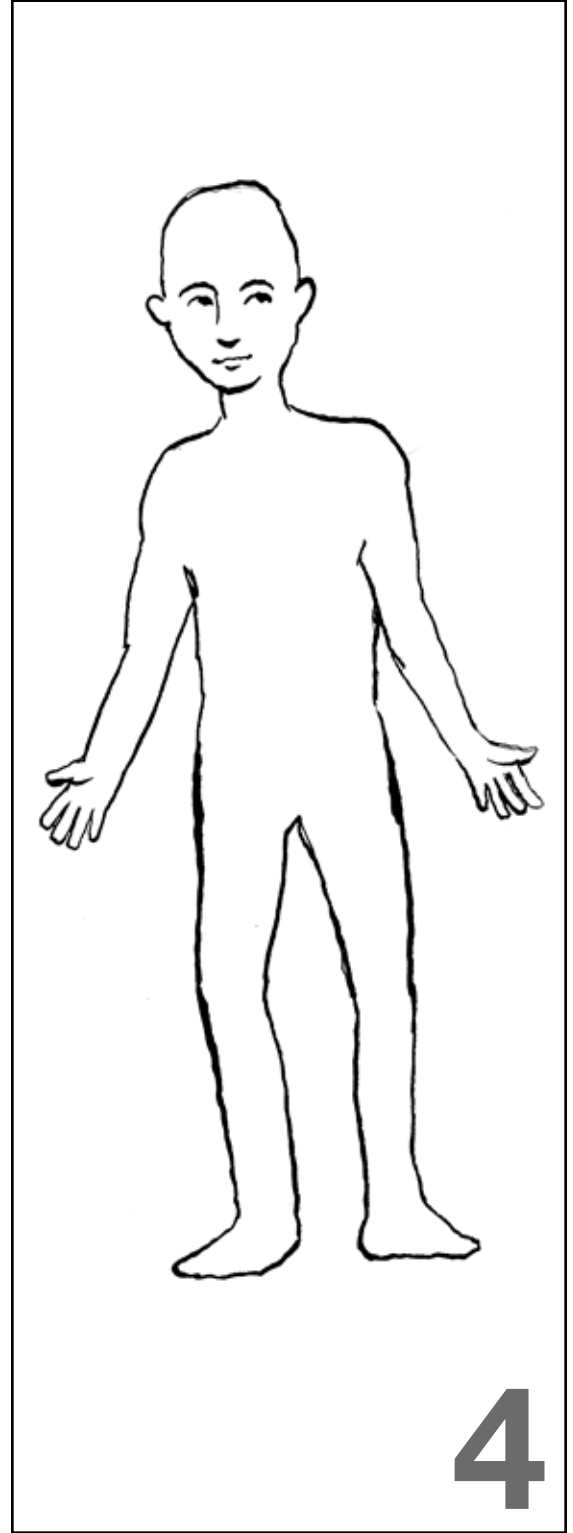
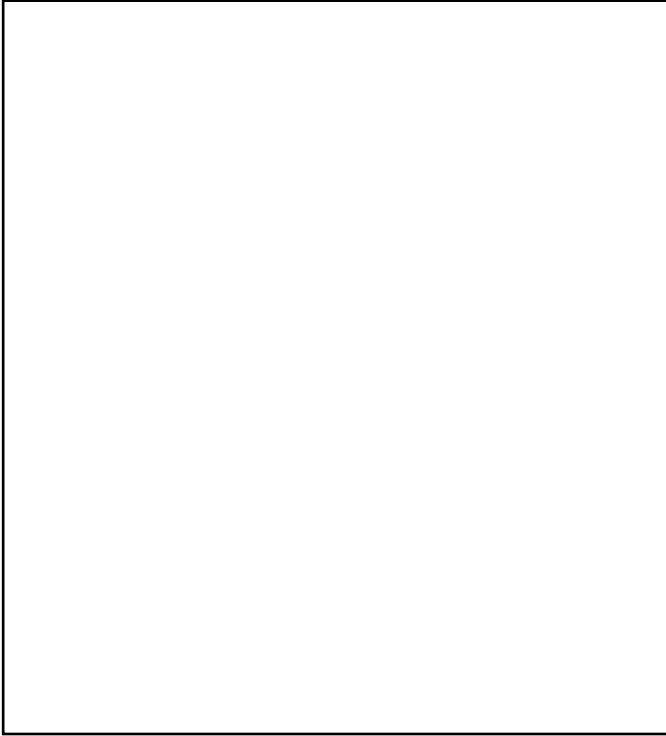


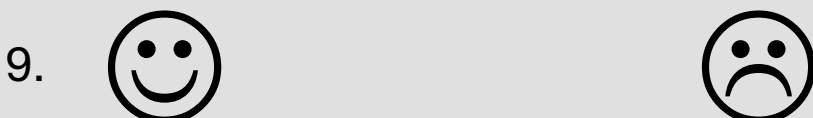
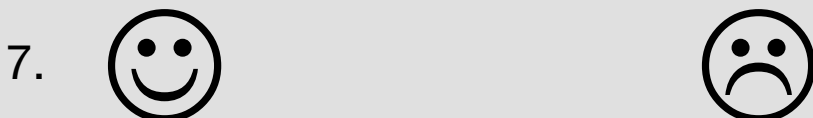
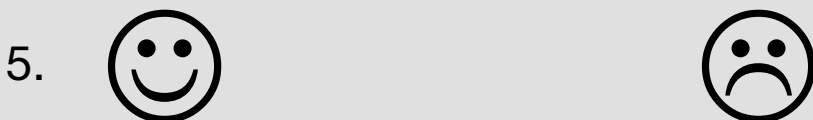
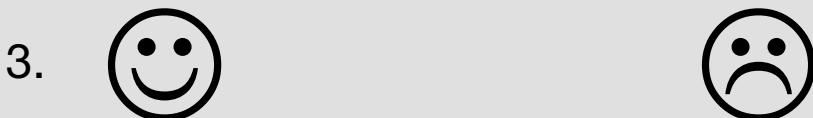
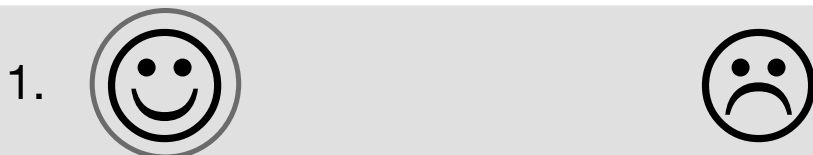
5 Let the feasting begin!



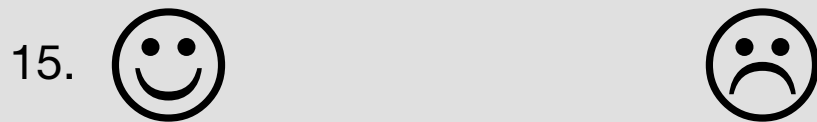
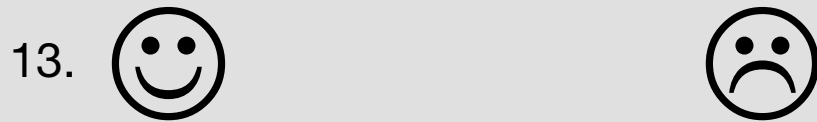
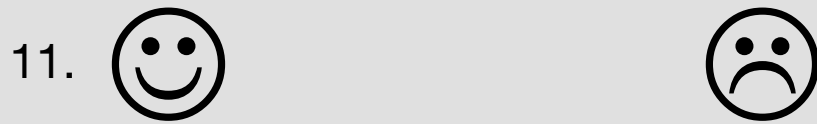
6 Girl sharing the appanaug feast with the animals.

Directions: 1. In the top box, draw a picture of the kind of shelter the Lenape lived in. 2. In the bottom box, draw a picture of what the Lenape ate. 3. On the person, draw clothing that the Lenape wore. You may choose to make the person a boy or girl.





Directions: Listen to your teacher's instructions.



1.	<input checked="" type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input checked="" type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>
4.	<input checked="" type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input checked="" type="radio"/>
6.	<input checked="" type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input checked="" type="radio"/>
8.	<input checked="" type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input checked="" type="radio"/>
10.	<input type="radio"/>	<input checked="" type="radio"/>

Directions: Listen to your teacher's instructions.

11.	<input type="radio"/>	<input type="radio"/>
12.	<input type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input checked="" type="radio"/>
14.	<input type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input type="radio"/>

1.



2.



3.



4.



Directions: Listen to your teacher's instructions.

5.



6.



7.



8.



1.



2.



3.



4.



Directions: Listen to your teacher's instructions.

5.



6.



7.



8.



Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

[illegible]

Tens Conversion Chart

		Number Correct																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of Questions	1	0	10																			
	2	0	5	10																		
	3	0	3	7	10																	
	4	0	3	5	8	10																
	5	0	2	4	6	8	10															
	6	0	2	3	5	7	8	10														
	7	0	1	3	4	6	7	9	10													
	8	0	1	3	4	5	6	8	9	10												
	9	0	1	2	3	4	6	7	8	9	10											
	10	0	1	2	3	4	5	6	7	8	9	10										
	11	0	1	2	3	4	5	5	6	7	8	9	10									
	12	0	1	2	3	3	4	5	6	7	8	8	9	10								
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

CORE KNOWLEDGE LANGUAGE ARTS

SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

PRESIDENT

Linda Bevilacqua

EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool
Khara Turnbull, Materials Development Manager
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson
Robin Blackshire
Maggie Buchanan
Paula Coyner
Sue Fulton
Sara Hunt
Erin Kist
Robin Luecke
Rosie McCormick
Cynthia Peng
Liz Pettit
Ellen Sadler
Deborah Samley
Diane Auger Smith
Sarah Zelinke

DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall
Michael Donegan
Liza Greene
Matt Leech
Bridget Moriarty
Lauren Pack

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

ADDITIONAL CONSULTING SERVICES

Ang Blanchette
Dorrit Green
Carolyn Pinkerton

ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

The Word Work exercises are based on the work of Beck, McKeown, and Kucan in *Bringing Words to Life* (The Guilford Press, 2002).

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

EXPERT REVIEWER

Jeffrey Hantman

WRITERS

Beth Engel, Rosie McCormick, Cate Whittington, Core Knowledge Staff

ILLUSTRATORS

Bryan Beus	6A-1, 6A-2, 6A-3, 6A-4, 6A-5
Shari Griffiths	1A-19, 2A-4, 3A-1, 3A-2, 3A-3, 3A-4, 3A-5, 3A-6, 3A-7, 3A-8, 3A-9, 3A-10, 3A-11, 3A-12, 7A-21, 7A-26
Kristin Kwan	7A-2, 7A-19
Tyler Pack	1A-21, 1A-22b, 1A-23, 7A-1
Mary Parker	1A-14, 7A-12, 7A-24
Michael Parker	1A-16, 7A-20
Sharae Peterson	1A-12, 1A-13, 2A-3, 2A-7, 4A-1, 4A-2, 4A-3, 4A-4, 4A-5, 4A-6, 7A-3
Brooke Sadler	1A-18, 7A-10, 7A-23
Apryl Stott	5A-3, 5A-4, 5A-5, 5A-6, 5A-7, 5A-8, 5A-9, 5A-10, 5A-11, 5A-12, 5A-13, 5A-14, 7A-7
Carolyn Wouden	1A-15



Native Americans

Tell It Again!™ Read-Aloud Supplemental Guide

Listening & Learning™ Strand
KINDERGARTEN

The Core Knowledge Foundation
www.coreknowledge.org