

Concept/Topic: Hunting and Gathering		Week 5
Essential Question: 2	How are hunting and gathering traditions carried-out and preserved?	
Guiding Question: C	What knowledge of hunting and gathering is needed to sustain life?	
Social Studies Learning Outcomes:	Students will be able to listen to, read, and retell legends.	
Literacy Development Learning Outcomes:	Students will: <ul style="list-style-type: none"> • be able to listen, read, retell legends • learn about procedural text • become familiar with ‘A long time ago...’ 	Reading Skills: Prediction Genre—legends Procedural text Compare/contrast
EALR(s):	Reading: 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2	Writing: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3
	Communication:	Social Studies:
		Other:
Suggested Books:	<ul style="list-style-type: none"> • <i>Seya’s Song</i>— Ron Hirschi. • “The Wild Blackberry” in <i>Haboo: Lushootseed Literature in English</i> –Vi Hilbert. • <i>Come to Our Salmon Feast</i>—Martha Ferguson. • <i>Story of the Seasons</i> –Indian Reading Series level III, book 1. • <i>Why Skunk Smells Pretty Good Most of The Time</i> –Linda Skinner. 	
Vocabulary/ Language Development (words, phrases):	a long time, aunt, basket, berry, berry vines, birds, boots, brother, celebration, creek, cousin, dark, daylight, deer, dig, drums, elk, fall, father, feast, fish, food, giving thanks, grandmother, greedy, healthy, hunt, life, listen, logs, mother, nutrition, pan, pick, pie, roots, save, share, sister, songs, spring, store (to keep), sticks, strong, stumps, summer, uncle, wind, winter. <ul style="list-style-type: none"> • Discuss homophones. 	
Resources:	Tribal elders, tribal historians, books, video of hunting and gathering and fishing areas. Family videos of fishing, trapping game. Put out all-call – who can teach us how to smoke salmon, make frybread. Big chart of <u>Then & Now</u> /reference the old ways to today in smoking salmon & making frybread. Plot what is available in four seasons, collect pictures of smoked salmon; gather traditional recipes. Perhaps publish a class cookbook. Is it possible to smoke salmon at your school? Bring in recipe books.	

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Circle				
<ul style="list-style-type: none"> • Introduce Seasons chart. Label. • Discuss how stories of hunting and gathering teach us about seasons. 	<ul style="list-style-type: none"> • Say, “Today we will watch the preparation of food from its natural state. We are going to learn to smoke salmon.” • Introduce guest. 	<ul style="list-style-type: none"> • Review what is a legend. (See HG 1.9). • Have students predict lesson in <i>Why Skunk Smells Pretty Good Most of the Time</i>. 	<ul style="list-style-type: none"> • Make a big book using <i>Why Skunk Smells Pretty Good Most of the Time</i>. (See HG 5.5.) 	<ul style="list-style-type: none"> • Share our families responses to Mon. homework. • Lay out remaining work for the day, students continue to completion. • Class makes big book. • Practice own segment.
Shared Reading				
<ul style="list-style-type: none"> • Read <i>Seya’s Song</i>. Tell students to listen for things that happen in the four seasons. • Lead discussion about late summer & fall chart. 	<ul style="list-style-type: none"> • Tell students about a new kind of text, a recipe. • Recall and revisit jam book. • Discuss how preserving food sustains life Then & Now. 	<ul style="list-style-type: none"> • Read <i>Why Skunk Smells Pretty Good Most of the Time</i> (see HG 5.5). 	<p>Work continues from morning circle.</p>	<ul style="list-style-type: none"> • Share with one another. • Bind story into book form. • Class – each student (or pairs) holds a separate page.
Individual, Paired, or Small Group Work				
<ul style="list-style-type: none"> • Say, “The focus today is fall.” • Have students use recall of story with their partner. Have them list as many things as they can that they would need to prepare for fall. 	<ul style="list-style-type: none"> • Have students write down what they saw. • For language experience, have students create a procedural text on smoking salmon. • Stress sequence. 	<ul style="list-style-type: none"> • Frame for a legend – using frame, do a retell. • Lead students in a shared writing of the retelling. 	<ul style="list-style-type: none"> • Illustrate <i>Why Skunk Smells Pretty Good Most of the Time</i>. • Following discussion, assign pages for partners. See directions to assemble. 	<p>Culminating Activity:</p> <ul style="list-style-type: none"> • Serve smoked salmon on crackers. • Share book with another class. • Write thank-you notes to community member for smoking salmon.

Teacher Instruction				
<ul style="list-style-type: none"> • Make a season chart, using circle. • Find a parent to demonstrate smoking fish & game. • Homework: Ask parents: "What is gathered & preserved in our family?" Record and bring to school for Friday's morning circle. 	<ul style="list-style-type: none"> • Gather pictures. • Post Then & Now chart. • If smoking salmon is not possible, use other community food prep resources. 	<ul style="list-style-type: none"> • Prepare frame for chart: Who What Where Setting Moral/lesson. 	<ul style="list-style-type: none"> • Collect large brown bags. • Use big book instructions HG 5.24. 	

Concept/Topic: Hunting and Gathering	Week 5
	Day 3
	Morning Circle
	Activity: Shared Reading

Why Skunk Smells Pretty Good

1. Have children close their eyes and listen to the teacher read the story.
2. Let children explore bird books and animal books to find the characters in this story. Talk about their differences and similarities. Chart them.
3. Help children identify birdcalls by listening to an Audubon CD or a video.
4. Give each student a page of the story shapes to color, cut out and use in retelling the story.
5. Give each student a photocopy (can be PowerPoint) of this storybook to illustrate, taking care to recall the colors and characteristics of the birds.
6. Demonstrate how to cut apart, correctly sequence, and bind the book.
7. After each student has finished the booklet, let the children pair up and "Partner Read" to one another. Practice until the book is mastered.
5. Then let each student take this book home to read to anyone and everyone, asking each person to sign and comment.

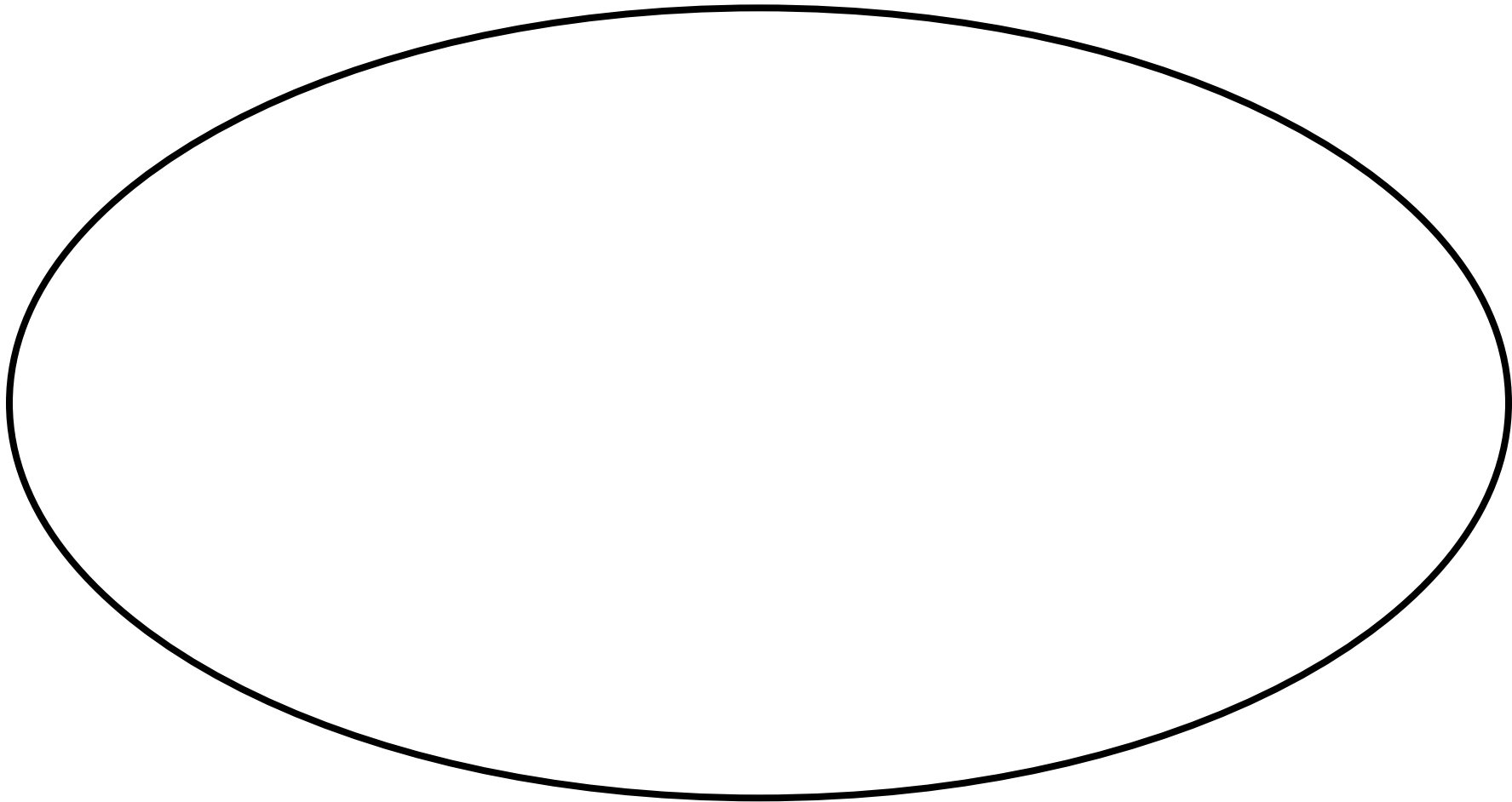
**Why Skunk Smells Pretty Good
(Most of the Time)**

(A Very Smelly Story)

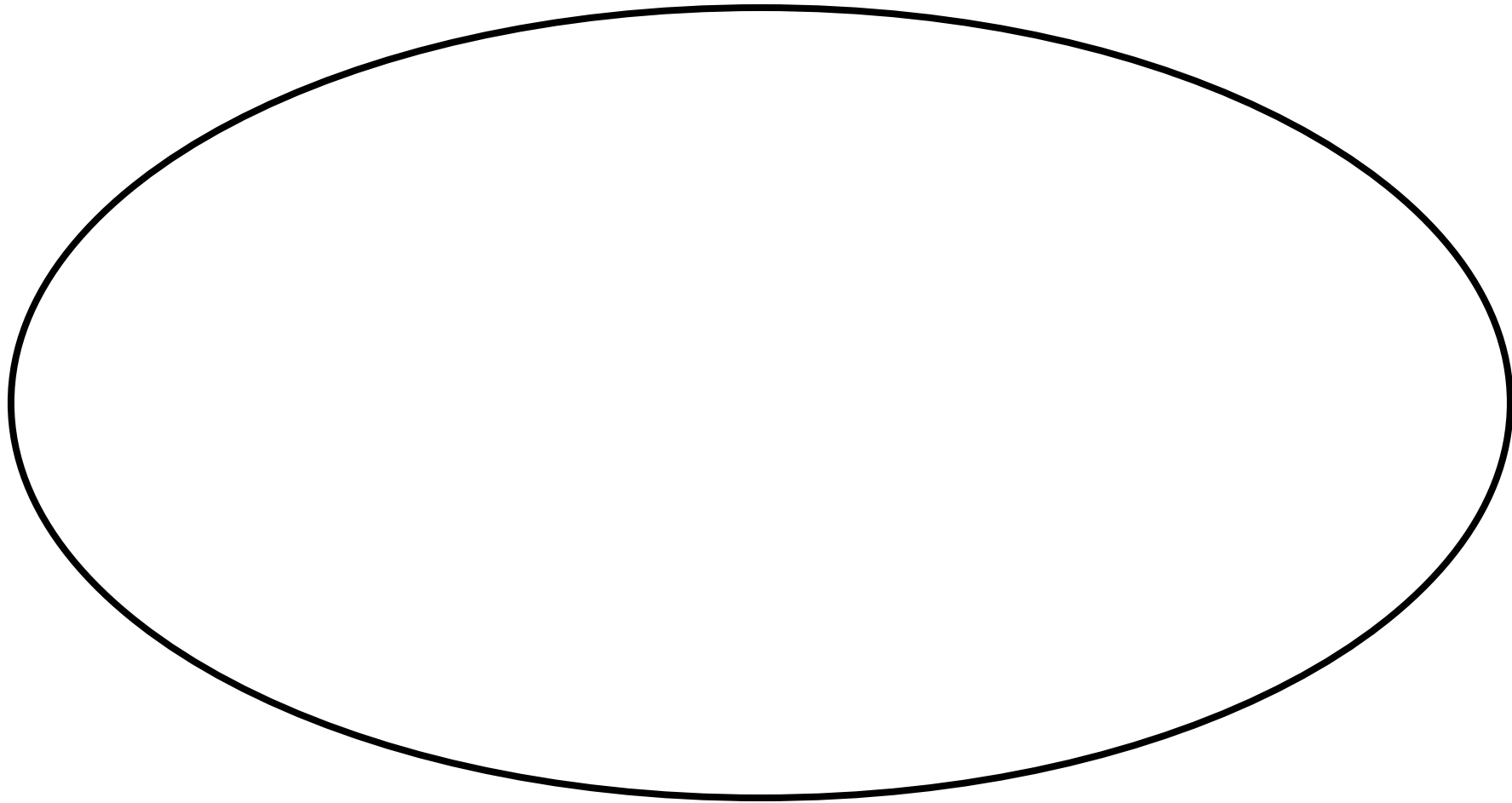
Retold by Linda Skinner

Illustrated by: _____

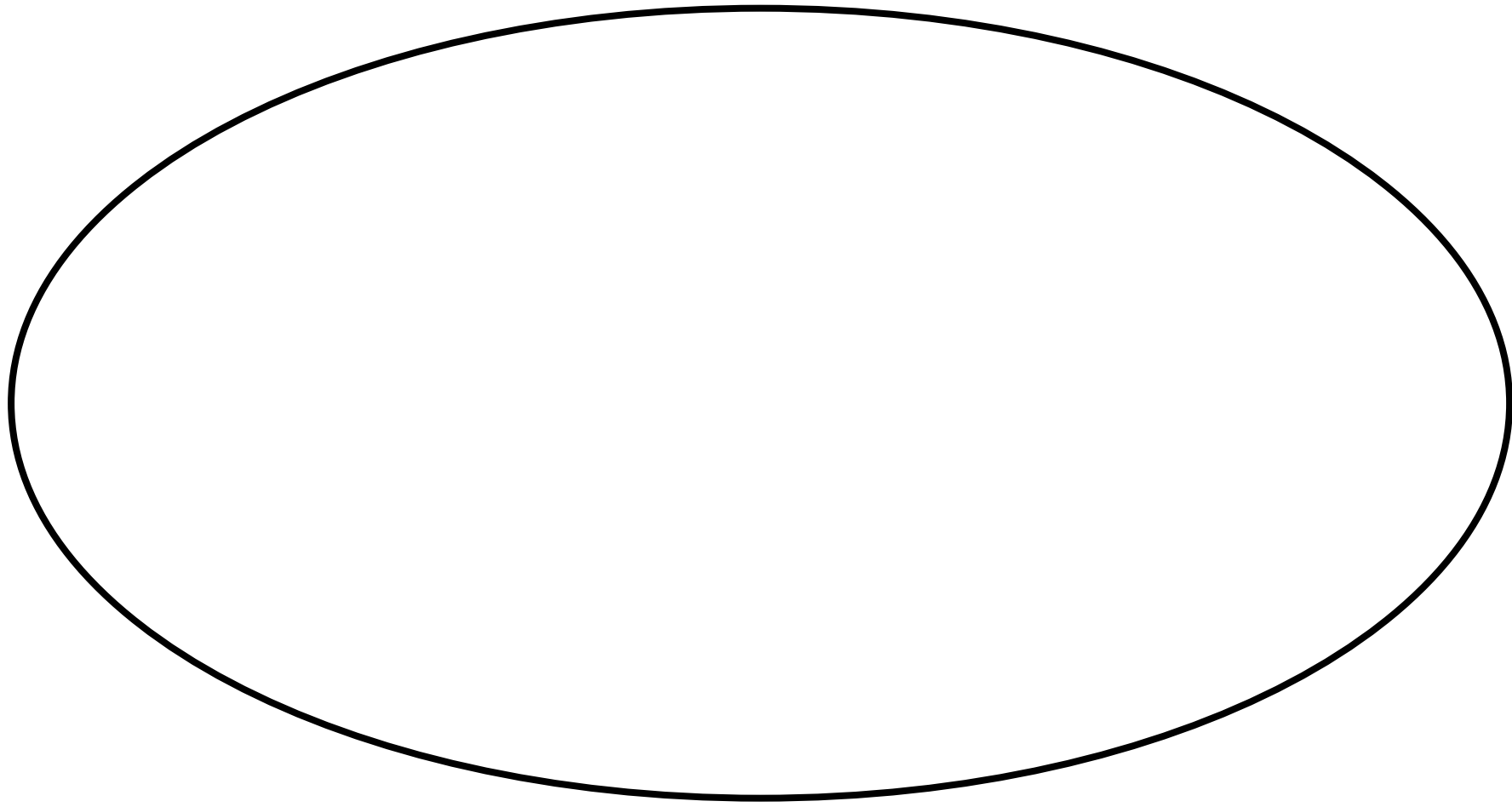
A Ute story originally told and given by Leroy Condie



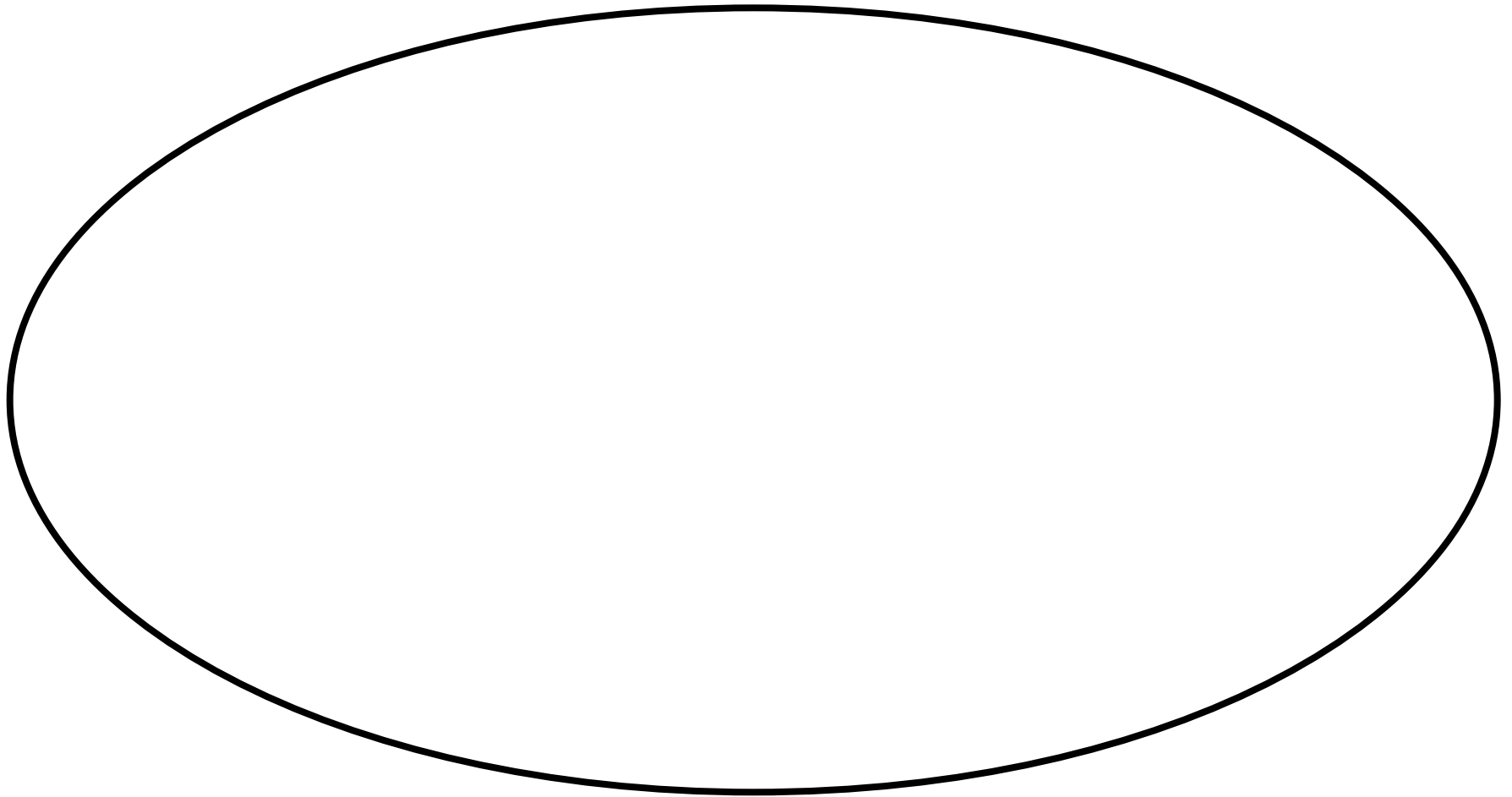
**The birds held a council. Woodpecker came.
Blue Jay came. Grouse came. Crow came. Owl flew in.
Cliff Swallow came. Eagle flew in and sat at the top of
the tree.**



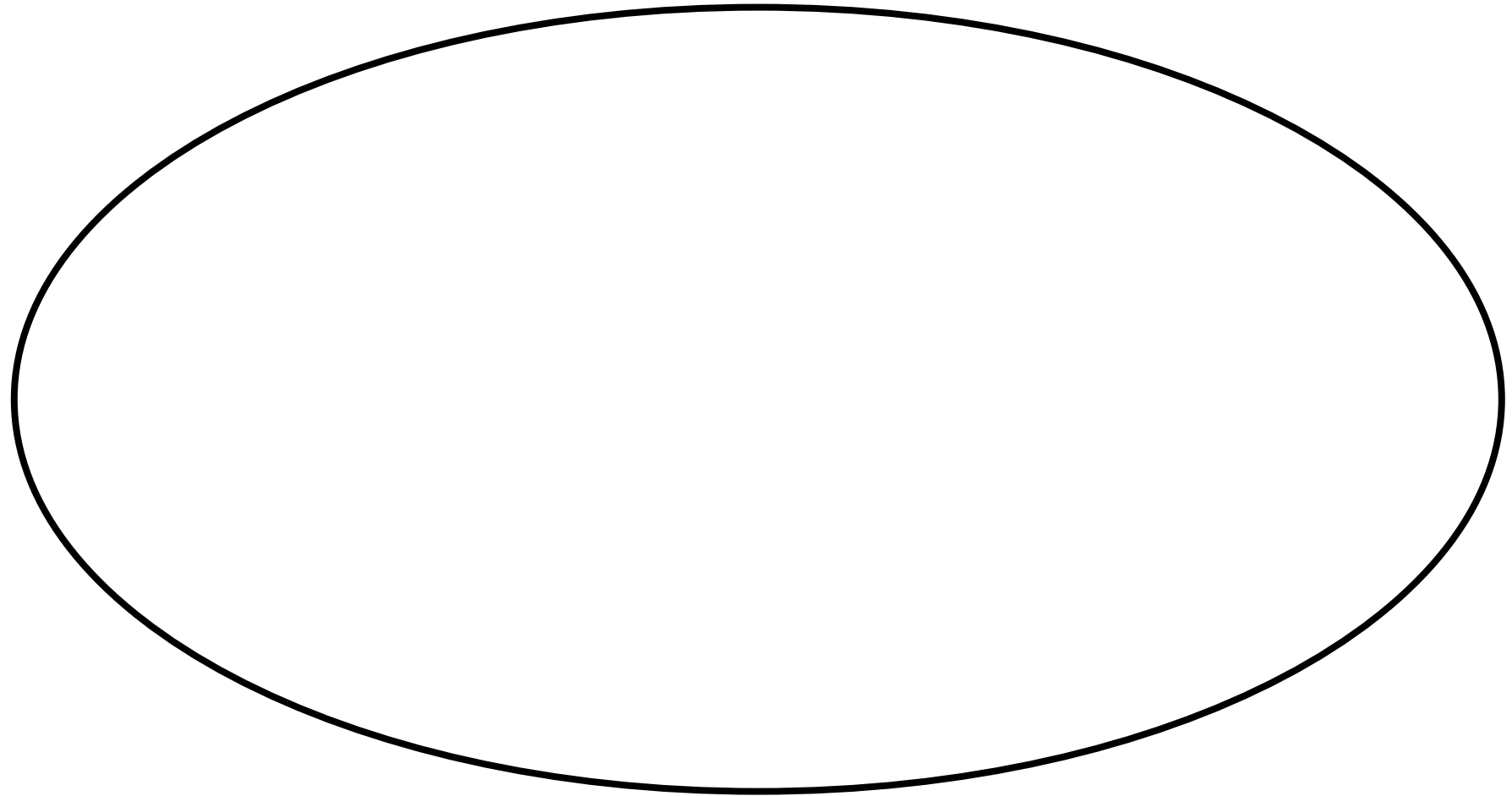
Woodpecker said, "That skunk! What are we going to do about him? He is like a little boy with a bow and arrow. He shoots this way and that way!"



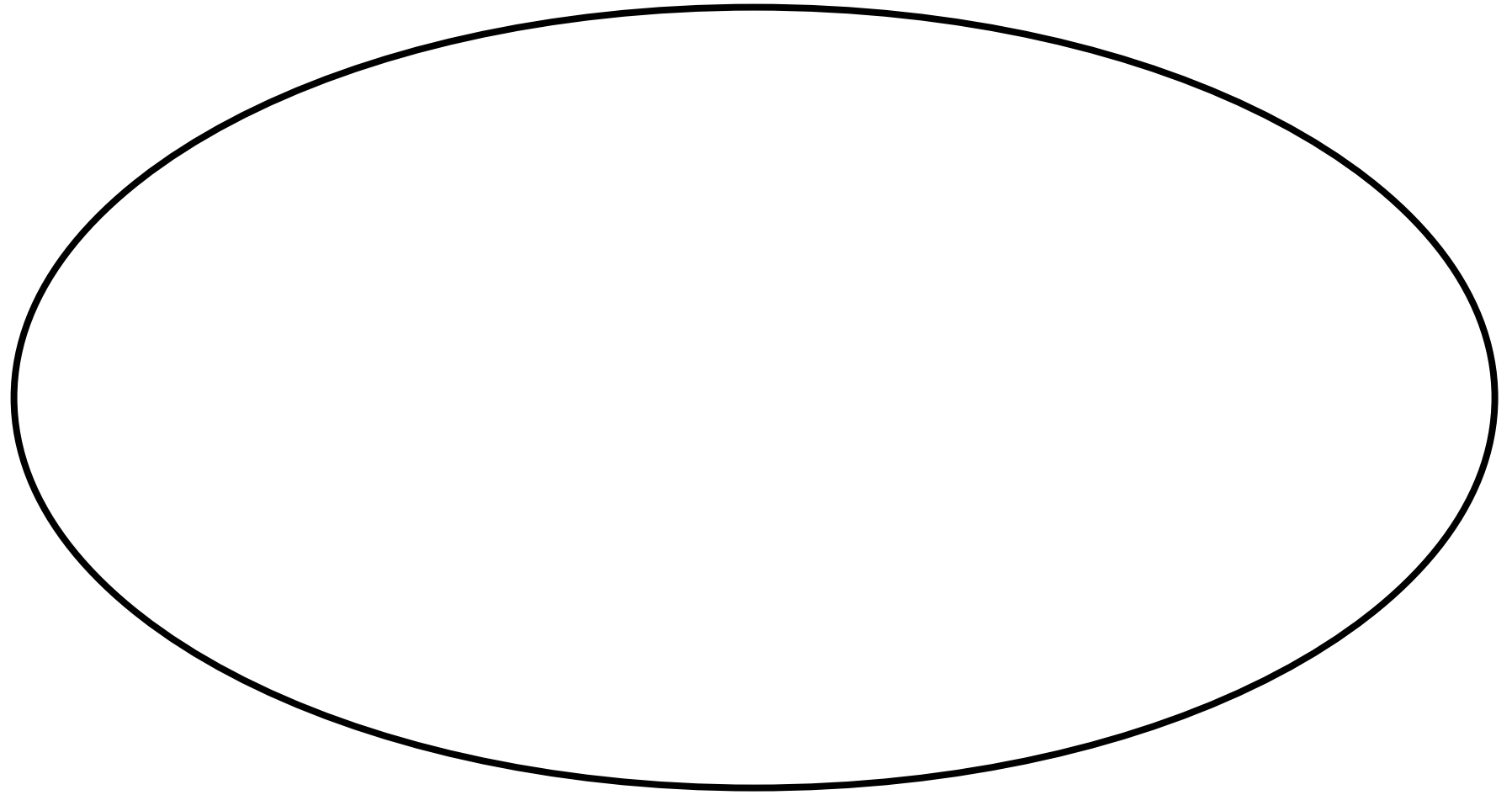
**Crow said, "It smells too bad around here.
My babies do not smell like crow babies.
They smell like skunk babies!"**



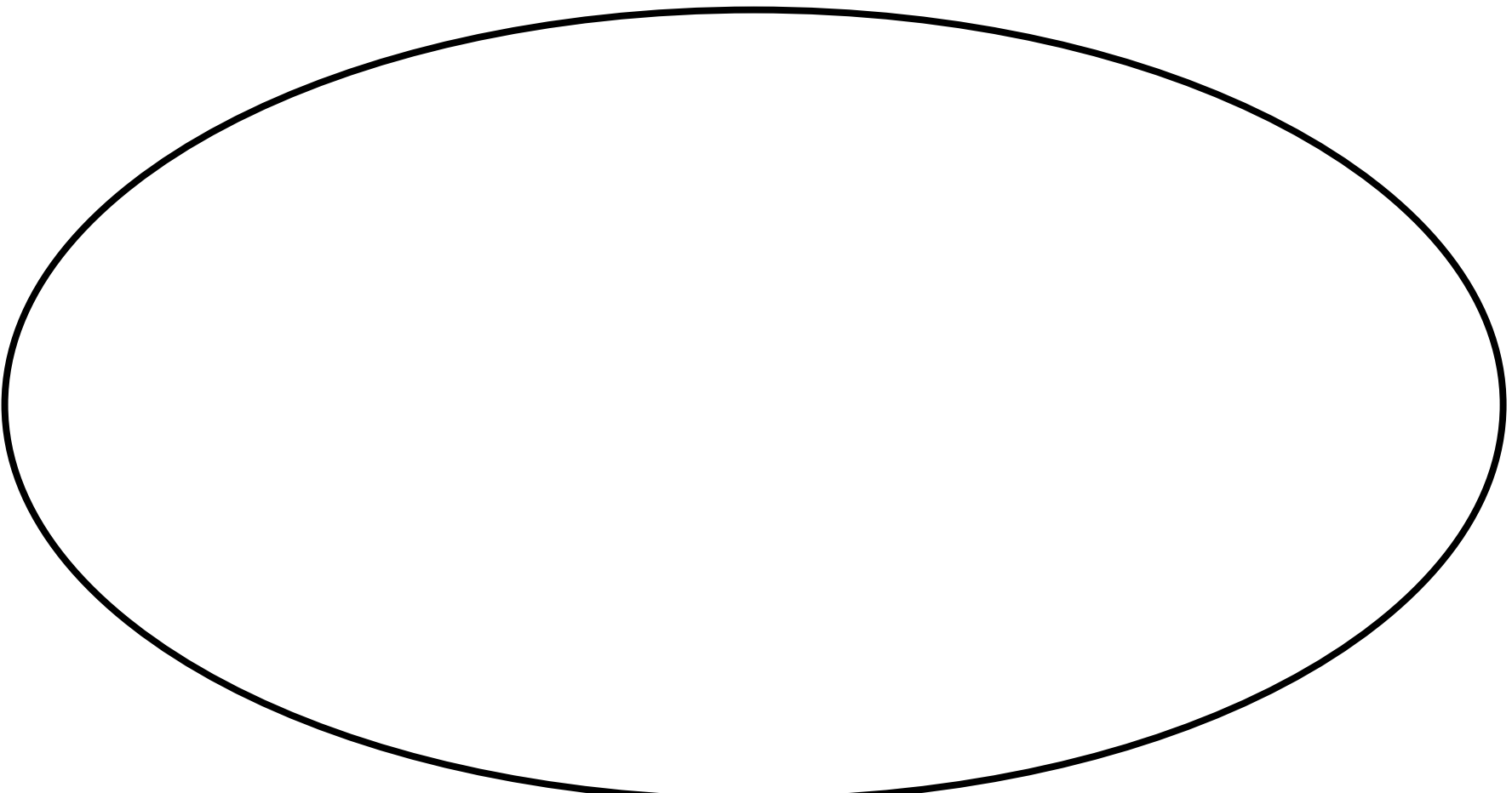
**Blue Jay said, "I have a plan.
One of us must go down into the valley and tie a string
around Skunk's bad smell."**



Eagle flew down the mountain. There was Skunk. He was going around like a bad boy. If he saw someone, he would throw that awful smell on him. Porcupine smelled bad. Turtle smelled bad. Deer smelled bad. Frog smelled bad, too!



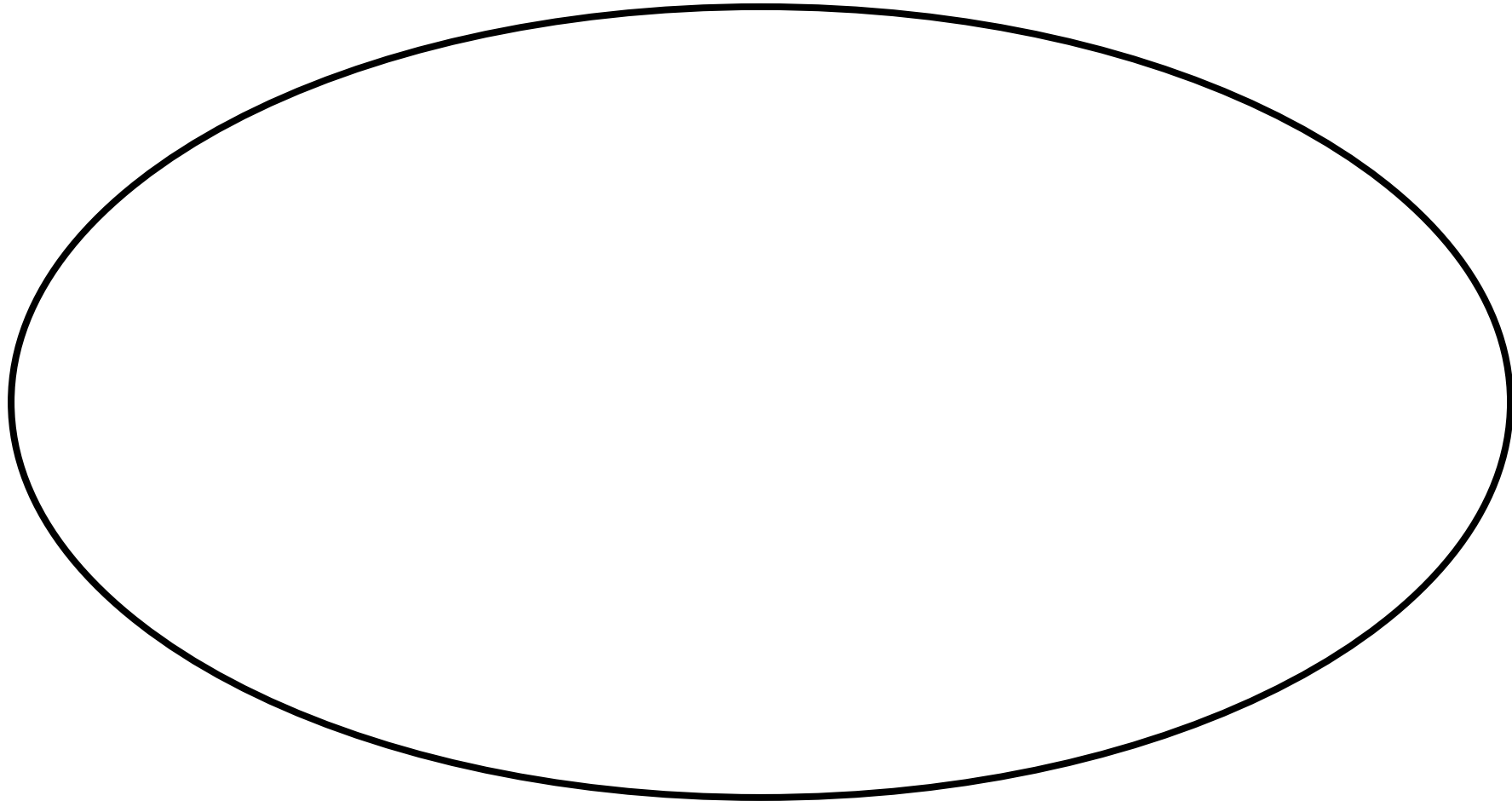
**Eagle flew close to Skunk. He flew quietly, but Skunk
heard him. Now Eagle smelled bad.
He flew back upon the mountain.
He sat in a tree by himself.**



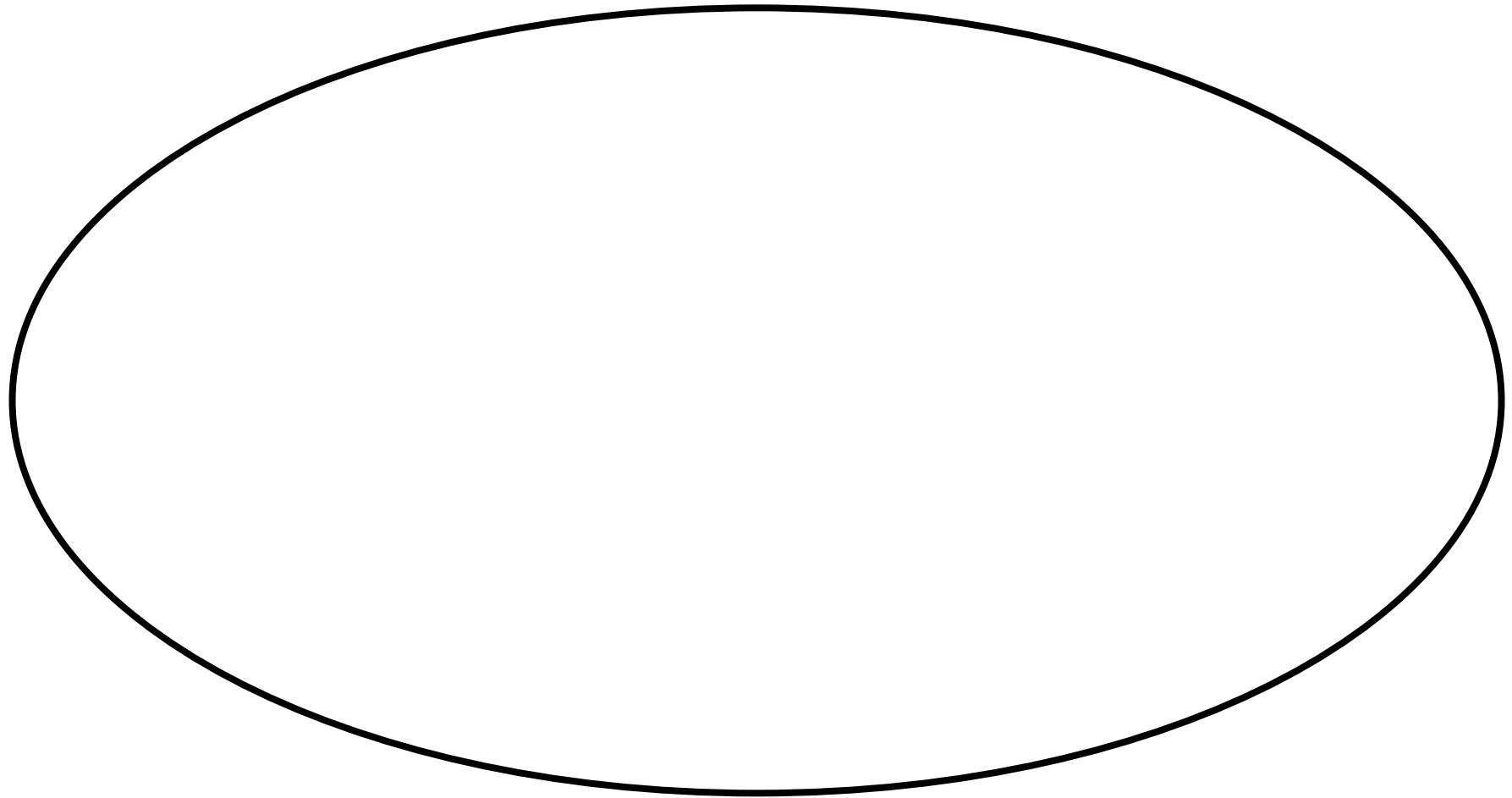
The birds said, "Swallow, Skunk cannot hear you. You are the one to tie up Skunk's bad smell." Swallow took the string. He flew down into the valley. He didn't make much noise. He almost did it. But Skunk heard him!



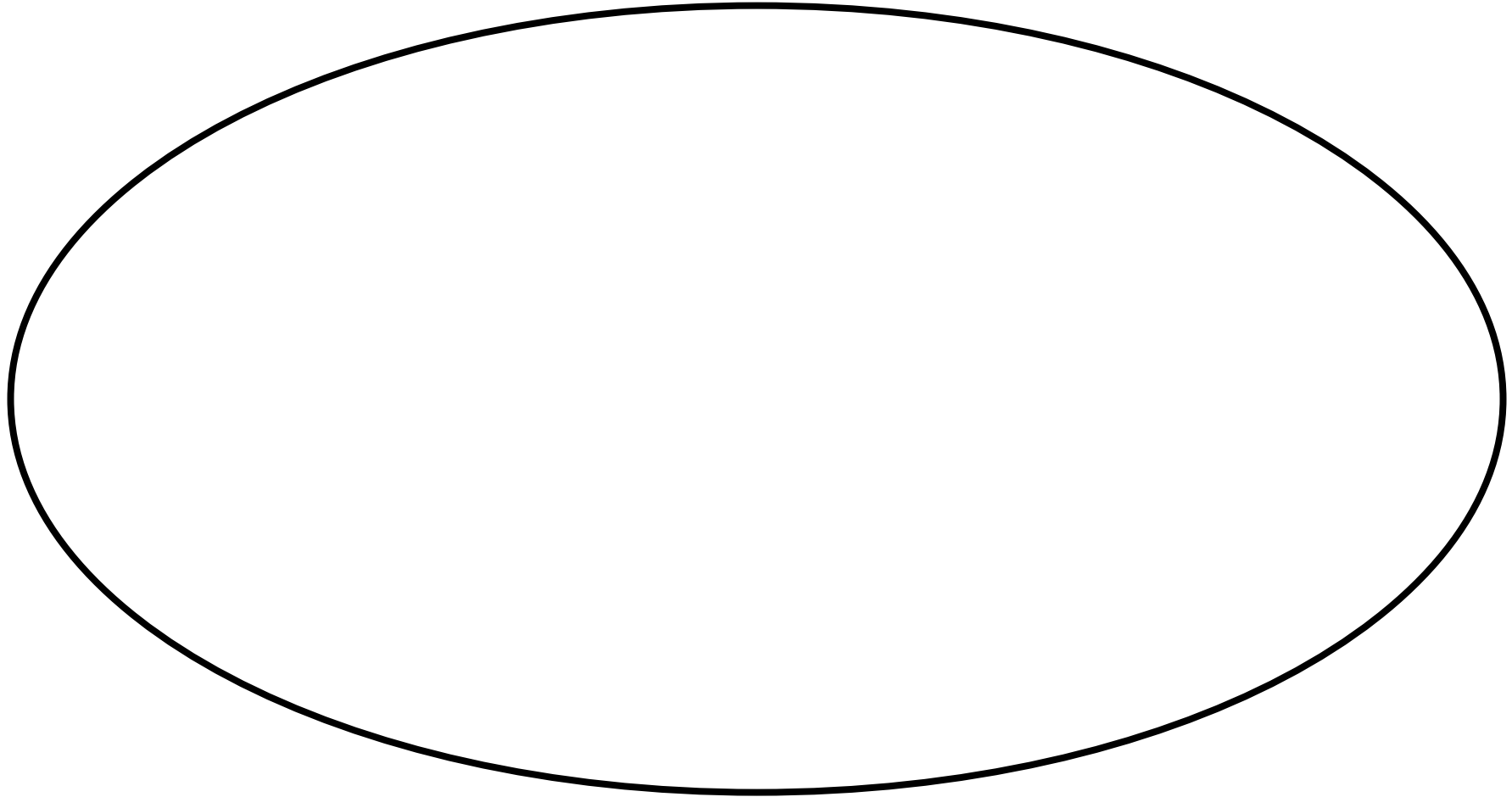
Now, Swallow sat alone in another tree.



**Grouse said, "There is one who can do this.
He is the night-hunter. His name is Owl.**



**So Owl flew down. He saw Skunk sleeping under a bush.
Skunk had been a bad boy all day. Now he was tired.
Owl made no noise. He was quiet as a shadow. He tied
the string around Skunk's bad smell.**



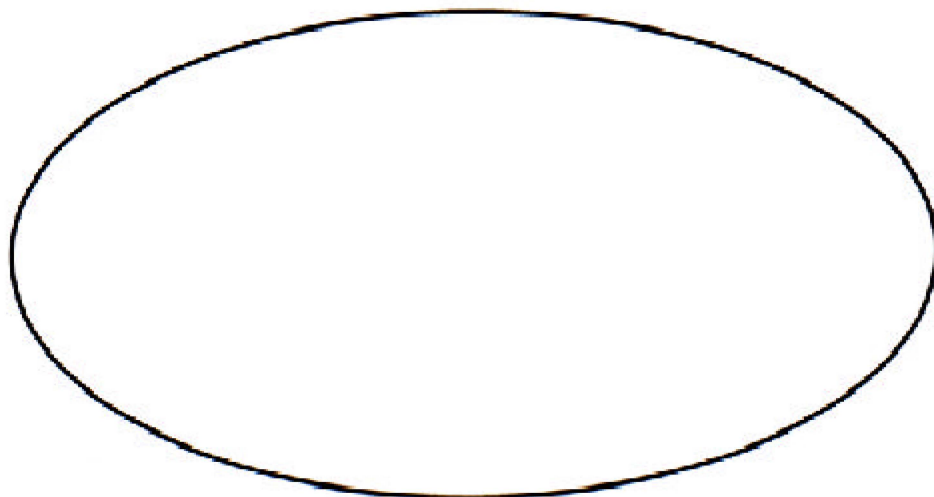
**Skunk is a good neighbor now.
He smells pretty good . . . most of the time!**

Comments & Signatures

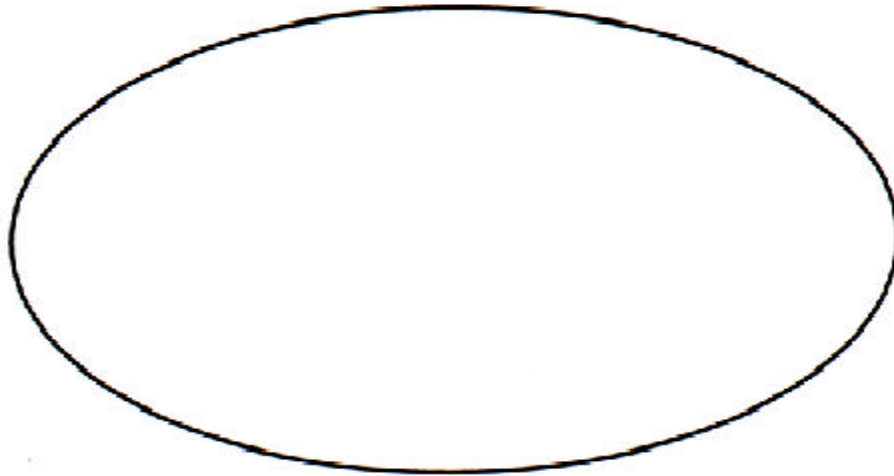
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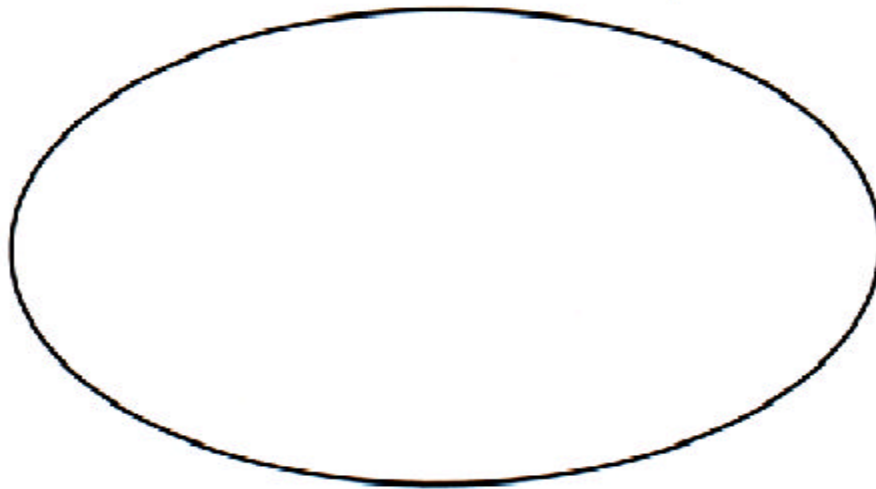
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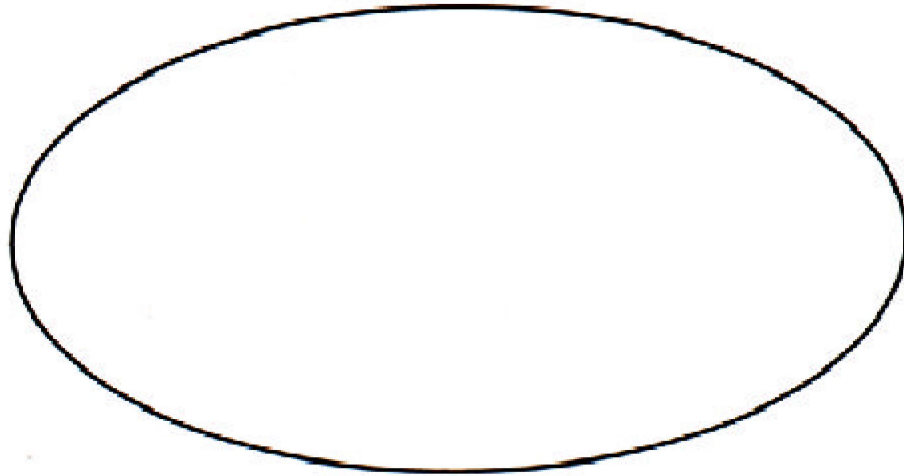
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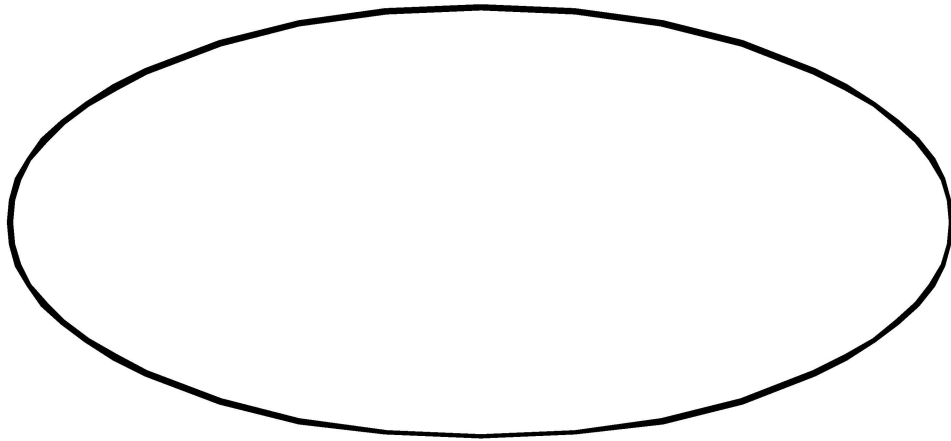
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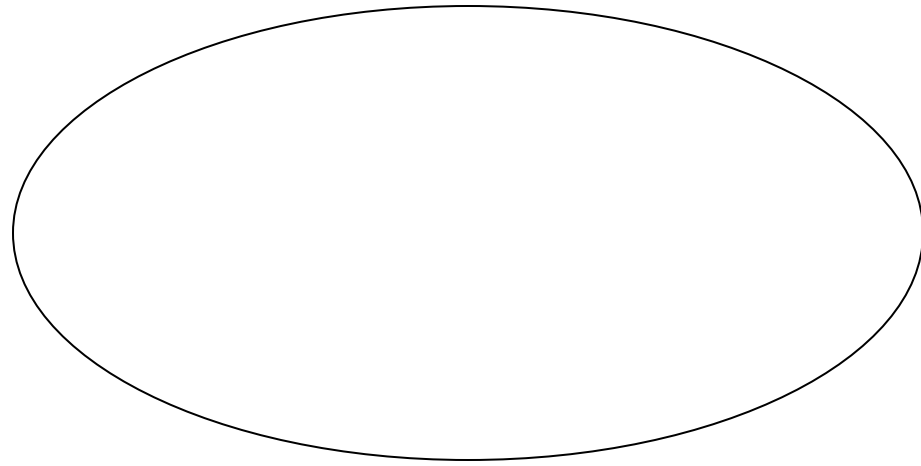
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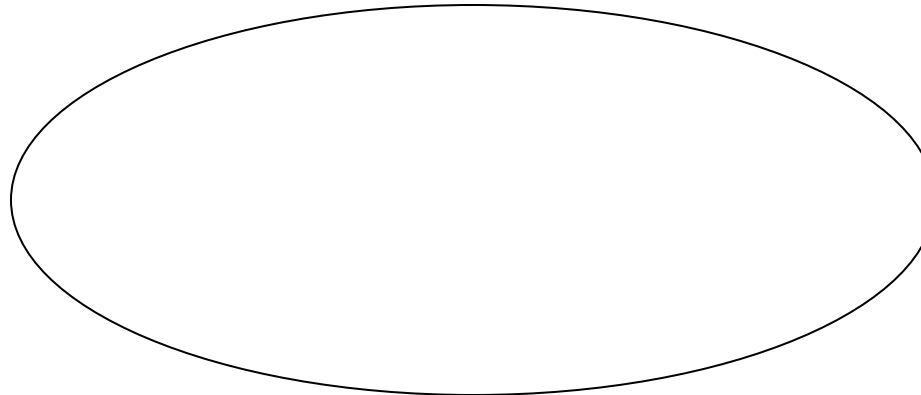
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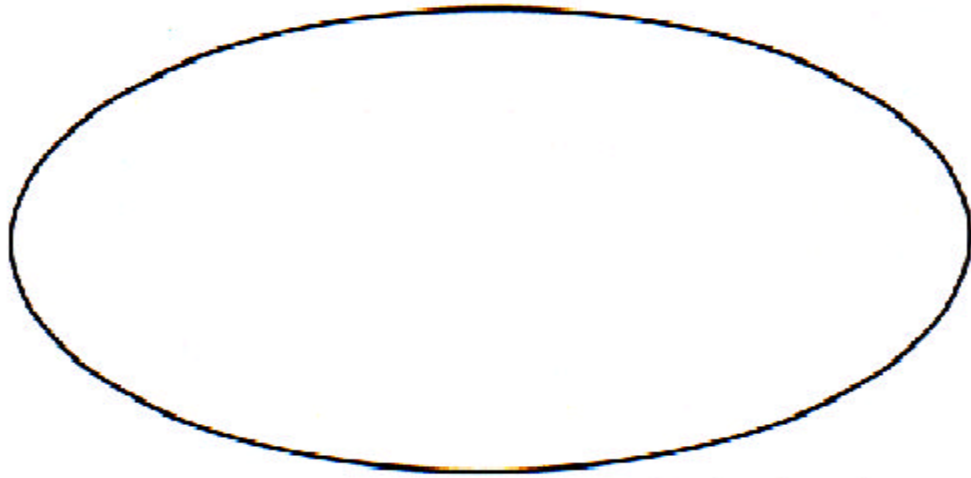
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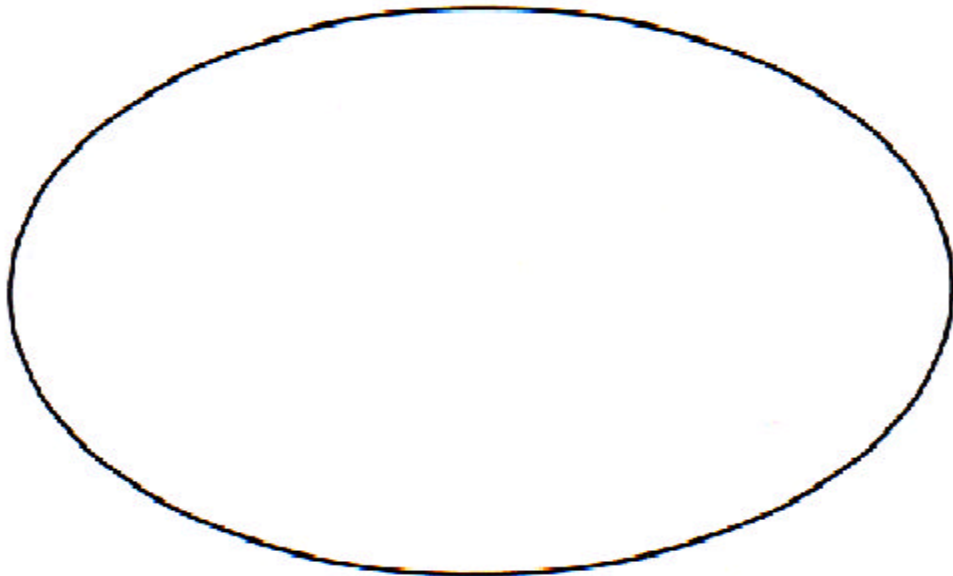
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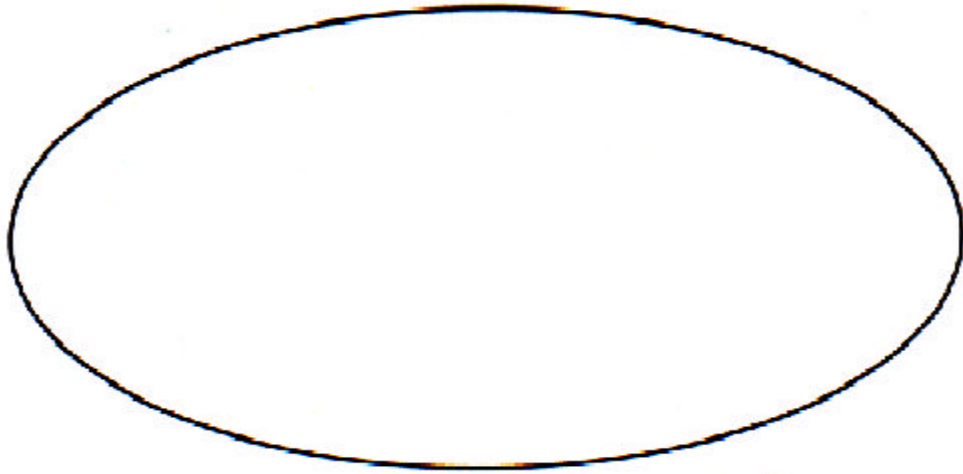
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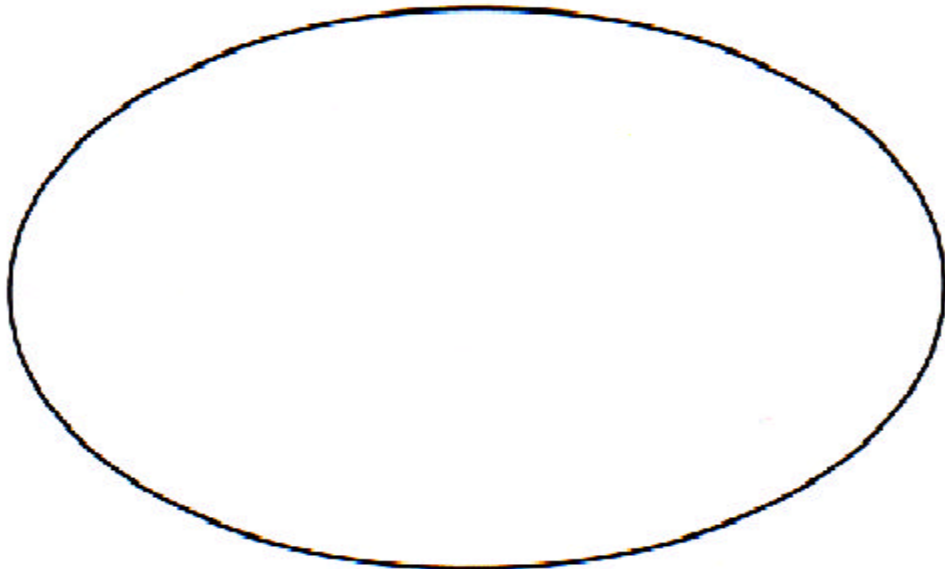
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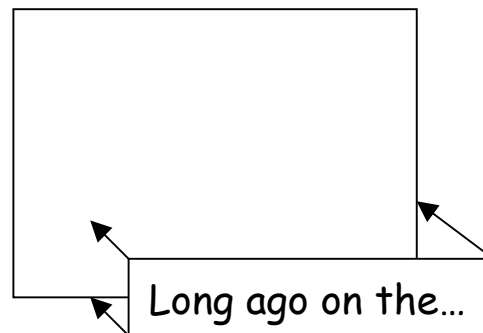
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Skunk is a good neighbor now. He smells pretty good...most of the time!

How to Make a Big Book

1. Get several large sheets of paper (8 ½" – 11") or butcher paper, wallpaper sheets, or other paper available. Lunch bags flattened and bound with jute cord would also work!
2. Print the script for the book exactly as it was written by individual children or in a calls collaborative effort. Glue the text to the front side of the paper along the bottom.
3. Give each child one page to illustrate.
4. When you are ready to bind the book for the classroom collection, laminate it and staple edges and cover the staples with library cloth tape. (Use a bookbinding machine if available.)



Teacher notes:

When each child has finished her/his illustration the pages can be held up and the text read in a choral reading performance. Simplify the reading of the text by copying the writing twice and gluing another copy to the backside. Then when the children hold up their drawing for the audience, they can still read their text on the back. Another fun activity is to have each child stand with their drawing, the mix them up and have the children sequence the story to reinforce story order.

When you laminate the pages, you can revisit the text and use a Vis a Vis pen to underline isolated sounds, syllables, parts of speech, story elements (setting, characters, problems, etc.) and story vocabulary words.