

Concept/Topic: Hunting and Gathering		Week 7
Essential Question: 3	Why does hunting and gathering occur in cycles?	
Guiding Question: F	What is a cycle?	
Social Studies Learning Outcomes:	Students will learn how human activities relate to seasonal cycles.	
Literacy Development Learning Outcomes:	Students will be able to: <ul style="list-style-type: none"> • understand the importance of sequence of events • distinguish between fiction and non-fiction • build vocabulary through reading • retell and recount story order • write a formal thank you letter 	Reading Skills: Sequencing Reading for meaning Illustration- caption match
EALR(s):	Reading: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2	Writing: 1.1, 1.2, 1.3, 2.2, 2.3
	Communication:	Social Studies: Other: Science
Suggested Books:	<ul style="list-style-type: none"> • <i>Winter Months</i> –Indian Reading Series level V, book 11. • <i>Story of the Seasons</i> –Indian Reading Series level III, book 1. • <i>Water Story</i> –Indian Reading Series level II, book 6. • <i>Lifecycle of a Canoe</i> –Romaine Culpepper. • <i>Swimmer</i> –Shelley Gill. • <i>Secret of Animal World</i> –Andrew Damos. • <i>Animal Life Cycles</i> Science Series –Evon-Moor. • <i>Indians of Washington and the Environment</i> –Project Learning Tree. • <i>Indians of the Northwest Coast</i> –Cobblestone. • <i>Salmon: Tireless Travelers</i> in <i>Secrets of the Animal World series</i>–Andrew Llamas. 	
Vocabulary/ Language Development (words, phrases):	calendar, circle, cycle, dawn, dusk, earth, freeze, frost, melt, moon, routine, schedule, shape, shine, snow, solstice, sun, wind.	
Resources:	Butcher paper, clocks.	

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Circle				
<ul style="list-style-type: none"> • Say, “List things in the classroom that are shaped like a circle.” • Define cycle – refer to season chart. • Say, “What season is this? What is the weather? What are we doing in this season?” 	<ul style="list-style-type: none"> • Tell students, “We have cycles in our own lives.” • Introduce and model a circular chart showing your daily routine. Include pictures in the circle and label them. 	<ul style="list-style-type: none"> • Introduce elder and have them talk about a nature cycle: life of salmon, life of cedar tree. 	<ul style="list-style-type: none"> • Introduce the water cycle. • Ask, “How does a clock illustrate a cycle?” 	<ul style="list-style-type: none"> • Discuss animal life cycles. Do a KWL chart.
Shared Reading				
<ul style="list-style-type: none"> • Read <i>How the Seasons Come to Be</i>. 	<ul style="list-style-type: none"> • Read a “dawn to dusk” story, such as <i>Secret of the Animal World</i> or <i>A Day in Johnny’s Life</i>. 	<ul style="list-style-type: none"> • Share <i>Swimmer</i>, a book on the life cycle of salmon. 	<ul style="list-style-type: none"> • Read book on water cycle. 	<ul style="list-style-type: none"> • Read from books on cycles. • Have students read for meaning, pull information and record on KWL chart.
Individual, Paired, or Small Group Work				
<ul style="list-style-type: none"> • Have students write individually, or scribe for class if appropriate. • Ask, “Do you agree with the animals? Should winter be 3 months or longer?” Discuss. • Graph the results. 	<ul style="list-style-type: none"> • Make a picture schedule of a day (from waking to going to bed) and match with descriptive words. • Have students draw pictures of daily routines on a circular chart. Label and match. 	<ul style="list-style-type: none"> • Make a class story from the elder’s wisdom. • Have students write a thank-you note to elder, telling the elder what they learned. 	<ul style="list-style-type: none"> • Have students illustrate and label a water cycle. • Have older students use complete sentences. • Have students make a clock or a water cycle wheel. 	<ul style="list-style-type: none"> • Have students work in pairs to choose an animal. • Students illustrate the animal’s cycle, color pre-made paper or write about the animal; label.
Teacher Instruction				
<ul style="list-style-type: none"> • Use cycle or season chart from Monday, week 5. • Contact elder for Wednesday. 	<ul style="list-style-type: none"> • Make overheads of several students’ work. 	<ul style="list-style-type: none"> • Find book on the water cycle. • Make copies of water cycle (see HG 7.3). • Make a clock sample. 	<ul style="list-style-type: none"> • Find books on various cycles: plants, animals, butterfly, frog, etc. 	

Concept/Topic: Hunting and Gathering	Week 7
	Day 4
	Morning Circle
	Activity: The Water Cycle

The instructions for reproducing and assembling the Picture Circle and the Rain Drop Circle to make a water cycle wheel are on the following pages.

Rain Drop Circle

1. Color
2. Cut out the Circle
3. Place the picture circle over the rain drop circle.
4. Put a paper fastener through both circles.

