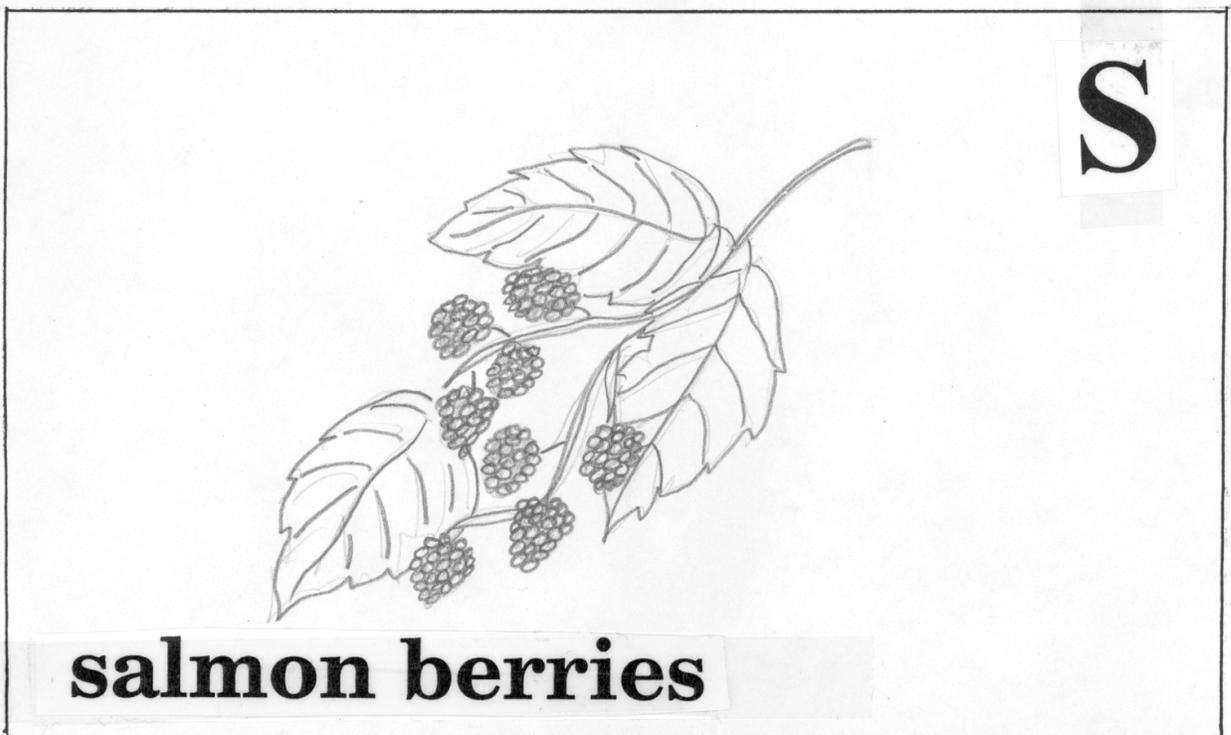
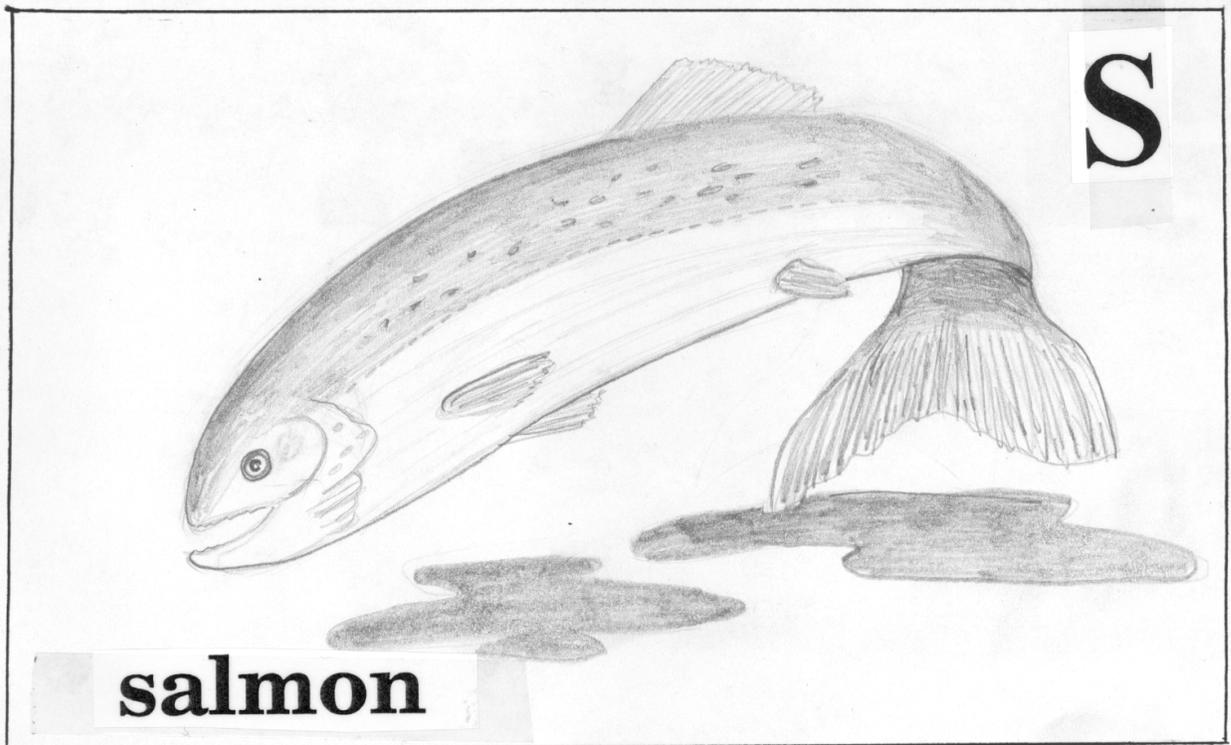
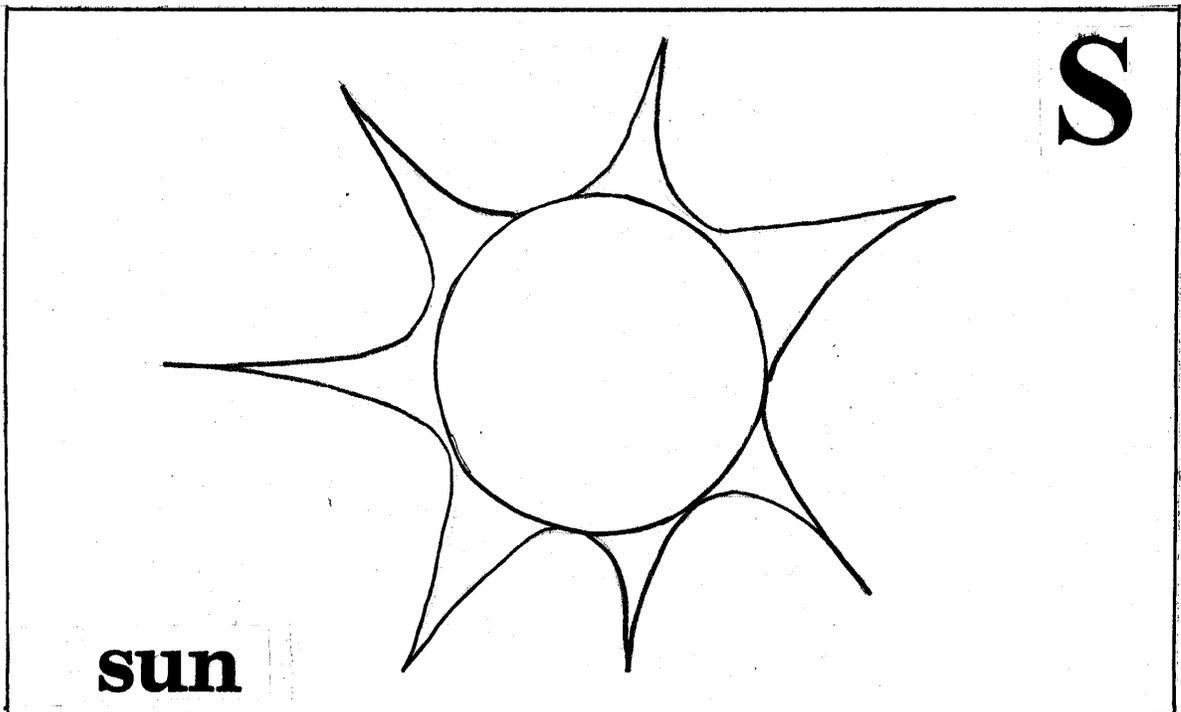
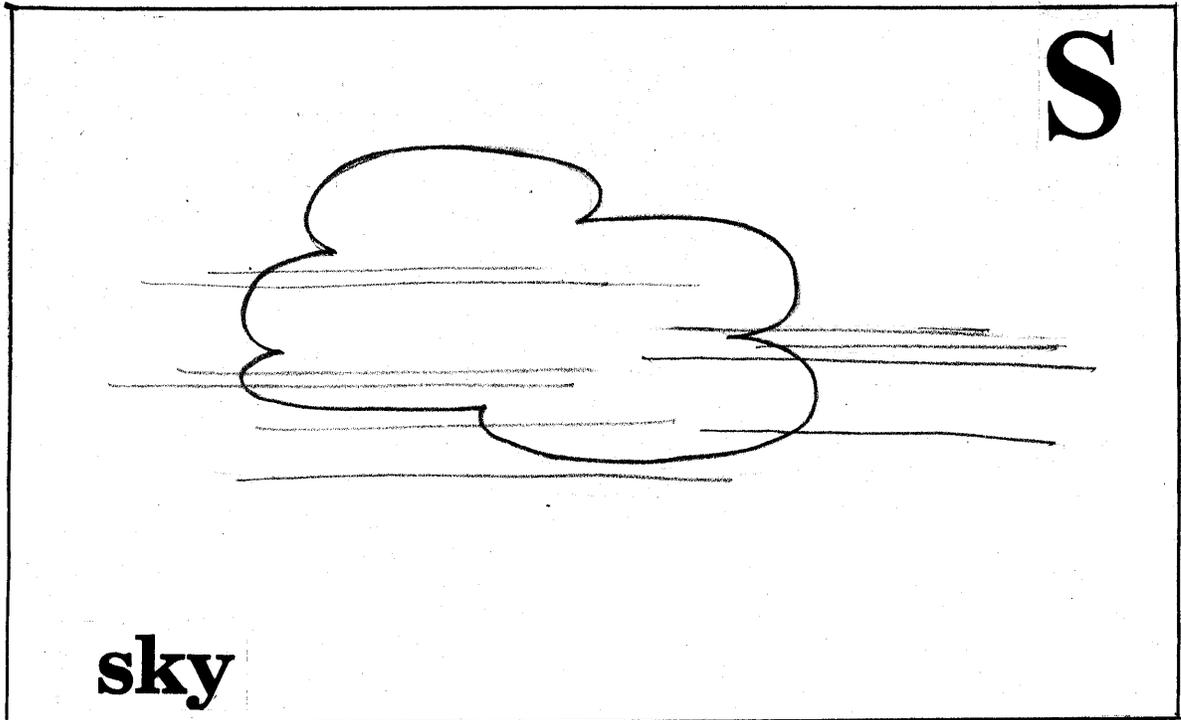
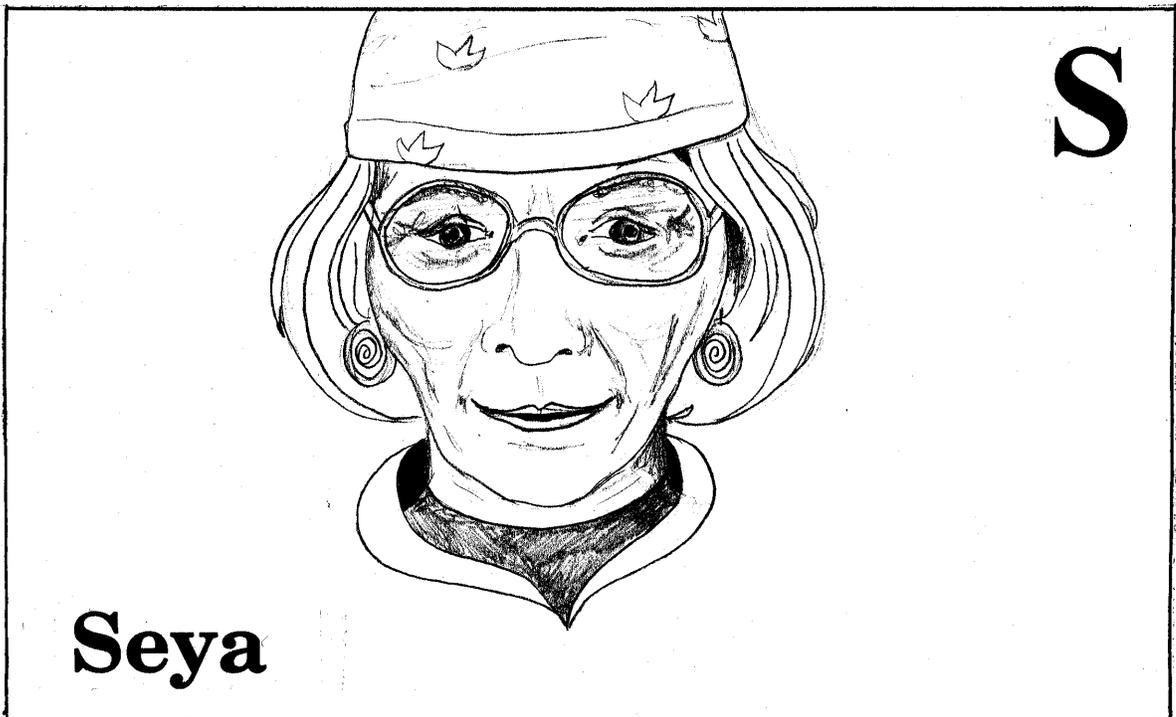
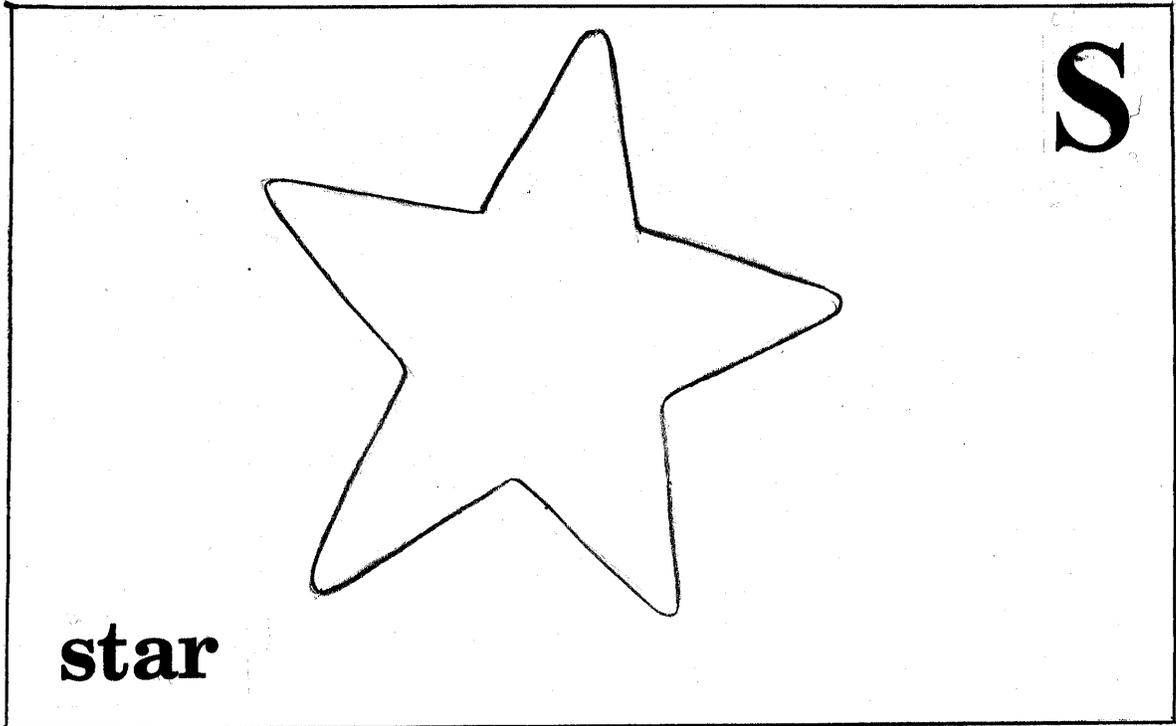


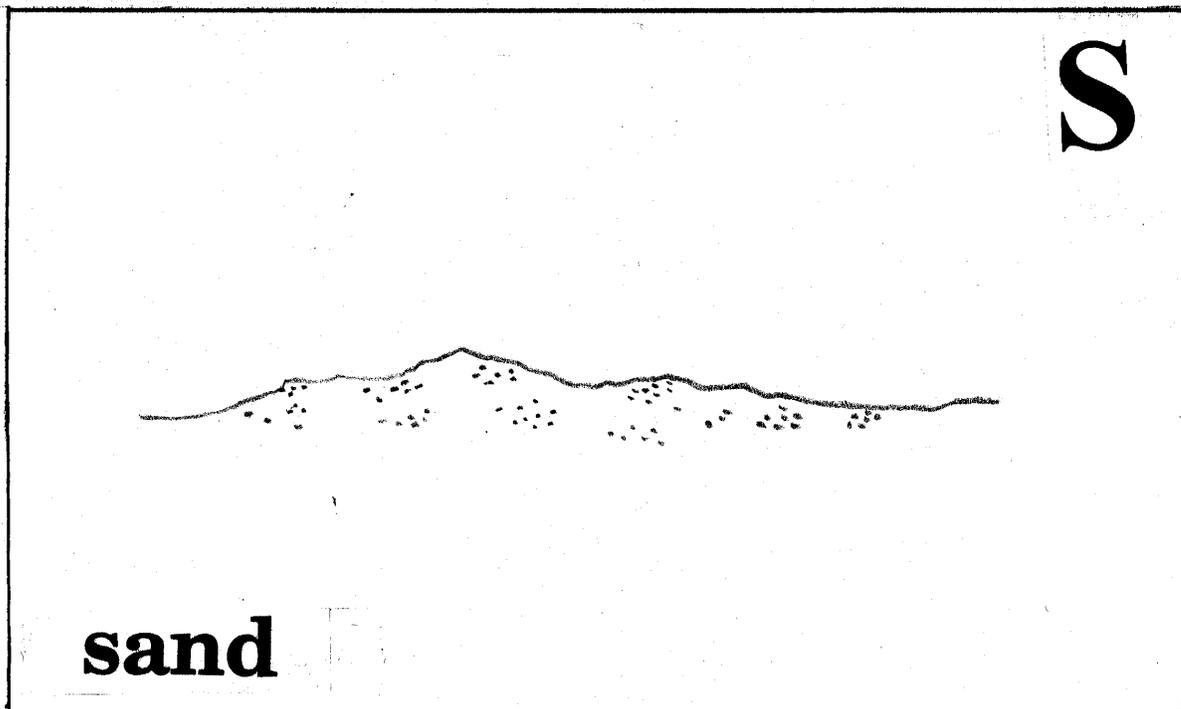
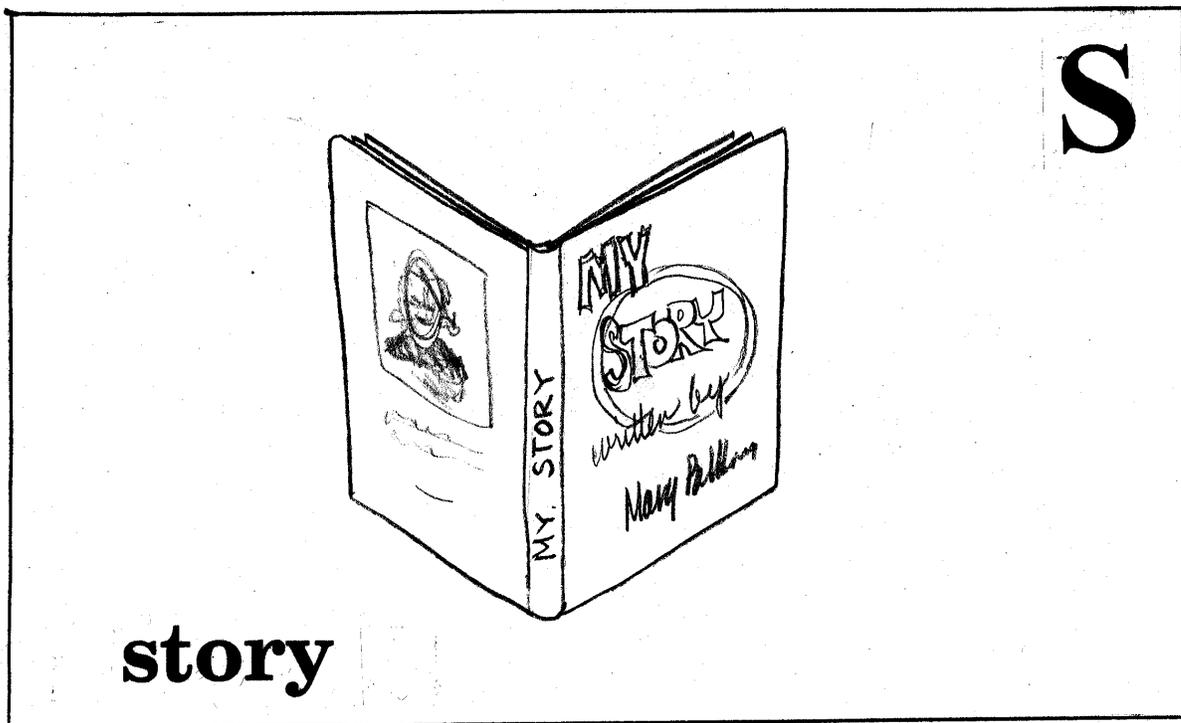
Concept/Topic: Hunting and Gathering		Week 4
Essential Question: 1	What significance do hunting and gathering have in the Native American culture?	
Guiding Question: B	How do hunting and gathering teach history of the family, tribe, and geographical area?	
Social Studies Learning Outcomes: 1B	Students will describe family relationships, roles, and responsibilities.	
Literacy Development Learning Outcomes:	<p>Students will:</p> <ul style="list-style-type: none"> • learn about sequencing of events, past and present. • continue to develop phonemic awareness. • recognize patterns in language. 	<p>Reading Skills:</p> <ul style="list-style-type: none"> • S – phonemic awareness • Sight words <u>in</u> & <u>the</u>
EALR(s):	Reading: 1.1, 1.2, 1.4, 2.1, 2.2, 3.1, 3.3	Writing: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3
	Communication:	Social Studies: Other: Mathematics Science
Suggested Books:	<ul style="list-style-type: none"> • “Our Elders Say”-- Sally Brownfield. • <i>True Book of Native Americans</i> —Children’s Press. • <i>Then & Now</i> —Katie Sharp. • <i>Seya’s Song</i> –Ron Hirschi. • <i>The Good Hunter and Fishermen</i> –Indian Reading Series. 	
Vocabulary/ Language Development (words, phrases):	antlers, branches, bumpy, carry, climb, deer, elk, gun, gut-it-out, hill, horns, hunter, road, safely, safety, shoot, skin-it-out, spot, stump, trees, trail, wait, watch. Sight words: <u>the</u> , <u>in</u> .	
Resources:	Guest speakers, like tribal hunters, fisher-people, gatherers, elders, tribal, Natural Resources department specialists, etc.	

Monday	Tuesday	Wednesday	Thursday	Friday					
Morning Circle									
<ul style="list-style-type: none"> • Ask, "Who in your family goes hunting and why?" • Ask students to bring in photos of family hunting and gathering times. • Ask, "Who/what is an elder?" • Ask, "What would we ask an elder about the old days and the old ways?" Compile a list. 	<ul style="list-style-type: none"> • Introduce the guest speaker. Ask your guest to use the vocabulary words for this week. • Demonstrate the Then & Now chart. Tell students to listen for then and now in story. 	<ul style="list-style-type: none"> • Ask an elder to talk about hunting and gathering • Listen carefully for items to add to the Then & Now chart. 	<ul style="list-style-type: none"> • Have students discuss what they learned from the elders in Morning Circle. • Complete a Language experience chart together using Sally Brownfield's template (see HG 4.7). 	<ul style="list-style-type: none"> • Talk about safety when hunting. • Revisit hunting and gathering pictures. If possible, bring in Tribal elder to discuss his hunting or fishing spots and safety/traditions. 					
Shared Reading									
<ul style="list-style-type: none"> • Read "Our Elders Say." • Use on-going word wall chart to post new words. 	<ul style="list-style-type: none"> • Read story from <i>True Book of Native Americans</i> p. 40-42. 	<ul style="list-style-type: none"> • Read <i>Then & Now</i>. • Add to Then & Now chart. 	<ul style="list-style-type: none"> • Read half of <i>Seya's Song</i>. Add to Then & Now chart. • Tell students to listen for hunting, gathering, tools, and places. 	<ul style="list-style-type: none"> • Finish <i>Seya's Song</i>. 					
Individual, Paired, or Small Group Work									
<ul style="list-style-type: none"> • Have students illustrate a scene in the story from long ago. • Dictate a sentence for the students or have them write their own sentence or story. 	<ul style="list-style-type: none"> • Draw and label a Then & Now chart: <table border="1" style="width: 100%; height: 100px;"> <thead> <tr> <th style="width: 50%;">Then</th> <th style="width: 50%;">Now</th> </tr> </thead> <tbody> <tr> <td style="height: 80px;"></td> <td style="height: 80px;"></td> </tr> </tbody> </table>		Then	Now			<ul style="list-style-type: none"> • Have students write thank-you cards. They could draw something they learned, or use standard letter format. 	<ul style="list-style-type: none"> • Continue work on 'S.' Brainstorm S words (sky, sun, sea, sand, salmon berries, Seya, star). Color book of S words. • Create a pattern book: <u>the sun is in</u> the sky. • Have students tell about Seya and Grandma using as many S words possible. 	<ul style="list-style-type: none"> • Add to Then & Now chart of <i>Seya's Song</i>.
	Then	Now							
Teacher Instruction									
<ul style="list-style-type: none"> • Create a board to display hunting pictures from students' families. • Post vocab on on-going word wall in categories. 	<ul style="list-style-type: none"> • Create Then & Now chart. • Give elder vocabulary to preview. 	<ul style="list-style-type: none"> • Fold cards for stationery. • Make S books for tomorrow. 	<ul style="list-style-type: none"> • Bind or display little pattern book 	<ul style="list-style-type: none"> • Using large railroad board, create big book to share. 					









Our Elders Say

Our Elders Say:

Take care of the earth.

(illustration idea: picking up litter or raking leaves)

Take care of the animals.

(illustration idea: putting back the bones of the salmon)

Take care of the water

(illustration idea: putting up a sign near water "Please do not pollute.")

Take care of the birds.

(illustration idea: _____)

Take care of the air.

(illustration idea: _____)

Take care of each other.

(illustration ideas helping each other at school, older child holding hand of younger child, child getting tea for elder)