

Concept/Topic: Hunting and Gathering**Week 3**

Essential Question: 1	What significance do hunting and gathering have on 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:	Students will describe family relationships, role and responsibilities.		
Literacy Development Learning Outcomes:	Students will learn about: <ul style="list-style-type: none"> • genre: legend • the ordinal number for story sequence • story structure • story elements – character, setting, etc. • matching language with illustrations 	Reading Skills: Introduce "S" Sequence words	
EALR(s):	Reading: 1.1, 1.2, 1.4, 2.1	Writing:	
	Communication:	Social Studies:	Other:
Vocabulary/ Language Development (words, phrases):	after that, animals, at last, finally, first, legend, people, respect, second, share, story, suddenly, then.		
Suggested Books:	<ul style="list-style-type: none"> • “Journey to the Sky and Back Down” in <i>Haboo: Native American Stories from Puget Sound</i>–Vi Hilbert. • <i>Skunk</i>--Indian Reading Series level 1, book 19. 		
Resources:	There are a number of legends and stories to draw from. Check complete bibliography as well as local legends. <ul style="list-style-type: none"> • Map of Washington. • Could create or find a number counting book. • Tag board for puppets. 		
Culminating Activity:			

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Circle				
<ul style="list-style-type: none"> • Discuss stories/ legends. • Stress key points of a legend. • Introduce schema. 	<ul style="list-style-type: none"> • Revisit legend discussion, put story on wall chart (HG 3.13). • Define ordinal numbers. • Link to story order. Ask, "Who can read a word on the 'S' chart? You line up <u>first</u>..." 	<ul style="list-style-type: none"> • Revisit guiding question 'B.' • <u>Discussion:</u> Bring in photos or maps of Reservation, or draw landmarks of community citing own family or tribal places of gathering. 	<ul style="list-style-type: none"> • Have students define legend. • Ask, "What do we know about a skunk?" Write down answers. • Set-up prior knowledge; predict vocabulary. 	<ul style="list-style-type: none"> • Add <i>Skunk</i> story to wall chart (from Tuesday). • Model retelling the story with brown bag and props. • Have students practice order and fluency.
Shared Reading				
<ul style="list-style-type: none"> • Read or tell "Journey to the Sky and Back Down." • Make a story map and label all of the places that the animals journeyed. 	<ul style="list-style-type: none"> • Tell "Journey to the Sky and Back Down." • Tell the students to listen for special words like 'first', 'second', or 'then.' • Create a mini-chart for each group. Students explain their understanding of the story in the wedges (see HG 3.14). 	<ul style="list-style-type: none"> • Read <i>Blueberries for Sal</i> or local gathering story. • Stress places where families traditionally go. 	<ul style="list-style-type: none"> • Share <i>Skunk</i>. • Discuss 1st, 2nd, then, etc. • Add S words to large S chart (star). 	<ul style="list-style-type: none"> • Have students use their story bags to retell the story to partners. • Have students perform for older students.
Individual, Paired, or Small Group Work				
<ul style="list-style-type: none"> • Have students pick an 'S' word. Using black paper and white crayons, have students write their word. • Read and paste words on large paper star. • Draw own small story map retelling story setting of "Journey." 	<ul style="list-style-type: none"> • Have students retell "Journey" orally. • Work in two groups to illustrate the story. • Ask, "What was the first thing that happened?" • Have students glue the illustrations in order. 	<ul style="list-style-type: none"> • Use large paper with landmarks from morning circle. • Have students draw pictures of their family on small pieces of paper and glue to larger class map. Label what it is they gather or hunt there. 	<ul style="list-style-type: none"> • Create and color skunk puppet. • Cut pictures and put in story bags for retelling of <i>Skunk</i>. • Tell students to practice the story and sequencing words so that the story can be kept in order. 	<ul style="list-style-type: none"> • Practice writing the letter S. Use string on tag board or a pre-made snake shape.

Teacher Instruction

<ul style="list-style-type: none">• Find definitions for: setting, character and lesson.• Make a schema chart of legend. (See HG 1.9).• Make large paper star for S words.	<ul style="list-style-type: none">• Post sequencing words on wall.• Students could make masks from "Journey."	<ul style="list-style-type: none">• Make "Story Bags" for Thursday. (See HG 3.4).	<ul style="list-style-type: none">• Students could create a story with a moral.	<ul style="list-style-type: none">• Tape record children retelling the story.• Have students take home story bags.
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*See HG 11 for more information

TEACHER:

1. Print the label below.
2. Cut and label a brown paper lunch bag for each child.
3. Have the child put his/her name on the bag.
4. Put the story objects into the bag to use for retelling
5. See also Hunting and Gathering Week 11 for further details on the story bag.



Name _____

My Story Bag

Name _____

My Story Bag

Name _____

My Story Bag

Name _____

My Story Bag

Name _____

My Story Bag

first . . .

Second

next...

following
this...

after that...

then finally...

at last...

Teacher: Enlarge and use this as a wall chart. Make each student a copy.

Name _____

ENDING				
MAJOR EVENTS				
SETTING				
CHARACTERS				
STORY				

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	Day 2
	Group Work
	"Journey" chart

"Journey to the Sky and Back Down"

